

# Self-Study

University of Illinois at Urbana-Champaign

School of Information Sciences

**Master of Science in Library and Information Science**

2018



**I ILLINOIS**

School of Information Sciences

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August 6, 2018

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**NOTE:** This version of the Self-Study was submitted in August 2018, prior to the launch of the new iSchool website. Therefore, the links referenced in this document refer back to the iSchool legacy website. Supplemental information has been provided to reviewers of the Self-Study with the correct, updated version of any links impacted by the launch.

## INFORMATION SECTION

1. **Unit Organized and Maintained for the Purpose of LIS Graduate Education**  
School of Information Sciences (iSchool)
2. **Name and brief description of the degree program**  
Master of Science in Library and Information Science (MS/LIS)

Consistently ranked as the best program of its kind, the MS/LIS degree provides an exceptional professional education. Students gain the skills they need to creatively and effectively manage, analyze, and preserve information. Graduates go on to fill leadership positions in a variety of information settings, including public, academic, and school libraries as well as healthcare, business, and science. Upon completion of the MS/LIS program, students will be able to:

1. Apply foundational concepts, theories, and principles to problems of information organization and access.
2. Communicate capably with diverse stakeholders, promoting not just access to but also effective use of information services and systems in specific contexts.
3. Use evidence to help address information problems, meet information needs, and create relationships in their institutions, communities, profession, and the world.
4. Compare and critique contemporary information practices, structures, and standards in relation to historical and global alternatives.
5. Apply core ethical principles to professional practice.

For the master's degree, a student must complete 40 semester hours of graduate study. There are two enrollment options:

- a. *On campus*. Students can pursue the degree on a full- or part-time basis.
- b. *Online (Leep)*. The Leep distance education option brings students to campus only for a three-day Welcome Weekend orientation in either the fall or spring; coursework is completed online, using a variety of information technologies to communicate synchronously and asynchronously. Full- or part-time study is available. [Note that Leep originally stood for Library Education Experimental Program. The designation Leep has been retained for the library and information science online enrollment option, even though the spell-out is no longer applicable.]

We are seeking accreditation of our MS in Library and Information Science degree program including both enrollment options. There is substantial integration between these options. Although Leep students have priority for enrollment in online sections of courses, on-campus students 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 two enrollment options have become more similar over time, and now include some hybrid courses simultaneously involving on-campus and online students. All students must meet the same standards for admission and satisfy the same degree requirements.

3. **Name and current title of the Dean of the School**  
Allen Renear, Dean and Professor
4. **Parent Institution, Chief Executive Officer, and Chief Academic Officer**  
University of Illinois at Urbana-Champaign  
Robert J. Jones, Chancellor  
Andreas C. Cangellaris, Vice Chancellor for Academic Affairs and Provost  
[Dean Renear reports to the Provost]
5. **Accrediting Agency for the Parent Institution**  
Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (1). The University will go through the process to become reaccredited in 2019-2020.
6. **Standards Addressed**  
Standards for Accreditation of Master's Programs in Library & Information Studies, 2015

#### *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. In addition to the MS in Library and Information Science program, the iSchool now offers an MS in Information Management, the Certificate of Advanced Study (with the option of choosing to pursue a concentration in Digital Libraries), and the Doctor of Philosophy degree. The iSchool also participates in educational programs administered by the Illinois Informatics Institute: an undergraduate minor in informatics, the bioinformatics MS degree program, and the informatics PhD degree program. In 2016 the Graduate School of Library and Information Science (GSLIS) was renamed the School of Information Sciences to reflect the broader scope of our educational programs. The University celebrated its 150th anniversary in 2017 (2) and the iSchool celebrated its 120th anniversary on the Urbana-Champaign campus. 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 (ALA). As we work to sustain our tradition of excellence in graduate professional education while pursuing new initiatives, we welcome the review of our MS in Library and Information Science by the Committee on Accreditation.

**Glossary of terminology and abbreviations**

<b>Acronym</b>	<b>Description</b>
AALL	American Association of Law Libraries
AASL	American Association of School Librarians
ACRL	Association of College and Research Libraries
AISLE	Association of Illinois School Library Educators (formerly ISLMA)
ALA	American Library Association
ALCTS	Association for Library Collections and Technical Services
ALISE	Association for Library and Information Science Education
ALSC	Association for Library Service to Children
Apache	Server software
ASIS	American Society for Information Science
ASIST	Association for Information Science & Technology
ATLA	American Theological Library Association
ATLAS	Applied Technologies for Learning in the Arts & Sciences
AY	Academic Year
BCCB	Bulletin of the Center for Children's Books
BIG	Business Information Group
Blackboard Ultra	Web conferencing system used by the Illinois iSchool for synchronous class sessions
BOBCATSSS	Annual symposium in LIS, under auspices of EUCLID
CARLI	Consortium of Academic and Research Libraries in Illinois
CAS	Certificate of Advanced Study
CCB	Center for Children's Books
CIKM	Conference on Information and Knowledge Management
CIRSS	Center for Informatics Research in Science and Scholarship
CITL	Center for Innovation in Teaching & Learning
COE	College of Education
CPanel	Online Linux-based web hosting control panel
CV	Curriculum vitae
DMI	Division of Management Information
DRES	Division of Disability Resources and Educational Services
Drupal	free and open source content-management framework
ERRT	E-Research Roundtable
ER/EER	Entity Relationship Modeling
EUCLID	European Association for Library and Information Education and Research
FTE	Full-time employees
FY	Fiscal Year
GA	Graduate Assistant
GradRecs	iSchool system for conducting student annual reviews
GRF	General Revenue Funds
GSLIS	Graduate School of Library and Information Science, currently known as School of Information Sciences
H-index	Author-level publication metric

HLC	Higher Learning Commission
I10 index	Publication metric, identifies number of publications with at least 10 citations
ICES	Instructor and Course Evaluation System
IDEALS	Illinois Digital Environment for Access to Learning and Scholarship
IFLA	International Federation of Library Associations and Institutions
I <sup>3</sup>	Illinois Informatics Institute
ILA	Illinois Library Association
IMLS	Institute of Museum and Library Services
IS	Information Sciences
ISAA	iSchool Alumni Association
ISBE	Illinois State Board of Education
iSchool	Information School, specifically referring to the Illinois iSchool, also ‘the School’
ISLMA	Illinois School Library Media Association
IT	Information Technology
ITD	Instructional Technology & Design
IU	Instructional units
KSA	Knowledge, Skills, and Aptitudes survey organized by Simmons College
LCD	Liquid crystal display
LDAP	Lightweight Directory Access Protocol
Leep	iSchool online delivery mode for the MS/LIS degree
LISB	Library and Information Sciences Building
LIS	Library and Information Science
LIS	Library Information Specialist
MLA	Medical Library Association
Moodle	Course management system in use by the iSchool
MS	Master of Science degree
MS/LIS	Master of Science in Library and Information Science
MS/IM	Master of Science in Information Management
MySQL	Open-source relational database management system
NASIG	North American Serials Interest Group (formerly)
NCA	North Central Association of Colleges and Schools
OAI	Open Archives Initiative
ODEA	The Office of Diversity, Equity, and Access
OWL	Web Ontology Language, a semantic web language
PA	Public Address system
PCT	Professional Curriculum Tracks
PEL	Professional Educator License
PGA	Professional Graduate Assistant
PhD	Doctor of Philosophy degree
PHP	Hypertext Preprocessor
PITA	Provost's Initiative on Teaching Advancement, a grant initiative
PLA	Public Library Association
PLG	Progressive Librarians Guild
QLA	Queer Library Alliance

RA	Research Assistant
RDF/S	Resource Description Framework Schema, a semantic web language
RSO	Registered Student Organization
RtC	Google Ready to Code fellowship, with the American Library Association
SAA	Society of American Archivists
SAB	iSchool Student Affairs Advisory Board
SHARP	Society for the History of Authorship, Reading and Publishing
SIG	Special Interest Group
SLA	Special Libraries Association
SOC	Students of Color
TA	Teaching Assistantship
TOP	Targets of Opportunity Program
UIC	University of Illinois at Chicago
UIUC	University of Illinois at Urbana-Champaign, currently referred to as Illinois
UNIST	Ulsan National Institute of Science and Technology
WISE	Web-based Information Science Education
XEN	Machine virtualization server software
XML	eXtensible Markup Language
YALSA	Young Adult Library Services Association
YLC	Youth, Literature & Culture Group



