PROGRAM PRESENTATION

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE

MASTER OF SCIENCE PROGRAM

OCTOBER 2004
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1. Unit and Chief Administrator

Graduate School of Library and Information Science (GSLIS)
John M. Unsworth, Dean and Professor

2. Parent Institution, Chief Executive, and Chief Academic Officer

University of Illinois at Urbana-Champaign
Richard H. Herman, Interim Chancellor
Jesse G. Delia, Interim Provost and Vice Chancellor for Academic Affairs
[Dean Unsworth reports to the Provost]

3. Accrediting Agency for the Parent Institution

North Central Association of Colleges and Schools

4. Name and brief description of program

Master of Science

We equip students with the theories and practices of library and information science (LIS) through the study of the foundations, principles, and ideas of the discipline, and the status and expectations of the profession. Our program objectives include teaching graduates to anticipate social and technological changes, and promote change to advance the profession; fostering critical thinking about literature and research in LIS and related fields; encouraging commitment to high standards of practice, conduct, responsibility, and service; and preparing for evaluation and development of services. Graduates of the master’s program are qualified to pursue careers as beginning librarians and information scientists in the information industry.

For the master’s degree, a student must complete ten units (40 semester hours) of graduate study. There are multiple enrollment options:

1) On campus. Students can pursue the degree on a full- or part-time basis.

2) Fridays Only. Commuting students can complete the degree in two and a half years by enrolling in on-campus courses offered on Fridays during the fall and spring semesters. Students may register for courses on other days of the week and have options for completing some online course work away from the Urbana-Champaign campus in order to complete the program in less time.

3) LEEP. The LEEP distance education option brings students to campus only for brief periods of study; remaining course work is completed online, using a variety of information technologies to communicate synchronously and asynchronously. Full- or part-time study is available.

4) K-12 School Media Program. Graduates of the Combined MS in LIS / K-12 Library Information Specialist Certification program are qualified to receive an Illinois K-12 Library Information Specialist certificate for library work in a school environment as well as to pursue careers as beginning librarians and information professionals in other work settings. This program is similar to the Master of Science degree program but includes significantly more required coursework. There are, however, a number of electives that K–12 Library Information Specialist candidates may choose in designing their programs.
We are seeking accreditation of our MS program including all enrollment options. As demonstrated in the section of the program presentation devoted to LEEP, there is substantial integration among these options. Although LEEP and Fridays Only students have priority for enrollment in sections of courses designated as LEEP or Fridays Only respectively, students in other enrollment options can elect to take these sections on a space-available basis. On-campus courses have made increasing use of asynchronous communication and web-based technologies, so the modes of teaching and learning in the various degree options have become more similar over time. All students must meet the same standards for admission and satisfy the same degree requirements. As we work to sustain our tradition of excellence in graduate professional education while pursuing new initiatives, we welcome the review by the Committee on Accreditation.

*Historical Background*

In 1893, Katharine L. Sharp founded a department of library science at the Armour Institute in Chicago. It was the first such school in the Midwest and the fourth in the United States. In 1897, Katharine Sharp accepted an invitation to move her school to Urbana to become part of the University of Illinois, the longest continuous university affiliation of any library school in the United States. Since 1926, when accreditation of library education programs was initiated, the School’s entry-level professional credential program has been accredited by the American Library Association. In addition to the MS program, the School now offers a Certificate of Advanced Study, the Doctor of Philosophy degree, and an undergraduate minor in information technology studies.
STANDARDS SECTION

I. Mission, Goals and Objectives

I.1 A school's mission and program goals are pursued, and its program objectives achieved, through implementation of a broad-based planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

University Context

The University of Illinois, founded in 1867 under the Land Grant Colleges Act, is a state-supported land-grant institution with a threefold mission of teaching, research, and public service. There are now three campuses: Urbana-Champaign, Chicago, and Springfield. The Urbana-Champaign campus has a student body of 38,864 (Fall 2003) of whom 9210 (23%) are graduate students (including all GSLIS graduate students) and 1065 (3%) are professional students enrolled in the Colleges of Law and Veterinary Medicine. UIUC is “one of the nation’s great research universities, known for its distinguished faculty, its outstanding resources and the breadth of its academic programs. It is deeply committed to educating its large, diverse student body and to engaging critical societal and scientific issues.” (University of Illinois 2004 Pocket Facts, p. 8) The Graduate College has jurisdiction over all programs leading to advanced degrees. The responsibility for initiating, developing, and administering degree programs is delegated to the departments and other academic units. The Graduate College provides supporting services as well as general supervision to these degree-granting units.

In the welcome statement on Interim Chancellor Richard Herman’s web page, he observes that the University of Illinois at Urbana-Champaign is “a place where excellence, innovation, and tradition have combined to produce a unique institution” (http://www.oc.uiuc.edu/welcome/index.html). He concludes: “We who work and study here strive to keep faith with our predecessors by constantly reaching for higher horizons of excellence, achievement, and service. There is a nobility of purpose in this institution, a rich legacy that inspires us, and a determination to improve the lives and expand the possibilities of all who are touched by our efforts.” Illinois is an institutional context that values and has high expectations of graduate professional education.

GSLIS Mission

Consistent with the UIUC mission, the School’s mission is to provide:

- Graduate education for leaders in research and practice in the fields of library and information science;

- Groundbreaking research to advance preservation of and access to information in both traditional and digital libraries and in the many settings outside of libraries where large amounts of critical information are collected;

- Useful service to librarians and other information service providers, as well as to the citizens of Illinois.

This is the framework by which we are judged by the University and within which the School shapes its work.
As a context for initiating the search for a new dean to lead the School, the faculty developed the following fuller statement, adopted in October 2001:

**GSLIS MISSION (10/3/01)**

The Graduate School of Library and Information Science (GSLIS), as part of the University of Illinois at Urbana-Champaign, has a long history of excellence in education, research, and service since 1897 (following its founding at the Armour Institute in Chicago in 1893). These three missions have evolved as the School seeks to achieve a breadth and depth of excellence in all its activities and to have an impact on the state, the nation, and the world. GSLIS has regularly been highly ranked in scholarly comparisons of LIS schools and was ranked #1 in the most recent *U.S. News & World Report* ranking of LIS schools.

Excellence in education includes: 1) providing undergraduates with access to a minor in information technology studies with a range of courses encompassing the social, organizational, and historical changes created by information infrastructures as well as technical skills; 2) offering an MS curriculum that reflects a philosophy that “library” and “information science” should be held together, while accommodating students with diverse backgrounds and career objectives; 3) engaging successfully in online pedagogy to build learning communities of students at a distance and applying new techniques to teaching on-campus courses; 4) preparing doctoral students as researchers through a research-oriented, interdisciplinary program with an individually tailored course of study. We recruit talented students to these programs and seek a diverse student body, a diversity that is enhanced by the reach of our online program across the country and around the globe. Courses are taught by a full-time, interdisciplinary faculty committed to quality in teaching, supplemented by a pool of knowledgeable adjuncts drawn from across the country as well as the local community. In addition, alumni have opportunities to contribute to the educational experience of current students through serving as mentors, guest speakers, and practicum site supervisors.

Excellence in research includes: 1) application of a variety of research methods in the investigation of research problems; 2) exploration of a wide range of information-related topics within such broad rubrics as historical studies; distributed communities; Internet studies; managing heterogeneity and diversity in large scale information systems; readers, writers, and texts; and technology and scholarship; 3) enhancement of organizational structures, specifically the Library Research Center and Information Systems Research Laboratory, to support engagement of faculty and students in research; 4) pursuit of additional sources of funding to support research; 5) enhancement of physical facilities to house research computing infrastructure and research groups; 6) collaboration across campus and with external partners; 7) use of various channels to disseminate the results of research, including a GSLIS technical report series.

Excellence in service includes: 1) engagement of faculty in significant roles in a wide range of disciplinary and professional associations; 2) involvement of faculty as valued members of campus committees; 3) high standards for publications and services provided by units such as the Center for Children’s Books, Prairienet, Information Researchers, and the GSLIS Publications Office.

Excellence is achieved in an environment of collaboration and cooperation. Students, staff, and faculty are all valued members of the GSLIS community who
take pride in the history and accomplishments of the School while being open to innovation and change.

Planning Process

Since FY1998, GSLIS planning processes have been embedded in the planning process mandated at the campus level, as described in Provost Communication 1: Budgetary Principles and Practice. Planning and budgeting take place in a sequence that operates continuously, but repeats through a twelve-month cycle most conveniently considered in terms of the fiscal-year calendar, running from July 1 through June 30. In January of each year, GSLIS submits to the Campus Budget Oversight Committee (CBOC) and the Provost: 1) a report covering the state of the unit, recent progress toward the unit’s strategic goals, and evidence concerning the quality of performance in fulfilling mission and sustaining institutional values; and 2) a budget proposal including discussion of the ways in which the next year’s budget and out-year projections will affect performance and provide progress toward strategic goals of the unit and the campus. The actual review of each unit consists of (a) preliminary study and discussion by the CBOC and the Provost, (b) an extended conference involving the dean and appropriate staff from the unit, the CBOC, and the Provost, and (c) additional study and discussion by the CBOC and the Provost in a phase involving comparative evaluation of proposals from all units. This review also takes into account extensive data compiled by the Division of Management Information in the Campus Profile to monitor the performance of all units. Thus the University of Illinois expects broad-based, continuous program planning and improvement of all its units, and enforces this expectation in its budget processes that ask about the School’s mission and how it is being carried out. Faced with declines in state support for the University, in FY03 and FY04 units were asked to assess the impact of budget rescission/reductions but at the same time discuss opportunities in their field that must be addressed and how this could be accomplished. GSLIS faculty collaborated in developing this portion of the GSLIS annual report to the campus.

Beginning in fall 2003, Dean Unsworth has initiated monthly meetings of the faculty (“faculty diets”) at his home to foster discussion of issues critical to strategic planning for the School. These meetings have provided a forum to involve all categories of faculty (full-time, emeritus, adjunct) and key administrative staff in shaping future directions for the School. Topics addressed in 2003-2004 have included:

October -- Position of GSLIS in relation to other campus units (not only other academic departments, but the library, the museum, etc.); position of GSLIS in relation to other schools of library and/or information science. What should we do to build the GSLIS program on campus and externally?

November -- What is the proper role of GSLIS in undergraduate education? What do we want to see develop in GSLIS MS and doctoral education (size of program, profile of student body, etc.)?

January -- Faculty hiring plans; Long-range planning

February -- Capital campaign; Chicago area activities; Ph.D. recruiting

March -- New degree programs; Research review

April -- Review of year’s activities

A retreat for the full-time faculty held August 18, 2004 included discussion of the most effective formats for engaging the faculty in strategic planning, with recommendations for the operation of School committees and the conduct of faculty business meetings, as well as a commitment to regular retreats to review progress and plan future initiatives.
In addition to faculty and staff, other constituents are also engaged in providing input to planning. MS students have representatives who participate in both the Curriculum Committee and faculty business meetings and also meet regularly with the dean. Dean Unsworth has made outreach to constituents in the state a high priority. A Chicago initiative is building stronger connections with the large concentration of GSLIS alumni residing in the greater Chicago area, and bimonthly meetings of a corporate roundtable include representatives involved in information-related work at Archer Daniels Midland, Caterpillar, Boeing, and Abbott Laboratories as well as GSLIS faculty and administrative staff.

The preparation of the Program Presentation has provided an opportunity to involve many individuals in review and comment on drafts of the document, reinforcing connections to a range of constituents. Once the draft document was available on the web, comments were sought from faculty (both full-time and part-time), students, staff, colleagues in the University Library, and the 2200 alumni who receive our electronic eUpdate newsletters (many of whom also employ graduates of our program).

Sources of Evidence:
Campus Profile (http://www.dmi.uiuc.edu/cp)
GSLIS Mission Statement (http://www.lis.uiuc.edu/gslis/school/index.html)
Provost Communication 1: Budgetary Principles and Practice (http://www.provost.uiuc.edu/provost/budget/budgetary.html)

I.2 Program objectives are stated in terms of educational results to be achieved and reflect

I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management

I.2.2 the philosophy, principles, and ethics of the field

I.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations

I.2.4 the value of teaching and service to the advancement of the field

I.2.5 the importance of research to the advancement of the field's knowledge base

I.2.6 the importance of contributions of library and information studies to other fields of knowledge

I.2.7 the importance of contributions of other fields of knowledge to library and information studies

I.2.8 the role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved groups

I.2.9 the role of library and information services in a rapidly changing technological and global society
I.2.10 the needs of the constituencies that a program seeks to serve.

Program objectives are clearly stated in the MS degree program overview: “We equip students with the theories and practices of library and information science (LIS) through the study of the foundations, principles, and ideas of the discipline, and the status and expectations of the profession. Our program objectives include teaching graduates to anticipate social and technological changes, and promote change to advance the profession; fostering critical thinking about literature and research in LIS and related fields; encouraging commitment to high standards of practice, conduct, responsibility, and service; and preparing for evaluation and development of services. Graduates of the master’s program are qualified to pursue careers as beginning librarians and information scientists in the information industry.”

Parsing this statement in relation to the standard, one has:
1.2.1, 1.2.2, 1.2.3 We equip students with the theories and practices of library and information science (LIS) through the study of the foundations, principles, and ideas of the discipline, and the status and expectations of the profession;
1.2.8, 1.2.9, 1.2.10 Our program objectives include teaching graduates to anticipate social and technological changes, and promote change to advance the profession;
1.2.5, 1.2.6, 1.2.7 fostering critical thinking about literature and research in LIS and related fields;
1.2.4 encouraging commitment to high standards of practice, conduct, responsibility, and service;
1.2.2, 1.2.5, 1.2.8, 1.2.9 and preparing for evaluation and development of services.
1.2.10 Graduates of the master’s program are qualified to pursue careers as beginning librarians and information scientists in the information industry.

The detailed discussion of the curriculum in II below will demonstrate in more detail how these objectives are achieved.

Source of evidence:
Master of Science Degree Program Overview (http://www.lis.uiuc.edu/glis/degrees/ms.html)

I.3 Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

As noted in I.1, GSLIS operates in an environment that expects continuous planning and program improvement. Data gathered, formally and informally, from students, faculty, employers, alumni, and campus colleagues and administrators informs the ongoing evaluation of program goals and objectives. The use of electronic communication and the geographic reach of our online program mean that many more voices can contribute to this process. The discussion of the remaining standards provides more specific examples of data gathering, analysis, and use for this purpose.
II. Curriculum

Note: In fall 2004 UIUC will implement a new course numbering system, resulting in a renumbering of all GSLIS graduate courses. The revised course numbering will make UIUC practice consistent with that of other UI campuses as well as common practice at other higher education institutions. Courses in which graduate students enroll are now numbered in the 400/500 range, rather than the 300/400 range. Because reviewers of this program presentation will be consulting some materials that use the old course numbers and other materials that use the new course numbers, fall 2004 course numbers will be used in this document, followed by the old numbers in parentheses. Coinciding with this change in course numbering is a change in the designation of credit awarded: ½ unit of credit becomes 2 graduate semester hours; 1 unit of credit becomes 4 graduate semester hours. The credit required to earn the MS becomes 40 graduate semester hours rather than 10 units.

II.1 The curriculum is based on goals and objectives and evolves in response to a systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

The MS curriculum reflects a philosophy that “library” and “information science” should be held together, while accommodating students with diverse backgrounds and career objectives. Therefore there are two courses required of all students (15-20% of the hours needed to earn the degree). For the remaining 80-85% of credit, students may choose from a wide range of electives, with the option to further individualize their program of study by enrolling in a practicum, independent study, and/or thesis.

As specified by the standard, the two required courses provide a strong foundation in their treatment “of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.” The brief course descriptions provide an indication of the scope of each course:

LIS 501 (380) Information Organization and Access (4 graduate hours)
Emphasizes information organization and access in settings and systems of different kinds. Traces the information transfer process from the generation of knowledge through its storage and use in both print and non-print formats. Consideration will be given to the creation of information systems: the principles and practice of selection and preservation, methods of organizing information for retrieval and display, the operation of organizations that provide information services, and the information service needs of various user communities. Required MS degree core course.

LIS 502 (390) Libraries, Information and Society (2 or 4 graduate hours)
Explores major issues in the library and information science professions as they involve their communities of users and sponsors. Analyzes specific situations that reflect the professional agenda of these fields, including intellectual freedom, community service, professional ethics, social responsibilities, intellectual property, literacy, historical and international models, the socio-cultural role of libraries and information agencies and professionalism in general, focusing in particular on the interrelationships among these issues. Required MS degree core course.

While these two courses have been the required core for several years, they are regularly revised and updated based on student feedback and developments in the knowledge base and practice of the profession and related disciplines. Although these two courses are not strict prerequisites for most other courses, the expectation is that they will be taken early in a student’s program of study. They provide a foundation of key concepts and exposure to issues that elective courses can build on. They represent the content that the faculty feel all MS graduates, regardless of career objectives, should master.
For on-campus and Fridays Only students, LIS 501 is offered in the fall and LIS 502 is offered in the spring, with weekly lectures team-taught by full-time faculty (currently Les Gasser and Carole Palmer for LIS 501 and Leigh Estabrook and Dan Schiller for LIS 502). Smaller discussion sections, facilitated by GSLIS doctoral students serving as teaching assistants for the course, also meet weekly. In summer 2003 LIS 502 was changed from 2 semester hours to variable credit (2 or 4 semester hours), giving students the option of investigating some of the topics covered in greater depth. LEEP students enroll in LIS 502 in an intensive on-campus session during the summer in which they begin the program and enroll in LIS 501 as their first online course the following fall. The LEEP sections of LIS 502 have been team-taught for several years by Leigh Estabrook and Maggie Kimmel from the University of Pittsburgh (with Leigh Estabrook the sole instructor in summer 2004, assisted by four teaching assistants). Stephen Downie has been the primary instructor of the LEEP sections of LIS 501 for the past few years.

The Course Information section of the GSLIS web site has a full listing of available courses and course descriptions as well as the schedule of courses being offered in a given semester. Most faculty for both on-campus and LEEP courses provide full course syllabus information online in the space created for the course on the LEEP server. The audience for most GSLIS course offerings are students pursuing the MS. Some courses (numbered in the 200’s and 300’s) are exclusively for undergraduates; some courses (numbered in the 400’s) may enroll upper-level undergraduates as well as MS students; and doctoral seminars may be open to MS students with permission of the instructor. Each semester there are a large number of electives from which students can choose, both regularly numbered courses and sections of LIS 590 Advanced Problems in LIS, the rubric for special topics courses when they are first introduced into the curriculum. Offerings for fall 2004 are typical:

- 5 undergraduate courses, of which 2 allow enrollment by MS students
- 1 required MS course (with sections for on-campus/Fridays Only students and LEEP students)
- 18 elective on-campus courses, 5 elective Fridays Only courses, and 15 elective LEEP courses [with possibilities for cross-enrollment in Fridays Only and LEEP courses on a space-available basis]
- 5 doctoral courses, of which 3 allow enrollment by MS students with instructor permission

The requirements for the degree specify the allowable credit that can be taken in other departments at UIUC or transferred in from other universities. At least 28 of the 40 hours required for the degree must be taken in library and information science at the University of Illinois. The remaining 12 hours can be earned as additional University of Illinois graduate-level courses in library and information science; as transferred graduate-level course work in library and information science from an ALA-accredited master’s program (maximum 8 hours); or as completed approved graduate-level course work in a field other than library and information science taken at the University of Illinois at Urbana-Champaign (maximum 12 hours), or as a University of Illinois extension course, or from any accredited institution (maximum 4 hours). The student’s advisor must approve counting courses taken outside GSLIS as credit toward the MS. Transferring credit from another university requires approval by the Graduate College.

Sources of Evidence:
- LIS 501 (380) course syllabus [http://leep.lis.uiuc.edu/fall03/lis380f/380syllabus.html]
- LIS 502 (390) course syllabus [http://leep.lis.uiuc.edu/spring04/LIS390F/index.html]
- GSLIS Course Listing [http://www.lis.uiuc.edu/gslis/degrees/courses/catalog_brief.html]
- GSLIS Course Catalog [http://www.lis.uiuc.edu/gslis/degrees/courses/catalog.html]
- Links to Course Schedules [http://www.lis.uiuc.edu/gslis/degrees/courses/index.html]
- Links to Course Syllabi [http://leep.lis.uiuc.edu/allcourses.html]
II.2 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

The faculty has undertaken significant discussion of the curriculum and has shaped it into four areas that reflect the different aspects of library and information science:

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

These areas represent our school's perspective on the different professional roles in LIS. They have been articulated to provide guidance to students with diverse backgrounds and goals who seek to develop a coherent program of study as well as match their talents and interests with the opportunities for work. The LIS student seeking to become a thoughtful generalist with a broad vision of service will choose courses balanced across the range of the four categories. The LIS student desiring to concentrate in a specialized field will want to choose more courses in one or two categories while still sampling each of the other areas. Clusters of courses associated with each are identified on the School’s web site.

Sources of Evidence:
Curricular Areas of Concentration (http://www.lis.uiuc.edu/gslis/degrees/curriculum.html#areas)
Suggested Curricula for Areas of Concentration (http://www.lis.uiuc.edu/gslis/degrees/curriculum.html#curricula)

II.3 The curriculum

II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services

II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields

II.3.3 integrates the theory, application, and use of technology

II.3.4 responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups

II.3.5 responds to the needs of a rapidly changing technological and global society

II.3.6 provides direction for future development of the field

II.3.7 promotes commitment to continuous professional growth.

The two core required courses lay the foundation for meeting the above curricular objectives. Examination of course descriptions and syllabi for the elective courses reveals that these objectives are reinforced throughout GSLIS course offerings. GSLIS faculty are committed to updating existing courses each time a course is taught and to introducing new dimensions of the field through development of new special topics courses (as sections of LIS 590).
With respect to II.3.3 in particular, having our own instructional technology and information technology staff enables GSLIS to emphasize course-integrated technology instruction. Each course has its own server space where the syllabus is posted and course-specific bulletin boards are set up. Each student has web space where completed assignments can be posted. Courses needing more sophisticated hardware and software support have dedicated classroom servers maintained by GSLIS IT staff.

Treatment of the objectives enumerated above can be found in many different courses. Nevertheless, it can be instructive to highlight particular courses that treat some of these objectives in greater depth. The following courses are given as examples, with an indication of the faculty member who currently has primary responsibility for the course.

II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services

**LIS 590IC Information Consulting (Fernando Elichirigoity)**
This course is designed to provide students with "real world" experience as Information Specialists on cross-functional teams working on actual projects for business and industry clients. In addition to regular class sessions, students are assigned to work with teams of MBA students, providing crucial assistance in accurately defining and satisfying the clients' project information needs. Course Objectives: 1) to become effective and contributing members of cross-functional work teams; 2) to develop an understanding of the people, processes, and resources involved in business and industry information work; and 3) to apply knowledge of information resources and technologies to organizational problem-solving. The 2 hour option will require participation in several of the scheduled class sessions in addition to work on project teams; the 4 hour option requires students to attend all scheduled class sessions in addition to completion of assignments and work on project teams.

II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields

**LIS 590DM Document Modeling (Allen Renear)**
An introduction to information modeling for textual and document-like data, emphasizing fundamental modeling principles and XML-related information processing standards. Specific topics include document analysis, document modeling techniques, markup systems and markup language metagrammars (SGML and XML, including XML Schema), and markup semantics, as well as character encoding (Unicode), and metadata (DC, RDF, TEI headers). Several important markup systems (TEI, ISO 12083, DocBook, XHTML) will be examined in detail. We draw on perspectives from formal language theory, data structures, and formal semantics, and explore the relationships between document modeling and other data modeling disciplines, such as the relational model. Students will undertake a substantial document modeling project.

II.3.3 integrates the theory, application, and use of technology

**LIS 590DP Document Processing (David Dubin)**
An introduction to computational problems in electronic document handling, and information processing standards employed in electronic publishing. Specific topics include structured markup languages (e.g., SGML and XML applications), linking and pointing mechanisms (Xpath, Xpointer, Xlink), styling languages (CSS and XSL-FO), document transformation languages (DSSSL, XSLT), API models for structured documents (DOM, Sax), character encoding (Unicode/UCS), and page description languages (Postscript/PDF).

II.3.4 responds to the needs of a rapidly changing multicultural, multiethnic, multilingual society including the needs of underserved groups
LIS 590SJ Social Justice in the Information Professions (Ann Bishop)
This course examines how issues of social justice are treated in LIS and related fields. It provides students with the opportunity to revisit the conceptual foundations of LIS and explore current practice related to achieving equitable, democratic, and beneficial information services for all members of society. The course will introduce students to prominent researchers and proponents of underserved groups, such as the poor and minorities. Students will investigate policy and practice related to marginalized society members, analyzing various aspects of information service provision (e.g., reference, cataloging, collection development, access to materials, public access computing, user studies and evaluation).

II.3.5 responds to the needs of a rapidly changing technological and global society

LIS 590IL Global Perspectives in Library and Information Science (Terry Weech)
This course is designed to acquaint students with some of the issues in international and comparative librarianship. Examines how concepts such as "one-world" and "free flow of information" are valid in the international information arena; the importance of internationalizing library education; role of international information agencies and the need for information policy making.

II.3.6 provides direction for future development of the field

LIS 590CD2 Current Topics in Collection Development (Carole Palmer)
Explores current topics and problems related to the development and management of library collections. Addresses changes in scholarly communication and the production and distribution of information resources that impact planning and policy for building, budgeting, and providing access to collections. Examines issues related to developing libraries that blend traditional and digital materials, including economic challenges, cooperative strategies, and specific selection and evaluation practices. Provides an overview of current digital library projects and products. Conducted as a seminar, will revolve around discussion of readings and case material collected by students. Class sessions will cover contemporary problems and trends in the field. Students will help guide the direction of the course by selecting themes to be addressed.

II.3.7 promotes commitment to continuous professional growth.

LIS 590II Interfaces to Information Systems (Michael Twidale)
This course will provide an introduction to the following: Issues in Human Computer Interaction; Analysis of interfaces and their use; Synthesis: the design process as an engineering activity; Designing usable interfaces under constraints of resources; The rapid prototyping and evaluation cycle; Metacognition: learning how to learn and to operate in this domain as a reflective, continually improving professional.

II.4 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

Individualization of programs of study is facilitated by several factors: 85% of the coursework required for the degree is elective; a student may take up to 4 hours of independent study; a student may take a 2 hour practicum to gain field experience in a setting of his/her choice; and a student may complete a master’s thesis for up to 8 hours of credit. Up to 12 hours of credit may be taken in other departments at UIUC, thus allowing a more interdisciplinary selection of courses.
Each student is assigned an academic advisor from among the full-time faculty, based on shared areas of interest. Students are encouraged to consult with their advisor in making course selections each semester and in planning their overall program of study in relation to their career goals. They are also free to consult with other faculty as needed or to formally change their academic advisor at any time. In addition there is an Academic & Administrative Q&A bulletin board that is continually monitored by administrative staff to give prompt answers to student questions. Given the wide range of elective courses available to MS students, we are working on strengthening advising and course planning guidance for students, by making the structure of the curriculum more visible and improving advising documents. Current tools available on the GSLIS web site include: Advising FAQ, Advising Guide for MS Students, LEEP Advising Guide, and What Courses Do I Take? A Worksheet for Master’s Students.

Students in the MS program may undertake original research either as an independent study or as an MS thesis. LIS 592 Independent Study gives the intermediate or advanced student the opportunity to undertake the study of a topic not otherwise offered in the curriculum or to pursue a topic beyond or in greater depth than is possible within the context of a regular course. The student identifies a faculty member willing to direct the independent study and gets approval of a proposal outlining the scope and purpose, the method to be used, and the form in which the final product will be presented. An MS student may earn up to 4 hours of independent study credit.

The MS thesis is a more ambitious undertaking, for up to 8 hours of credit. The student identifies a faculty advisor and prepares a brief proposal prior to registering for LIS 599 Thesis Research. The thesis must conform to the requirements of the Graduate College, as stated in the latest edition of the Handbook for Graduate Students Preparing to Deposit, and be deposited in the Thesis Office before the MS degree will be awarded. Once the thesis is complete, the dean, on recommendation from the faculty advisor, who serves as first reader, appoints a second reader. The first reader (faculty advisor) and second reader will confer and must agree upon the acceptability of the thesis or whether any revisions must be made before final acceptance. Should the two readers be unable to reach agreement about the evaluation of the thesis, a third reader may be appointed. Ordinarily there is no oral defense of the thesis. The final version of the thesis must have a format check done by the GSLIS departmental format checker and receive a format approval form signed by the departmental checker before it can be deposited in the Graduate College. Most students electing to pursue independent research for credit choose to enroll in independent study rather than the MS thesis option.

The tables below show the pattern of enrollment of LEEP, Fridays Only, and on-campus students in independent studies and theses. While numbers vary from term to term, typically 10-14 students enroll in independent studies each semester, with LEEP and on-campus students most likely to choose this as one of their courses toward the degree. The number of MS theses completed in the last four years is somewhat higher for LEEP (7) than on-campus (5), with no Fridays Only students choosing this option.
Enrollment in Independent Study

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* Summer includes both the 4-week Summer I and 8-week Summer II sessions.

Enrollment in Thesis Research

<table>
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<td>Total</td>
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</table>

* Summer includes both the 4-week Summer I and 8-week Summer II sessions.

Experiential opportunities for MS students come in two forms: service learning and practicum. Service learning is a part of a number of GSLIS courses: it may be the focus of a single assignment, as in students doing volunteer reference work for the Internet Public Library in the basic reference course, or it may be an integral part of the overall course design, as in Martin Wolske’s LIS 451 (formerly 315) Introduction to Network Systems, in which teams of students engage in the design, development, and implementation of community technology centers in disadvantaged areas of Illinois, such as East St. Louis.

The service learning activities in LIS 451 grow out of the work of Prairienet, a member- and donation-supported community information network for Champaign-Urbana and the surrounding East-Central Illinois region. Prairienet was founded by GSLIS faculty members Ann Bishop and Greg Newby and went online in June 1994. Operated as a public service by GSLIS, Prairienet serves the citizens of Illinois by providing access to electronic information resources and communication technologies.
addition to Prairienet, GSLIS has several other auxiliary units, including the Center for Children’s Books, the Publications Office, Information Researchers, and the Library Research Center. With the encouragement of former Dean Estabrook and now Dean Unsworth, staff of the auxiliary units have sought to identify ways in which they can become more closely integrated in the life of the school in addition to providing services to a wider constituency. We anticipate that this initiative will lead to more experiential opportunities for MS students.

LIS 591 (formerly 360) Practicum has been an optional elective for 2 hours of credit for many years. It involves supervised field experience of professional-level duties in an approved library or information center. Over the past three years, under the leadership of Assistant Dean Dale Silver as practicum coordinator, a large proportion of students pursuing the MS have enrolled in a practicum. The practicum web site offers many tools useful to the student planning a practicum: the Practicum Guide, a Practicum FAQ, information for site supervisors, a list of areas of expertise of potential faculty advisors for practicum, and a directory of sites where other GSLIS students have completed a practicum in the past. Testimonials in the student and supervisor feedback section (http://www.lis.uiuc.edu/gslis/degrees/courses/practicum_feedback.html) speak to the value of the experience from both perspectives. As coordinator, Assistant Dean Silver: 1) responds to questions from students and potential site supervisors who want to know more about setting up a practicum; 2) orients new site supervisors to their responsibilities; 3) coordinates communications with all students enrolled in practicum through orientation sessions (face-to-face and online), a shared course bulletin board, and a final focus discussion session (face-to-face and online) aimed to enhance reflection and sharing of experiences; and 4) publicizes available practicum and internship opportunities.

The table below shows enrollment in practicum by degree option (on-campus, Fridays Only, LEEP). It is evident from these data that students in all enrollment options are successful in arranging practicums. The directory of practicum sites demonstrates the range of institutions hosting practicums: academic and research libraries, public libraries, school libraries, special libraries, and other types of organizations such as archives, library system headquarters, publishers, and museums. Locations range from Fairbanks, Alaska to Brussels, Belgium.

<table>
<thead>
<tr>
<th>Term</th>
<th>On-Campus</th>
<th>Fridays Only</th>
<th>LEEP</th>
<th>Total</th>
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<td><strong>33</strong></td>
<td><strong>103</strong></td>
<td><strong>344</strong></td>
</tr>
</tbody>
</table>

* Summer includes both the 4-week Summer I and 8-week Summer II sessions.
II.5 When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.

At present the only formally defined area of specialization in the M.S. curriculum is the K-12 media program. In spring 2001 the Illinois State Board of Education approved a combined MS in LIS/K-12 Library Information Specialist Certification Program that requires 14.5 units (58 semester hours) of coursework. Graduates are qualified to receive an Illinois K-12 Library Information Specialist certificate for library work in a school environment. The program was developed under the direction of GSLIS faculty member Christine Jenkins and meets an area of critical need in the state of Illinois. Implementation of this program has proceeded over the past three years and enrollment is growing. One student completed all requirements in 2001-02, followed by 4 in 2002-03, and 6 in 2003-04. More than 20 are currently enrolled, including students in both the LEEP and on-campus enrollment options. In addition to courses focused on youth services, the curriculum includes basic courses in reference, cataloging, and administration as well as the core courses required of all MS students.

We are also experiencing high demand from students interested in pursuing positions in youth services in public libraries. The core courses specific to the youth services curriculum (LIS 403 (formerly 303) Literature and Resources for Children; LIS 404 (formerly 304) Literature and Resources for Young Adults; LIS 409 (formerly 309) Storytelling; and LIS 506 (formerly 406) Youth Services Librarianship) are offered to capacity enrollments on-campus and in LEEP. The Center for Children’s Books (CCB) and the offices of the Bulletin of the Center for Children’s Books (BCCB) have been housed in the LIS Building since summer 2001. This has resulted in heavy use of the CCB collection by students in youth services courses and enrichment of the youth services curriculum through programs sponsored by staff of CCB and BCCB. Electronic bulletin boards are used to good effect to build community and answer questions among students in the K-12 Program and Youth Services more generally. This year’s GSLIS-sponsored spring Storytelling Concert featured students from the spring storytelling course taught by Betsy Hearne. MS students in youth services also benefit from interactions with the strong cohort of PhD students with that specialization. The two faculty members coordinating the youth services specialization, Betsy Hearne and Christine Jenkins, have been informed by the competency statements developed by AASL, ALSC, and YALSA.
Other areas of specialization are currently represented by particular courses in the curriculum. For example, the course LIS 590SL (formerly 450SL) Special Library Administration reflects the Special Libraries Association statement of Competencies for Information Professionals.

*Sources of evidence:*
- Bulletin of the Center for Children’s Books web site (http://www.lis.uiuc.edu/puboff/bccb/)
- Center for Children’s Books web site (http://www.lis.uiuc.edu/~ccb/)
- School Library Information Specialist Certification Program (http://www.lis.uiuc.edu/gslis/degrees/school_media.html)

**II.6 The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.**

All MS students, regardless of enrollment option, complete the two required core courses, have the choice of a wide range of electives, and may choose to enroll in practicum, independent study, and/or thesis. Fridays Only sections of courses are identical in content and mode of delivery to other sections of courses taught on campus. Instructors may adapt assignments somewhat to allow students to use library resources in other locations and to complete computer-related exercises from home instead of in the School’s computer laboratory. Commuting students are expected to meet the same standards as on-campus students. Although the scheduling and mode of delivery of LEEP sections is different, we are committed to making them comparable in scope, quality, and requirements to on-campus offerings. More details regarding LEEP courses are included in the Special Area of Emphasis section of this program presentation.

Scheduling for Fridays Only guarantees that over the course of 2 ½ years, students will have the opportunity to take certain courses on Fridays: LIS 501 (380) Information Organization and Access; LIS 502 (390) Libraries, Information and Society; LIS 453 (370) Systems Analysis and Management; LIS 451 (315) Introduction to Network Systems; LIS 504 (404) Reference and Information Services; LIS 507 (407) Cataloging and Classification I; LIS 505 (405) Library Administration; and LIS 526 (431) Searching Online Information Systems. Some additional specialized courses are scheduled on Fridays that the students may take as electives. In the past few years these have included: 404 (304) Literature and Resources for Young Adults; LIS 409 (309) Storytelling; LIS 452 (317) Foundations of Information Processing in LIS; LIS 503 (436) Use and Users of Information; LIS 525 (424) Government Information; LIS 544 (434) Library Cooperation and Networks; LIS 548 (428) Library Buildings; LIS 577 (408) Cataloging and Classification II; and sections of 590 (450) on Collection Development, Adult Popular Literature, Electronic Publishing, and Evaluating Programs and Services. In addition students may choose to commute on a different day in a given semester if they wish to include a particular course that is not offered on Fridays in their program of study. In scheduling an effort is made to group related courses, such as those in the area of children’s services, on the same day to allow Fridays Only students to take two related courses when they do commute on a different day. Increasingly Fridays Only students are enrolling in LEEP courses on a space-available basis to get access to courses not available on Fridays and to reduce the amount of time spent commuting to campus.

Scheduling courses for LEEP depends on the possibility of successfully adapting them for delivery in a site-independent mode. In the first 9 years of LEEP, 49 different courses have been offered at least once, providing a rich range of courses suitable for students with a variety of career goals. LIS 502 is offered in a 10-day on-campus format and the remaining courses combine weekly synchronous online sessions, asynchronous communication, and a 1-2 day face-to-face session during the semester. Implementation of first Fridays Only and more recently LEEP has been accompanied by ongoing evaluation to ensure that these offerings meet the standards of the on-campus program as well as the needs of the participants in these enrollment options.
The table below shows the number of courses by enrollment option (on-campus, Fridays Only, LEEP), as well as undergraduate and doctoral courses, over the past 10 terms (with summer I and summer II combined to give a total for summer). The number of on-campus courses includes the required course in fall and spring in which Fridays Only students also enroll. The number of LEEP offerings is now 3 to 4 times the number of Fridays Only offerings, but still somewhat below the number of courses available to on-campus students.

### Number of Course Offerings by Degree Program
And Enrollment Option

<table>
<thead>
<tr>
<th>Term</th>
<th>On-Campus (Masters)</th>
<th>Fridays Only (Masters)</th>
<th>LEEP (Masters)</th>
<th>Subtotal (Masters)</th>
<th>Undergraduate</th>
<th>PhD</th>
<th>Grand Total</th>
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<td>8</td>
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<tr>
<td>Fall 2002</td>
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<td>16</td>
<td>46</td>
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<td>49</td>
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<td>4</td>
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<td><strong>46</strong></td>
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<td><strong>461</strong></td>
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</table>

* Summer includes both the 4-week Summer I and 8-week Summer II sessions.

**Source of Evidence:**
Course schedules ([http://www.lis.uiuc.edu/gslis/degrees/courses/](http://www.lis.uiuc.edu/gslis/degrees/courses/)) [The Week-at-a-Glance displays courses offered on Fridays; LEEP course sections end in “L”, “LE”, “LEA”, “LEB”, or “LEC”. LEEP courses are scheduled Monday-Thursday, mostly in the late afternoon or evening central time.]

II.7 The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students’ achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

According to the GSLIS Bylaws, “the Curriculum Committee shall be responsible for all aspects of the curriculum, subject to the approval of the full Faculty on substantive issues, including but not limited to: establishing degree requirements for the undergraduate minor, the MS, and the CAS degrees; working with Faculty in the development of new courses; and monitoring the curriculum as a whole.” Membership of the Curriculum Committee includes four GSLIS faculty, three student representatives (one MS, one CAS, one PhD), and the LIS Librarian (ex officio). Several administrative staff generally attend meetings as well. In spring 2004 the current scope statement for the work of the Curriculum Committee was developed to better ensure articulation between courses and programs at the undergraduate, MS, CAS, and PhD levels.

The curriculum is very receptive to innovation. Any faculty member may propose a new course as a section of LIS 590 (formerly 450) Advanced Problems in LIS. Such a course proposal is reviewed by the Curriculum Committee prior to the course being scheduled for the first time. To ensure that faculty as
a whole are kept apprised of these new course offerings, reports on the experience with the first offering of these courses are scheduled at faculty meetings in the following semester. Thus in spring semester 2004, the faculty heard presentations on LIS 590 (450) LR Literacy, Reading and Readers; LIS 590 (450) MIH Medical Informatics and Healthcare Infrastructure; and LIS 590 (450) PE Information Organization and Access: Practice and Experience. Feedback from faculty colleagues as well as students enrolled in the first offering of the course provides the faculty member who developed the course guidance in shaping subsequent offerings and a better understanding of the value of the course to the MS curriculum. Faculty are encouraged to regularize 590 courses that have been offered multiple times and proven their value. This process involves completing and submitting the required forms for review by the Graduate College, following approval by the faculty. The Curriculum Committee worked closely with several faculty members in spring 2004 to accomplish this for several courses that had been offered multiple times, including Adult Popular Literature, Building Digital Libraries, Collection Development, Financial Management, and Indexing and Abstracting. [There was a moratorium on submitting new courses for review by the Graduate College over an extended period while the new Banner ERP software was being implemented by the University. With the end of the moratorium, we hope to migrate additional sections of 590 to their own course numbers.]

Curriculum development also results from the collaboration of faculty in creating clusters of courses, including revisions to existing courses and the introduction of new ones. Allen Renear and David Dubin, principals in the School’s Electronic Publishing Research Group, have developed an electronic publishing course cluster including LIS 590EP (450EP) Electronic Publishing and Information Processing Standards; LIS 590DM (450DM) Document Modeling; and LIS 590DP (450DP) Document Processing. Ann Bishop and Chip Bruce have developed a series of courses related to community inquiry labs including LIS 590IBL (450IBL) Inquiry-Based Learning, LIS 590CI (450CI) Community Information Systems, LIS 590SJ (450SJ) Social Justice in the Information Professions, and LIS 590PT (450PT) Pragmatic Technology. With encouragement from Dean Unsworth, Les Gasser, Stephen Downie, David Dubin, Bryan Heidorn, and Bruce Schatz are engaged in discussions defining a set of courses to support a specialization in digital libraries. While the focus is on the development of a post-MS (Certificate of Advanced Study) program of study, some of the courses for this specialization would likely also be of interest to MS students as electives. UIUC and Indiana University have recently received a 3-year grant from IMLS for “Building an Effective Digital Library Curriculum through Library School and Academic Library Partnerships.” This should accelerate implementation of this digital libraries specialization.

Feedback from current students, alumni, practicum supervisors, and other practitioners also guides course revision and the introduction of new courses. Students complete course evaluations at the conclusion of each course, giving direct feedback to the faculty member on content and method of instruction. Students, alumni, and adjunct faculty may suggest new courses where they perceive gaps in the curriculum relative to knowledge needed in contemporary work settings. Practicum supervisors provide feedback on the performance of students during their practicum placements and identify both areas in which the students are well prepared as well as aspects in need of improvement.

While formal systematic evaluations of alumni achievements and employer satisfaction are not in place at this time, a number of data sources contribute to ongoing evaluation of courses and the curriculum. Individual faculty gather feedback from selected alumni with whom they stay in touch. The quantity and quality of feedback to the School from alumni and others in the field has been enhanced by increasing opportunities for face-to-face interactions with GSLIS faculty and staff as well as electronic communications. More frequent face-to-face interactions include: 1) staffing a GSLIS booth in the exhibit area at American Library Association annual conferences; 2) site visits made by Assistant Dean Susan Barrick to alumni around the U.S. in their workplaces; 3) sponsorship or co-sponsorship of receptions at many professional association meetings (ILA and ISLMA in Illinois; AALL, ALA, ASIST, MLA, SLA national conferences); 4) increasing efforts to sponsor programs for the large number of Chicago-area alumni as well as alumni receptions in different locations in Illinois. Electronic
communication includes: 1) alumni contributions to various threads on the GSLIS electronic bulletin boards; 2) participation in various GSLIS courses, such as serving as e-mentors in the Technical Services Functions course or serving as guest speakers in a wide range of LEEP courses; 3) responses to surveys on needs for continuing professional development conducted by Marianne Steadley, the GSLIS Continuing Professional Development Program director; 4) responses to the quarterly eUpdates, sent to all alumni for whom we have valid e-mail addresses (currently 2200).

GSLIS participation in the WISE (Web-based Information Science Education) pilot together with Syracuse University this past spring has given us experience with a new strategy for filling gaps identified in our curriculum. In the WISE courseshare model, select online courses from other programs are cross-listed as courses at the student’s home school. For example, if a student from Illinois wants to take a cross-listed course offered by Syracuse University, the student will register in the course through Illinois. In WISE each participating school controls which courses (and the number of places in each) are offered to the consortial pool; chooses which courses offered by other schools to list (based on enhancing their own offerings); and determines limits on the number of WISE courses their students may take. In order to participate in WISE, schools must meet quality standards for online education and the Dean must sign a consortial agreement. In spring 2004 one GSLIS student enrolled in IST 659: Data Administration Concepts and Database Management and five GSLIS students enrolled in IST 775: Information Industry Strategies, courses offered through WISE by Syracuse University. Two students enrolled in IST 575 Managing Information Systems Projects in summer 2004. At the May 2004 faculty meeting, GSLIS faculty agreed on the following guidelines for participation in WISE:

1. Students can count no more than 8 semester hours of courseshare coursework toward their degree.
2. M.S. students may accumulate only 8 semester hours courseshare OR transfer credit toward their degree. If the student counts courseshare credit toward the degree, the amount of credit that can be transferred in will be reduced by a corresponding amount.
3. Courses will be selected for the courseshare program as they complement and supplement those currently offered in the GSLIS curriculum.
4. Courses proposed for the courseshare program will be reviewed by the Curriculum Committee. Where the committee does not contain the expertise to evaluate a course offering, appropriate faculty will be asked to provide comment. If the Curriculum Committee approves their inclusion as a courseshare offering, each course will be given a unique course number as a section of LIS 590.
5. Subsequent offerings of a course through courseshare will be subject to approval of the faculty, based on feedback from the students who completed the course.
6. LEEP students will have priority for courseshare seats, but Fridays Only and on-campus students can also register for courseshare seats on a space-available basis.

Initial enrollment in the WISE courses has included both LEEP and on-campus students. Illinois and Syracuse University have recently received a 2-year IMLS grant to expand the WISE consortium to include additional schools and courses.

Sources of Evidence:
GSLIS Bylaws (http://www.lis.uiuc.edu/accreditation/support/gslis_bylaws.pdf)
GSLIS Curriculum Committee Minutes 2003-2004 (http://leep.lis.uiuc.edu/seworkspace/weech/curr/CurrIndex.htm)
Criteria and Procedures for Review of Proposed New and Revised Courses That Carry Graduate Credit (http://www.grad.uiuc.edu/Policies/courseproposal.html)
Newsletters and eUpdates (http://www.lis.uiuc.edu/gslis/people/alumni/newsletters/index.html)
GSLIS Continuing Professional Development (http://www.lis.uiuc.edu/gslis/degrees/cpd.html)
III. Faculty

III.1 The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

GSLIS currently has 18 tenured or tenure-track faculty with full-time appointments in GSLIS and 3 with split appointments in the Institute of Communications Research in the College of Communications. All are members of the Graduate Faculty. Several faculty have 0% appointments in other campus departments: Bioengineering (Bruce); Center for East Asian and Pacific Studies (Bruce); Computer Science (Gasser, Schatz, Twidale); Curriculum & Instruction (Bruce); English (Unsworth); Library (Unsworth); Neuroscience Program (Schatz); Sociology (Estabrook); Women’s Studies (Jenkins); and Writing Studies Program (Bruce).

Given the success in promoting and tenuring faculty over the past four years, GSLIS has shifted from having a large proportion of untenured faculty to having only two untenured faculty. The distribution across ranks is as follows:

**Professor (10):** Bertram (Chip) Bruce, Susan Davis (25%), Leigh Estabrook, Elizabeth Hearne, Robert McChesney (25%), Boyd Rayward, Bruce Schatz, Dan Schiller (75%), Linda Smith, John Unsworth

**Associate Professor (9):** Ann Bishop, Les Gasser, Caroline Haythornthwaite, Bryan Heidorn, Christine Jenkins, Carole Palmer, Allen Renear, Michael Twidale, Terry Weech

**Assistant Professor (2):** Stephen Downie, Fernando Elichirigoity

All faculty advise MS students and teach some courses in the MS program in their areas of expertise. They also serve as advisors for practicums, independent studies, and MS theses. Many faculty divide their teaching efforts between the MS program and the undergraduate minor and/or doctoral courses. All faculty are expected to teach in LEEP, with frequency varying from twice a year to more occasionally depending on their other teaching commitments. All faculty have active research programs and some involve MS students in those projects. Faculty serve on the Admissions Committee (4) and Curriculum Committee (4), the two GSLIS committees with important responsibilities in relation to the MS program. The student chapters of professional associations (ALA, ASIST, SLA) each have a faculty advisor from the full-time faculty.

GSLIS does depend on a range of part-time faculty to teach in areas that complement the teaching competencies of the full-time faculty, enriching the quality and diversity of the MS program. Some part-time faculty have an ongoing relationship with GSLIS (emeritus faculty, visiting faculty, doctoral students, academic professional staff). Other part-time faculty (UIUC Library faculty, other UIUC staff, staff from the Urbana Free Library) are drawn from the local area. A few other part-time faculty commute to teach on-campus, but a much larger proportion contribute to teaching online in LEEP. They make the trip to campus each semester along with the students enrolled in LEEP courses. Where part-time adjuncts have the time and interest, and prove to be successful in teaching GSLIS courses, we work to reappoint them on a regular basis so that they have an ongoing relationship with the School. As the list below demonstrates, many specialized courses have been offered by part-time faculty teaching in LEEP—these courses are often ones that we could not otherwise offer and are open to on-campus students on a space-available basis once demand from LEEP students is satisfied. We have had several faculty on
sabbatical leave for part of the past two years, which has temporarily increased our dependence on part-time faculty in areas normally covered by full-time faculty.

Part-time faculty who have taught MS courses for us in the period fall 2002-summer 2004 are listed below in groups reflecting the nature of their affiliation with GSLIS or UIUC as well as their other employment. Courses offered via LEEP are coded (L). The list includes 5 emeritus faculty, 4 visiting faculty, 8 GSLIS staff, 8 GSLIS doctoral students, 2 UIUC staff, 11 UIUC Library faculty, 4 Urbana Free Library staff, 6 faculty from other ALA-accredited programs, 3 faculty in other subject areas, and 32 adjuncts employed in different types of libraries or working as consultants. Part-time faculty are selected based on domain expertise and teaching ability; many are accomplished alumni of our MS program.