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<b>2</b>	Information Section	150th Anniversary of the University of Illinois	Website URL	<a href="http://150.illinois.edu/">http://150.illinois.edu/</a>
<b>3</b>	<b>Standard I: Systematic Planning</b>	<b>Figure 1 Decision-Making Process for Improvement Proposals</b>	<b>In Text</b>	
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<b>4</b>	Standard I	Faculty meeting minutes	iSchool URL	<a href="http://ischool.illinois.edu/our-school/policies/minutes">http://ischool.illinois.edu/our-school/policies/minutes</a>
<b>5</b>	Standard I	iSchool faculty meeting reports	Moodle	<a href="https://courses.ischool.illinois.edu/course/view.php?id=1830">https://courses.ischool.illinois.edu/course/view.php?id=1830</a>
<b>6</b>	Standard I	iSchool bylaws	iSchool URL	<a href="https://ischool.illinois.edu/our-school/policies/bylaws">https://ischool.illinois.edu/our-school/policies/bylaws</a>
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<b>8</b>	Standard I	January 2015 faculty retreat notes on review of school and program goals	Box file	<a href="https://uofi.box.com/s/wuivp4zeu3khtgjp2m2cgtbn76zqcp5b">https://uofi.box.com/s/wuivp4zeu3khtgjp2m2cgtbn76zqcp5b</a>
<b>9</b>	Standard I	Illinois Office of the Provost Academic Program Review	Website URL	<a href="https://provost.illinois.edu/assessment/academic-program-review/">https://provost.illinois.edu/assessment/academic-program-review/</a>
<b>10</b>	Standard I	University of Illinois Strategic Plan, <i>The Next 150</i>	Website URL	<a href="http://strategicplan.illinois.edu/">http://strategicplan.illinois.edu/</a>
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13	Standard I	University of Illinois iSchool mission statement	iSchool URL	<a href="https://ischool.illinois.edu/our-school/overview">https://ischool.illinois.edu/our-school/overview</a>
14	Standard I	2013-2016 Campus Strategic Plan	Website URL	<a href="http://strategicplan.illinois.edu/archive/documents/2013-2016_Campus_Strategic_Plan.pdf">http://strategicplan.illinois.edu/archive/documents/2013-2016_Campus_Strategic_Plan.pdf</a>
15	Standard I	Strategic Planning Reports Email from Chancellor (1 June 2018)	Box file	<a href="https://uofi.box.com/s/d16okee9cz7t3cw8lf0nkai1ghxn5hg">https://uofi.box.com/s/d16okee9cz7t3cw8lf0nkai1ghxn5hg</a>
16	Standard I	University of Illinois System Mission, Vision, and Guiding Values	Website URL	<a href="https://www.uillinois.edu/about/mission/">https://www.uillinois.edu/about/mission/</a>
17	Standard I	University of Illinois System 2016-2026 Strategic Framework	Website URL	<a href="https://www.uillinois.edu/strategic_framework">https://www.uillinois.edu/strategic_framework</a>
18	Standard I	iSchool Goals	In Text	
19	Standard I	2016 Academic Program Review	Box file	<a href="https://uofi.box.com/s/q2vqva32m4k8ymb4mmqjmt5qsb6dboi8">https://uofi.box.com/s/q2vqva32m4k8ymb4mmqjmt5qsb6dboi8</a>
20	Standard I	Strategic Planning Moodle page	Moodle	<a href="https://courses.ischool.illinois.edu/enrol/index.php?id=2388">https://courses.ischool.illinois.edu/enrol/index.php?id=2388</a>
21	Standard I	MS/LIS Learning Outcomes	iSchool URL	<a href="https://ischool.illinois.edu/academics/degrees/mslis/outcomes">https://ischool.illinois.edu/academics/degrees/mslis/outcomes</a>
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27	Standard I	iSchool practicum overview	iSchool URL	<a href="https://ischool.illinois.edu/current-students/practicum">https://ischool.illinois.edu/current-students/practicum</a>
28	Standard I	iSchool internship opportunities	iSchool URL	<a href="https://ischool.illinois.edu/careers">https://ischool.illinois.edu/careers</a>
28b	Standard I	Urbana Books to Prisoners project	Website URL	<a href="http://www.books2prisoners.org/">http://www.books2prisoners.org/</a>
29	Standard I	LIS Program Director role	In Text	
30	Standard I	EXEMPLAR: Evolving administrative infrastructure	In Text	
31	Standard I	GSLIS Faculty Meeting Agenda, October 1, 2014	Box file	<a href="https://uofi.box.com/s/smpfmt537360vjdbzm83j8t15ebfy49y">https://uofi.box.com/s/smpfmt537360vjdbzm83j8t15ebfy49y</a>
32	Standard I	GSLIS Faculty Meeting Executive Session Agenda, February 17, 2016	Box file	<a href="https://uofi.box.com/s/dvlegzgcppuce3388pxhve6mxnyv7cy6">https://uofi.box.com/s/dvlegzgcppuce3388pxhve6mxnyv7cy6</a>
33	Standard I	GSLIS Faculty Meeting Executive Session Agenda, May 11, 2016	Box file	<a href="https://uofi.box.com/s/aoupegt4rae9s4mw0dpiu451jl5nkh15">https://uofi.box.com/s/aoupegt4rae9s4mw0dpiu451jl5nkh15</a>
34	Standard I	Fall 2016 Faculty Retreat Agenda, Thursday, August 18, 2016	Box file	<a href="https://uofi.box.com/s/q1ssro2k98tgvkl2nec1veouz kjq4v6o">https://uofi.box.com/s/q1ssro2k98tgvkl2nec1veouz kjq4v6o</a>
35	Standard I	Academic Program Review Response	Box file	<a href="https://uofi.box.com/s/9y8r8c081e6fvj9pb50svyxs353twxy0">https://uofi.box.com/s/9y8r8c081e6fvj9pb50svyxs353twxy0</a>
36	Standard I	Announcement of iSchool Program Directors	iSchool URL	<a href="https://ischool.illinois.edu/articles/2017/02/ischool-names-program-directors">https://ischool.illinois.edu/articles/2017/02/ischool-names-program-directors</a>
37	Standard I	Description of regular review processes and non-recurring processes that initiated review	In Text	
38	Standard I	iSchool Employment and Summary Salary Report	iSchool URL	<a href="http://ischool.illinois.edu/careers/employment-report">http://ischool.illinois.edu/careers/employment-report</a>
39	Standard I	iSchool Alumni Association	iSchool URL	<a href="https://ischool.illinois.edu/people/alumni/isaa">https://ischool.illinois.edu/people/alumni/isaa</a>
40	Standard I	Faculty retreat agendas and minutes	Box file	<a href="https://uofi.box.com/s/g8ljq9s97x9h4sng4tq7ku5wkgpv4h94">https://uofi.box.com/s/g8ljq9s97x9h4sng4tq7ku5wkgpv4h94</a>