• GSLIS emeritus faculty
  Pauline Cochrane: Indexing and Abstracting; Thesaurus Construction; Classification Systems for the Organization of Knowledge
  Kathryn Luther Henderson and William T Henderson: Preservation of Library Materials; Technical Services Functions
  D.W. Krummel: Bibliography
  Tim Wentling: Learning Technologies (L)

• GSLIS visiting faculty
  Linda Bial: Cataloging and Classification I; Cataloging and Classification II
  Patricia Lawton: Cataloging and Classification I (L); Cataloging and Classification II; Representing and Organizing Information Resources (L)
  Cecelia Merkel: Information Organization and Access (L)
  Luke Wroblewski: Interfaces to Information Systems (OC and L)

• GSLIS academic professional staff
  Janice Del Negro: Storytelling (OC and L)
  David Dubin: Foundations of Data Processing in Library and Information Science; Document Processing
  Janet Eke and Lynn Hanson: Online Information Systems (OC and L)
  Curt McKay: Libraries, Information and Society
  Brynnen Owen: Using Networked Information Systems
  Dale Silver: Adult Public Services
  Martin Wolske: Introduction to Network Information Systems; Emerging Technologies and Community Information Systems

• GSLIS doctoral students [assignment to teach MS courses requires permission of the Graduate College, based on special expertise of the student]
  Joan Bessman: Literacy, Reading and Readers (team-taught with Christine Jenkins)
  Melissa Cragin and Tim Hogan: Use and Users of Information
  Chris Hagar: Information Service Marketing
  Joyce Latham: Web Design and Construction for Organizations
  Debra Mitts Smith: Literature and Resources for Young Adults (OC and L)
  Kate McDowell: Literature and Resources for Children (L); Youth Services Librarianship (L); Literature and Resources for Young Adults
  Bharat Mehra: Race, Gender and Sexuality in the Information Professions

• UIUC staff
  Amy Aidman (Research Assistant Professor of Communications): Media Literacy and Youth
  Jon Gunderson (Coordinator of Assistive Communication and Information Technology Accessibility, Division of Rehabilitation Education Services): Designing Universally Accessible WWW Resources
• UIUC library faculty
  Paul Healey (Head, Public Services, Law Library): Administration and Management of Libraries and Information Centers
  Lisa Hinchliffe (Coordinator, Information Literacy Services): Instruction and Assistance Systems (OC and L)
  Kathleen Kluegel (English Librarian) and Carol Penka (Reference): Arts and Humanities Information Sources and Reference Services
  Mary Mallory (Head, Government Documents): Government Information
  Larry Miller (Senior Slavic Bibliographer) and Miranda Remnek (Head, Slavic Library): Slavic Bibliography
  William Mischo (Head, Engineering Library): Implementation of Distributed Information Systems
  Lynne Rudasill (Assistant Education & Social Sciences Librarian): Social Science Information Sources and Reference Services
  Rebecca Smith (Commerce Librarian): Business Information

• Adjunct faculty, Urbana Free Library staff
  Elaine Bearden (Children’s services): Youth Services Librarianship
  John Dunkelberger (Reference): Reference and Information Services
  Frederick Schlipf (Director): Library Buildings
  Mary Wilkes Towner (Reference): Adult Popular Literature (OC and L)

• Adjunct faculty, Other ALA-accredited programs
  Evelyn Daniel (UNC): Administration and Management of Libraries and Information Centers (L)
  Margaret Kimmel (Pittsburgh): Libraries, Information and Society (L)
  Kathryn LaBarre (Indiana): Information Organization and Access
  Tomas Lipinski (Wisconsin-Milwaukee): Legal Issues in Library and Information Science
  Cheryl Malone (Arizona): Instruction and Assistance Systems (L)
  Tonyia Tidline (Alabama): Libraries, Information and Society

• Adjunct faculty, Other universities
  Sidney Berger (Simmons): History of the Book; Rare Books and Special Collections Librarianship
  Patrice Clemson (Penn State): Introduction to Network Information Systems (L)
  Fern Kory (Eastern Illinois University): Literature and Resources for Children

• Adjunct faculty, Public librarians
  Jane Chamberlain (Bloomington IL): Collection Development
  Jeanne Puacz (Vigo County Public Library IN): Reference and Information Services (L)

• Adjunct faculty, Academic librarians
  Francesca Allegri (UNC): Medical Literature and Reference Work (L)
  Scott Bennett (Yale, retired): Administration and Management of Libraries and Information Centers
  Stephanie Davis-Kahl (Illinois Wesleyan Univ.): Reference and Information Services (L)
  Bonnie Dede (University of Michigan): Cataloging and Classification I (L)
  Sherry DeDecker and Eric Forte (UCSB): Government Information (L)
  Frank Kellerman (Brown University): Indexing and Abstracting (L)
  Marilyn Moody (UCSB): Government Information (L)
  Mary Munroe (Northern Illinois University): Collection Development (L)
  Sharon Naylor (Illinois State University): Social Science Information Sources and Reference Services
The following table illustrates the proportion of MS courses taught by full-time (tenured or tenure-track) faculty vs. the proportion taught by all categories of part-time faculty over the past ten terms (with summer I and summer II combined). A very high proportion of summer courses are taught by part-time faculty because full-time faculty generally devote summers to their research and publication efforts. The proportion of courses taught by full-time faculty has temporarily declined in the past 12 months relative to earlier years because an unusually high number of faculty have been on leave (Heidorn, Jenkins, Palmer, Twidale in spring 2004; Bishop, Bruce, Elichirigoity, Heidorn in fall 2004). The distribution by enrollment option demonstrates that full-time faculty contribute to the teaching in all enrollment options, though proportionally more in the on-campus option. The table does not reflect the contributions of full-time faculty to supervision of MS student practicums, independent studies, or theses or to the teaching of undergraduate and PhD courses which can include some MS students. [See II.6 for a table showing the number of courses offered each term in each enrollment option.]
## Percent of MS Courses Taught by Full-Time vs. Part-Time Faculty

(Each entry N1/N2 gives N1=% of courses taught by full-time faculty and N2=% of courses taught by part-time faculty)

<table>
<thead>
<tr>
<th>Term</th>
<th>On-Campus FT / PT</th>
<th>Fridays Only FT / PT</th>
<th>LEEP FT / PT</th>
<th>Total FT / PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>46 / 54</td>
<td>50 / 50</td>
<td>29 / 71</td>
<td>40 / 60</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>39 / 61</td>
<td>60 / 40</td>
<td>29 / 71</td>
<td>38 / 62</td>
</tr>
<tr>
<td>Summer* 2002</td>
<td>8 / 92</td>
<td>0 / 100</td>
<td>25 / 75</td>
<td>13 / 87</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>44 / 56</td>
<td>0 / 100</td>
<td>44 / 56</td>
<td>39 / 61</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>42 / 58</td>
<td>40 / 60</td>
<td>33 / 67</td>
<td>39 / 61</td>
</tr>
<tr>
<td>Summer 2003</td>
<td>0 / 100</td>
<td>0 / 100</td>
<td>20 / 80</td>
<td>9 / 91</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>52 / 48</td>
<td>20 / 80</td>
<td>24 / 76</td>
<td>38 / 62</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>43 / 57</td>
<td>20 / 80</td>
<td>18 / 82</td>
<td>29 / 71</td>
</tr>
<tr>
<td>Summer 2004</td>
<td>11 / 89</td>
<td>0 / 100</td>
<td>20 / 80</td>
<td>14 / 86</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>32 / 68</td>
<td>20 / 80</td>
<td>28 / 72</td>
<td>29 / 71</td>
</tr>
</tbody>
</table>

* Summer includes both the 4-week Summer I and 8-week Summer II sessions.

We recognize the desirability of increasing the proportion of courses taught by full-time faculty, particularly the value of having full-time faculty with responsibility for core areas of the curriculum. The percentage of courses taught by full-time faculty should return to earlier levels by FY05 when the current round of sabbatical leaves is complete. We expect the proportion to increase further as we add full-time faculty lines (a search for two new faculty is under way in FY04) and adjust the level of faculty release time devoted to performing administrative tasks within the School. For example, Dean Unsworth will begin teaching one course per year in FY04. The two priority areas for hiring are organization of information, where we have depended on part-time faculty (visiting, emeritus, adjunct) for many years, and youth services, where demand from students has increased in the past few years.

**Source of Evidence:**
Full course schedules for previous semesters and adjunct faculty resumes can be made available on site.

### III.2 The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.

We understand our field to be interdisciplinary. This has shaped our faculty appointments and our activities both across campus and beyond. We are committed to a leadership role not only in the field of library and information science education and research, but also on our campus. Candidates for faculty positions are evaluated in terms of their potential for success in teaching, research, and service. The GSLIS Guidelines for Promotion and Tenure clearly spell out the criteria considered for promotion, with high expectations for research (strong evidence of research productivity; significant impact on the field of LIS; an intellectual and professional identity and a cohesive body of research), teaching (including classroom teaching, mentoring, and course and curriculum development), and service (including evidence of the quality and impact of service activities, with particular attention to relation to research and teaching in the case of public and professional/disciplinary service). Faculty are encouraged to be leaders through innovation in teaching, research, and service. LEEP is a tangible example of innovation in teaching, as are the development of new courses and revision of existing courses. The range of projects underway in the Information Systems Research Laboratory is one indicator of the innovation that characterizes the research undertaken by GSLIS faculty. A review of resumes of GSLIS full-time faculty demonstrates the
range of expertise and activities that contribute to making GSLIS a stimulating learning and research environment.

Sources of Evidence:
GSLIS faculty resumes (http://www.lis.uiuc.edu/accreditation/faculty.htm)
Guidelines for Promotion and Tenure (http://www.lis.uiuc.edu/accreditation/support/PTGuidelines.pdf)
Information Systems Research Laboratory (http://www.isrl.uiuc.edu)

III.3 The school has policies to recruit and retain faculty from multicultural, multiethnic, and multilingual backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

As part of each faculty search, the School has actively sought applicants with multicultural, multietnic, and multilingual backgrounds. While we have succeeded in making the faculty more international (two from Canada, one from the UK, one from Australia), we have been less successful in broadening ethnic diversity. We currently have one Hispanic faculty member, but two African American faculty members hired as assistant professors in the past few years subsequently resigned and currently hold positions in the Atlanta area. The University is committed to increasing the diversity of its faculty and has made funds available for this purpose (Targets of Opportunity Program) as well as monitoring progress through its annual Affirmative Action Departmental Faculty Status Report. During Chancellor Nancy Cantor’s tenure (2001-2004), the campus placed particular emphasis on diversity. This is also a priority of Interim Chancellor (formerly Provost) Richard Herman: “At Illinois, we are committed to the principle that a diverse community adds to and enhances our educational environment.” (http://www.provost.uiuc.edu/diversity)

Retention and promotion of faculty is always a goal, but it has been essential in a period when campus budget constraints precluded hiring new full-time tenure-track faculty. Eight GSLIS faculty members have been tenured in the past four years: Ann Bishop, Christine Jenkins, and Michael Twidale in 2001; Caroline Haythornthwaite and Carole Palmer in 2002; Bryan Heidorn in 2003; and Boyd Rayward and Allen Renear in 2004. All guidelines are published and made available to faculty from the beginning of their employment. These include GSLIS Guidelines for Annual Review of Faculty, Third Year Review Procedures, and Guidelines for Promotion and Tenure. Campus level review guidelines (Provost Communications 9, 13, 21) are available at the Provost’s web site. In addition the University’s Academic Staff Handbook thoroughly covers policies and procedures applying to all University faculty. More details on the review processes that apply to all faculty are discussed in section III.8 below.

Sources of Evidence:
Academic Staff Handbook (http://www.ahr.uiuc.edu/ahrhandbook/default.htm)
Diversity web site (http://www.provost.uiuc.edu/diversity)
Guidelines for Annual Review of Faculty (http://www.lis.uiuc.edu/accreditation/support/AnnualReviewGuidelines.pdf)
Third Year Review Procedures (http://www.lis.uiuc.edu/accreditation/support/ThirdYearReview.pdf)
Guidelines for Promotion and Tenure (http://www.lis.uiuc.edu/accreditation/support/PTGuidelines.pdf)
Provost Communication No. 9: Promotion and Tenure (http://www.provost.uiuc.edu/provost/comm9/promotion.html)
Provost Communication No. 13: Review of Faculty in Year Three of the Probationary Period (http://www.provost.uiuc.edu/provost/probation/review.html)
III.4 The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.

Specifics on teaching assignments are given in Section III.7 below. Faculty are recognized experts in the areas in which they teach. Faculty have knowledge of technology as it relates to the content of their designated teaching areas as well as with respect to its use in instruction. With regard to the use of technology in teaching, faculty have access for all courses to the infrastructure initially developed to support LEEP courses and to instructional technology staff who can aid them in its effective use.

There is a strong emphasis on quality of teaching. All instructors are required to use the Instructor and Course Evaluation System (ICES) or Evaluation Online (EON) forms developed by the Center for Teaching Excellence as a tool for student feedback on instruction. (GSLIS faculty and LEEP students were key participants in the piloting and improvement of the EON system). Results of these course evaluations are reviewed each semester by the Dean and the Associate Dean for Academic Programs. Faculty ranked highly are included on An Incomplete List of Teachers Ranked as Excellent by Their Students, a campus-wide list compiled by the staff of the Division of Measurement and Evaluation of the Center for Teaching Excellence. These lists are now maintained on the Web and demonstrate that each term several GSLIS faculty are so recognized.

UIUC now expects all colleges to have programs in place to enhance the abilities of faculty as teachers. In response to this requirement, GSLIS and the University Library have established an Alliance for Teaching Excellence, a partnership to enhance the abilities of those teaching in these two units. For each of its first four years, the Teaching Alliance has received funding on a competitive basis from the Provost’s Initiative for Teaching Advancement (PITA) to support a variety of programs (see the Alliance web site for more details). Alliance programs have attracted participation by GSLIS and Library faculty, GSLIS doctoral students, and GSLIS MS students who have instructional responsibilities as part of their duties as graduate assistants in the University Library (more than 80 GSLIS MS students hold assistantships in the Library).


Sources of Evidence:
ICES web site (http://www.cte.uiuc.edu/dme/ices/index.htm)
ICES Frequently Asked Questions (http://www.cte.uiuc.edu/dme/ices/NewICESfaq.html)
III.5 For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.

The University of Illinois is a major research university and all of the full-time GSLIS faculty are actively engaged in research and publication. At a retreat in January 2001 the faculty articulated a series of research themes that characterize clusters of interest: distributed communities; historical studies; Internet studies; managing heterogeneity and diversity in large information systems; readers, writers, and texts; technology and scholarship. Faculty resumes provide more detail on individual programs of research and publication. In spring 2004 GSLIS sponsored the first of what we anticipate will be an annual Research Showcase, highlighting the research activities of several of the faculty and doctoral students. Also noteworthy are Professor Betsy Hearne’s creative accomplishments as a prize-winning author of books for children.

GSLIS has two research units: the Library Research Center (LRC), directed by Professor Leigh Estabrook, and the Information Systems Research Laboratory (ISRL), home to a variety of research groups and project teams. The LRC supports the work of libraries, library associations, library vendors, and foundations. The LRC specializes in social science approaches to data collection and analysis. Staff members work with clients in all steps of the research process from sampling and survey design through data analysis and presentation of results to governing boards. Noteworthy are the recent studies on Public Libraries and Civil Liberties. ISRL supports research into and about the design, impacts, analysis, and evaluation of information technologies, including information and its properties, information services and access, and the creation/management of information content. Along with focused, single-area efforts, ISRL supports and facilitates multidisciplinary and collaborative research that involves GSLIS investigators across differing subject areas, as well as GSLIS collaborations with researchers in other academic and organizational units at UIUC and elsewhere.

Over the past few years, GSLIS faculty have been successful in competing for major grants from a variety of federal agencies and foundations. The number of principal investigators has increased steadily over the past 5 years. In 1998-1999, GSLIS had 9 faculty (60%) serving as principal investigators on funded projects; by 2002-2003 that had increased to 16 faculty (94.1%). The agencies funding faculty research are diverse, including: several divisions of the National Science Foundation; Institute of Museum and Library Services; Andrew W. Mellon Foundation; American Library Association; Special Libraries Association; Library of Congress; Illinois State Library.

GSLIS faculty frequently are invited to serve in roles that draw on their research expertise. For example:

- Stephen Downie, Leigh Estabrook, and Bruce Schatz were all invited workshop participants in the June 2003 NSF Workshop on Research Directions for Digital Libraries;
- John Unsworth is chairing the Commission on Cyberinfrastructure for the Humanities and Social Sciences, American Council of Learned Societies, 2004-2005;
- Chip Bruce was selected as a senior participant for a workshop on creation of an American-German Research Network in the Field of Technology-Supported Education in November 2003;
Dan Schiller is an invited commentator on contemporary communications industry trends in various media outlets including the *New York Times* and Radio Australia;

Allen Renear is Chair of the standards Working Group on Open eBook Forum Publication Structure 2.0;

Caroline Haythornthwaite was an invited participant at a workshop on Conceptual and Technical Aspects of Electronic Learning in Germany in May 2003;

Linda Smith presented an invited white paper on education for digital reference services at the Digital Reference Research Symposium in August 2002;

Terry Weech has had multiple assignments in Eastern Europe as a Fulbright Senior Specialist;

Les Gasser has served as a member of the campus-wide Strategic Planning Committee, convened by the President, University of Paris VI, 2003-2004;

Bryan Heidorn is involved in the activities of the Taxonomic Databases Working Group of the International Union of Biological Sciences;

Betsy Hearne is an advisory editor of *The Oxford Encyclopedia of Children’s Literature*;

Carole Palmer was the Scholarly Advisor for Evaluation of the Women Writers Project at Brown University;

Boyd Rayward was a Garfield Fellow in the History of Scientific Information, Chemical Heritage Foundation in 1999;

and Ann Bishop will be a Fulbright scholar at the University of Tampere in Finland in fall 2004.

Sources of evidence:

Faculty Research Interests web site ([http://www.lis.uiuc.edu/gslis/people/faculty/research.html](http://www.lis.uiuc.edu/gslis/people/faculty/research.html))

GSLIS Research Themes web site ([http://www.lis.uiuc.edu/gslis/research/index.html](http://www.lis.uiuc.edu/gslis/research/index.html))

Information Systems Research Laboratory web site ([http://www.isrl.uiuc.edu/](http://www.isrl.uiuc.edu/))

Library Research Center web site ([http://lrc.lis.uiuc.edu/](http://lrc.lis.uiuc.edu/))

GSLIS faculty resumes ([http://www.lis.uiuc.edu/accreditation/faculty.htm](http://www.lis.uiuc.edu/accreditation/faculty.htm))

GSLIS Research Showcase ([http://leep.lis.uiuc.edu/spring04/lis000/research_showcase_program.html](http://leep.lis.uiuc.edu/spring04/lis000/research_showcase_program.html))

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III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and evaluation, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

The faculty profile has become more interdisciplinary as new hires and joint appointments introduced new areas of expertise to supplement the School’s traditional strengths in core areas of library science. This has enabled new courses to be introduced to the MS program and has enhanced interdisciplinary linkages across the campus. Current tenured and tenure-track faculty include the following:
<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Highest Degree Earned</th>
<th>Year Granted</th>
<th>Institution Granting Degree</th>
<th>Field of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Bishop</td>
<td>Ph.D.</td>
<td>1995</td>
<td>Syracuse University</td>
<td>Information studies</td>
</tr>
<tr>
<td>B. Bruce</td>
<td>Ph.D.</td>
<td>1971</td>
<td>University of Texas</td>
<td>Computer sciences</td>
</tr>
<tr>
<td>S. Davis (25%)</td>
<td>Ph.D.</td>
<td>1983</td>
<td>University of Pennsylvania</td>
<td>Folklore and folklife</td>
</tr>
<tr>
<td>J. Stephen Downie</td>
<td>Ph.D.</td>
<td>1999</td>
<td>Univ. of Western Ontario</td>
<td>Library &amp; info science</td>
</tr>
<tr>
<td>F. Elichirigoity</td>
<td>Ph.D.</td>
<td>1994</td>
<td>University of Illinois</td>
<td>History of science</td>
</tr>
<tr>
<td>L. Estabrook</td>
<td>Ph.D.</td>
<td>1980</td>
<td>Boston University</td>
<td>Sociology</td>
</tr>
<tr>
<td>L. Gasser</td>
<td>Ph.D.</td>
<td>1984</td>
<td>UC Irvine</td>
<td>Computer science</td>
</tr>
<tr>
<td>C. Haythornthwaite</td>
<td>Ph.D.</td>
<td>1996</td>
<td>University of Toronto</td>
<td>Information science</td>
</tr>
<tr>
<td>E. Hearne</td>
<td>Ph.D.</td>
<td>1985</td>
<td>University of Chicago</td>
<td>Library science</td>
</tr>
<tr>
<td>B. Heidorn</td>
<td>Ph.D.</td>
<td>1997</td>
<td>University of Pittsburgh</td>
<td>Information science</td>
</tr>
<tr>
<td>C. Jenkins</td>
<td>Ph.D.</td>
<td>1995</td>
<td>University of Wisconsin</td>
<td>Library &amp; info science</td>
</tr>
<tr>
<td>R. McChesney (25%)</td>
<td>Ph.D.</td>
<td>1989</td>
<td>University of Washington</td>
<td>Communications</td>
</tr>
<tr>
<td>C. Palmer</td>
<td>Ph.D.</td>
<td>1996</td>
<td>University of Illinois</td>
<td>Library &amp; info science</td>
</tr>
<tr>
<td>B. Rayward</td>
<td>Ph.D.</td>
<td>1973</td>
<td>University of Chicago</td>
<td>Library science</td>
</tr>
<tr>
<td>A. Renear</td>
<td>Ph.D.</td>
<td>1988</td>
<td>Brown University</td>
<td>Philosophy</td>
</tr>
<tr>
<td>B. Schatz</td>
<td>Ph.D.</td>
<td>1990</td>
<td>University of Arizona</td>
<td>Computer science</td>
</tr>
<tr>
<td>D. Schiller (75%)</td>
<td>Ph.D.</td>
<td>1978</td>
<td>University of Pennsylvania</td>
<td>Communications</td>
</tr>
<tr>
<td>L. Smith</td>
<td>Ph.D.</td>
<td>1979</td>
<td>Syracuse University</td>
<td>Information studies</td>
</tr>
<tr>
<td>M. Twidale</td>
<td>Ph.D.</td>
<td>1990</td>
<td>University of Lancaster</td>
<td>Computer science</td>
</tr>
<tr>
<td>J. Unsworth</td>
<td>Ph.D.</td>
<td>1988</td>
<td>University of Virginia</td>
<td>English</td>
</tr>
<tr>
<td>T. Weech</td>
<td>Ph.D.</td>
<td>1972</td>
<td>University of Illinois</td>
<td>Library science</td>
</tr>
</tbody>
</table>

A major emphasis on campus is participation of units in cross-campus initiatives. GSLIS faculty are represented on the advisory groups for these initiatives and related programs: Ethnography of the University (Chip Bruce, [http://www.uiuc.edu/initiatives/ethnography.html](http://www.uiuc.edu/initiatives/ethnography.html)); The Seedbed Initiative for Transdomain Creativity: Exploring Human Experience Through Art and Technology (Chip Bruce, [http://www.uiuc.edu/initiatives/artsintech.html](http://www.uiuc.edu/initiatives/artsintech.html)); Food Security (Bryan Heidorn, [http://www.uiuc.edu/initiatives/foodsecurity.html](http://www.uiuc.edu/initiatives/foodsecurity.html)); Center on Democracy in a Multiracial Society (Susan Davis, [http://www.uiuc.edu/initiatives/democracy.html](http://www.uiuc.edu/initiatives/democracy.html)); and Institute for Genomic Biology (Bruce Schatz, Genomics of Neural and Behavioral Plasticity, [http://www.igb.uiuc.edu/research_themes/neural_behavioral.html](http://www.igb.uiuc.edu/research_themes/neural_behavioral.html)). In preparation for the Cross-Campus Initiatives Retreat in spring semester 2002, GSLIS faculty outlined potential contributions to campus themes of biotechnology/bioengineering in a “nano” world, the humanities in a globalizing world, American institutions in a demographically-changing world, and arts in a technology-intensive world. The report articulates the GSLIS perspective on each theme, provides examples of relevant GSLIS activities, and lists existing cross-campus contacts. The report also notes an area of particular interest to GSLIS—the changing role of information in everyday life—that could also be a focus for cross-campus activities.

*Sources of Evidence:*
  *Introduction to the Cross-Campus Initiatives* ([http://www.uiuc.edu/initiatives/index.html](http://www.uiuc.edu/initiatives/index.html))
Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

The standard teaching load for full-time GSLIS faculty is two courses in the fall and spring semesters, with the option of teaching for additional compensation in either of the summer sessions (four weeks or eight weeks). Reductions in course load may occur if a faculty member has certain administrative assignments. In addition, faculty are eligible for sabbatical leave according to University guidelines and GSLIS typically grants junior faculty one semester off from teaching to allow focused attention on research and publication as the faculty member prepares for tenure review. Associate Dean Linda Smith coordinates scheduling in consultation with each faculty member and Dean Unsworth. The size of the faculty and the reasonable course load make it possible for faculty regularly to teach in their areas of expertise. In addition many adjuncts have taught for us on a regular basis over several years in their areas of expertise, providing an assurance of quality. Full-time faculty carry a substantial portion of the teaching load in the fall and spring semesters, both on-campus and online. In summer we are much more heavily dependent on adjunct faculty as GSLIS faculty generally reserve the summer months to concentrate on research and writing. A faculty member’s teaching load may include courses in the undergraduate information technology studies minor or doctoral seminars in addition to courses intended for MS students. The table presented in section III.1 illustrates the contribution of full-time faculty to teaching courses in each of the MS enrollment options. Supervision of practicums, independent studies, and theses is an important role of the full-time faculty over and above their regular course load.

Courses taught to MS students by tenured or tenure-track faculty include the following:

**Ann Bishop**
- LIS 501 Information Organization and Access
- LIS 590CI Community Information Systems
- LIS 590IBL Inquiry-Based Learning
- LIS 590PT Pragmatic Technology
- LIS 590SJ Social Justice in the Information Professions

**Chip Bruce**
- LIS 590IBL Inquiry-Based Learning
- LIS 590LT Learning Technologies
- LIS 590NL New Literacies
- LIS 590PT Pragmatic Technology

**Stephen Downie**
- LIS 490UM Understanding Multimedia Information
- LIS 490SE Search Engines and Information Retrieval Systems
- LIS 501 Information Organization and Access
- LIS 558 Implementation of Information Storage and Retrieval Systems

**Fernando Elichirigoity**
- LIS 530E Business Information
- LIS 590CTI Competitive Intelligence
- LIS 590IC Information Consulting

**Leigh Estabrook**
- LIS 502 Libraries, Information, and Society
- LIS 505 Administration and Management of Libraries and Information Centers
Les Gasser
LIS 501 Information Organization and Access
LIS 590AMD Agents and Multi-Agents for Dynamic Information Systems
LIS 590PE Information Organization and Access: Practice and Experience

Caroline Haythornthwaite
LIS 453 Systems Analysis & Management
LIS 505 Administration and Management of Libraries and Information Centers
LIS 590SN Social Networks and Information

Elizabeth Hearne
LIS 403 Literature and Resources for Children
LIS 409 Storytelling

Bryan Heidorn
LIS 456 Information Storage & Retrieval
LIS 453 Systems Analysis & Management
LIS 558 Implementation of Information Storage and Retrieval Systems

Christine Jenkins
LIS 404 Literature and Resources for Young Adults
LIS 506 Youth Services Librarianship
LIS 514 History of Children’s Literature
LIS 590LR Literacy, Reading and Readers

Carole Palmer
LIS 501 Information Organization and Access
LIS 503 Use and Users of Information
LIS 523 Social Sciences Information Sources and Reference Services
LIS 590CD2 Current Topics in Collection Development

W. Boyd Rayward
LIS 501 Information Organization and Access

Allen Renear
LIS 590EP Electronic Publishing and Information Processing Standards
LIS 590DM Document Modeling
LIS 590KRW Document, Text, Work
LIS 590LSI Logic, Semantics, and Information Science

Bruce Schatz
LIS 456 Information Storage & Retrieval
LIS 490NT Evolution of the Net
LIS 558 Implementation of Information Storage and Retrieval Systems
LIS 590DL Digital Libraries
LIS 590MIH Medical Informatics and Healthcare Infrastructure

Dan Schiller
LIS 502 Libraries, Information and Society
LIS 590ISP Social History of U.S. Telecommunications
III.8 Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

GSLIS guidelines for annual review, third year review, and promotion and tenure review are consistent with the campus-level guidelines as specified in a series of Provost Communications (9, 13, 21). All tenure-track and tenured faculty prepare annual reports and are subject to annual review according to criteria that provide an explicit statement of the high priorities attached to teaching, research, and service. These annual reports are reviewed by the Executive Committee (three elected faculty members and the Associate Dean for Academic Programs) and the Dean, who provide feedback regarding strengths and areas in need of improvement. For junior faculty there is an established third-year review procedure to provide more detailed feedback on progress towards tenure. The annual review and third year review procedures have ensured regular and systematic feedback to junior faculty as they work toward promotion and tenure review. Student evaluations of teaching are an integral part of all levels of review.

One indicator of faculty performance are the external recognitions of quality, whether at the campus level or from professional associations. Several GSLIS faculty have received recognition at the campus level for outstanding scholarship, teaching, and service (noteworthy, given that there are 2800 faculty at UIUC):

- University Scholar: Elizabeth Hearne, Donald W. Krummel
- Humanities Lecture: Elizabeth Hearne
- Medallion of Honor, University of Illinois Mothers Association: Leigh Estabrook
- Distinguished Teacher/Scholar: Linda Smith
- Graduate College Outstanding Mentor Award: Elizabeth Hearne, Linda Smith
- Campus Award for Excellence in Public Engagement: Ann Bishop
- Campus Award for Excellence in Off-Campus Teaching: Christine Jenkins
- Campus Award for Excellence in Graduate and Professional Teaching: Kathryn Luther Henderson
The excellence of GSLIS faculty has likewise been recognized with awards from professional associations:

- In four of the past twelve years, GSLIS faculty have been selected as winners of the Beta Phi Mu Award: Kathryn Luther Henderson (1993), Donald W. Krummel (1996), Leigh Estabrook (2002), and Linda C. Smith (2004).
- Betsy Hearne’s children’s books have received numerous awards
- Fellows of the American Association for the Advancement of Science: Bruce Schatz, Linda Smith
- ALISE Award for Professional Contributions to Library and Information Science Education: Leigh Estabrook
- Fellow, National Conference on Research in Language and Literacy: Chip Bruce
- National Science Foundation Young Investigator Award: Bruce Schatz
- ALISE Award for Teaching Excellence: Kathryn Luther Henderson, Linda Smith
- Isadore Gilbert Mudge-R.R. Bowker Award, Reference & User Services Association: Linda Smith
- ASIST Outstanding Information Science Teaching Award: Linda Smith
- ASIST Research Award: W. Boyd Rayward

Sources of Evidence:
Guidelines for Annual Review of Faculty
(http://www.lis.uiuc.edu/accreditation/support/AnnualReviewGuidelines.pdf)
Third Year Review Procedures
(http://www.lis.uiuc.edu/accreditation/support/ThirdYearReview.pdf)
Guidelines for Promotion and Tenure
(http://www.lis.uiuc.edu/accreditation/support/PTGuidelines.pdf)
Provost Communication No. 9: Promotion and Tenure
(http://www.provost.uiuc.edu/provost/comm9/promotion.html)
Provost Communication No. 13: Review of Faculty in Year Three of the Probationary Period
(http://www.provost.uiuc.edu/provost/probation/review.html)
Provost Communication No. 21: Annual Faculty Review
(http://www.provost.uiuc.edu/provost/reviews/comm21.htm)

IV. Students

IV.1 The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain a multicultural, multiethnic, and multilingual student body from a variety of backgrounds. The composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives.

The GSLIS web site maintains current information for MS students regarding admission, financial aid, degree requirements, and placement. Admissions are increasingly competitive. The first table below shows trends in applications to each of the enrollment options: applications to the MS program have increased for the on-campus and LEEP options, while declining for the Fridays Only option. As LEEP has become established, increasing numbers of in-state students are opting to apply to LEEP rather than the Fridays Only option which requires a commute (from as far away as Rockford and Chicago in the north, Quincy in the west, and Carbondale and Edwardsville in the south) to campus. The
second table below shows trends in admissions and enrollment. Admissions have become more selective because the number of applications has increased while the percent admitted has decreased as we experienced higher yields from those admitted. Given the decline in applications to the Fridays Only program, enrollment is also declining. We will be assessing whether to continue this option or whether the LEEP option now can meet our responsibility for serving students from around the state who cannot relocate to Urbana-Champaign for their studies. Students in the LEEP option may still enroll in on-campus courses and commute to campus for courses not available to them online.

**Applicants to the MS Program -- Summer II/Fall 2000 through Fall 2004**

<table>
<thead>
<tr>
<th>Semester</th>
<th>On-Campus</th>
<th>Fridays Only</th>
<th>LEEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II / Fall 2000</td>
<td>183</td>
<td>40</td>
<td>109</td>
</tr>
<tr>
<td>Spring 2001</td>
<td>39</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>222</strong></td>
<td><strong>41</strong></td>
<td><strong>139</strong></td>
</tr>
<tr>
<td>Summer II / Fall 2001</td>
<td>172</td>
<td>44</td>
<td>135</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>175</strong></td>
<td><strong>44</strong></td>
<td><strong>135</strong></td>
</tr>
<tr>
<td>Summer II / Fall 2002</td>
<td>251</td>
<td>34</td>
<td>196</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>8</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>259</strong></td>
<td><strong>35</strong></td>
<td><strong>196</strong></td>
</tr>
<tr>
<td>Summer II / Fall 2003</td>
<td>257</td>
<td>24</td>
<td>215</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>33</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>290</strong></td>
<td><strong>25</strong></td>
<td><strong>215</strong></td>
</tr>
<tr>
<td>Summer II / Fall 2004</td>
<td>242</td>
<td>15</td>
<td>189</td>
</tr>
</tbody>
</table>

**Applicants Admitted to the MS Program and the Number of Those Who Actually Enrolled (in Parentheses)**

<table>
<thead>
<tr>
<th>Term</th>
<th>On-Campus</th>
<th>Fridays Only</th>
<th>LEEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II / Fall 2000</td>
<td>151 (97)</td>
<td>39 (20)</td>
<td>75 (55)</td>
</tr>
<tr>
<td>Spring 2001</td>
<td>22 (18)</td>
<td>0 (1*)</td>
<td>23 (17)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>173 (115)</strong></td>
<td><strong>39 (21)</strong></td>
<td><strong>98 (72)</strong></td>
</tr>
<tr>
<td>Summer II / Fall 2001</td>
<td>142 (110)</td>
<td>36 (22)</td>
<td>93 (73)</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>3 (3)</td>
<td>1 (0)</td>
<td>0 (1*)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>145 (113)</strong></td>
<td><strong>37 (22)</strong></td>
<td><strong>93 (74)</strong></td>
</tr>
<tr>
<td>Summer II / Fall 2002</td>
<td>186 (130)</td>
<td>27 (23)</td>
<td>84 (80)</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>7 (6)</td>
<td>1 (1)</td>
<td>0 (0)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>193 (136)</strong></td>
<td><strong>28 (24)</strong></td>
<td><strong>84 (80)</strong></td>
</tr>
<tr>
<td>Summer II / Fall 2003</td>
<td>147 (98)</td>
<td>18 (19*)</td>
<td>122 (99)</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>19 (17)</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>166 (115)</strong></td>
<td><strong>18 (19)</strong></td>
<td><strong>122 (99)</strong></td>
</tr>
<tr>
<td>Summer II / Fall 2004</td>
<td>129 (83)</td>
<td>10 (11*)</td>
<td>128 (111)</td>
</tr>
</tbody>
</table>

* Resulted from a recode.
Data compiled in the Campus Profile demonstrate the growth in total enrollment in our graduate programs over the past four years (includes MS, CAS, and PhD enrollments):

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total graduate enrollment on-campus</td>
<td>290</td>
<td>324</td>
<td>337</td>
<td>315</td>
</tr>
<tr>
<td>Total LEEP enrollment</td>
<td>129</td>
<td>166</td>
<td>175</td>
<td>192</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>419</td>
<td>490</td>
<td>512</td>
<td>507</td>
</tr>
<tr>
<td>% enrolled in LEEP</td>
<td>31%</td>
<td>34%</td>
<td>34%</td>
<td>38%</td>
</tr>
</tbody>
</table>

It is not our intention to grow overall enrollment in the MS program significantly above the current level. In the eight years since LEEP began in summer 1996, enrollment in that option has grown from 31 to around 200. As explained in the Special Area of Emphasis section, we have been able to maintain quality while growing the program but are reaching limits on the number of students for whom we can ensure a quality experience. The table below shows trends in MS degrees earned over the past few years. The on-campus option (where most students are full-time) still accounts for the largest number of degrees, followed by LEEP (where most students are part-time). Fridays Only graduates are a decreasing percentage of MS degrees awarded.

<table>
<thead>
<tr>
<th>Month of Degree Conferral</th>
<th>On-Campus</th>
<th>Fridays Only</th>
<th>LEEP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2001</td>
<td>31</td>
<td>5</td>
<td>11</td>
<td>47</td>
</tr>
<tr>
<td>May 2001</td>
<td>38</td>
<td>7</td>
<td>16</td>
<td>61</td>
</tr>
<tr>
<td>August 2001</td>
<td>33</td>
<td>8</td>
<td>19</td>
<td>60</td>
</tr>
<tr>
<td>October 2001</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>December 2001*</td>
<td>23</td>
<td>6</td>
<td>23</td>
<td>52</td>
</tr>
<tr>
<td>May 2002</td>
<td>47</td>
<td>6</td>
<td>31</td>
<td>84</td>
</tr>
<tr>
<td>August 2002</td>
<td>44</td>
<td>4</td>
<td>18</td>
<td>66</td>
</tr>
<tr>
<td>October 2002</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>December 2002</td>
<td>40</td>
<td>0</td>
<td>23</td>
<td>63</td>
</tr>
<tr>
<td>May 2003</td>
<td>51</td>
<td>5</td>
<td>29</td>
<td>85</td>
</tr>
<tr>
<td>August 2003</td>
<td>35</td>
<td>7</td>
<td>25</td>
<td>67</td>
</tr>
<tr>
<td>October 2003</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>December 2003</td>
<td>29</td>
<td>10</td>
<td>23</td>
<td>62</td>
</tr>
<tr>
<td>May 2004</td>
<td>61</td>
<td>8</td>
<td>29</td>
<td>98</td>
</tr>
<tr>
<td>August 2004</td>
<td>30</td>
<td>7</td>
<td>18</td>
<td>55</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>467</strong></td>
<td><strong>75</strong></td>
<td><strong>268</strong></td>
<td><strong>810</strong></td>
</tr>
</tbody>
</table>

* Beginning in December 2001, the conferral date for Fall semester was changed from January of the next year to December of the current year.

The School has made progress in recruiting and retaining a multicultural, multiethnic, and multilingual student body through a multifaceted approach to minority recruitment and through involvement with the Mortenson Center for International Library Programs. Using 1996 as a base year, the number of minority students increased from 27 to 66 by 2003.
Assistant Dean Curt McKay has been actively involved in recruitment through participation in minority and other career fairs to encourage minority students to consider careers in library and information science and to apply to UIUC. He has also enlisted the help of GSLIS alumni and current minority students in recruiting. The University Library is also consistently helpful in providing support in the form of graduate assistantships to minority students. From the beginning of ALA’s Spectrum Scholarship program, GSLIS has granted Spectrum Scholarship winners a waiver of tuition and fees. Data compiled by Tracie D. Hall, Director, and Wendy Prellwitz, Program Officer, Office for Diversity of the American Library Association, show that UIUC is one of the five schools with the largest percentage of scholars over the first six years of the Spectrum Scholar Initiative (along with San Jose State University, Dominican University, University of Pittsburgh, and University of South Florida). The table below shows the number of new minority students enrolling each year for the past four years in each of the enrollment options. It is evident that both the Fridays Only and LEEP options are enabling us to add to the diversity of our student body.

### Enrollments of New Minority Students in the MS Program

<table>
<thead>
<tr>
<th>Semester</th>
<th>On-Campus</th>
<th>Fridays Only</th>
<th>LEEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II / Fall 2000</td>
<td>9</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Spring 2001</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>1</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>Summer II / Fall 2001</td>
<td>11</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>3</strong></td>
<td><strong>8</strong></td>
</tr>
<tr>
<td>Summer II / Fall 2002</td>
<td>16</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>6</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td>Summer II / Fall 2003</td>
<td>20</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>4</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

The Mortenson Center for International Library Programs brings librarians and library science students from all over the world for stays of a few days to a year. Those Mortenson associates who are in residence for at least a semester often attend GSLIS courses and participate in the life of the School. Under the leadership of Mortenson Center Director and past ALA President Barbara Ford (a GSLIS alumna), more collaborative activities are being developed. As the enrollment data presented above demonstrate, the number of international students pursuing degrees through GSLIS has increased.
substantially over the past few years, with international students now making up almost 10% of GSLIS enrollment.

Sources of evidence:
- MS program admission requirements (http://www.lis.uiuc.edu/gslis/degrees/ms.html#admission)
- MS program financial aid information (http://www.lis.uiuc.edu/gslis/admissions/aid.html)
- MS program degree requirements (http://www.lis.uiuc.edu/gslis/degrees/ms.html)
- MS program placement information (http://www.lis.uiuc.edu/gslis/resources/jobs.html)
- Campus Profile (http://www.dmi.uiuc.edu/cp/Page.asp?Dept=1B1-LP-LP0-XXX)
- Mortenson Center for International Library Programs (http://www.library.uiuc.edu/mortenson/)

IV.2 Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.

Although we still distribute packets of printed materials about the School and its programs on request, there is increasing emphasis on using the Web site as the primary means of making information accessible. Links to information regarding admission requirements, financial aid information, degree requirements, and placement information are provided above in IV.1. Additional links are given in the Sources of Evidence below.

Sources of Evidence:
- MS program overview, including links to curriculum descriptions (http://www.lis.uiuc.edu/gslis/degrees/ms.html)
- Faculty information (http://www.lis.uiuc.edu/gslis/people/faculty/all_faculty.html)
- Code of Policies and Regulations Applying to All Students (http://www.uiuc.edu/admin_manual/code/code_contents.html)
- A Handbook for Graduate Students and Advisers (http://www.grad.uiuc.edu/grad_handbook/index.html)

IV.3 Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable (successful) completion of a program and subsequent contribution to the field.

As a unit of the Graduate College, our admissions policies must conform to those of other graduate programs (though we are free to set a higher standard, as we have with TOEFL scores for international students). All MS students are subject to the same admissions criteria. All applicants must fulfill these minimum requirements:

1. Graduation from an accredited institution with bachelor’s degree requirements substantially equivalent to those of the University of Illinois.
2. A grade-point average of at least 3.0 on a 4.0 scale (A=4, B=3, C=2, D=1, F=0) for the junior and senior undergraduate years or last 60 semester hours.
3. International applicants whose native language is not English must submit evidence of having passed the Test of English as a Foreign Language (TOEFL) with a score of 620 or higher (or 260 or higher for the computer-administered version). (The Intensive English Institute exam may be substituted with a score indicating comparable English proficiency.)

Applicants must submit the following materials:

1. Application of admission to the Graduate College
2. Transcripts (two copies from all colleges and universities attended; one must be an official transcript, the other may be a copy of an official one).
3. Two essays (these replace the Personal Statement requested in Question 5 of Part B of the Application for Admission to the Graduate College).
   1) Applicants must submit a 500-700 word essay that addresses the following question:
      Visit a library, community network, corporate information center, or other setting that employs information professionals (except your current place of employment). Interview a staff member to identify the three most significant issues related to information services in this setting. In your essay, discuss what you learned, including:
         1. What questions did you ask?
         2. Did you learn anything unexpected? Anything that changed your view of the library and information science profession?
         3. How do you think your educational experience at GSLIS might prepare you to address the issues you identified?
   2) In addition, please submit a one-page essay concerning your previous academic work in your proposed or allied fields of study, including course work, other educational experiences, teaching or relevant employment, publications, and your plans for graduate study and a professional career.
4. Three letters of reference in support of the application for admission and financial aid; at least one should be from an employer and one from an instructor.
5. Resume.
6. TOEFL (Test of English as a Foreign Language) scores, for applicants whose native language is not English, including U.S. citizens (Scores should be dated no earlier than two years prior to the application date). The GSLIS TOEFL code is 90.
7. If required, official scores from the Graduate Record Examination (GRE) Aptitude Test taken within the last five years. The GRE is REQUIRED for any applicant whose grade point average was below 3.0 (on a 4.0 scale) in the final 60 hours of undergraduate course work. The GSLIS GRE Institution code is 1836; the Department code is 4701. [The GRE is waived if the applicant has acquired a J.D. or Ph.D.]

Note: Strong applicants who do not meet all the requirements for admission may be admitted to the School on “limited status” and may be allowed to remediate specific deficiencies. Those with questions about their ability to meet these requirements or remediate deficiencies are advised to contact the School’s admissions officer.

All applications are reviewed by the Admissions Committee, which includes four GSLIS faculty members, the Assistant Dean for Student Affairs (currently Curt McKay), and one member of the University Library faculty (currently Mary Schlembach, Assistant Engineering Librarian and GSLIS MS graduate). Most decisions are made based on a review of the file, although an interview may be scheduled in cases where the committee feels the need for additional information from the applicant in order to assess the application. The committee considers the application materials in their entirety and makes decisions as to whether to recommend or deny admission and what priority ranking to give admitted students for the financial aid available from GSLIS or the Graduate College. The two essays are valuable indicators of an applicant’s writing and critical thinking abilities, as well as whether the applicant has a good understanding of opportunities and challenges in careers in library and information science. If an applicant fails to meet a stated admissions requirement (e.g., minimum undergraduate
GPA) but otherwise holds promise for success in graduate LIS study, the committee may recommend admission on limited status. Admission in such cases is dependent upon a review by the Graduate College; the School does not have independent authority to waive minimum requirements. The table below demonstrates that each year only a small number of students are admitted on limited status and most go on to succeed academically. Once admitted, such students will receive full graduate standing when they have satisfied the conditions spelled out in their letter of admission.

<table>
<thead>
<tr>
<th>Term</th>
<th>Number of Students Admitted on Limited Status</th>
<th>Number of Limited Status Students Dropped Due to Low GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer* 2000</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2001</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Summer 2001</td>
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</tr>
<tr>
<td>Fall 2001</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2002</td>
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<td>0</td>
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<tr>
<td>Summer 2002</td>
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<td>0</td>
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<tr>
<td>Fall 2002</td>
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<td>1</td>
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<tr>
<td>Spring 2003</td>
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<td>Fall 2003</td>
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<tr>
<td>Spring 2004</td>
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<td>1</td>
</tr>
<tr>
<td>Summer 2004</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

* Summer includes both the 4-week Summer I and 8-week Summer II sessions.

Source of Evidence:
MS admission requirements (http://www.lis.uiuc.edu/glis/degrees/ms.html#admission)

IV.4 Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

Student Advising

Each student is assigned a member of the full-time faculty as his or her academic advisor, with an attempt to match the student’s interests and the faculty member’s area(s) of expertise. The student is free to request a change of advisors at any time. While online registration means that students no longer need to get an advisor’s signature prior to registering for courses or to drop or add a course during the semester, students are encouraged to meet with an advisor (or to confer by electronic mail). Each semester a “course preview” session provides students the opportunity to learn more about upcoming courses from the faculty who will be offering them. Mid-semester “Live with Linda” sessions give LEEP students an opportunity to ask questions of the Associate Dean as they make course selections during advance enrollment. Advising guides available on the GSLIS web site (discussed above under II.4) provide guidance in course selection and most courses have full syllabi online that students can review as they make their course selections.
A review of course syllabi demonstrates that each course generally has a variety of assignments and forms of assessment of student performance. Many courses involve group projects in addition to individual written work. Many courses have students do individual or group oral presentations. Increasingly students are being asked to make certain assignments available online for their fellow classmates as well as for the instructor. Students are even more motivated to complete assignments of high quality when they know that these assignments will be viewed by their peers as well as the instructor.

Student accomplishments are recognized by a growing number of School awards presented at the annual convocation ceremony. Faculty meet as a group to select the winners each spring, often with nominations from students. The faculty also select the graduates each year who are invited to join Beta Phi Mu (founded at UIUC in 1948). A review of the award winners for the past four years (http://www.lis.uiuc.edu/gslis/school/student-awards-recipients.html) shows that LEEP students (Rachelle Ramsey, Avi Janssen, Melissa Henderson, Wendy Holliday, Richard Pearce-Moses, Mary Pergander, Lisa Oldoski, Donna Trenda, Siobhan Champ-Blackwell, Diane Rein, M. Brooke Helman, Gwen Evans, Sarah Gregory, David Monroe, Rose Allen, James Simard, Lynn Dix, Cyndy Colletti) and Fridays Only students (Leslie Owens, Fayrene Muhammad) are among those MS students recognized. The list of Beta Phi Mu initiates for 2003 (http://www.lis.uiuc.edu/betaphimu/initiates/2003.html) includes several LEEP students (Deborah Benrubi, Siobhan Champ-Blackwell, Debra Denslaw, Susan Freymiller, Sarah Gregory, Melissa Henderson, Wendy Holliday, Barbara Landers, Kristy Likeness, Linda Lundquist, Mary Pergander, Jodi Weisz-Fulgione) as well as Fridays Only students (Jane Kauzlaric, Kay Shelton).