41	Standard I	Admissions committee agendas and notes	Box file	<a href="https://uofi.box.com/s/xtztyq1grmvibie4symz9ef3go2oajvh">https://uofi.box.com/s/xtztyq1grmvibie4symz9ef3go2oajvh</a>
42	Standard I	Curriculum committee agendas and notes	Moodle	<a href="https://courses.ischool.illinois.edu/course/view.php?id=304">https://courses.ischool.illinois.edu/course/view.php?id=304</a>
43	Standard I	Diversity committee agendas and notes	Moodle	<a href="https://courses.ischool.illinois.edu/course/view.php?id=2100">https://courses.ischool.illinois.edu/course/view.php?id=2100</a>
44	Standard I	Doctoral Studies committee agendas and notes	Moodle	<a href="https://courses.ischool.illinois.edu/course/view.php?id=1981">https://courses.ischool.illinois.edu/course/view.php?id=1981</a>
45	Standard I	EXEMPLAR: Change of school name from Graduate School of Library and Information Science to School of Information Sciences	In Text	
46	Standard I	EXEMPLAR: 2016 Academic Program Review	In Text	
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50	Standard I	Town Hall workspace for voluntary iSchool committees exploring diversity-related topics	Moodle	<a href="https://courses.ischool.illinois.edu/enrol/index.php?id=1320">https://courses.ischool.illinois.edu/enrol/index.php?id=1320</a>
51	Standard I	Diversity Task Force workspace	Moodle	<a href="https://courses.ischool.illinois.edu/course/view.php?id=1544">https://courses.ischool.illinois.edu/course/view.php?id=1544</a>
52	Standard I	Inclusion & Diversity statement	iSchool URL	<a href="http://ischool.illinois.edu/our-school/inclusion">http://ischool.illinois.edu/our-school/inclusion</a>
53	Standard I	Diversity Committee Moodle space	Moodle	<a href="https://courses.ischool.illinois.edu/course/view.php?id=2100">https://courses.ischool.illinois.edu/course/view.php?id=2100</a>

54	Standard I	Diversity Review of the University of Illinois Campus, spring 2017	Website URL	<a href="https://chancellor.illinois.edu/blog/view/7101/492526">https://chancellor.illinois.edu/blog/view/7101/492526</a>
55	<b>Standard II: Curriculum</b>	<b>Master of Science curriculum</b>	<b>iSchool URL</b>	<a href="http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program">http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program</a>
56	Standard II	Syllabi for IS 501, IS 502	Box file	<a href="https://uofi.box.com/s/607upnb716i69gdf6lknfs7aiy1kdv9">https://uofi.box.com/s/607upnb716i69gdf6lknfs7aiy1kdv9</a>
57	Standard II	IS 501 and IS 502 Course Descriptions and Learning Outcomes	Box file	<a href="https://uofi.box.com/s/x00y5tdbuivezsr1t502qh2p8ap147u1">https://uofi.box.com/s/x00y5tdbuivezsr1t502qh2p8ap147u1</a>
58	Standard II	iSchool MSLIS Curriculum Map and Assessment	Box file	<a href="https://uofi.box.com/s/ru3vwjgu92f8i9afnxdvrxytqe08shzj">https://uofi.box.com/s/ru3vwjgu92f8i9afnxdvrxytqe08shzj</a>
59	Standard II	Campus Course Explorer	Website URL	<a href="https://courses.illinois.edu/">https://courses.illinois.edu/</a>
59b	Standard II	iSchool Grid of Course Offerings (Fall 2015 – Summer 2018)	Box file	<a href="https://uofi.box.com/s/bgn8oeu2e2pzkvuftase9ag25b8me4q1">https://uofi.box.com/s/bgn8oeu2e2pzkvuftase9ag25b8me4q1</a>
60	Standard II	List of assignments from IS 501	Box file	<a href="https://uofi.box.com/s/dr3a3k9h5utbnug0h4flattji5hgekmi">https://uofi.box.com/s/dr3a3k9h5utbnug0h4flattji5hgekmi</a>
61	Standard II	List of assignments from IS 502	Box file	<a href="https://uofi.box.com/s/re18kh2gvek7yjkwojnuvk0j6rc0p2ni">https://uofi.box.com/s/re18kh2gvek7yjkwojnuvk0j6rc0p2ni</a>
62	Standard II	Syllabi for courses specific to global and diversity perspectives	Box file	<a href="https://uofi.box.com/s/ysri962ohhs6uf919q85b7kk2apkk0qx">https://uofi.box.com/s/ysri962ohhs6uf919q85b7kk2apkk0qx</a>
63	Standard II	Faculty research project descriptions	iSchool URL	<a href="http://ischool.illinois.edu/research/projects">http://ischool.illinois.edu/research/projects</a>
64	Standard II	Magee named ALA-Google RtC Faculty Fellow	iSchool URL	<a href="http://ischool.illinois.edu/articles/2017/04/magee-named-ala-google-rtc-faculty-fellow">http://ischool.illinois.edu/articles/2017/04/magee-named-ala-google-rtc-faculty-fellow</a>
65	Standard II	Professional pathways and related courses	iSchool URL	<a href="http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program/tracks">http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program/tracks</a>
66	Standard II	Role of students in planning individualized courses of study	iSchool URL	<a href="http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program/course-options">http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program/course-options</a>
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<b>69</b>	Standard II	Curriculum mapping survey form	Box file	<a href="https://uofi.box.com/s/3ybk6eh2vryd14jzzoo35xokr arhgrtc">https://uofi.box.com/s/3ybk6eh2vryd14jzzoo35xokr arhgrtc</a>
<b>69b</b>	Standard II	iSchool Syllabus template	Box file	<a href="https://uofi.box.com/s/2ix8emp07hmpy29cpk5wpgz2ld8zubmb">https://uofi.box.com/s/2ix8emp07hmpy29cpk5wpgz2ld8zubmb</a>
<b>70</b>	Standard II	Table 7 Draft Convergence Areas	In Text	
<b>71</b>	Standard II	Description of professional pathways and relationships to knowledge and competencies	iSchool URL	<a href="http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program">http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program</a>
<b>72</b>	Standard II	Enrollment in independent studies and theses and example projects completed	iSchool URL	<a href="http://ischool.illinois.edu/academics/degrees/mslis/masters-theses">http://ischool.illinois.edu/academics/degrees/mslis/masters-theses</a>
<b>73</b>	Standard II	Faculty Instructor webform	Box file	<a href="https://uofi.box.com/s/uw9wttizfyvi0v46aicnqubqkz686bx5">https://uofi.box.com/s/uw9wttizfyvi0v46aicnqubqkz686bx5</a>
<b>74</b>	Standard II	Description and documentation for joint MS-MA in African Studies program	iSchool URL	<a href="http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program/course-options">http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program/course-options</a>
<b>75</b>	Standard II	Graduate College Thesis Requirements	Website URL	<a href="https://grad.illinois.edu/thesis/format">https://grad.illinois.edu/thesis/format</a>
<b>76</b>	Standard II	IDEALS institutional repository	Website URL	<a href="https://www.ideals.illinois.edu/">https://www.ideals.illinois.edu/</a>
<b>77</b>	Standard II	List of completed MS theses	iSchool URL	<a href="http://ischool.illinois.edu/academics/degrees/mslis/masters-theses">http://ischool.illinois.edu/academics/degrees/mslis/masters-theses</a>
<b>78</b>	Standard II	Table 8 Enrollment in Independent Study	In Text	
<b>79</b>	Standard II	Table 9 Enrollment in Thesis Research	In Text	
<b>80</b>	Standard II	Convergence Areas feedback form	Box file	<a href="https://uofi.box.com/s/sm665b67yc3lw7dkkketmaxqc37vikpn">https://uofi.box.com/s/sm665b67yc3lw7dkkketmaxqc37vikpn</a>
<b>81</b>	Standard II	Description of practicum	iSchool URL	<a href="http://ischool.illinois.edu/current-students/practicum">http://ischool.illinois.edu/current-students/practicum</a>
<b>82</b>	Standard II	Table 10 Enrollment in Practicum (Fall 2014 - Fall 2017)	In Text	

<b>83</b>	Standard II	iSchool Courses of Instruction	Website URL	<a href="http://catalog.illinois.edu/courses-of-instruction/is/">http://catalog.illinois.edu/courses-of-instruction/is/</a>
<b>83b</b>	Standard II	iSchool Moodle	Moodle	<a href="http://courses.ischool.illinois.edu">http://courses.ischool.illinois.edu</a>
<b>84</b>	Standard II	MS/School Librarian licensure program	iSchool URL	<a href="https://ischool.illinois.edu/academics/degrees/k12/">https://ischool.illinois.edu/academics/degrees/k12/</a>
<b>85</b>	Standard II	Certificate of Advanced Study/School Librarian licensure program	iSchool URL	<a href="https://ischool.illinois.edu/academics/degrees/k12/CAS-k12">https://ischool.illinois.edu/academics/degrees/k12/CAS-k12</a>
<b>86</b>	Standard II	MS/ISBE endorsements	iSchool URL	<a href="https://ischool.illinois.edu/academics/degrees/k12/endorsement-courses">https://ischool.illinois.edu/academics/degrees/k12/endorsement-courses</a>
<b>87</b>	Standard II	Continuing Education endorsement	iSchool URL	<a href="https://ischool.illinois.edu/academics/degrees/k12/endorsements">https://ischool.illinois.edu/academics/degrees/k12/endorsements</a>
<b>88</b>	Standard II	MS/School Librarian Licensure Course Requirements	iSchool URL	<a href="https://ischool.illinois.edu/academics/degrees/k12/msk12/course-summary-new">https://ischool.illinois.edu/academics/degrees/k12/msk12/course-summary-new</a>
<b>89</b>	Standard II	Teacher-Librarian Candidate Guide	Google Document	<a href="https://docs.google.com/document/d/1AUTk7LZVZtAQ9_kziF4lo_R4_0hUgD3zzqE9f34Pwac/edit">https://docs.google.com/document/d/1AUTk7LZVZtAQ9_kziF4lo_R4_0hUgD3zzqE9f34Pwac/edit</a>
<b>90</b>	Standard II	Cooperating Teacher-Librarian Handbook	Google Document	<a href="https://drive.google.com/file/d/1jznVbjRVG-E7DRGSSSxDS2KAFjcAZLj0/view">https://drive.google.com/file/d/1jznVbjRVG-E7DRGSSSxDS2KAFjcAZLj0/view</a>
<b>91</b>	Standard II	US News and World Report, MS/LIS degree programs	Website URL	<a href="https://www.usnews.com/best-graduate-schools/top-library-information-science-programs/library-information-science-rankings">https://www.usnews.com/best-graduate-schools/top-library-information-science-programs/library-information-science-rankings</a>
<b>91b</b>	Standard II	Table 11 Knowledge Statement and Competency Incorporation Examples	In Text	
<b>91c</b>	Standard II	Sample of course syllabi addressing professional competencies or statements of knowledge	Box file	<a href="https://uofi.box.com/s/6hgiit74o168l9rf5hil4rntvov4o518">https://uofi.box.com/s/6hgiit74o168l9rf5hil4rntvov4o518</a>
<b>92</b>	Standard II	Certificate of Advanced Study in Digital Libraries	iSchool URL	<a href="http://ischool.illinois.edu/academics/degrees/cas-dl">http://ischool.illinois.edu/academics/degrees/cas-dl</a>
<b>93</b>	Standard II	Continuing Education offerings	iSchool URL	<a href="http://ischool.illinois.edu/academics/continuing">http://ischool.illinois.edu/academics/continuing</a>



<b>93b</b>	Standard II	Proposing new courses overview	Website URL	<a href="http://provost.illinois.edu/policies/policies/courses/proposing-new-courses/">http://provost.illinois.edu/policies/policies/courses/proposing-new-courses/</a>
<b>94</b>	Standard II	ICES Summary	Box file	<a href="https://uofi.box.com/s/1pyemkjwpmkto5zsuwdinnm6ocrglxfb">https://uofi.box.com/s/1pyemkjwpmkto5zsuwdinnm6ocrglxfb</a> (excel); <a href="https://uofi.box.com/s/9uksw1c2q6m89643e1tutmr u2xw2p2rt">https://uofi.box.com/s/9uksw1c2q6m89643e1tutmr u2xw2p2rt</a> (word)
<b>95</b>	Standard II	Placement data and graduate accomplishments	Box file	<a href="https://uofi.box.com/s/cowom8m35ydm2peses4z2z icrbq76pao">https://uofi.box.com/s/cowom8m35ydm2peses4z2z icrbq76pao</a>
<b>95b</b>	Standard II	KSA Executive Summary	Box file	<a href="https://uofi.box.com/s/hdsiixf7x87vnsksocahpg1617d2ibft">https://uofi.box.com/s/hdsiixf7x87vnsksocahpg1617d2ibft</a>
<b>96</b>	Standard II	List of current WISE courses	Website URL	<a href="http://www.wiseeducation.org">http://www.wiseeducation.org</a>
<b>97</b>	Standard II	Table 12 Number of Course Offerings by Enrollment Option	In Text	
<b>98</b>	Standard II	EXEMPLAR: Redesign of LEEP online learning program	In Text	
<b>99</b>	Standard II	EXEMPLAR: Evolution of specializations to professional pathways	In Text	
<b>100</b>	Standard II	EXEMPLAR: Redesign of practicum, MS/LIS credit bearing field experience course	In Text	
<b>100b</b>	Standard II	Practicum Evaluation samples	Box file	<a href="https://uofi.box.com/s/beyp2fka8r0u69ayai9rybpd3n2it6o7">https://uofi.box.com/s/beyp2fka8r0u69ayai9rybpd3n2it6o7</a>
<b>101</b>	Standard II	Leep Residency Task Force Moodle space	Moodle	<a href="https://courses.ischool.illinois.edu/mod/folder/view.php?id=136972">https://courses.ischool.illinois.edu/mod/folder/view.php?id=136972</a>
<b>102</b>	Standard II	Welcome Weekend	Website URL	<a href="https://publish.illinois.edu/ischoolwelcomeweekend">https://publish.illinois.edu/ischoolwelcomeweekend</a>
<b>103</b>	Standard II	Feedback from Welcome Weekend	Box file	<a href="https://uofi.box.com/s/g9zm1sgaxu3qwbx7f2zmns wtd3afusv1">https://uofi.box.com/s/g9zm1sgaxu3qwbx7f2zmns wtd3afusv1</a>

<b>104</b>	Standard II	Professional Pathways overview	iSchool URL	<a href="http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program/tracks">http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program/tracks</a>
<b>105</b>	<b>Standard III: Faculty</b>	<b>Faculty CVs</b>	<b>Box file</b>	<a href="https://uofi.box.com/s/6u9f99ogi4wjrzaycpap6fhcobsmkqpb">https://uofi.box.com/s/6u9f99ogi4wjrzaycpap6fhcobsmkqpb</a>
<b>105b</b>	Standard III	CVs of New Faculty Hires	Box file	<a href="https://uofi.box.com/s/24mzix17lqiktj3edb7ph16xw25nqhed">https://uofi.box.com/s/24mzix17lqiktj3edb7ph16xw25nqhed</a>
<b>106</b>	Standard III	EXEMPLAR: Development of Guidelines for Specialized faculty	Box file	<a href="https://uofi.box.com/s/6y7w4vnongxptv3hetc5xhxgxnrp5up">https://uofi.box.com/s/6y7w4vnongxptv3hetc5xhxgxnrp5up</a>
<b>107</b>	Standard III	Communication #25: Employment Guidelines for Specialized Faculty Holding Non-Tenure System Positions (April 2014)	Website URL	<a href="http://provost.illinois.edu/policies/provosts-communications/communication-25-employment-guidelines-for-specialized-faculty-holding-non-tenure-systems/">http://provost.illinois.edu/policies/provosts-communications/communication-25-employment-guidelines-for-specialized-faculty-holding-non-tenure-systems/</a>
<b>108</b>	Standard III	Communication #26: Promotion to Teaching, Research or Clinical Associate or Full Professor Titles (October 2014)	Website URL	<a href="http://provost.illinois.edu/policies/provosts-communications/communication-26-promotion-to-teaching-research-or-clinical-associate-or-full-professor-titles/">http://provost.illinois.edu/policies/provosts-communications/communication-26-promotion-to-teaching-research-or-clinical-associate-or-full-professor-titles/</a>
<b>109</b>	Standard III	Two new lecturers join the iSchool, news article	iSchool URL	<a href="http://ischool.illinois.edu/articles/2017/08/two-new-lecturers-join-ischool">http://ischool.illinois.edu/articles/2017/08/two-new-lecturers-join-ischool</a>
<b>110</b>	Standard III	iSchool Faculty Affiliates	iSchool URL	<a href="http://ischool.illinois.edu/people/faculty/affiliated">http://ischool.illinois.edu/people/faculty/affiliated</a>
<b>111</b>	Standard III	iSchool Research Fellows	iSchool URL	<a href="https://ischool.illinois.edu/people/faculty/research-fellows">https://ischool.illinois.edu/people/faculty/research-fellows</a>
<b>112</b>	Standard III	EXEMPLAR: Articulation of Research Areas to Demonstrate Faculty Strengths	In Text	
<b>113</b>	Standard III	iSchool Research Vision and Research Areas	iSchool URL	<a href="https://ischool.illinois.edu/research/vision">https://ischool.illinois.edu/research/vision</a>
<b>114</b>	Standard III	Adjunct Faculty CVs	Box file	<a href="https://uofi.box.com/s/btiy9oqj1fx3317mjt22lte6jrhyppf3">https://uofi.box.com/s/btiy9oqj1fx3317mjt22lte6jrhyppf3</a>
<b>115</b>	Standard III	Full list of Courses provided by part-time faculty	Box file	<a href="https://uofi.box.com/s/dps0bvfcbo50cukuzt94e26j2n2707xo">https://uofi.box.com/s/dps0bvfcbo50cukuzt94e26j2n2707xo</a>