In addition to individual faculty advisors, the Assistant Dean for Student Affairs, Curt McKay, serves as a dean of students, offering counseling and connecting students to resources across campus (e.g., Counseling Center, McKinley Health Center, Division of Rehabilitation Education Services) as needed. His part-time position for the past few years as Co-Director of the Office for Lesbian, Gay, Bisexual & Transgender Concerns under the Office of the Vice Chancellor for Student Affairs has given him a wide network of contacts with staff in student affairs units who can help with student problem solving. Mid-semester the faculty are asked to identify any students who seem to be experiencing academic or personal challenges, and faculty work with Curt McKay to determine how best to assist such students.

In a competitive job market it is important to give students effective tools to aid them in the job search process. Over the past few years GSLIS has made increasing use of technology to provide more complete and rapid access to information about available jobs. In addition we have increased the variety and frequency of workshops related to job searching. One of the electronic bulletin boards on the LEEP server is devoted to new LIS job announcements and there is a directory of web-based job resources. Included in this directory are links to the GSLIS eBoard and the Student and Alumni Mentoring Network. The eBoard allows employers to post vacancies and search student and alumni resumes, and allows students and alumni to post resumes and search for jobs--all free-of-charge. Sponsored by GSLIS and the Library School Alumni Association (LSAA), the Student and Alumni Mentoring Network is a web-based mentoring network that makes it easier for GSLIS students and alumni to meet up with mentors working in their areas of professional interest. Students and alumni can search a password-protected alumni mentor database where alumni willing to serve as mentors have posted brief profiles online.

For several years the School and its professional association student chapters have regularly sponsored workshops on such topics as interviewing, resume writing, and salary negotiation. These
supplement activities sponsored by the recently-launched Graduate College Career Services Office and the UIUC Career Center (which has an emphasis on serving undergraduates). Recordings of several of these events are linked from the Guest Lectures section of the LEEP server and workshops are often repeated as special events during LEEP on-campus sessions to allow LEEP students to benefit from this programming as well.

Assistant Dean Dale Silver has integrated the existing workshops into a broader program of professional development activities designed to orient students to the program and the profession; enrich their experience while they are in the program; and help them focus on the job search process as they near the end of their studies for the MS. The initial student orientation session for on-campus and Fridays Only students now includes an informational fair with exhibits and tables sponsored by GSLIS units, programs, and student groups. In the fall semester, programs include: 1) a public library reception co-sponsored by the Champaign and Urbana public libraries and alternating between the two sites; and 2) LIS Professions and Professionals Forum (break-out sessions with speakers representing the wide range of LIS fields and professions to enable students to learn more about various fields within the LIS profession and to engage in informal conversation with the participating professionals). More efforts are also being made to include international students in GSLIS extracurricular programs. For the past two years an American Libraries Seminar for international students (co-sponsored by GSLIS and the Mortenson Center) provided an overview of trends in the field for on-campus international students and Mortenson Center associates. A GSLIS international get-together is sponsored annually by the ALA Student Chapter International Librarianship Committee. The academic year concludes with a convocation ceremony (streamed live to LEEP students and graduates’ families at a distance), featuring a distinguished alumnus as the convocation speaker (Bridget Lamont, MS ’72, former director of the Illinois State Library and current vice chair of the National Commission on Libraries and Information Science, filled this role in 2004).

Sources of Evidence:
GSLIS Student Awards (http://www.lis.uiuc.edu/gslis/school/student-awards.html)
Alpha Chapter of Beta Phi Mu (http://www.lis.uiuc.edu/betaphimu/)
Links to Course Syllabi (http://leep.lis.uiuc.edu/allcourses.html)
GSLIS Job Resources (http://www.lis.uiuc.edu/gslis/resources/jobs.html)
GSLIS eBoard (http://www.lis.uiuc.edu/gslis/job_board.html)
Student and Alumni Mentoring Network (http://www.lis.uiuc.edu/gslis/e-mentoring.html)
Graduate College Career Services Office (http://www.grad.uiuc.edu/CareerServices/)
UIUC Career Center (http://www.careercenter.uiuc.edu/)
Guest Lectures (http://leep.lis.uiuc.edu/guest_lecturers.html): see links 12/8/03 Preparing to Present: Tips and Strategies for the Interview Presentation; 11/19/03 Salary Negotiation Talk; 2/5/03-3/6/03 Professional Development Workshop Series (The Job Search Process; Introduction to GSLIS Career Central and Writing Cover Letters and Resumes; Interviewing Skills; Salary Negotiation; Professional Development Q&A)

IV.5 The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

MS students are encouraged to take leadership roles within the School. The School has three active student chapters of professional organizations: American Library Association, American Society for Information Science and Technology, Special Libraries Association. MS students are generally the officers and most active members of these organizations. Each has a faculty advisor who offers guidance and support, but the planning and implementation of activities are largely carried out by the students themselves. The student body at large benefits from the activities of these organizations, since most
events are open to anyone who wishes to participate. The organizations sponsor lectures, workshops, field trips, and social events. The ALA Student Chapter was named the 2003 ALA Student Chapter of the Year and in 2004 they established the (alpha) student division of ACRL to sponsor more programs for students interested in academic librarianship. Students received support for this initiative from ACRL Executive Director Mary Ellen Davis and ACRL Associate Director Mary Jane Petrowski, both GSLIS alumni. Students are also active members of the Information Professionals for Social Justice group. Each organization maintains its own electronic bulletin board and web site. The student organizations have made a special effort to involve Fridays Only and LEEP students in activities, welcoming their participation in field trips, scheduling events during the LEEP on-campus sessions, and recording events for inclusion in the online guest lectures archive.

MS students have the opportunity each year to elect a representative to attend faculty meetings and a representative on the Curriculum Committee. The representative to faculty meetings also meets regularly with the Dean. The availability of a student electronic bulletin board allows representatives to stay in close touch with the student body and to keep students informed of issues being discussed by School committees or the faculty as a whole. The Library School Alumni Association has at least one MS student representative to their board meetings, opening an avenue of communication between alumni and the current student body.

Sources of Evidence:
American Library Association Student Chapter web site (http://www.lis.uiuc.edu/ala/)
American Society for Information Science and Technology Student Chapter web site (http://www2.uiuc.edu/ro/assist/) [soon migrating to https://netfiles.uiuc.edu]
Special Libraries Association Student Group web site (http://www2.uiuc.edu/ro/SLA/) [soon migrating to https://netfiles.uiuc.edu]
Library School Alumni Association web site (http://www.lis.uiuc.edu/~lsaa/)
Guest Lectures archive (http://leep.lis.uiuc.edu/guest_lecturers.html)

IV.6 The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

The School has used a number of forums to get input from students while they are still enrolled. The student representative to faculty meetings can bring student concerns to the attention of the faculty; the student representative to the Curriculum Committee is involved in ongoing discussion of curriculum matters. Bulletin boards open to all students include: Academic and Administrative Q&A (“Post administrative questions here and either a staff member or a fellow student will respond”); Feedback to GSLIS (“Share any helpful comments you might have about the program directly with GSLIS”); GSLIS Discussions (“Discussions about GSLIS life and the field of LIS”); and LEEP Talk (“Questions, comments, thoughts, and discussion related to LEEP”). “Live with John” and “live with Linda” synchronous online sessions supplement face-to-face forums for getting input from students. Periodic retreats provide a venue for more in-depth analysis and reflection on the program. The LEEP retreat held in August 2002, involving full-time and adjunct faculty, staff, current students, and alumni, demonstrates the value placed on involving all interested parties in the evaluation process. Focus group discussions at the retreat encompassed the many dimensions of the program that affect student achievement and program outcomes: boot camp/on-campus sessions, learning styles online, synchronous sessions, groupwork/LEEP culture, diversity in LIS, technology support, library services, MS curriculum, and administrative support.
V. Administration and Financial Support

Administration

V.1 The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

The School is an autonomous unit, headed by a Dean who reports to the Provost and who sits on the Council of Deans and Directors. The School has substantial independence in determining the intellectual content of its program, the selection of its faculty, and the selection of its students. The Graduate College has the authority to review new and revised graduate degree programs and new and revised courses that carry graduate credit, but the School is free to introduce new courses on a trial basis prior to submitting them for formal approval by the Graduate College. GSLIS handles all aspects of the search and selection process for new faculty, with final approval of new hires made by the Provost. The School has primary responsibility for promotion and tenure review. Those recommended for promotion and tenure following review by the School are subject to review by a campus-level committee that in turn makes its recommendations to the Provost. The School makes decisions on student admissions, with Graduate College review only in instances where the School seeks to make the case for admission even though an applicant does not meet the stated minimum requirements. Budgets for the School are set annually through the budget review process in which all academic units reporting to the Provost participate.

V.2 The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

The faculty, staff, and students have the same opportunity for representation on campus-level or policy-making bodies as do those of comparable units and indeed exercise that right. For example, Linda Smith served a three-year term on the Campus Budget Oversight Committee (1998-2001), serving as chair in 2000-2001. This committee reviews the budgets of all colleges and is advisory to the Provost. GSLIS has two senators in the Urbana-Champaign Faculty-Student Senate (currently Fernando Elichirigoity and Terry Weech). Faculty regularly serve on senate committees, Graduate College committees, and committees appointed by the various vice chancellors. Students are eligible to run for graduate student seats in the Senate and to serve on the Graduate Student Advisory Council. Current PhD student Timothy Hogan (MS '02) is a member of the Graduate College Career Advisory Committee and current PhD student Rae-Anne Montague (MS '00) is one of two graduate student observers on the Graduate College Executive Committee.

Examples of campus-level assignments held in the past two years by GSLIS faculty members include the following:
UIUC provides a supportive environment for interdisciplinary interactions. Through the Dean’s participation as a full member of the Council of Deans and Directors, he has regular contact with the Deans of all the other academic units on campus. Although GSLIS does not have formal administrative relationships with other academic units, individual faculty members and the School as a whole regularly participate in cross-unit activities. Section III.1 above noted the range of joint appointments held by GSLIS faculty and Section III.6 highlighted GSLIS faculty participation in various cross-campus initiatives. Several GSLIS faculty participate in programs sponsored by the Illinois Program for Research in the Humanities (e.g., a February 25, 2004 panel discussion on "Gizmos, Gadgets, and Googling: Living in the Digital Age" featuring panelists Narendra Ahuja (Electrical and Computer Engineering), Ann Bishop (Library and Information Science), Jay Kesan (Law), Richard Powers (English), and Dan Schiller (Library and Information Science) with Noshir Contractor (Speech Communication) as moderator). Several GSLIS faculty participated in the Silicon, Carbon, Culture: Combining Codes through the Arts, Humanities, and Technology initiative, including the projects Hands on, Plugged in: Living on the Prairie (with Chip Bruce and Ann Bishop as the GSLIS participants); Silicon and Carbon in the Global Age (with Fernando Elichirigoity as the GSLIS participant); and Walking Through Knowledge Networks (with Michael Twidale as the GSLIS participant).

The faculty participate in teaching undergraduates from many other departments through the information technology studies minor. Dean Unsworth and Computer Science Department Head Marc Snir have organized meetings between GSLIS faculty and computer science faculty to explore shared interests in research and teaching. Through LIS 590IC Information Consulting taught by Fernando Elichirigoity, LIS students team with other students as the information specialists on projects coordinated by OSBI Consulting, a student managed consulting organization in the College of Business, addressing real world problems presented by industry and business clients. This experience teaches LIS students how to apply their knowledge of information resources and information technologies to organizational settings and how to be effective participants in a research team.

GSLIS faculty collaborate with faculty from other departments on a variety of research projects. Carole Palmer and Michael Twidale are co-principal investigators with members of the Library Faculty on the Digital Collections and Content project funded by IMLS (http://imlsdec.grainger.uiuc.edu/bios.htm). Faculty participating in the NSF-sponsored Water CAMPWS Center of Advanced Materials for Purification of Water with Systems (http://www.watercampws.uiuc.edu/about.html) include Ann Bishop, Chip Bruce, Bryan Heidorn, and
Michael Twidale. Faculty are often called on to collaborate on projects where they can contribute expertise in information system design, evaluation, learning technologies, and outreach. For example, at the request of the Provost, John Unsworth will be working closely with individuals designated by University Librarian Paula Kaufman and Chief Information Officer Peter Siegel on development and implementation of an institutional repository for UIUC.

Sources of Evidence:
UIUC Senate (http://www2.uiuc.edu/unit/senate/)
Graduate College Committees (http://www.grad.uiuc.edu/aboutGC.html)
Provost Committees (http://www.provost.uiuc.edu/provost/committees/)
Illinois Program for Research in the Humanities (http://www.iprh.uiuc.edu)
Silicon, Carbon, Culture (http://www.las.uiuc.edu/scc/)
OSBI Consulting (http://www.osbi.uiuc.edu/)

V.3 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

Leigh Estabrook was widely recognized, both on and off campus, as a strong and visionary leader of GSLIS during her long tenure as dean from 1986-2001. In spring 2001 she announced her intention to step down as dean. She continues as Director of the Library Research Center and full-time GSLIS faculty member. From August 2001-August 2003, Linda Smith served as Interim Dean prior to the successful conclusion of a search for a new dean.

John Unsworth has served as Dean of GSLIS since August 2003. The search committee advising the Provost on the appointment of a new dean included four GSLIS faculty members (Bishop, Bruce, Gasser, Hearne), a staff member (Assistant Dean Susan Barrick), and a student representative (Melanie Kimball, followed by Rae-Anne Montague; both were doctoral students who had earned an MS from GSLIS). The search committee was chaired by Susan Fowler, dean of the College of Education, and also included University Librarian Paula Kaufman and Professor of Computer Science Roy Campbell. The nearly two-year process emphasized finding a candidate who could lead an already strong School to even greater accomplishments. The selection of Dean Unsworth had the unanimous support of the GSLIS faculty as well as the enthusiastic support of then Chancellor Nancy Cantor and Provost Richard Herman. Dean Unsworth has quickly established productive working relationships with GSLIS faculty, staff, and students, his fellow deans and other colleagues and administrators across campus, and alumni and others in the state. His ten-year experience as Director of the Institute for Advanced Technology in the Humanities at the University of Virginia and his active engagement in issues of scholarly publishing position Dean Unsworth to lead the School in new directions while sustaining support for established program strengths in library and information science.

Sources of Evidence:
GSLIS Dean position announcement (http://www.lis.uiuc.edu/gslis/resources/dean.html)
Introducing John M. Unsworth as Dean (http://www.lis.uiuc.edu/gslis/unsworth.html)
Dean Unsworth’s web page (http://www3.isrl.uiuc.edu/~unsworth/)
V.4 The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

Administrative Staff

Dean Unsworth has built an administrative team of two associate deans (Linda Smith for academic programs and Kenneth Spelke for information technology and research) and four assistant deans (Susan Barrick for alumni relations and development, Curt McKay for student affairs, Isabel Dale Silver for academic affairs, and Marlo Welshons for publications and communications). All four assistant deans hold the M.S. in library and information science and Dr. Silver holds a Ph.D. in public administration. GSLIS has benefited from stability in its administrative ranks. Linda Smith has served as Associate Dean since January 1997 [with two years as interim dean August 2001-2003], Curt McKay has served as Assistant Dean since 1988, and Susan Barrick has served as Assistant Dean since 1996. Marlo Welshons joined GSLIS in 1999, Dale Silver in 2001, and Kenneth Spelke in 2004.

Since Dean Unsworth’s arrival, the portfolios of administrative staff and reporting relationships have been reviewed and revised. Current responsibilities include:

I. Assistant Dean Portfolios

Susan Barrick—Alumni Relations and Development
- Identify, cultivate, and solicit major donors
- Coordinate the School’s alumni relations program
- Manage a stewardship program for donors
- Design and implement campaigns for specific needs within the School
- Facilitate creation of alumni communications and publications related to the School’s fundraising and alumni activities with the Assistant Dean for Publications and Communications
- Administer student awards and facilitate linking students to alumni; oversee mentoring network
- Oversee work of Marianne Steadley in continuing professional development
- Oversee work of Chantelle Houglanad in development activities (annual fund; corporate and foundation contacts)
  [Works with LSAA, Beta Phi Mu; attends faculty and staff meetings; UIAA Committee on Constituent Alumni Relations; Office of Development Committee on Campus Development]

Dale Silver—Academic Affairs
- Identify, oversee, and follow-up practicum and internship opportunities
- Direct professional development series with faculty input (This includes New Student Orientation, GSLIS Career Central—Electronic Job Board, Alumni Mentoring Network, Spring Career Series, Fall LIS Professions Forum, employer visits)
- Manage allocations for GSLIS faculty and student travel support
- Support placement activities (develop connections with potential employers, advise students on job seeking strategies)
- Teach one course per year
- Coordinate and write various internal and external reports
- Compose nomination packages for various awards
- Oversee School’s Convocation planning and events
- Assist with student advising
- Conduct administrative policy/procedure revision/updates
- Also involved in: academic program improvements and problem-solving; international activities [e.g., advisory board to Mortenson Center]
Curt McKay—Student Affairs
Student Services—course registration, counseling students, assist with student advising
Admissions and recruitment—develop recruitment strategies with an emphasis on improving diversity; meet with and answer questions from prospective students; assist students in identifying financial aid opportunities
Placement—provides placement counseling, resume critiquing, interview preparation
Assist with report preparation
Work with Christine Jenkins on K-12 School Media program

Marlo Welshons—Publications and Communications
Managerial, fiscal, and marketing responsibilities for the work of the GSLIS Publications Office (including Library Trends, The Bulletin of the Center for Children’s Books, the Occasional Papers series, and other monographs)
Management and development of print and web-based external communications, including design, development, and maintenance of the School’s web site

II. Associate Dean Portfolios

Linda C. Smith—Academic Programs
Course scheduling
Faculty development
Coordination of financial aid awards made by GSLIS
Oversight/assessment of courses/degree programs (work with faculty and graduate assistants involved in LEEP, K-12 certification, undergraduate minor, PhD program)
Academic programs budgeting
Enrollment management
Handle student petitions
Coordinate preparation of reports and responses to surveys
Backup for Dean when Dean is unavailable
Advise and consult with Dean as requested; perform delegated tasks
Faculty responsibilities (including teaching 1 course fall and spring)
Campus service responsibilities
Professional service responsibilities
[Attend meetings of Admissions and Doctoral Studies Committees as needed; attend Curriculum, LEEP/Admissions, faculty, and Executive Committee meetings]

Kenneth Spelke—Information Technology & Research
Administrative oversight of the School’s information technology (IT) programs, policies, and staff
Evaluation and planning of IT systems, services, and staffing
Oversight of independently budgeted research centers within GSLIS, including Prairienet, the Library Research Center (including Information Researchers), and the Center for Children’s Books
Oversight of IT budget, purchasing, and licensing
Coordinate with CITES (Campus Information Technologies and Education Services)
[Attend IT Advisory Committee, faculty, and staff meetings]
III. Dean Portfolio—John Unsworth

Principal activities include:
1. Oversee development and alumni relations
2. Represent school externally and across campus (including tasks from Provost)
3. Foster research activities by faculty and staff
4. Budget planning and allocation
5. Oversee publications and communications
6. Oversee facilities management and IT infrastructure
7. Personnel planning and appointment approval
8. Faculty recruitment
9. Personnel evaluation and salary decisions
10. Handle appeals and grievances; enforce university policies; develop GSLIS policies
11. Faculty role—research and publication, teaching (1 course per year), professional service
12. Chair staff, faculty, and Executive Committee meetings; attend Admissions, Curriculum, Doctoral Studies, and Publications Committee meetings as needed
13. Leadership in new initiatives
14. Shape signature of the School—academic programs, research, public engagement

Other GSLIS staff

GSLIS is fortunate to have an exceptionally competent and dedicated staff. Those who have regular contact with students place a high value on providing effective and efficient service. Faculty and students have ready access to in-house expertise in information technology, instructional technology, publications, and survey research and data analysis, rather than having to depend on support from offices elsewhere on campus. Staff not already named (excluding graduate assistants) include:

- Main office: Dorlene Clark, Carol DeVoss, Sally Eakin, Lila Evans, Susan Harmon, Sheena Marshall, Shawn McCormick, Kathy Painter, Karen Smith, Valerie Youngen (staff responsibilities include admissions and records, human resources, budget and account management, alumni relations and development, building operations). Each year the UIUC Chancellor recognizes three campus staff members in the clerical and secretarial staff category for outstanding performance: Kathy Painter received this award in 2001 and Sally Eakin in 2002.
- Information technology: Systems (Brynnen Owen, Neal Thackeray); Applications development (Garret Gengler, Kent Yates); User services (Diane LaBarbera, Martin Wolske, Kent Yates)
- Instructional technology: Jill Gengler, Matt Beth
- Bulletin of the Center for Children’s Books: Deborah Stevenson
- Information Researchers: Janet Eke, Lynn Hanson
- Prairienet: Paul Adams, Michael Brunelle, Karen Fletcher, Rachel Vellenga
- Library Research Center: Ed Lakner, Diane LaBarbera, Devon Gravely
- Development: Chantelle Hougland
- Continuing professional development: Marianne Steadley

The University is in the midst of a five-year project to implement a university-wide Enterprise Resource Planning system, UI-Integrate, including modules for finance, human resources, and student records. The switchover to new systems is creating challenges for all academic units as new procedures must be learned and delays occur in performing tasks in the new system. For example, in fall 2003 financial aid disbursements were delayed as finance modules were in use for the first time. Similar delays have occurred in admissions processing and maintenance of student records. GSLIS takes pride in providing a high level of service to students and prospective students, and our staff regrets not being able to guarantee this responsiveness during the extended period of new system implementation.
School Governance

Faculty contribute to school governance through monthly faculty meetings and service on faculty committees. The governance of the school is outlined in its bylaws. Faculty serve on a variety of committees. Service activities within the School include:

- Executive Committee (three faculty, advisory to the Dean)
- Doctoral Studies Committee (four faculty, all aspects of PhD program)
- Curriculum Committee (four faculty, all MS and CAS curriculum matters and oversight of all GSLIS course offerings)
- MS/CAS Admissions Committee (four faculty, all aspects of admissions for MS and CAS, including development and review of policies and review of all applications)
- IT Advisory Committee (three faculty, advisory to Associate Dean for Information Technology & Research)
- Publications Committee (two faculty, advisory to Assistant Dean for Publications and Communications)
- Editorial positions for Occasional Papers and Library Trends (currently held by emeritus faculty)
- Affirmative Action Officer (reviews procedures followed in academic appointments)
- Faculty Senate representatives (two elected faculty)
- Faculty advisor for the ASIST Student Chapter, ALA Student Chapter, and SLA Student Group, liaison to Beta Phi Mu, Alumni Association liaison, and Library and Information Science Library liaison

At the conclusion of each academic year, faculty have the opportunity to express their preference for committee assignments for the coming year, once the election for Executive Committee members has concluded. Assignments seek to involve all faculty in school governance and to balance the school service load.

Sources of Evidence:
- Chancellor’s Distinguished Staff Award web site (http://www.pso.uiuc.edu/cdsa/)
- GSLIS Bylaws (http://www.lis.uiuc.edu/accreditation/support/gslis_bylaws.pdf)
- GSLIS Organization Chart (http://www.lis.uiuc.edu/accreditation/support/gslis_orgchart.pdf)
- GSLIS Committees (http://www.lis.uiuc.edu/glis/people/committees.html)
- GSLIS Auxiliary Units (http://www.lis.uiuc.edu/glis/outreach/index.html)
- UI Integrate (http://www.ui-integrate.uillinois.edu/over_quick_facts.asp)
- GSLIS Faculty and Staff Directory (http://www.lis.uiuc.edu/glis/people/index.html)

Financial Support

V.5 The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.

Financial resources required to build and maintain an excellent MS program come from multiple sources: state funds, tuition, externally funded research, auxiliary units, and private gifts. In a period of diminishing state support for UIUC, GSLIS has become more dependent on the other categories of funds to ensure stability of existing programs and to undertake new initiatives. In fall 1996 the University of Illinois Board of Trustees authorized a tuition differential for GSLIS students beginning fall 1997, with the funds to be targeted toward support for technology. Students pay an increment each semester as an
investment in insuring access to technology that is regularly upgraded and the necessary staff support for its effective use. Graduate units have some discretion in granting tuition waivers associated with assistantships. All students holding at least a 25% assistantship receive a waiver of the base in-state tuition. Out-of-state students holding assistantships still must pay the differential between in-state and out-of-state tuition.

GSLIS continues to get strong support from the UIUC administration and has expanded revenues in other categories, including increases in tuition income, increases in externally funded research, and increases in endowment. As shown in the campus profile, the GSLIS state budget (including state funds and tuition income) increased three-fold from $1.303 million in 1997-1998 to $4.020 million in 2003-2004. The current campus budgeting system takes into account such factors as faculty size, enrollment, and facilities costs in determining a unit’s budget allocation each year.

A number of new funds have been established over the past two years to encourage giving by alumni and friends of the school. For example, the GSLIS LEEP Scholarship Endowment Fund was established at the impetus of a LEEP student (now graduate) and the Special Librarians Fund was established with support from two GSLIS alumni who are active in the Special Libraries Association. The recently appointed Associate Director of Development (Chantelle Hougland) will provide additional support for securing external funding from foundations, corporations, and government agencies.