<b>116</b>	Standard III	Table 13 Distribution of Faculty Ranks	In Text	
<b>116b</b>	Standard III	Nomination form for Graduate Faculty Membership	Website URL	<a href="https://grad.illinois.edu/sites/default/files/PDFs/NominationFormforGraduateFaculty.pdf">https://grad.illinois.edu/sites/default/files/PDFs/NominationFormforGraduateFaculty.pdf</a>
<b>117</b>	Standard III	iSchool Guidelines for Promotion and Tenure	Box file	<a href="https://uofi.box.com/s/zgppqk25vyseigmkxho6bf7wnb4xvzv1">https://uofi.box.com/s/zgppqk25vyseigmkxho6bf7wnb4xvzv1</a>
<b>118</b>	Standard III	Table 14 Percent of MS Courses Taught by Full-time vs. Part-time Faculty	In Text	
<b>119</b>	Standard III	Table 15 Faculty Appointments, Degree, Tenure, and Promotion	In Text	
<b>120</b>	Standard III	CITL - Center for Innovation in Teaching & Learning	Website URL	<a href="http://citl.illinois.edu">http://citl.illinois.edu</a>
<b>121</b>	Standard III	Outside Grants Received by iSchool Faculty	Box file	<a href="https://uofi.box.com/s/ag7x5zibosea8hmwoifh5c3xql1hetsg">https://uofi.box.com/s/ag7x5zibosea8hmwoifh5c3xql1hetsg</a>
<b>121b</b>	Standard III	Campus Research Board travel fund	Box file	<a href="https://uofi.box.com/s/h8e4xd3r6bghmferrvzi7cychrzf0d5">https://uofi.box.com/s/h8e4xd3r6bghmferrvzi7cychrzf0d5</a>
<b>121c</b>	Standard III	List of teaching releases and sabbaticals	Box file	<a href="https://uofi.box.com/s/8oi7bjp9q6r28qz6vx3a4wgg4rsrka02">https://uofi.box.com/s/8oi7bjp9q6r28qz6vx3a4wgg4rsrka02</a>
<b>121d</b>	Standard III	Graduate Student support	Box file	<a href="https://uofi.box.com/s/n55rym6t0a86vk7r1j0bqzloqu6mv2d8">https://uofi.box.com/s/n55rym6t0a86vk7r1j0bqzloqu6mv2d8</a>
<b>122</b>	Standard III	CITL Teachers Ranked as Excellent	Website URL	<a href="http://citl.illinois.edu/citl-101/measurement-evaluation/teaching-evaluation/teaching-evaluations-(ices)/teachers-ranked-as-excellent">http://citl.illinois.edu/citl-101/measurement-evaluation/teaching-evaluation/teaching-evaluations-(ices)/teachers-ranked-as-excellent</a>
<b>123</b>	Standard III	iSchool Research Centers	iSchool URL	<a href="http://ischool.illinois.edu/research/centers">http://ischool.illinois.edu/research/centers</a>
<b>123b</b>	Standard III	iSchool Research Services	iSchool URL	<a href="https://ischool.illinois.edu/research/services">https://ischool.illinois.edu/research/services</a>

124	Standard III	CIRSS Research Center	iSchool URL	<a href="http://cirss.ischool.illinois.edu/">http://cirss.ischool.illinois.edu/</a>
125	Standard III	CCB Research Center	iSchool URL	<a href="http://ccb.ischool.illinois.edu/">http://ccb.ischool.illinois.edu/</a>
126	Standard III	Table 16 iSchool Faculty Related Community Service	In Text	
127	Standard III	Office of Diversity, Equity, and Access (ODEA) manual	Website URL	<a href="https://diversity.illinois.edu/NewSearchManual/search_guidelines_and_procedures.pdf">https://diversity.illinois.edu/NewSearchManual/search_guidelines_and_procedures.pdf</a>
128	Standard III	Inclusive Illinois initiative	Website URL	<a href="http://inclusiveillinois.illinois.edu/index.html">http://inclusiveillinois.illinois.edu/index.html</a>
129	Standard III	Targets of Opportunity Program	Website URL	<a href="https://provost.illinois.edu/policies/provosts-communications/communication-7-targets-of-opportunity-program-top/">https://provost.illinois.edu/policies/provosts-communications/communication-7-targets-of-opportunity-program-top/</a>
130	Standard III	ODEA Faculty Report	Website URL	<a href="http://diversity.illinois.edu/Reports/2018%20Faculty%20Report.pdf">http://diversity.illinois.edu/Reports/2018%20Faculty%20Report.pdf</a>
131	Standard III	Illinois Academic Handbook	Website URL	<a href="http://cam.illinois.edu/policies/roles/faculty/">http://cam.illinois.edu/policies/roles/faculty/</a>
132	Standard III	Illinois Faculty Salary Equity Review Process	Website URL	<a href="http://cam.illinois.edu/policies/faculty-salary-equity-review-process/">http://cam.illinois.edu/policies/faculty-salary-equity-review-process/</a>
133	Standard III	iSchool Employee Handbook	iSchool URL	<a href="https://ischool.illinois.edu/our-school/policies/handbook">https://ischool.illinois.edu/our-school/policies/handbook</a>
134	Standard III	ICES FAQ	Website URL	<a href="https://citl.illinois.edu/citl-101/measurement-evaluation/teaching-evaluation/teaching-evaluations-(ices)/ices-faq">https://citl.illinois.edu/citl-101/measurement-evaluation/teaching-evaluation/teaching-evaluations-(ices)/ices-faq</a>
135	Standard III	Table 17 Summary of ICES Global Items (Fall 2016 - Fall 2017)	In Text	
136	Standard III	iSchool ITD instructor guide	iSchool URL	<a href="http://ischool.illinois.edu/academics/itd">http://ischool.illinois.edu/academics/itd</a>
137	Standard III	CITL Events	Website URL	<a href="http://citl.illinois.edu/about-citl/calendar">http://citl.illinois.edu/about-citl/calendar</a>