Sources of Evidence:
Campus profile (http://www.dmi.uiuc.edu/cp/Page.asp?Dept=1B1-LP-LP0-XXX)
Operational detail of current campus budgeting system (http://www.provost.uiuc.edu/provost/budget/budgetary6.html)
GSLIS alumni and friends giving opportunities (http://www.lis.uiuc.edu/gslis/people/alumni/giving.html)

V.6 Compensation for a program's executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Faculty and staff salaries are a matter of concern at the campus as well as the School level. No salary increases for FY03 were followed by modest increases for FY04 and FY05. The annual review process is used by the Dean as a basis for determining salary increments to be awarded to faculty and staff from funds available for this purpose. As faculty with more diverse backgrounds have been hired, market factors have led to some disparities in salaries within ranks. Available funds have been used both to reward merit and to remedy inequities. Fortunately we have not lost personnel due to an inability to match outside salary offers. The Provost has partnered with GSLIS in providing funds to retain key faculty who received outside offers. We recognize that the high quality of our faculty makes them attractive recruitment targets for other institutions, and we continue to work hard to foster an environment in which they can pursue rewarding careers, including efforts to increase salary compensation. Academic professionals also are reviewed annually to provide a basis for salary decisions.

Source of Evidence:
[Salary data can be provided to the External Review Panel on request]
V.7 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

GSLIS faculty are eligible to compete for funding from the Campus Research Board (seed funds for research projects), Scholars’ Travel Fund (funds for travel to attend conferences), Teaching Advancement grants (funds for travel or workshops), various international programs, and sabbatical leaves on the same basis as other faculty and have been successful in securing these awards. All eligible tenured faculty have taken at least one sabbatical leave for at least a semester and in some cases for a full year. GSLIS faculty are competitive with faculty in other units in securing funds from campus resources in support of their research and travel activities.

Students are eligible for fellowships, assistantships, and student loans on the same basis as other graduate students. A significant proportion of our on-campus students have assistantships; data reported to ALISE in 2003 indicate that 144 of our on-campus MS students held some type of assistantship in GSLIS or another unit of the University. GSLIS employs a few MS students each year (in IT user services, Publications, Center for Children’s Books, Prairienet), but most assistantships are in other campus units, with more than 80 assistantship opportunities in the University Library. While PhD students have priority for fellowship support, each year a few MS students are awarded scholarships or fellowships from funds available at the campus and School level. Although most such awards go to on-campus students, a few LEEP students have held assistantships or received scholarships. MS students are also the beneficiaries of a number of gifts, notably the Barbara Bartley Randall Student Advancement Fund and the Dorothy C. McAlister Endowment, income from which supports such activities as attendance for students at conferences and work of the student chapters of professional associations.

GSLIS has been successful in soliciting funds from alumni and friends each year for its Annual Fund, which benefit students in various ways. GSLIS now has published policies in place for applying for and awarding both student and faculty travel support from the School.

Sources of Evidence:
Campus Research Board (http://www.research.uiuc.edu/crb/)
International Conference Grants (http://www.ips.uiuc.edu/ic/hewlettconference/)
International Research Travel Grants (http://www.ips.uiuc.edu/ic/hewlettresearch/)
Scholars’ Travel Fund (http://www.research.uiuc.edu/stf/)
Sabbatical Leaves of Absence (http://www.provost.uiuc.edu/provost/sabbicals/sabbatical19.html)
Teaching Advancement Grants (http://www.provost.uiuc.edu/departments/tab/guidelines.html)
GSLIS Student Travel Support policy (http://www.lis.uiuc.edu/golis/resources/student_travel.html)
GSLIS Faculty Travel Support policy (http://www.lis.uiuc.edu/golis/resources/faculty_travel.html)
Graduate Assistantships in the University Library (http://gateway.library.uiuc.edu/administration/human/positions/gaunivlib.html)

V.8 The school's planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

The arrival of a new dean has been an opportunity to review administrative and fiscal policies and to regularize practices. For example, we have now developed and implemented a standard policy for compensating adjunct faculty, whether they teach on-campus or in LEEP. The Executive Committee (three faculty elected annually and the Associate Dean for Academic Programs) is advisory to the Dean
on matters of budget. The Admissions Committee and administrative staff regularly review issues related to financial aid for MS students. When changes are proposed, such as the introduction of a tuition differential to support information technology in the school, students are consulted to understand their perceptions of costs vs. potential benefits.

Sources of Evidence:
[Adjunct faculty salary data and data on fellowships and scholarships awarded by the School can be provided to the External Review Panel on request]

VI. Physical Resources and Facilities

VI.1 A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.

The School moved to the Library and Information Science Building (a remodeled fraternity house) at 501 E. Daniel Street in January 1994. In summer 2001 two new wings that more than doubled the size of the building were completed and fully occupied. Now all GSLIS units, with the exception of Prairienet (in a rented house at 510 E. Daniel St.), are co-located. The addition was accomplished under the leadership of Dean Leigh Estabrook through a creative partnership with the Illinois Library Computer Systems Office (ILCSO), which provides planning, operational support, and user training programs for sixty-five member libraries in a statewide consortium known as the Illinois Library Computer Systems Organization. The new space provides offices for ILCSO and a computer training laboratory and auditorium that can be used by both ILCSO and GSLIS.

In addition to the facilities shared with ILCSO, the new wings include a new classroom, a conference room, student lounge, several meeting spaces, expanded administrative office space, space for the Center for Children’s Books (formerly in an old house some distance from the main LIS building), an expanded doctoral study, and office and computer lab space for research groups working within the Information Systems Research Laboratory. The new space provides an excellent environment for teaching, research, and service activities as well as making GSLIS a more visible presence on campus. GSLIS can now schedule most of our courses in our own building and LEEP students in residence for their required on-campus sessions also benefit from these expanded facilities.

Sources of Evidence:
ILCSO libraries (http://office.ilcso.illinois.edu/About/ilcsolibs.html)
Floor plans of the Library and Information Science Building:
Basement (http://www.lis.uiuc.edu/accreditation/support/images/Basement.gif)
[West wing: Center for Children’s Books and Publications Office; east wing: classrooms, student lounge, and computer lab]
First Floor (http://www.lis.uiuc.edu/accreditation/support/images/FirstFloor.gif)
[West wing: Administrative Office suite; center: conference room, faculty and staff offices; east wing: auditorium and conference room]
Second Floor (http://www.lis.uiuc.edu/accreditation/support/images/SecondFloor.gif)
[West wing: PhD student office space and IT user services; center: faculty and IT staff offices; east wing: ILCSO offices]
Third Floor (http://www.lis.uiuc.edu/accreditation/support/images/ThirdFloor.gif)
[West wing: Library Research Center; center: conference room; instructional technology, faculty and teaching assistant offices; east wing: Information Systems Research Laboratory]
VI.2 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school's program, regardless of the forms or locations of delivery.

The Library and Information Science Building that the School occupies has many good features. All full-time faculty have private offices of adequate size in the central section of the building, floors 1-3. Resources used most intensively by students within the building are all on the ground floor and first floor levels—classrooms, the lounge and kitchen area, and the computer laboratory. Because all auxiliary units, with the exception of Prairienet, are also housed at the same site, students and faculty can easily consult with the staff and use the resources of those units, such as the Center for Children’s Books. The School’s own information technology and instructional technology support staff have offices in the building, so that help is readily at hand when problems arise. Space is currently being reconfigured to enable all IT staff to be co-located on the second floor for improved communication and consultation. Office staff are co-located in an office suite, enabling students to easily locate staff to answer questions and provide assistance when needed. The co-location of several research groups in the Information Systems Research Laboratory wing enhances informal communication among staff involved in different projects. Having a building serving as the hub of all GSLIS activities fosters a sense of community among students, faculty, and staff. During on-campus sessions LEEP students also spend much of their time in the Library and Information Science Building, giving them an enhanced sense of being part of the School.

VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

All students and faculty have access to the library and technology resources needed to support teaching and research. The instructional technology and information technology user services staff are responsible for assisting GSLIS faculty, staff, and students (on-campus and LEEP) with GSLIS computer resources. A variety of group and individual workshops, online tutorials and training materials, and technical support are provided. In addition, IT staff provide equipment and set-ups for audio-visual needs on-campus and broadcast LEEP live sessions. An information technology user services desk is staffed 8 am - 6 pm Monday-Friday for walk-in or telephone assistance with technical problems. The Learning Resources Laboratory (LRL), located on the ground level of the LIS Building, is a technology resource center that supports the curriculum and instructional mission of the GSLIS. The LRL provides physical computing facilities and access to electronic library-related resources and equipment. The LRL's physical configuration consists of IBM compatible computers with links to the GSLIS network and the Internet. The LRL also houses a copy machine. Higher end computer support is available to researchers and selected classes through the Information Systems Research Laboratory. A wireless network is being installed in parts of the building to enable more ubiquitous access to computing resources. Online documentation provides guidance to users on: accounts and passwords, UIUC and GSLIS computing resources, hardware and software, HTML and web pages, and ways to get help. Staff also direct students to other campus units for training to complement that available through GSLIS. The initial ten-day on-campus stay for LEEP students includes several workshops to familiarize them with technologies to be used in their subsequent courses. On-campus students who enroll in LEEP courses on a space-available basis are also expected to attend special technology training sessions. Broad preparation in computer competencies has enabled the use of technology to be more pervasive throughout the curriculum.

The University Library recently celebrated the acquisition of its 10 millionth volume and is the third largest academic library in the U.S., behind Harvard and Yale. While working to build and preserve its outstanding print collection, the Library is also placing increasing emphasis on delivering resources and services to the desktop, whether on campus or at a distance. Links are given below to the Library.
Gateway, Online Research Resources, Virtual Reference, and Library Help. GSLIS is fortunate that the Library maintains a separate Library and Information Science Library with a staff eager to serve GSLIS students and faculty. Under the leadership of LIS Librarian Susan Searing, many new services have been introduced. Linked from the LIS Library’s web page are a user’s guide, electronic reserves, LIS journals, a guide to off-campus services, virtual new books shelf, workshops and tutorials, express links to key databases, links to live chat and email reference services, and other LIS links of interest. LEEP students can also call on the document delivery services of the Academic Outreach Library under the direction of librarian Patricia Cardenas. Sue and Pat collaborate on instructional sessions for LEEP students and Sue is available to provide reference, instruction, and research consultation for all users of the LIS Library.

Some specifics on resources, staffing, and facilities of the LIS Library include:

SIZE OF NON-ELECTRONIC COLLECTION (figures have been rounded):
- 27,000 print volumes in the LIS Library, plus approximately 100,000 volumes in the Main Stacks. (The estimate for Stacks is based on knowing that there are 55,000 volumes in the 020-029 range, and guessing that there are an equal number of LIS-related volumes scattered about in other class ranges.)
- 7,500 microfiche
- 730 microfilm reels
- 500 current print serial subscriptions in the LIS Library, plus approximately 50-100 current print subscriptions that go directly to the Main Stacks. (Subscriptions that go directly to the Stacks include many library science journals and magazines in other languages.)
- 175 audiotapes
- 100 videotapes/DVDs

SIZE OF ELECTRONIC COLLECTION (figures have been rounded):
- 400 online serials (direct or via aggregator databases)
- 60 CD-ROMs or other computer files
- Key online resources: LISA, Library Literature & Information Science Full Text, Encyclopedia of Library & Information Science, ARBA, Choice, The Informed Librarian (table of contents service), ACM Digital Library, IEEE Xplore. Plus standard online resources in every discipline, as well as major multidisciplinary online resources.
- 90 netLibrary e-books purchased specifically for LIS, in the broad subject area of Internet studies. Thousands more netLibrary e-books through the Illinois Digital Academic Library (IDAL), in the areas of reference, education, computer science, business, and health sciences. All e-books are represented with full records in the online catalog.

STAFFING

1 FTE librarian (Associate Professor, head of library)
1 FTE Library Technical Specialist (support staff, responsible for day-to-day operations)
1 FTE Library Clerk III (support staff, responsible for a range of public and technical service functions)
.35 FTE Graduate Assistant
.65 FTE student hourly assistants

PHYSICAL FACILITY (LIS Library)

3,250 square feet
2,060 linear feet of shelving
50 reader seats (33 at tables, 17 at carrels). 8 upholstered armchairs to be added soon.

SERVICES

Approximately 530 items on electronic reserve in Spring 2004 semester
25-30 instructional sessions or other presentations per year
400-500 students participating in group instruction per year
Open 70 hours per week when classes are in session. Reduced hours during Summer terms and non-class periods.
VI.4 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.

As noted in VI.3, Library and Information Science Librarian Susan Searing works closely with faculty and students to ensure availability of needed library materials. She attends GSLIS Curriculum Committee and faculty meetings to stay in touch with developments in the School. The Library and Information Science Library provides evening and weekend hours and remains open on a full schedule in the summer to allow student access to materials. Sue also makes a special effort to accommodate any special needs of Fridays Only and LEEP students, including staffing extra reference hours during LEEP on-campus sessions. GSLIS has provided the LIS Library with some financial support to increase staffing for production of electronic reserves, ensuring availability of these materials in a more timely manner. As the Library worked to select materials to move from the main stacks to remote storage in its new Oak Street facility, Sue consulted with GSLIS faculty and PhD students to ensure that materials needed frequently for research would remain in the main or LIS Library stacks. Sue e-mails regular “L4’s”—Little LIS Library Lessons—to alert GSLIS faculty and students to new resources and services (such as how to access netLibrary e-books, participating in trials of new databases, and noting the availability of ARBAonline).

The most recent evaluative data for the LIS Library is included in the University Library’s Graduate and Professional Student Survey, conducted online in spring 2004. All graduate and professional students were invited via email to participate in the survey. As anticipated, GSLIS respondents reported using campus libraries frequently, with 65% identifying the LIS Library as their “most often” or “second most often” used library. Other highly-used libraries include the Reference Library, the Main Stacks, the Undergraduate Library, the Education & Social Science Library, the Grainger Engineering Library, and the Center for Children’s Books. GSLIS students mirror the general population of graduate and professional students in their overall positive assessment of the library. Students who identified the LIS Library as their primary library were slightly less satisfied than their counterparts with library services, and slightly more satisfied with library collections:
### LIBRARY SERVICES

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<tr>
<th></th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Not Satisfied</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS</td>
<td>44 (86.3%)</td>
<td>6 (11.8%)</td>
<td>0 (0.0%)</td>
<td>1 (2.0%)</td>
<td>51</td>
</tr>
<tr>
<td>All libraries</td>
<td>1152 (90.1%)</td>
<td>111 (8.7%)</td>
<td>5 (0.4%)</td>
<td>10 (0.8%)</td>
<td>1278</td>
</tr>
</tbody>
</table>

### LIBRARY COLLECTIONS

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Not Satisfied</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS</td>
<td>48 (94.1%)</td>
<td>6 (11.8%)</td>
<td>0 (0.0%)</td>
<td>1 (2.0%)</td>
<td>51</td>
</tr>
<tr>
<td>All libraries</td>
<td>1149 (89.9%)</td>
<td>111 (8.7%)</td>
<td>5 (0.4%)</td>
<td>13 (1.0%)</td>
<td>1278</td>
</tr>
</tbody>
</table>

The primary cause of dissatisfaction with LIS Library services, according to the survey results, is hours. When asked if the library they use most is open when they need it, students who identified the LIS Library as their primary library responded:

- **Academic Year -- Evenings**: 52.7% yes, 47.3% no.
- **Academic Year – Weekends**: 41.8% yes, 58.2% no.
- **Academic Year – Finals**: 72.7% yes, 27.3% no.
- **Academic Year – Holidays**: 65.5% yes, 34.5% no.
- **Summer Session**: 56.4% yes, 43.6% no.
- **Interim Periods**: 54.5% yes, 45.5% no.

The GSLIS Learning Resources Laboratory is staffed by volunteers who maintain a schedule of evening and weekend hours as well as during the day. The LIS building has an ID-card operated security system for access after 5 pm, allowing all students access to the building during the hours the computer lab is open. One of the bulletin boards on the LEEP server is designated for Tech Support (“Post your Tech questions here and either a staff member or a fellow student will respond”), with rapid response to technology-related questions posted there.

The GSLIS building has an elevator, so that offices, classrooms, and labs are fully accessible to people with disabilities. More generally the UIUC campus is a leader in working to make the campus accessible and to provide support services for students with disabilities. In particular there is an Illinois Center for Instructional Technology Accessibility to provide developers of web-based instructional materials a resource on how to design their materials to be more accessible to people with disabilities. GSLIS is committed to supporting students with disabilities, including those wishing to study via LEEP. We have found ways successfully to accommodate the needs of both hearing-impaired and blind students enrolled in LEEP courses.

**Sources of Evidence:**

- LIS Library News [http://www.lis.uiuc.edu/gslis/people/alumni/newsletters/02_03/lis_library.html](http://www.lis.uiuc.edu/gslis/people/alumni/newsletters/02_03/lis_library.html)
- LIS Library Annual Reports [http://www.library.uiuc.edu/lsx/Annualreports/report_bkgrd.html](http://www.library.uiuc.edu/lsx/Annualreports/report_bkgrd.html)
- Oak Street High-Density Shelving Facility [http://www.library.uiuc.edu/circ/OakStreetFAQ.htm](http://www.library.uiuc.edu/circ/OakStreetFAQ.htm)
- ADA Accessibility Information [http://www.fs.uiuc.edu/dres/](http://www.fs.uiuc.edu/dres/)
- Division of Rehabilitation Education Services [http://www.rehab.uiuc.edu/](http://www.rehab.uiuc.edu/)
- Illinois Center for Instructional Technology Accessibility [http://www.rehab.uiuc.edu/cita/index.html](http://www.rehab.uiuc.edu/cita/index.html)
VI.5 The school's planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

There is ongoing attention to monitoring the adequacy of resources and facilities. A newly-established IT Advisory Committee will provide regular input to the information technology staff on possible improvements in information technology infrastructure. Instructional technology staff regularly gather and respond to feedback from students and faculty on possible enhancements of the LEEP virtual classroom environment. Input from students, staff, and faculty has led to improvements in facilities as we settled in to the new wings of the Library and Information Science Building over the past three years. The LIS Librarian has gathered feedback through a variety of approaches from a conventional suggestion box to focus groups and “Live with Sue” sessions open to LEEP students. She also participates in faculty meetings and seeks input from faculty on issues facing the LIS Library. Limits on financial resources mean that not all requested improvements can be realized, but faculty, staff, and students know that suggestions for improvements are welcome and will be considered.
SPECIAL AREA OF EMPHASIS: LEEP

In November 2001 LEEP was recognized with the Sloan-C award for the Most Outstanding Asynchronous Learning Network (ALN) Program [now termed the award for the Most Outstanding Teaching and Learning Program] (http://www.sloan-c.org/aboutus/awards.asp), the only library and information science degree program to be so recognized. GSLIS has asked that LEEP be a special area of emphasis for the review to be completed by the External Review Panel. This section of the program presentation provides descriptive information about LEEP, a summary of forms and results of ongoing assessment, and a discussion of the ways in which LEEP benefits the MS program as a whole, including the experience of students in other enrollment options. Far more information can be found in the numerous publications cited in the LEEP bibliography(http://alexia.lis.uiuc.edu/gslis/degrees/leep_bib.html) as well as the recently published book that grew out of experience at the summer 2002 LEEP retreat: Learning, Culture and Community in Online Education: Research and Practice(http://alexia.lis.uiuc.edu/~haythorn/LCC_ToC.html).

A. An Overview of LEEP

1. History

Since the 1890’s, the University of Illinois at Urbana-Champaign (UIUC) has had degree programs preparing students to be librarians and, more recently, information professionals in a wide range of settings. Prospective students who did not reside in east central Illinois had to relocate there for the period of time required to earn a degree. This changed dramatically in the summer of 1996 when the first cohort of 31 students enrolled in LEEP, a site-independent online scheduling option for the MS degree. GSLIS saw this as an opportunity to take a leadership position both on the UIUC campus and among its peers in pioneering a new approach to graduate professional education. This new approach to teaching and learning, enabled by the Internet, now draws students and faculty from throughout the United States as well as some students from abroad. LEEP was the first online degree program offered by UIUC.

2. Program Structure

As a scheduling option for the MS degree in library and information science (LIS) offered by GSLIS, LEEP requirements are the same as those for students pursuing the degree on campus. It is a 40 hour program with two required courses (LIS 502 Libraries, Information & Society for 2 or 4 semester hours credit; LIS 501 Information Organization and Access for 4 semester hours credit) and the remainder selected from available elective courses. At present between 1/3 and ½ of GSLIS students enrolled in the MS degree program are in the LEEP option. While two cohorts of LLEEP students begin each July (cohorts 9.1 and 9.2 in 2004), students are free to enroll part-time or full-time to complete the degree. Courses conform to the University academic calendar (16-week fall and spring semesters and an 8-week summer session). On-campus and Fridays Only students can and do enroll in LEEP courses on a space-available basis. For example, in fall 2004 more than 50 on-campus and Fridays Only students have enrolled in one or more of the available LEEP courses.

Students may individualize their course of study by enrolling in independent study (up to 4 semester hours), practicum (2 semester hours of study spent in a work setting), and/or thesis (up to 8 semester hours). Most LEEP students attend part-time, taking two courses in the fall, two courses in the spring, and one in the summer, thus finishing the program in two years. The program seeks to serve students interested in earning an MS degree from a highly regarded school, but who are not free to relocate to east central Illinois because of work and/or family commitments. Required face-to-face time is limited to the initial 10-day on-campus session (which has acquired the label “boot camp” because it is an intense period of study (LIS 502) and technology training) and brief visits associated with other courses (typically one day per course over a long weekend). Because students go through the program at
different rates, they are not always in classes together with the members of their original cohort, though they typically think of other students in this group as their closest friends in the program.

Students are admitted through the regular graduate student admissions process and register for courses with the aid of Academic Outreach, the campus unit supporting student services for off-campus students. The GSLIS instructional technology and information technology staff are responsible for all aspects of technical support. Library support is provided by the Academic Outreach Librarian (for document delivery) and the Library and Information Science Library staff (for reference, instruction in use of library resources, and electronic reserves).

Design of the LEEP web site is intended to foster a sense of community. Various approaches are used to make LEEP students feel more connected with events on campus. General bulletin boards allow information to be exchanged in such categories as LEEP news, LEEP talk (questions, comments, thoughts, and discussion related to LEEP), feedback to GSLIS, and technical questions and answers. The LEEP student directory has pictures and autobiographical notes. Special on-campus lectures are recorded and made available using RealAudio. Live online sessions with program administrators are scheduled once a semester as a forum to discuss student experiences with the program. Students have an opportunity to learn about different career options through live online sessions interacting with professionals in varied careers. In May the convocation ceremony is broadcast over the Web so that students and their families who cannot make the trip to campus can still be a part of this event.

Graduating LEEP students are recognized by name and a number of LEEP students have been selected by the faculty for student awards presented at graduation. The first annual LEEP virtual reunion was held in September 2003 and the second is scheduled for September 2004 (http://leep.lis.uiuc.edu/publish/leep/leep_reunion2_schedule.htm).

In summary, the program focuses on communication and community in its design. In LEEP, learning is more than gaining knowledge as an individual; it also involves learning from others, developing skills in collaboration and communication, and creating a strong professional identity and community.

3. Motivation for the LEEP Program

The motivation for developing an online degree option was twofold: to reach qualified students who wanted to pursue the degree but were place-bound, and to experiment with a new medium for teaching and learning. With only 56 MS programs accredited by the American Library Association in the U.S. and Canada, there are many qualified prospective students who cannot enroll in a program because of geographic limitations. Many students are working in libraries and seek the degree to qualify for more responsible positions. Others have pursued different careers and seek to develop new knowledge and skills that would enable them to move into library and information-related positions. To meet these needs, the range of courses offered through LEEP has to adequately prepare such students for professional positions in a variety of settings. Because the information professions are making increasing use of information technology in service delivery, it was natural to experiment with the use of this technology to support teaching and learning. By introducing the LEEP option in summer 1996, GSLIS had an opportunity to take a leadership position both on the UIUC campus and among its peers in pioneering a new approach to graduate professional education.

4. Program Development

During the Fall 1995 semester the GSLIS faculty, led by Dean Leigh Estabrook, engaged in intensive discussion (both face-to-face and by email) of possible models for an Internet-based program. There were no suitable models to follow, so gradually the “signature” of the LEEP program emerged from this discussion. Constraints placed by the faculty on the design included: two required courses had to be accommodated; a range of electives needed to be available to meet the needs of students with
varying career objectives; GSLIS faculty had to be integrally involved in course design and delivery; technology used had to be robust and platform-independent; technology support had to be supplied in-house by staff who could develop close working relationships with students and faculty; students needed to spend an initial period on campus as well as make a campus visit for each subsequent course; and attention needed to be paid to socialization into the profession and building a learning community. A campus administrator advised coming up with a short, recognizable label for the program and the faculty settled on LEEP3 (Library Education Experimental Program #3, acknowledging two prior innovations in curriculum design that had also been labeled LEEP). As the program matured and was no longer experimental, the moniker was shortened to LEEP, which is how the program is commonly identified. Students call themselves “LEEPers” and frogs have become the program’s unofficial mascots.