<b>138</b>	Standard III	CITL Graduate Student Teaching Certificates	Website URL	<a href="http://citl.illinois.edu/citl-101/teaching-learning/teaching-certificates/graduate-teacher-certificate">http://citl.illinois.edu/citl-101/teaching-learning/teaching-certificates/graduate-teacher-certificate</a>
<b>139</b>	Standard III	Table 18 Outside Grants Awarded to iSchool Faculty	In Text	
<b>140</b>	Standard III	Table 19 Faculty Backgrounds and Joint Appointments	In Text	
<b>141</b>	Standard III	List of course regularizations since 2011	In Text	
<b>142</b>	Standard III	List of course additions offered at least once since 2011	In Text	
<b>143</b>	Standard III	Table 20 Courses Taught by Full-Time Faculty (Fall 2016 - Summer 2018)	In Text	
<b>144</b>	Standard III	Table 21 Summary of Faculty Research Focus and Contributions	In Text	
<b>145</b>	Standard III	Guidelines for Review of Faculty	Box file	<a href="https://uofi.box.com/s/yaadik1gf954rqpqgl6p95dhjvwgrpk2">https://uofi.box.com/s/yaadik1gf954rqpqgl6p95dhjvwgrpk2</a>
<b>146</b>	Standard III	Third-Year Review	Box file	<a href="https://uofi.box.com/s/1trvu2aowp8xq3noho2fo897hj4vni0">https://uofi.box.com/s/1trvu2aowp8xq3noho2fo897hj4vni0</a>
<b>147</b>	Standard III	Faculty Position Advertisement 2017	Box file	<a href="https://uofi.box.com/s/o38u043vz580vjfy64anlpejqt7g61qu">https://uofi.box.com/s/o38u043vz580vjfy64anlpejqt7g61qu</a>
<b>148</b>	Standard III	Provosts Communication #9: Promotion & Tenure	Website URL	<a href="http://provost.illinois.edu/policies/provosts-communications/communication-9-promotion-and-tenure/">http://provost.illinois.edu/policies/provosts-communications/communication-9-promotion-and-tenure/</a>
<b>149</b>	Standard III	Provosts Communication #13: Review of Faculty in Year Three of the Probationary Period	Website URL	<a href="http://provost.illinois.edu/policies/provosts-communications/communication-13-review-of-faculty-in-year-three-of-the-probationary-period/">http://provost.illinois.edu/policies/provosts-communications/communication-13-review-of-faculty-in-year-three-of-the-probationary-period/</a>
<b>150</b>	Standard III	Provosts Communication #21: Annual Faculty Review	Website URL	<a href="http://provost.illinois.edu/policies/provosts-communications/communication-21-annual-faculty-review/">http://provost.illinois.edu/policies/provosts-communications/communication-21-annual-faculty-review/</a>

<b>151</b>	<b>Standard IV: Students</b>	<b>Enrollment Statistics</b>	<b>Box file</b>	<a href="https://uofi.box.com/s/ejtggfqak4pysyu0itan2wyz449qo_xbw">https://uofi.box.com/s/ejtggfqak4pysyu0itan2wyz449qo_xbw</a>
<b>152</b>	Standard IV	Table 22 Spectrum Scholar Awardees by Institution	In Text	
<b>153</b>	Standard IV	Table 23 Number of Scholarships/Fellowships Awarded	In Text	
<b>154</b>	Standard IV	Table 24 Value of Scholarships/Fellowships Awarded	In Text	
<b>154b</b>	Standard IV	Figure 2 Types of Support Available - Eligibility	In Text	
<b>155</b>	Standard IV	Admission Committee Training and Glossary	Box file	<a href="https://uofi.box.com/s/vw3gz4x1lks4gp4gdx27iffe0i5d65uo">https://uofi.box.com/s/vw3gz4x1lks4gp4gdx27iffe0i5d65uo</a>
<b>156</b>	Standard IV	Application instructions	iSchool URL	<a href="http://ischool.illinois.edu/future-students/faqs">http://ischool.illinois.edu/future-students/faqs</a>
<b>157</b>	Standard IV	Application deadlines	iSchool URL	<a href="http://ischool.illinois.edu/future-students/deadlines">http://ischool.illinois.edu/future-students/deadlines</a>
<b>158</b>	Standard IV	Admission requirements	iSchool URL	<a href="http://ischool.illinois.edu/future-students/requirements/mslis">http://ischool.illinois.edu/future-students/requirements/mslis</a>
<b>159</b>	Standard IV	Application Review Policy	Box file	<a href="https://uofi.box.com/s/b190ymyl1avdjbcbt46xqb2ip6xz_h2v3">https://uofi.box.com/s/b190ymyl1avdjbcbt46xqb2ip6xz_h2v3</a>
<b>160</b>	Standard IV	Career services overview	iSchool URL	<a href="http://ischool.illinois.edu/careers">http://ischool.illinois.edu/careers</a>
<b>161</b>	Standard IV	Employment and Salary reports	Box file	<a href="https://uofi.box.com/s/1gafgqinsnxelc3571zcyjllpykfrcfzy">https://uofi.box.com/s/1gafgqinsnxelc3571zcyjllpykfrcfzy</a>
<b>162</b>	Standard IV	Recruitment events	iSchool URL	<a href="http://ischool.illinois.edu/future-students/events">http://ischool.illinois.edu/future-students/events</a>
<b>163</b>	Standard IV	Recruitment stories	iSchool URL	<a href="http://ischool.illinois.edu/future-students">http://ischool.illinois.edu/future-students</a>
<b>164</b>	Standard IV	Anonymous feedback form	Website URL	<a href="https://surveys.illinois.edu/sec/60325">https://surveys.illinois.edu/sec/60325</a>

<b>165</b>	Standard IV	Admissions information	iSchool URL	<a href="http://ischool.illinois.edu/future-students">http://ischool.illinois.edu/future-students</a>
<b>166</b>	Standard IV	MS/LIS degree overview	iSchool URL	<a href="http://ischool.illinois.edu/academics/degrees/mslis">http://ischool.illinois.edu/academics/degrees/mslis</a>
<b>167</b>	Standard IV	MS/LIS advising	iSchool URL	<a href="http://ischool.illinois.edu/academics/degrees/mslis/advising">http://ischool.illinois.edu/academics/degrees/mslis/advising</a>
<b>168</b>	Standard IV	MS Student Handbook	Box file	<a href="https://uofi.box.com/s/enfekmohiys8d8pg50y47p8r6wu19sky">https://uofi.box.com/s/enfekmohiys8d8pg50y47p8r6wu19sky</a>
<b>169</b>	Standard IV	Current student information	iSchool URL	<a href="http://ischool.illinois.edu/current-students">http://ischool.illinois.edu/current-students</a>
<b>170</b>	Standard IV	Career information	iSchool URL	<a href="http://ischool.illinois.edu/careers">http://ischool.illinois.edu/careers</a>
<b>171</b>	Standard IV	iSchool home Moodle page	Moodle	<a href="https://courses.ischool.illinois.edu">https://courses.ischool.illinois.edu</a>
<b>172</b>	Standard IV	Weekly newsletters (example)	Website URL	<a href="http://illinois.edu/emailer/newsletter/162796.html">http://illinois.edu/emailer/newsletter/162796.html</a>
<b>173</b>	Standard IV	Career newsletters (online) (example)	Website URL	<a href="http://illinois.edu/emailer/newsletter/158919.html">http://illinois.edu/emailer/newsletter/158919.html</a>
<b>174</b>	Standard IV	Career newsletters (on-campus) (example)	Website URL	<a href="http://illinois.edu/emailer/newsletter/158713.html">http://illinois.edu/emailer/newsletter/158713.html</a>
<b>175</b>	Standard IV	Student listservs	iSchool URL	<a href="http://ischool.illinois.edu/helpdesk/forums_lists">http://ischool.illinois.edu/helpdesk/forums_lists</a>
<b>176</b>	Standard IV	Graduate College Gradlinks	Website URL	<a href="https://grad.illinois.edu/pubs/gradlinks">https://grad.illinois.edu/pubs/gradlinks</a>
<b>177</b>	Standard IV	Tuition and fees	iSchool URL	<a href="http://ischool.illinois.edu/future-students/tuition-aid">http://ischool.illinois.edu/future-students/tuition-aid</a>
<b>177b</b>	Standard IV	Figure 3 Tuition Rates for 2018 – 2019	In Text	
<b>178</b>	Standard IV	Additional financial information	iSchool URL	<a href="http://ischool.illinois.edu/academics/degrees/mslis/advising/tuition-finaid">http://ischool.illinois.edu/academics/degrees/mslis/advising/tuition-finaid</a>
<b>179</b>	Standard IV	Course information	iSchool URL	<a href="http://ischool.illinois.edu/academics/courses">http://ischool.illinois.edu/academics/courses</a>