Once the faculty had developed the goals and structure for the program, the Dean submitted a proposal to the Provost, seeking funding to support the resources judged to be necessary for start-up and maintenance. A key element of this proposal was support for faculty: release time to prepare a course for LEEP delivery, a reduced course load when the LEEP course was offered for the first time, better technology for faculty workstations, and in-house technology support staff to assist with instructional design, course delivery, and training of students and faculty. While several of the faculty were somewhat skeptical that their courses could be adapted for LEEP delivery, the faculty agreed that everyone would be expected to experiment with teaching in the program. The proposal secured substantial support from the campus ($600,000), with the expectation that lessons learned in LEEP would be shared with other campus units interested in developing online courses and degree programs. This increased funding guaranteed the availability of the resources needed by faculty to be successful in a medium that was new to all of them. As new faculty joined the school, they have understood that LEEP teaching would be part of their responsibilities.

The success and growth of the program meant that demand for LEEP courses exceeded available faculty resources. Adjunct faculty have been recruited to offer courses beyond the number that can be taught by full-time GSLIS faculty (who also teach on-campus students in the undergraduate information technology studies minor, as well as the MS, Certificate of Advanced Study, and PhD programs in library and information science). The goal has been to identify a group of effective adjuncts who are interested in teaching in LEEP on an ongoing basis. For summer courses adjuncts are drawn in part from LIS faculty at other universities; in the fall and spring adjuncts are drawn from practitioners who have prior classroom teaching experience. All are interested in the opportunity to teach capable students using a new medium. Just as the students can enroll from any location that has an Internet connection, adjunct faculty can reside anywhere. Like the students, they make the trip to campus each semester for the required weekend on-campus session, giving them an opportunity to interact with full-time GSLIS faculty as well as their students.

5. Students

All GSLIS students must meet the same standards for admission. Each student has completed a bachelor’s degree and many have also completed at least one graduate degree. LEEP students are expected to be strong academically, able to work both independently and collaboratively, and willing to work with the GSLIS faculty in designing and refining new ways to deliver instruction.

LEEP students are adult learners. More than 80% are women. They vary in age, ethnic background, prior education, prior work experience, prior computer experience, and geographic location. The first cohort of 31 in summer 1996 had 25 in-state students (81%) and 6 out-of-state (from Alaska, Connecticut, Massachusetts, Michigan, New Hampshire, and Oregon). Geographic diversity has increased with each subsequent cohort, with students residing in almost all of the 50 states and several foreign countries. The in-state residents are from all parts of Illinois. Students range in age from their early 20’s to late 50’s, with most in their 30’s and 40’s. Many have one or more children. They have widely varying computer experience; many are pursuing the LEEP program not because they enjoy
working with technology, but because it is the key to gaining access to the degree that they want to advance in their careers. While students work in all types of libraries (school, public, academic, and corporate), others are employed as lawyers, businesspeople, computing professionals, and teachers. The fact that many students hold jobs in libraries or related organizations in many different locations creates a rich body of practical experience that can be shared through collaboration during their course of study. In addition they can often apply what they are learning in courses immediately to their work settings.

Students can incur substantial expenses while enrolled in the program (in-state or out-of-state tuition, course registration fees, books and supplies, technology upgrades, Internet access, transportation for campus trips, and housing and food during campus trips). Most students need some type of financial aid, as few of their employers have full tuition reimbursement programs. Thus most take out loans or look for sources of scholarship support. Support for LEEP students has come from such sources as the scholarship program administered by the Illinois State Library, the American Library Association Century Scholarship for students with disabilities (supporting the first hearing-impaired student in LEEP), the American Library Association Spectrum Initiative for ethnic minority students (supporting Asian American and African American LEEP students), and various award programs sponsored by divisions of the American Library Association, the Medical Library Association, and state library associations.

6. Faculty

Prior to the start of LEEP courses in fall 1996, GSLIS faculty had no experience in distance education, but made use of e-mail and electronic bulletin boards in on-campus courses. As explained above, LEEP courses are taught by GSLIS faculty and qualified adjuncts. Of particular interest in the education of information specialists are the possibilities for involving practitioners in instruction in creative ways. They may answer assignment-related questions, give guest lectures, or teach entire courses. Because instruction is no longer dependent solely on same time/same place, practitioners in any location can have an increasing role in preparing the next generation of information professionals.

In the period fall 1996-fall 2004, 89 individuals have taught or team-taught one or more courses online in LEEP. Thirty-eight were affiliated with UIUC: 23 full-time GSLIS faculty, one faculty member in the UIUC Institute of Labor & Industrial Relations, one Library faculty member, six GSLIS professional staff members, four doctoral students specializing in children’s services, and three visiting faculty members. The GSLIS full-time faculty come from all ranks. Fifteen LEEP adjunct faculty are affiliated with other accredited LIS schools (the universities of Arizona, Drexel, Indiana, Maryland, Missouri, New York at Buffalo, North Carolina-Chapel Hill, Pittsburgh, Rutgers, Texas, Wisconsin-Madison, Wisconsin-Milwaukee). Other adjuncts are employed in academic libraries (Brown University, Bryn Mawr College, Illinois Wesleyan University, Indiana University, Marymount College (CA), North Carolina State University, Northern Illinois University, Northwestern University, Taylor University (IN), UC-Santa Barbara, University of Michigan, University of Missouri-Rolla, University of North Carolina-Chapel Hill, Washington State University), as consultants (located in Alabama, California, Michigan, Ohio, Texas, Washington DC, Wisconsin), in corporate libraries or records centers (in Missouri and Ohio), in a hospital library (in Oklahoma), in a law library (in Ohio), in a historical society library (in Indiana), in a botanical garden library (in Illinois), in public libraries (located in Illinois and Indiana), and teaching information science (at Pennsylvania State University). All adjuncts hold at least an MS in library and information science and many hold a Ph.D.

All GSLIS full-time faculty have some contact with LEEP students in their role as academic advisors and supervisors of practicums, independent studies, or theses. Each LEEP student is assigned a faculty advisor with expertise matching the student’s interests, so all faculty have an opportunity to be involved in academic and career advising of LEEP students. While some of those teaching in LEEP are junior faculty with only a few years of teaching experience, faculty at the associate and full professor level have as much as 20-30 years of experience. Several LEEP courses (taught by both full-time faculty
and adjuncts) have appeared on the Incomplete List of Teachers Ranked as Excellent by Their Students based on results from student course evaluations (originally ICES forms, now EON administered online).

7. Staff Support for LEEP Faculty and Students

In LEEP, teaching is a collaborative activity, in which faculty and students work closely with technology support staff. The GSLIS instructional technology staff originally supported only LEEP faculty and students, but now provide integrated support for all courses offered by GSLIS. Technology support for LEEP has always been fully in-house, although staffing has evolved as the program has matured. Technology support in the first year was provided by GSLIS faculty member Gregory Newby and a small number of GSLIS students working as graduate assistants. One of those graduate assistants, Vince Patone, became the full-time instructional technology coordinator when he completed his MS degree. He continued working to support LEEP until early 2004. The instructional technology staff now include two graduates of the GSLIS MS program: Jill Gengler (who began the MS program as a LEEP student and then came on campus and worked as a LEEP GA while completing her MS) and Matthew Beth (who worked as a LEEP GA before joining the instructional technology staff full-time). Several GA’s provide additional support. The staff work with each faculty member preparing a course to identify the technology available to support the instructor’s goals for a course. Other technology support tasks include troubleshooting when students call or e-mail regarding technical problems, helping faculty put material online, setting up and monitoring synchronous sessions, and identifying and evaluating possible new technologies for use in LEEP. A toll-free telephone number, e-mail, and an electronic bulletin board for technical questions provide ways that students can ask questions of the technology support staff and help one another. The staff work hard to keep frustration with technology to a minimum by providing friendly, non-threatening support. They provide workshops, individual tutoring, and practice sessions for students during on-campus sessions, as well as one-on-one training for faculty. When students return home after boot camp, they participate in practice live class sessions to be sure that they can successfully use the technology before their first online course begins. Workshops are also provided for on-campus and Fridays Only students enrolling in a LEEP course for the first time.

A few LEEP courses are large enough to warrant assignment of a teaching assistant to help the faculty member. Depending on the skills of the assistant and the needs of the faculty member, the teaching assistant may help with some technology-related tasks as well as course management tasks such as fielding student questions, logging receipt of assignments, and assisting in grading. Teaching assistants may also participate directly in teaching—during the on-campus session, collaboratively during live sessions, or as a guest lecturer with sole responsibility for a live session.

In addition to the instructional technology staff who support LEEP, both GSLIS and the Academic Outreach unit of UIUC provide administrative support for the program. Much of this is integrated with the work of existing staff, such as admissions processing and maintenance of student records. Dedicated LEEP staff include Rae-Anne Montague, who serves as LEEP coordinator while pursuing her own doctoral studies. She is a graduate of the LEEP program, a Canadian who completed her studies for the MS while working as a school librarian in Mexico. She is assisted by a half-time graduate assistant. Linda Smith provides ongoing oversight in her role as Associate Dean for Academic Programs.

8. Enrollment

LEEP began in summer 1996 with 31 students and has gradually increased to the current level of almost 200, with about 100 new students joining the program each year in July. Experience to date shows that students take on average two courses per semester in the fall and spring and one in the summer. With a target enrollment of 20-25 per course, this means that 16-20 courses must be offered in the fall and spring and 7-8 in the summer to meet student demand. Although LEEP students have priority
for enrollment in LEEP courses, students in other scheduling options (on-campus and Fridays Only) can and do elect to take these courses on a space-available basis.

Some marketing has been done to attract prospective students. Approaches include Web pages describing the program, announcements placed in relevant listservs, entries in directories of distance learning programs, and targeted mailing of brochures to employing organizations who may have staff seeking to earn a professional degree. Many students learn about the program by consulting the directory of accredited MS programs maintained by the American Library Association, which indicates the programs offering a distance option. Current LEEP students and graduates are very effective recruiters for the program; their enthusiasm for learning in this way and the employment opportunities opening up for them attract the interest of others who wish to earn an LIS degree. GSLIS faculty, staff, and administrators also take advantage of opportunities to make presentations about the program at professional association conferences as well as to publish papers and to respond to requests for interviews from the press.

9. Technology and Infrastructure

From the beginning, choice of technology was dictated by the goals that it must work on multiple platforms, be reliable/robust, and create realistic bandwidth demands for students connecting from home. Development of the LEEP virtual classroom environment has been accomplished in-house, largely by Vince Patone and more recently by Garret Gengler. Commercial products have been evaluated, but none has been judged satisfactory for LEEP program needs. Technologies currently in use support the following activities: asynchronous discussions via electronic bulletin boards; live session interactivity (class presentations via RealAudio by faculty, students, and guest lecturers with simultaneous navigation of associated slides stored on the Web; student questions and comments via text chat; chalkboard; break out rooms for small group discussions); archive of live sessions (including all class components—audio, slides, text chat log); and collaborative document creation and editing (create, edit, and share documents online without leaving the Web browser). GSLIS technology staff maintain all servers.

The only significant change in technology over the first eight years of the LEEP program was the introduction of RealAudio beginning summer 1997 and the migration from a MOO to our own virtual classroom environment beginning fall 1997. Migration from the commercially available Webboard system to an in-house electronic bulletin board system took place in summer 1999. The technology support personnel continue to introduce enhancements to the LEEP environment as faculty and students request more capabilities, but the basic infrastructure has remained stable. Faculty and students give high ratings to support from instructional technology staff, both prior to the beginning of a class and once it is under way.

10. Content Delivery

LEEP courses must be comparable in quality to those taught on campus—students should have the opportunity to gain the same knowledge, skills, and sense of professionalism. However, in LEEP it is necessary to distribute faculty/student and student/student contact differently than in classroom-based courses, finding ways to take advantage of strengths of each communication mode and to minimize weaknesses. In the Web-based environment developed by LEEP technology support staff, each LEEP course has four components: a syllabus section, which contains the outline and schedule for class events with links to assignments and material on electronic reserve; an archive where audio recordings of previous lectures, associated slides, and text-chat logs can be accessed; a bulletin board area where threaded discussions take place; and the live event control, where access to the programs needed for live sessions is housed.

While there is a common set of tools available for course design, there is no single model for a course. Faculty are free to combine Web-based distribution of course materials, live synchronous
sessions, and asynchronous bulletin board discussions in ways that help students meet the learning objectives of their particular course. With limited time for face-to-face (one day) and live sessions (up to two hours per week in a regularly scheduled slot), lectures can no longer serve as the sole means of presenting content. Course design includes the syllabus (sequencing of topics and readings), assignments (individual, group), and allocation of content delivery and learning activities (face-to-face, synchronous, or asynchronous). In live sessions the faculty member must find ways to: 1) make effective use of the ability to interweave navigation of slides and other Web sites with audio narration; 2) monitor text-chat to respond to student questions; 3) use small group discussions; 4) involve guest speakers; and 5) integrate student presentations. Scheduling must take into account the time zones in which students, teacher, and any guest speakers reside (live sessions generally take place Monday-Thursday in the late afternoon or early evening central time). For asynchronous communication the faculty member must define conferences within the electronic bulletin board area and explain the function of each for communication and discussion. Faculty must find ways to foster participation and involvement, monitor non-participation, and reach out to students not fully engaged in the course. Some methods and techniques that work well in a conventional classroom will not transfer directly to an equally effective distance learning experience. However, possibilities arise for new ways of teaching and ways of applying traditional methods in novel contexts.

Activities in live synchronous sessions have included illustrated lectures, guest lectures and interviews, demonstrations of online search techniques, visits to and assessment of relevant web sites, discussion with the entire class, responses to student questions, small group discussions and group work, exercises, role-playing, reading picture books aloud, and storytelling by students (in the Storytelling course). The bulletin board system allows faculty to set up multiple boards, to characterize the purpose of each board, and to authorize either the whole class or smaller groups of students to make use of a given board. Functions served by bulletin boards include class discussions, group discussions, information/announcements, technology support, introductions of class members, group projects, posting of individual assignments, and feedback on assignments.

Activities in the face-to-face session on campus are quite varied, depending on the subject matter of the course. Faculty are encouraged to plan activities that would be difficult or impossible to accomplish in a virtual classroom, given current LEEP technology. For fall and spring courses, the face-to-face session takes place about half-way through the 16-week course; for summer courses the face-to-face session is at the beginning of the 8-week course. Examples of on-campus activities include: telling stories and listening to experienced tellers (Storytelling); a mini-conference on the subject of the course with paper presentations and a panel discussion (History of Libraries); technical demonstrations, design activities, technical group work and discussion (Interfaces to Information Systems); viewing and discussing videotapes illustrating communication techniques in the reference interview (Reference); teaching book discussion techniques and watching a video (Youth Services Librarianship); and talks by local specialists, computer clinics, and working groups (Systems Analysis and Management). Many faculty also encourage students to allow time for on-site use of the rich library resources available at UIUC.

Assessment of student performance is generally based on such factors as contributions to class discussion, presentations, and individual and group written assignments. Few courses, whether on-campus or LEEP, make use of examinations as an evaluation tool. Students are taught to post their assignments as web pages and to send the instructor a URL, but they can also e-mail assignments as attachments. Faculty have devised various means for providing feedback, using either electronic tools (e-mail or private bulletin boards for each student) or printing out papers, marking them up, and mailing them back. Some classes also take advantage of the Web as a publishing medium for drafts of student work with an opportunity for other students to offer comments and suggestions. Some courses, like the Government Information course, also showcase final student projects by publicizing URL’s via relevant listservs.
Faculty members are responsible for course design, working closely with the instructional technology staff. A number of courses have been offered by more than one faculty member. In this case, a new faculty member may reuse material already developed, giving appropriate credit to the original developer. In this we are guided by the report of the University of Illinois Intellectual Property Subcommittee on Courseware Development and Distribution (http://www.vpaa.uiillinois.edu/policies/courseware.htm) and GSLIS faculty support for a policy that grants both GSLIS and the individual faculty member the right to reuse course material originally developed for use in LEEP.

11. Course Offerings

Forty-nine different courses have been offered online via LEEP in the period Summer 1996-Fall 2004. The broad range of courses allows students to tailor the course work to their own interests. The roster of course offerings has been expanded in response to expressed student interests and as we developed a better understanding of what could be accomplished through the teaching and learning model that LEEP supports. For example, a substantial number of LEEP students are interested in working with children in either school library media centers or public libraries. To adequately prepare them, we needed to offer Literature and Resources for Children, Literature and Resources for Young Adults, Youth Services Librarianship, and Storytelling via LEEP. Storytelling is normally very dependent on having a face-to-face classroom environment, but it was successfully adapted to LEEP format and offered for the first time in spring 2000 and regularly thereafter. Links to sample syllabi for these LEEP courses are provided in the Sources of Evidence at the end of this section.

12. Budget

Under the current budgeting system in place at UIUC, GSLIS receives LEEP tuition revenue (charged at the same in-state or out-of-state rate paid by on-campus students). These funds have been essential to providing the resources needed to sustain a quality program: strong in-house technology support, appropriate equipment, faculty release time for course development and initial offering, administrative staff to coordinate program activities, and the ability to hire additional faculty as the program has grown. In FY04, LEEP generated $1.384 million in tuition revenue, significantly enhancing the School as a whole.

B. Assessment of Outcomes

Throughout the development of the LEEP program we have been very attentive to assessing outcomes of individual courses, success of individual students, satisfaction of faculty, and performance of the program overall. Such evaluation has been integral to gauging success and guiding improvements. LEEP evaluation techniques have included: 1) reports by an outside evaluator gathering data from students and faculty, seeking to compare the quality of LEEP to the on-campus program (using observation, focus groups, interviews, surveys, and monitoring of the web site); 2) “taking your pulse and temperature” (mid-semester call for student feedback—fostering an environment that invites students to comment on what is not working and to offer ideas for improvement); 3) ICES and now EON forms, the UIUC standard instrument for collecting feedback from students, used in all LEEP and on-campus courses; 4) review of LEEP as part of the regularly scheduled accreditation review of the GSLIS MS program in fall 1997 (reaccredited January 1998); 5) ongoing monitoring of bulletin boards to answer questions and gather feedback; 6) tracking retention and placement of students; 7) determining willingness of faculty to teach again in LEEP; 8) a 5-year review by the Graduate College Committee on Extended Education and External Degrees; 9) a LEEP retreat in summer 2002 involving faculty, staff, students, and alumni; and 10) formal research carried out by selected GSLIS faculty with research interests in computer-supported cooperative work, computer-mediated communication, and online pedagogy.
Some key findings of the various forms of assessment include the following:

1. **New Access**

   Many qualified individuals who would like to pursue the degree do not live within commuting distance of an available face-to-face program. Students enrolled in LEEP have resided in 45 of the 50 states (all but Arkansas, Delaware, Mississippi, Rhode Island, South Carolina), Canada, the Bahamas, the Virgin Islands, Saudi Arabia, Belgium, France, Germany, Italy, Netherlands, United Kingdom, Mexico, Argentina, Hong Kong, Japan, and Thailand. Very few of them had the option of a face-to-face program; those that could have attended a program within commuting distance opted for LEEP because of its reputation for high quality.

2. **Learning Effectiveness and Student and Faculty Satisfaction**

   While the various forms of assessment have helped us to identify ways to improve both individual courses and aspects of the program overall, in general they have affirmed the soundness of the original design and the success that has been achieved in maintaining the high quality of the GSLIS MS program in this new medium. For example, a study of LEEP students conducted by GSLIS faculty member Caroline Haythornthwaite and three doctoral students [reported in the Journal of Computer-Mediated Communication in 2000] identified several positive outcomes:

   “Overall, we see many positive outcomes with these students that bode well for distance programs. We see tangible results such as students receiving increased job responsibilities and access to special opportunities long before they complete the program. We see intangible results as stressed, fearful and/or timid individuals gain confidence and take on leadership roles in LEEP. We also see people who could not otherwise achieve this degree becoming full-fledged members of their chosen profession. Lastly, we see something unique from the distance program—that students receive a ‘dual education’. They learn to use new technology and gain experience in distanced interaction as well as learning about library and information science.”

   Reports from the outside evaluator (an educational consultant from Michigan), who studied the experience of the first cohort of students beginning in 1996, echo and elaborate on many of these points. His final (unpublished) report focused on the impact of the LEEP option on the learning and careers of the first cohort of students (based on telephone interviews with 24 of the first cohort who had graduated or were close to completion of their degree). Themes that emerged from his interviews with students included: 1) LEEP students develop the knowledge and confidence to use new technology; 2) LEEP students apply technology to their jobs; 3) the combination of LEEP and work provides an immediate payoff for work performance; 4) LEEP students are different demographically from on-campus students (older, more experienced, skilled at using computer technology); 5) LEEP is a qualitatively different experience than the on-campus option; 6) risk taking is learned through the LEEP experience; 7) students faced constant problems balancing work, family, and school; 8) LEEP positions students for career advancement; 9) individual faculty and staff contributed significantly to the success of LEEP; 10) the first cohort formed a cohesive group; and 11) LEEP meets a special need for adult learners. He also identified a number of recommendations from students: 1) keep the two-week session on campus in the summer and the weekend on campus during each semester; 2) continue to provide strong technology support; 3) consider the size of the LEEP option—try to keep the cohort and classes small; 4) always provide feedback on class projects and other assignments. The students felt that learning is maximized when faculty design the LEEP courses for the distance learning environment, taking advantage of all of the technologies available in LEEP.

LEEP was the first online degree program implemented at UIUC and therefore was the first to undergo a 5-year evaluation by the Graduate College Committee on Extended Education and External
Degrees. All faculty who had taught in LEEP as well as all current students and graduates of the program were given the opportunity to respond to online surveys. Conclusions of this evaluation include:

- LEEP faculty have a high regard for the program overall
- The faculty believe they receive strong support for their courses and the students who enroll in them.
- LEEP faculty hold their students in high regard: they view LEEP students as enthusiastic, capable, motivated, and dedicated.
- Students also hold LEEP in high regard, giving high marks to the LEEP faculty, the technical and non-technical support staffs, and program administrators.

Suggestions for improvement included: 1) expand course offerings with an emphasis on information technology and management [now being addressed through participation in the WISE consortium]; 2) provide increased support in preparing courses for online delivery and training faculty to teach online [now being addressed through increased staffing and published documentation in the form of an Instructor Guide, documentation of best practices, and conference calls with all instructors to share advice and offer tips prior to the beginning of each semester].

As we have gained experience with teaching online, we have sought to identify best practices that can be shared with faculty new to teaching online via LEEP as well as our colleagues at other LIS schools. With funding from the Provost’s Initiative on Teaching Advancement, GSLIS sponsored a three-day LEEP retreat August 16-18, 2002, with participants including GSLIS faculty and staff, adjunct faculty, LEEP students, and LEEP alumni engaging in active discussion in focus groups. Findings emerging from this discussion inform ongoing improvement of the program.

**Student Outcomes**

Other indicators of success include retention, graduation, and placement. LEEP has a very high retention rate, with more than 95% of LEEP students continuing in this option once they begin online courses. Those who leave the program do so for personal reasons (decide not to pursue a career in the field, experience financial difficulties, or have to deal with family or health problems). There is no evidence that LEEP students have difficulty learning in this way once they gain access to the required technology and go through the technology training provided by the technology support staff.

In the first eight years of the program, 376 LEEP students have graduated. Graduates have been competitive for positions of their choice, including advancing within their own organizations or securing more responsible positions elsewhere. Students without prior library experience have been hired by libraries. In many cases potential employers value the technical skills that students have developed, as well as their knowledge of library and information science, and are favorably impressed with the students as risk-takers and innovators who successfully pursued their MS degree online. Graduates are now employed in a broad range of positions such as interface designer at Intel, faculty member and associate dean at Dominican University’s GSLIS, chief deputy directory of the Illinois State Library, editor of C&RL News and web developer for ACRL, hospital librarian in Pennsylvania, public librarian in Florida, middle school librarian in California, children’s librarian at the Sitka, Alaska public library, young adult librarian at the Mt. Prospect, Illinois public library, librarian at Southeastern Illinois College, cataloger at Washington University School of Medicine Library, member of the team working on Coca-Cola’s company intranet, manager of information technology for Harvard Business School’s Baker Library, director of the law library at University of Missouri Kansas City, and manuscripts, archives and special collections librarian at Washington State University. The faculty are particularly gratified to be reaching capable individuals who otherwise could not have earned this degree and been eligible for such positions.

One indicator of student satisfaction is the willingness of alumni to give back to the program from which they earned their degree. Although LEEP has been in place for only 8 years, there are a number of very tangible ways in which LEEP graduates continue to participate in the life of the School. Several
have contributed to the GSLIS LEEP Scholarship Endowment Fund, started with gifts from current LEEP students and alumni who are committed to helping tomorrow's LEEP students with scholarship assistance. Several LEEP graduates have served as guest speakers during live sessions of various LEEP courses. LEEP graduates regularly recruit new students into the LEEP program and remain willing to be points of contact for prospective students considering studying online. They also demonstrate their loyalty by returning for special events, whether participating in convocation, the LEEP virtual reunion, or the LEEP retreat.

Faculty Satisfaction

A number of factors in program design have contributed to faculty satisfaction:

- **Involvement of faculty in program planning.** From the beginning, the GSLIS faculty felt that they had "ownership" of the LEEP program. Their views contributed to the design of the program, all faculty were expected to teach in the program, courses offered in the program had already been approved by faculty as MS degree course offerings, and a senior faculty member had responsibility for administrative oversight of the program. Subsequent recognition of the program as a successful innovation by others at UIUC and in the profession has been a source of pride to the faculty.

- **Close alignment with research interests.** The GSLIS faculty is quite interdisciplinary, and a number of faculty have research interests relevant to the LEEP program in such areas as computer-mediated communication, computer-supported cooperative work, interface design, collaborative learning, online pedagogy, and design of digital library services. Investigations of research questions in the LEEP environment by a number of faculty and doctoral students have led to several original research publications and conference presentations, enhancing the reputation of the individuals involved. Such studies contribute new knowledge, but also provide findings that can lead to improvements in LEEP course and program design.

- **Extending the reach of the MS degree program.** On-campus students in the MS program come from all parts of the U.S. and many other countries, but it is still limited to those who can relocate or live within commuting distance. Because the faculty feel that many other prospective students could benefit from our program, it has been very satisfying to reach a larger pool of talented students through LEEP.

- **Strong technology support for faculty and students.** As already noted, many faculty and students are not expert users of technology and some could be characterized as novices. The LEEP instructional technology staff works closely with faculty, providing whatever support is required as courses are developed and delivered. Equally important, they train and consult with all students, relieving faculty of the burden of assisting students in answering technical support questions (including during live synchronous sessions in a technology support chat room). In addition the technology staff support a very reliable infrastructure, so that technology problems occur infrequently and thus do not interfere with teaching and learning.

- **LEEP program structure fosters a learning community.** The initial on-campus session fosters close ties among LEEP students that are reinforced each time the students return to campus (one student has characterized this as the "reunion atmosphere" of the on-campus sessions). This provides a strong basis for continuing student/student communication (including "whispering" during live sessions by directing text chat to one or more selected individuals rather than to the class as a whole), collaboration on group projects, and openness to contributing in class and to the program as a whole. The faculty member does not have to work as hard to foster this collaborative environment as would likely be the case without these face-to-face encounters. In addition, students can help support each other, so there is less of a burden on the faculty member who is not the sole point of contact for students in the course.

- **Face-to-face and synchronous time in each course.** Because the course design includes some face-to-face and synchronous time, faculty do not have to eliminate activities that they feel contribute to the quality of the course but that would be impossible to accomplish completely asynchronously. While
it is essential that faculty consider how best to distribute content delivery over the three modes (synchronous, asynchronous, and face-to-face) and not simply try to replicate a face-to-face course online, this range of alternatives means there are fewer constraints on course design.

- **Characteristics of the student body and quality of student performance.** As already noted, LEEP students are adult learners with backgrounds and work settings that allow them to make many substantive contributions to the class. They are highly motivated and eager to learn. They often can apply what they are learning in class immediately in the workplace. As a faculty member one learns from the students at the same time that one often has very tangible evidence (in the form of student comments) that they understand the value of what they are learning—from the faculty member as well as their peers—in class.

- **Availability of a range of tools with freedom to decide how to use them.** Faculty teaching in LEEP do have certain constraints on course design: they are expected to schedule several live synchronous sessions, plan face-to-face activities for the scheduled on-campus session, make use of electronic bulletin boards for asynchronous communication, and use the LEEP virtual classroom environment rather than some alternative. But they have a great deal of freedom in making decisions about how best to use each of these modes of communication and in designing individual and/or group assignments. This allows faculty to be creative rather than conforming to some pre-established course template.

- **Control over class size.** Enrollment management in LEEP courses takes into account, whenever possible, expressed faculty preferences on class size. Class size is generally between 20 and 25. Faculty prefer this size because of the high amount of feedback required; the difficulty of handling discussion during live sessions if the group is larger; the difficulty of giving individualized help to a larger group; and the avoidance of overwhelming numbers of bulletin board posts which can result when a large group engages in asynchronous class discussions.

- **Quality of communication with students.** Many discussions of asynchronous communication note the potential for increased quality of class discussion compared to face-to-face classes, and many LEEP faculty concur with this observation. Some faculty also feel they come to know their students better as individuals because of the ongoing communication throughout the semester across multiple modes.

**C. Integration with the School as a Whole**

Design of LEEP has focused on ways the program can enhance the School as a whole. A number of tangible outcomes can be identified:

- Because all faculty are expected to teach in LEEP, they have become proficient in using synchronous and asynchronous technologies and, in the process, increasingly use these technologies in their on-campus teaching. The same technical infrastructure now supports online and on-campus courses, allowing both to use bulletin boards, create web-based documents, and involve guest speakers from around the world.

- Because we are able to hire instructors who also live at remote distances, GSLIS now offers to on-campus students courses they would not otherwise have available. On-campus and Fridays Only students can enroll in LEEP courses on a space-available basis, so that “virtual seats” do not remain empty. Through the WISE (Web-based Information Science Education) consortium, this model is now being extended to enable coursesharing and cross-enrollment across institutional boundaries.

- On-campus and Fridays-Only students enrolling in LEEP courses have the opportunity to interact with students from many parts of the country and working in many different settings, enriching the range of experience that students bring to the courses.

- Instructional technology support originally devoted only to LEEP courses has been expanded to all GSLIS courses. All faculty have access to skilled staff and the tools they make available.

- We have devoted considerable effort to evaluating the IT tools we use, primarily those in the online program, but also the increasing array of tools used in on-campus courses. Because LEEP has developed its own in-house suite of course tools, it is possible to directly implement changes in the
software. For example, instructors using the electronic bulletin board facility requested additional feedback on which boards were being used, when, and by whom. This led the support staff to implement a full set of tabular displays and counts in line with their requests. Similar changes are made on a continual basis in response to student needs.

- Intensive research on LEEP has led to a faculty culture with a greater interest in understanding teaching and learning in all settings and exploring ways to enhance student learning. Insights from the LEEP studies have percolated through the on-campus course designs as well.

Sources of evidence:
LEEP program overview (http://www.lis.uiuc.edu/gslis/degrees/leep.html)
LEEP bibliography (http://www.lis.uiuc.edu/gslis/degrees/leep_bib.html)
LEEP book table of contents http://alexia.lis.uiuc.edu/~haythorn/LCC_ToC.html
[a copy of the manuscript can be made available to the External Review Panel on request]
LEEP retreat: http://leep.lis.uiuc.edu/zeworkspace/leep/home.html
Sloan-C awards http://www.sloan-c.org/aboutus/awards.asp
Report of 5-year Graduate College CEEED Evaluation (http://www.lis.uiuc.edu/accreditation/support/CREED_Eval.pdf)
LEEP Student Opinions (http://www.lis.uiuc.edu/gslis/degrees/leep_student_feedback.html)
LEEP Advising Guide (http://leep.lis.uiuc.edu/publish/oncampus/LEEP_Advising.html)
LEEP Faculty Guide (http://leep.lis.uiuc.edu/publish/leep_guide/faculty_guide/index.htm)
Instructor Guide (http://leep.lis.uiuc.edu/instructor/)
Recorded lectures and special events (http://leep.lis.uiuc.edu/guest_lecturers.html)
Eight-year scheduling grid for LEEP courses and instructors
(http://www.lis.uiuc.edu/accreditation/support/LEEP_courses_faculty1.xls)
(http://www.lis.uiuc.edu/accreditation/support/scheduling_grid.html)
Enrollment counts: (http://www.lis.uiuc.edu/accreditation/support/enrollment.html)
LEEP course syllabi [External Review Panel members can be given a password to enable access to the LEEP server]
LIS 403 (303) Literature and Resources for Children (http://www.lis.uiuc.edu/~hearne/303LE_FA03.html)
LIS 404 (304) Literature and Resources for Young Adults (http://leep.lis.uiuc.edu/spring03/LIS304LEA/index.html)
LIS 409 (309) Storytelling (http://www.lis.uiuc.edu/~hearne/309LE_SP04.html)
LIS 453 (370) Systems Analysis and Management (http://leep.lis.uiuc.edu/fall00/LIS370LE/index.html)
LIS 456 (329) Information Storage & Retrieval (http://leep.lis.uiuc.edu/fall02/LIS329le/index.htm)
LIS 458 (316) Instruction and Assistance Systems (http://leep.lis.uiuc.edu/summer204/LIS316LE/index.htm)
LIS 501 (380) Information Organization and Access (http://leep.lis.uiuc.edu/fall03/LIS380LEA/index.html)
LIS 503 (436) Use and Users of Information (http://leep.lis.uiuc.edu/spring01/LIS436LE/index.html)
LIS 504 (404) Reference and Information Services (http://leep.lis.uiuc.edu/fall04/LIS504LEA/index.html)
LIS 505 (405) Administration and Management of Libraries and Information Centers  
(http://leep.lis.uiuc.edu/spring04/LIS405LE/index.html)
LIS 506 (406) Youth Services Librarianship  
(http://leep.lis.uiuc.edu/fall02/LIS406le/index.html)
LIS 507 (407) Cataloging and Classification I  
(http://leep.lis.uiuc.edu/spring04/LIS407LEA/index.html)
LIS 510 (410) Adult Public Services  
(http://leep.lis.uiuc.edu/summer203/LIS410le/index.html)
LIS 512 (432) History of Libraries  
(http://leep.lis.uiuc.edu/fall99/LIS432le/index.html)
LIS 522 (412) Science Information Sources and Reference Services  
(http://leep.lis.uiuc.edu/spring04/LIS412LE/index.html)
LIS 523 (413) Social Sciences Information Sources and Reference Services  
(http://leep.lis.uiuc.edu/fall01/LIS413LE/index.html)
LIS 524 (414) Arts and Humanities Information Sources and Reference Services  
(http://leep.lis.uiuc.edu/fall03/LIS414LE/index.html)
LIS 525 (424) Government Publications  
(http://leep.lis.uiuc.edu/spring04/LIS424LE/index.html)
LIS 526 (431) Online Information Systems  
(http://leep.lis.uiuc.edu/spring04/LIS431LE/index.html)
LIS 530B (433B) Medical Literature and Reference Work  
(http://leep.lis.uiuc.edu/spring04/LIS433BLE/index.html)
LIS 530E (433E) Business Information  
(http://leep.lis.uiuc.edu/fall03/LIS433LE/index.html)
LIS 530G (433G) Legal Research  
(http://leep.lis.uiuc.edu/summer203/LIS433gle/index.htm)
LIS 577 (408) Cataloging and Classification II  
(http://leep.lis.uiuc.edu/spring04/LIS408LE/index.html)
LIS 578 (437) Technical Services Functions  
(http://leep.lis.uiuc.edu/fall03/LIS437LE/index.html)
LIS 581 (438) Administration of Archives and Manuscript Collections  
(http://leep.lis.uiuc.edu/fall03/LIS438LE/index.html)
LIS 590CD (450CD) Collection Development  
(http://leep.lis.uiuc.edu/spring04/LIS450CDL/index.htm)
LIS 590CI (450CI) Community Information Systems  
(http://leep.lis.uiuc.edu/spring03/LIS450cil/index.html)
LIS 590CM (450CM) Change Management  
(http://leep.lis.uiuc.edu/fall03/LIS450CML/index.htm)
LIS 590CT (450CT) Competitive Intelligence  
(http://leep.lis.uiuc.edu/spring04/LIS450CTL/index.html)
LIS 590EV (490EV) Evaluation of Library and Information Services  
(http://leep.lis.uiuc.edu/spring04/LIS450EVL/index.html)
LIS 590FM (450FM) Financial Management in Libraries  
(http://leep.lis.uiuc.edu/spring04/LIS450FML/index.htm)
LIS 590I (450I) Indexing and Abstracting  
(http://leep.lis.uiuc.edu/summer204/LIS450ILE/index.html)
LIS 590IA (490IA) Information Architecture  
(http://leep.lis.uiuc.edu/fall01/LIS450IAL/index.html)
LIS 590II (450II) Interfaces to Information Systems  
(http://leep.lis.uiuc.edu/spring03/LIS450IIL/index.html)
LIS 590ISM (450ISM) Information Services Marketing  
(http://leep.lis.uiuc.edu/summer200/LIS450IML/450M/index.html)
LIS 590JJ (450JJ) Information Resources Management
(http://leep.lis.uiuc.edu/lis450jj)
LIS 590KK (450KK) Adult Popular Literature
(http://leep.lis.uiuc.edu/summer204/LIS450KKL/index.htm)
LIS 590LI (450LI) Legal Issues in Library and Information Science
(http://leep.lis.uiuc.edu/summer202/LIS450LIL/index.html)
LIS 590LT (450LT) Learning Technologies
(http://leep.lis.uiuc.edu/spring04/LIS450LTL/index.html)
LIS 590LWL (450LWL) Web Design in Organizations
(http://leep.lis.uiuc.edu/summer204/LIS450LWL/index.html)
LIS 590RO (450RO) Representing and Organizing Information
(http://leep.lis.uiuc.edu/spring04/LIS450ROL/index.html)
LIS 590S (450S) Human Resource Management in Libraries and Information Centers
(http://leep.lis.uiuc.edu/spring99/LIS450SLE/index.html)
LIS 590WRT (450WRT) Writing in Library and Information Science
(http://leep.lis.uiuc.edu/spring99/LIS450WRT/index.html)

A class demo illustrating use of the technology can be found at:
(http://leep.lis.uiuc.edu/demos/jenkins)
CONCLUSION: SYNTHESIS AND OVERVIEW

The program presentation narrative, together with the many links provided to sources of evidence, documents the ways in which GSLIS seeks to satisfy the Standards for Accreditation of Master’s Programs in Library & Information Studies. We have numerous strengths embodied in our faculty, students, staff, curriculum, technical and financial resources, library resources, and physical facilities. We are in a university context that will continue to place a strong emphasis on quality and performance evaluation and that will encourage and reward innovation.

GSLIS is a collegial work environment that values collaboration and community. The faculty and students have a strong sense of working together to recreate this rapidly changing field. Although GSLIS is one of the smallest units at UIUC, the faculty are involved in areas of teaching and research that touch many others on campus. We have taken advantage of the growth of our field and the culture of this institution to build an increasingly strong research program, to expand the reach of our teaching, and to make significant links across campus and across disciplines.

Preparation of this program presentation has demonstrated that there are also a few areas in need of improvement that we are working to address under the leadership of a new dean. In many cases initiatives are already under way that should lead to tangible improvements. We anticipate that efforts in the following areas can further strengthen our MS program:

• **Increasing the full-time faculty.** Enrollment in the MS program has grown without a corresponding increase in the full-time faculty. While the courses taught by part-time faculty are of a high caliber, it is important that full-time faculty contribute significantly to the teaching and advising of MS students both on-campus and at a distance. We also feel the need to ensure that core areas of the curriculum are represented by one or more of the full-time faculty, who can take a leadership role in teaching, research, curriculum development, and advising. In particular we are actively seeking to fill a faculty position in the Organization of Information/Cataloging/Metadata area, which has been covered for several years only by part-time or visiting faculty. At the same time we are finding more ways to integrate part-time faculty into the School, by including them in discussions of the future of the School, giving them access to travel funds, and providing more opportunities to enhance teaching skills.

• **Matching curriculum and course scheduling to available faculty resources.** We have been through a period of rapid expansion in MS course offerings as faculty developed a wide variety of new special topics courses. We now need to work to identify which to offer on a recurring basis and make a permanent part of the curriculum as well as to identify any that should be eliminated or consolidated.

• **Developing more complete advising documents and procedures.** As we seek to prepare students for a wider range of career options, we see the need for more complete documentation regarding the structure of our curriculum and how it relates to the preparation required for various areas of specialization. The growth of our MS program, with almost half of our students at a distance, poses new challenges to ensuring the individualized advising from which each student can benefit.

• **Managing enrollments and coordinating degree programs.** As demonstrated in the Special Area of Emphasis section on LEEP, since 1996 we have integrated scheduling and management of other aspects of the different MS enrollment options to good effect. Over the past few years we have also introduced and expanded course offerings in our undergraduate minor in information technology studies and expanded enrollment and course offerings in our doctoral program. We currently have modest enrollment in our Certificate of Advanced Study (CAS) program but are engaged in active discussion as to how to implement well-defined options at this level, such as a CAS in digital libraries. We are also exploring the possibility of implementing an LIS option of the newly
established campus MS in bioinformatics. Students in the accredited MS may benefit from the enrichment in course offerings that all of these initiatives will stimulate, but we will need to actively plan enrollment targets and resource allocation across these various programs to ensure the continued quality of the accredited MS program.

- **Gathering placement data and broadening placement support.** We have not had procedures in place that allowed us to gather systematically more timely placement data and to get input from alumni and employers. Using the online survey capability of the School’s Library Research Center, we are putting procedures in place to do employment surveys of alumni a few months after graduation. We also are working to develop better placement support for students seeking positions in which they can use their knowledge and skills outside of libraries. Dean Unsworth has initiated a corporate roundtable with representatives of companies such as Caterpillar, Archer Daniels Midland, Abbott Laboratories, and Boeing meeting bimonthly with several faculty and administrative staff. These discussions increase our awareness of the information management issues in this arena and open possibilities for internships and job placements for students as well as collaborative research with faculty.

- **Enhancing the information technology (IT) infrastructure.** We recognize the need to evaluate the adequacy of current IT systems, services, and staffing and to support improvements where needs are identified. Priority areas include redesign of the LEEP/instructional technology infrastructure; redesign of the GSLIS web site; and exploration of institutional repository applications including better management of the “learning objects” associated with online courses and digital publishing.

- **Involving tenured and tenure track faculty in administrative roles.** We need to continue assessing the involvement of our tenure stream faculty in administrative roles. Because these generally involve a reduction in teaching responsibilities, such assignments diminish our capacity to cover courses with core faculty, but ensure that faculty have a significant role in various aspects of GSLIS operations. Faculty who currently have a reduction in teaching in order to handle administrative duties include the Dean, the Associate Dean for Academic Programs, and Christine Jenkins in her role as coordinator of the K-12 program. Leigh Estabrook has a reduction in teaching load because she currently serves as director of the Library Research Center. We will be examining both our academic programs and our auxiliary units (including the Center for Children’s Books and Prairienet) to determine the most effective ways to involve faculty in their administration.

- **Building a more diverse community.** Recruitment and retention of a more diverse faculty remains an only partially realized goal. Part-time faculty teaching in LEEP and on-campus have included a small number of African American and Asian American individuals. Given the potential to recruit LEEP adjuncts from anywhere in the U.S., more efforts need to be made to enhance diversity of those teaching in LEEP. We have made greater progress in recruitment and retention of a more diverse student population by pursuing multiple strategies and are particularly pleased to be able to give individuals who are place-bound an opportunity to pursue their MS degree via LEEP.

- **Diversifying financial resources.** In a period of diminishing state support, we need to pursue multiple sources of funding. Examples include: 1) pursuing research grant opportunities from a wider range of organizations, such as corporations and foundations in addition to government agencies; and 2) involving more constituencies in development activities, such as supporting the Library School Alumni Association’s initiatives to raise funds for scholarships.

In conclusion, we feel that we continue to be in a strong position as a graduate professional program because our priorities as a school resonate with those of the University and are responsive to the changing work environments in which our graduates find themselves.
SUPPORTING MATERIALS

Campus Profile (http://www.dmi.uiuc.edu/cp/)

The UIUC Division of Management Information (DMI) maintains longitudinal data for a number of useful indicators describing characteristics of each unit. Data cover such categories as faculty and staff, budget and expenditures, space allocation, students, degrees, instructional units offered, and teaching evaluations. The specific section devoted to Library & Information Science can be found at: (http://www.dmi.uiuc.edu/cp/Page.asp?Dept=1B1-LP-XXX-XXX). A glossary of variables can be found at: http://www.dmi.uiuc.edu/cp/glossary04/G000.HTM

UIUC Organizational Chart (http://www.oc.uiuc.edu/officers/org03.pdf)

GSLIS Web Site (http://www.lis.uiuc.edu)

LEEP Web Site (http://leep.lis.uiuc.edu)

LEEP Resources Page (http://leep.lis.uiuc.edu/perl/menu/login.pl)
[members of the External Review Panel will be given a password to gain access]

University of Illinois Online (http://www.online.uillinois.edu/)

Graduate College Web Site (http://www.grad.uiuc.edu)

Office of the Provost Web Site (http://www.provost.uiuc.edu)

Office of the Chancellor Web Site (http://www.oc.uiuc.edu/chancellor)

Campus Overview (http://www.uiuc.edu/overview/)


University Library Web Site (http://www.library.uiuc.edu)

Library and Information Science Library Web Site (http://www.library.uiuc.edu/lsx)

Examples of student projects:

LIS 403 (303) Literature and Resources for Children
Pye, Jan. Books for Military Children

Woodworth-Roman, Karen. East Asian Children’s Books
http://leep.lis.uiuc.edu/publish/kwoodwor/LIS303LE/eac1/index.html

LIS 404 (304) Literature and Resources for Young Adults
Barabtarlo, Masha; Bell, Mary. Women in Comics
http://leep.lis.uiuc.edu/seworkspace/mk-bell/home.htm

Bervoets, Lori; Eilers, Vicki. Books for TV Fans.
http://leep.lis.uiuc.edu/seworkspace/yatvsite/readership_index.htm
Brenner, Robin. No Flying, No Tights: Graphic Novels for Teens  
http://www.noflyingnotights.com

Duell, Alice and Ian. Around the world in 60 books  
http://leep.lis.uiuc.edu/publish/aduell/304/TravelReading.htm

Freymiller, Sue; Kennedy, Ann. Who says guys don’t read?  
http://leep.lis.uiuc.edu/seworkspace/sueann/main.html

Fuller, Linnae. Alaskan Biography: Real People, Real Places, Real Cold  
http://leep.lis.uiuc.edu/seworkspace/lfuller/alaskabio/alaskahome.htm

Henderson, Melissa. Poetry is like sushi…You don’t know if you like it until you try it!  

Kerr, Nancy. Cool reads for a hot summer  
http://leep.lis.uiuc.edu/publish/nrosenbe/BookCover.htm

Kresh, Karen. If You Like Stephen King…  
http://leep.lis.uiuc.edu/seworkspace/kresh/304StephenKingIndex.html

Livesay, Lisa; Scott, Leslie. Rebel Chicks: bad girls or real girls?  
http://leep.lis.uiuc.edu/seworkspace/livesay/RebelChicks/rebel_chicks.htm

Tarr, Beth. Lucien’s Field Guide to Sandman Fanns  
http://leep.lis.uiuc.edu/seworkspace/tarr/lucien

LIS 451 (315) Introduction to Network Information Systems  
http://alexia.lis.uiuc.edu/gslis/people/alumni/newsletters/f00/315.html
Technology Solutions for Community Technology Centers  
http://www.prairienet.org/ctctech/labs.php

LIS 456 (329) Information Storage and Retrieval
Olson, Tod. Chopin Early Editions digital collection  
http://chopin.lib.uchicago.edu

LIS 458 (316) Instruction and Assistance Systems
http://leep.lis.uiuc.edu/seworkspace/wein/tutorial/Default.htm

LIS 501 (380) Information Organization and Access
Chambers, Laura; Lorig, Jonathan; Shepard, Brian; Webb, Jennifer. Information Services and Access: Ethnographic Research Methods and Reference Services  
http://leep.lis.uiuc.edu/publish/user_rev/infopack/index.html

Zullow, Arnie; Moranski, John; Willette, Kerri; Harling, Noelle; Lam, Rita Structured Information  
http://leep.lis.uiuc.edu/publish/RONR/structuredinfo/main.htm

Group Web Resources Projects  
http://leep.lis.uiuc.edu/fall03/LIS380LEC/projectwebresource.html
LIS 503 (436) Use and Users of Information
Fennell, Chad. Emphasised anonymity and online help seeking.
   http://leep.lis.uiuc.edu/publish/fennell/436/hsa.pdf

LIS 506 (406) Youth Services Librarianship
Benoit, Cheryl; Jinkins, Ann Marie; Kresh, Karen; Scott, Leslie. Book Club Buzz

Childress, Sue; Thompson, Rosetta; Baile, Jean. TEAM: Together—Educators and Media Specialists: A Guide to Collaboration
   http://leep.lis.uiuc.edu/seworkspace/teambuild/index.htm

Comstock, Sharon; Armstrong, Melanie; Kauzlarc, Jane; Fenn, Becky. Teaching Teachers Information Technology-Related Skills
   http://leep.lis.uiuc.edu/seworkspace/teachtech/406group.html

Couri, Sarah; Miller, Amanda; Stuhlman, Jason. Teens Finding Their Voice
   http://leep.lis.uiuc.edu/seworkspace/freaks/findingyourvoice.html

Crone, Jennifer; Jones, Phillip; Stevens, Sue. Collaborations: Public Libraries + Children’s Museums
   http://leep.lis.uiuc.edu/publish/LibesMus/406home.htm

Cross, Andy; Duckworth, Tracy. Lapsits
   http://leep.lis.uiuc.edu/publish/libragals/dchompg.htm

Hinn, Jill; Martens, Sushila; Stieglitz, Stephanie. Summer Reading Programs
   http://leep.lis.uiuc.edu/seworkspace/summerrdg/summerfini.html

Repplinger, Connie; Hulick, Jeannette; Baker, Patrick. Public Librarian Puppetry Gateway
   http://leep.lis.uiuc.edu/seworkspace/puppets/Homepage4puppets.htm

Smith, Madonna; Koeppen, Sherri; Bolger, Gina. Teen Book Clubs in School Settings
   http://leep.lis.uiuc.edu/seworkspace/bookclubs/bookclubs.html

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