<b>180</b>	Standard IV	Core faculty information	iSchool URL	<a href="http://ischool.illinois.edu/people/faculty">http://ischool.illinois.edu/people/faculty</a>
<b>181</b>	Standard IV	Adjunct faculty information	iSchool URL	<a href="http://ischool.illinois.edu/people/faculty/adjunct">http://ischool.illinois.edu/people/faculty/adjunct</a>
<b>182</b>	Standard IV	Student code	Website URL	<a href="http://studentcode.illinois.edu">http://studentcode.illinois.edu</a>
<b>183</b>	Standard IV	Graduate College Handbook	Website URL	<a href="https://grad.illinois.edu/gradhandbook">https://grad.illinois.edu/gradhandbook</a>
<b>184</b>	Standard IV	Virtual information session information	iSchool URL	<a href="http://ischool.illinois.edu/future-students/events">http://ischool.illinois.edu/future-students/events</a>
<b>185</b>	Standard IV	iSchool open house	iSchool URL	<a href="http://ischool.illinois.edu/future-students/openhouse">http://ischool.illinois.edu/future-students/openhouse</a>
<b>186</b>	Standard IV	Request information (for prospective students)	iSchool URL	<a href="http://ischool.illinois.edu/future-students/request-information">http://ischool.illinois.edu/future-students/request-information</a>
<b>187</b>	Standard IV	New student information	Website URL	<a href="https://publish.illinois.edu/ischoolnewstudents/">https://publish.illinois.edu/ischoolnewstudents/</a>
<b>188</b>	Standard IV	Online orientation: advising	Website URL	<a href="https://mediaspace.illinois.edu/media/t/0_nn0uvtgh">https://mediaspace.illinois.edu/media/t/0_nn0uvtgh</a>
<b>189</b>	Standard IV	Online orientation: technology	Website URL	<a href="https://mediaspace.illinois.edu/media/t/1_iskjeeeu">https://mediaspace.illinois.edu/media/t/1_iskjeeeu</a>
<b>190</b>	Standard IV	Online orientation: careers	Website URL	<a href="https://mediaspace.illinois.edu/media/t/0_ixln2h12">https://mediaspace.illinois.edu/media/t/0_ixln2h12</a>
<b>191</b>	Standard IV	Online orientation: checklist	Website URL	<a href="https://publish.illinois.edu/ischoolnewstudents/checklist/">https://publish.illinois.edu/ischoolnewstudents/checklist/</a>
<b>192</b>	Standard IV	Graduate College annual academic progress review details	Website URL	<a href="https://grad.illinois.edu/gradhandbook/3/chapter6">https://grad.illinois.edu/gradhandbook/3/chapter6</a>
<b>193</b>	Standard IV	Employer relations	iSchool URL	<a href="http://ischool.illinois.edu/careers/employers">http://ischool.illinois.edu/careers/employers</a>
<b>194</b>	Standard IV	Professional mentor program	iSchool URL	<a href="http://ischool.illinois.edu/careers/mentoring">http://ischool.illinois.edu/careers/mentoring</a>
<b>195</b>	Standard IV	Table 25 Mentor Program Participation and Assessment	In Text	



<b>196</b>	Standard IV	First Destination/Illini Success	Website URL	<a href="https://illinisuccess.illinois.edu">https://illinisuccess.illinois.edu</a>
<b>197</b>	Standard IV	Employment and Salary reports	iSchool URL	<a href="http://ischool.illinois.edu/careers/employment-report">http://ischool.illinois.edu/careers/employment-report</a>
<b>198</b>	Standard IV	Figure 4 Placement Data for Illinois iSchool Graduates (May - December 2016)	In Text	
<b>199</b>	Standard IV	Figure 5 Average Full-time Salaries by Sector of iSchool Graduates	In Text	
<b>200</b>	Standard IV	Student representatives handbook	Box file	<a href="https://uofi.box.com/s/x5ft19iep73vyhxiuuwa91b1qw0nvec5">https://uofi.box.com/s/x5ft19iep73vyhxiuuwa91b1qw0nvec5</a>
<b>201</b>	Standard IV	Student representative Moodle space	Moodle	<a href="https://courses.ischool.illinois.edu/mod/forum/view.php?id=188891">https://courses.ischool.illinois.edu/mod/forum/view.php?id=188891</a>
<b>202</b>	Standard IV	Independent Study template overview	Box file	<a href="https://uofi.box.com/s/jcn15dbcdob7aw7jxf99ib2lcwdidfoc">https://uofi.box.com/s/jcn15dbcdob7aw7jxf99ib2lcwdidfoc</a>
<b>203</b>	Standard IV	Table 26 Sample Independent Studies	In Text	-
<b>204</b>	Standard IV	iSchool Research Showcase	iSchool URL	<a href="http://ischool.illinois.edu/research/showcase">http://ischool.illinois.edu/research/showcase</a>
<b>205</b>	Standard IV	iSchool MS Showcase history	Box file	<a href="https://uofi.box.com/s/ik3v3xfvw27cohlxodnx5zjzqhr0o2ra">https://uofi.box.com/s/ik3v3xfvw27cohlxodnx5zjzqhr0o2ra</a>
<b>206</b>	Standard IV	iSchool Helpdesk	iSchool URL	<a href="http://ischool.illinois.edu/helpdesk">http://ischool.illinois.edu/helpdesk</a>
<b>207</b>	Standard IV	On-campus orientation information	Website URL	<a href="https://publish.illinois.edu/ischoolorientation">https://publish.illinois.edu/ischoolorientation</a>
<b>208</b>	Standard IV	Welcome weekend information	Website URL	<a href="https://publish.illinois.edu/ischoolwelcomeweekend/">https://publish.illinois.edu/ischoolwelcomeweekend/</a>
<b>209</b>	Standard IV	Writing resources	Moodle	<a href="https://courses.ischool.illinois.edu/course/view.php?id=1705">https://courses.ischool.illinois.edu/course/view.php?id=1705</a>
<b>210</b>	Standard IV	DRES	Website URL	<a href="http://disability.illinois.edu">http://disability.illinois.edu</a>

<b>210b</b>	Standard IV	Guidelines for Student Concerns	iSchool URL	<a href="http://ischool.illinois.edu/current-students/student-concerns">http://ischool.illinois.edu/current-students/student-concerns</a>
<b>211</b>	Standard IV	Registered Student Organization information	Website URL	<a href="https://www.union.illinois.edu/get-involved/office-of-registered-organizations">https://www.union.illinois.edu/get-involved/office-of-registered-organizations</a>
<b>212</b>	Standard IV	How to start or reignite a student group	iSchool URL	<a href="http://ischool.illinois.edu/events/2018/02/01/how-start-or-reignite-student-group">http://ischool.illinois.edu/events/2018/02/01/how-start-or-reignite-student-group</a>
<b>213</b>	Standard IV	iSchool Student Leadership Handbook	Google Document	<a href="https://docs.google.com/document/d/1f5CSGAripYq0qozzxOoFCTfQetwHqQ7-sxF8scF8yAg/edit">https://docs.google.com/document/d/1f5CSGAripYq0qozzxOoFCTfQetwHqQ7-sxF8scF8yAg/edit</a>
<b>214</b>	Standard IV	Travel funding support	iSchool URL	<a href="http://ischool.illinois.edu/current-students/travel-student">http://ischool.illinois.edu/current-students/travel-student</a>
<b>215</b>	Standard IV	Program and workshop assessment	Box file	<a href="https://uofi.box.com/s/s0e2yosp1g9tadayod0sqlrdsyw35w9u">https://uofi.box.com/s/s0e2yosp1g9tadayod0sqlrdsyw35w9u</a>
<b>216</b>	Standard IV	Student experience survey analysis	Box file	<a href="https://uofi.box.com/s/opo2ey5yd55wtrwh16pg4zdcmqzd5jpv">https://uofi.box.com/s/opo2ey5yd55wtrwh16pg4zdcmqzd5jpv</a>
<b>217</b>	Standard IV	ICES information	Website URL	<a href="https://citl.illinois.edu/citl-101/measurement-evaluation/teaching-evaluation/teaching-evaluations-(ices)">https://citl.illinois.edu/citl-101/measurement-evaluation/teaching-evaluation/teaching-evaluations-(ices)</a>
<b>218</b>	Standard IV	Student award information	iSchool URL	<a href="http://ischool.illinois.edu/newsroom/awards/student-awards">http://ischool.illinois.edu/newsroom/awards/student-awards</a>
<b>219</b>	Standard IV	Practicum exemplars	Box file	<a href="https://uofi.box.com/s/kvjx0k2mosyrmqblubt22qqjgiosvk6q">https://uofi.box.com/s/kvjx0k2mosyrmqblubt22qqjgiosvk6q</a>
<b>220</b>	Standard IV	EXEMPLAR: GSLIS Speaks and the 2015 Symposium on LIS Education	In Text	
<b>220b</b>	Standard IV	April 2015 faculty meeting notes	Box file	<a href="https://uofi.box.com/s/xmanqlxrtabgqm4zewye549nc348ui3k">https://uofi.box.com/s/xmanqlxrtabgqm4zewye549nc348ui3k</a>
<b>220c</b>	Standard IV	2015 Symposium on LIS Education	iSchool URL	<a href="https://ischool.illinois.edu/events/2015/04/11/student-led-2015-symposium-lis-education">https://ischool.illinois.edu/events/2015/04/11/student-led-2015-symposium-lis-education</a>
<b>221</b>	Standard IV	Table 27 MS/LIS Students Annual Review Summary	In Text	

222	Standard IV	Table 28 Samples of Student Award Winners	In Text	
223	Standard IV	Practicum site supervisor evaluation	Box file	<a href="https://uofi.box.com/s/iquzp4djbu4b4kzl4nnqr87muxysjrb8">https://uofi.box.com/s/iquzp4djbu4b4kzl4nnqr87muxysjrb8</a>
224	Standard IV	Examples of student work	Box file	<a href="https://uofi.box.com/s/rpsljj6n5w3mrzhy5lm2jumur0vv2pu3">https://uofi.box.com/s/rpsljj6n5w3mrzhy5lm2jumur0vv2pu3</a>
225	Standard IV	EXEMPLAR: Improvements in Student Affairs and Recruitment	In Text	
226	Standard IV	EXEMPLAR: Improvements in On-Campus Orientation	In Text	
227	Standard IV	2016 ALISE Schedule	Website URL	<a href="https://alise2016.sched.com/">https://alise2016.sched.com/</a>
228	<b>Standard V: Administration, Finances, &amp; Resources</b>	<b>Organization chart for the University</b>	<b>Website URL</b>	<a href="https://chancellor.illinois.edu/files/7101/409382/115913.pdf">https://chancellor.illinois.edu/files/7101/409382/115913.pdf</a>
229	Standard V	Provost's Council of Deans	Website URL	<a href="http://provost.illinois.edu/about/committees/">http://provost.illinois.edu/about/committees/</a>
230	Standard V	Graduate College Executive Committee	Website URL	<a href="https://grad.illinois.edu/committees/gcec.htm">https://grad.illinois.edu/committees/gcec.htm</a>
231	Standard V	Graduate College Minimum Admissions Requirements	Website URL	<a href="https://grad.illinois.edu/admissions/apply/requirements">https://grad.illinois.edu/admissions/apply/requirements</a>
231b	Standard V	Graduate College Strategic Plan	Website URL	<a href="https://grad.illinois.edu/sites/default/files/PDFs/Strategic-Plan-2017-web.pdf">https://grad.illinois.edu/sites/default/files/PDFs/Strategic-Plan-2017-web.pdf</a>
232	Standard V	Budgetary Principles and Practice	Website URL	<a href="http://provost.illinois.edu/policies/provosts-communications/communication-1-budgetary-principles-and-practice/">http://provost.illinois.edu/policies/provosts-communications/communication-1-budgetary-principles-and-practice/</a>
233	Standard V	Budget Reform	Website URL	<a href="http://provost.illinois.edu/budget/budget-reform/">http://provost.illinois.edu/budget/budget-reform/</a>

<b>234</b>	Standard V	Illinois Informatics Institute	Website URL	<a href="https://www.informatics.illinois.edu">https://www.informatics.illinois.edu</a>
<b>235</b>	Standard V	Budget Report Guidance for FY19	Website URL	<a href="http://provost.illinois.edu/files/2017/10/FY19-Budget-Report-Guidance-Activity-based-Units.pdf">http://provost.illinois.edu/files/2017/10/FY19-Budget-Report-Guidance-Activity-based-Units.pdf</a>
<b>235b</b>	Standard V	Budget Report for Fiscal Year FY19	Box file	<a href="https://uofi.box.com/s/h2bhhsrniitr7ozk48afdppip383yjs1">https://uofi.box.com/s/h2bhhsrniitr7ozk48afdppip383yjs1</a>
<b>236</b>	Standard V	Integrated and Value-Centered Budgeting	Website URL	<a href="http://provost.illinois.edu/budget/budget-reform/integrated-value-centered-budgeting/">http://provost.illinois.edu/budget/budget-reform/integrated-value-centered-budgeting/</a>
<b>237</b>	Standard V	Campus Salary Data	Website URL	<a href="http://www.trustees.uillinois.edu/trustees/resources/GraBook2017.pdf">http://www.trustees.uillinois.edu/trustees/resources/GraBook2017.pdf</a>
<b>238</b>	Standard V	Renear to step down from iSchool deanship	iSchool URL	<a href="https://ischool.illinois.edu/articles/2017/10/rear-step-down-ischool-deanship">https://ischool.illinois.edu/articles/2017/10/rear-step-down-ischool-deanship</a>
<b>239</b>	Standard V	Position announcement	Website URL	<a href="https://jobs.illinois.edu/academic-job-board/job-details?jobID=94384&amp;job=school-of-information-sciences-dean-f1800033">https://jobs.illinois.edu/academic-job-board/job-details?jobID=94384&amp;job=school-of-information-sciences-dean-f1800033</a>
<b>240</b>	Standard V	iSchool org chart	Box file	<a href="https://uofi.box.com/s/urnszpj1phoo9sih8vd1buiw562xw89k">https://uofi.box.com/s/urnszpj1phoo9sih8vd1buiw562xw89k</a>
<b>241</b>	Standard V	AP position descriptions	Box file	<a href="https://uofi.box.com/s/wock7zs3v2afnx0ixv7pkjojt0wi7wlp">https://uofi.box.com/s/wock7zs3v2afnx0ixv7pkjojt0wi7wlp</a>
<b>242</b>	Standard V	Senior staff CVs	Box file	<a href="https://uofi.box.com/s/vptzigolb45idb21u89qaj2lzx4lx842">https://uofi.box.com/s/vptzigolb45idb21u89qaj2lzx4lx842</a>
<b>243</b>	Standard V	Annual review of academic professional employees	Website URL	<a href="https://provost.illinois.edu/policies/provosts-communications/communication-22-annual-review-of-academic-professional-employees/">https://provost.illinois.edu/policies/provosts-communications/communication-22-annual-review-of-academic-professional-employees/</a>
<b>244</b>	Standard V	Performance review for civil service employees	Website URL	<a href="http://cam.illinois.edu/policies/hr-57/">http://cam.illinois.edu/policies/hr-57/</a>
<b>245</b>	Standard V	iSchool committees	iSchool URL	<a href="http://ischool.illinois.edu/people/committees">http://ischool.illinois.edu/people/committees</a>
<b>246</b>	Standard V	iSchool policies & procedures	iSchool URL	<a href="http://ischool.illinois.edu/our-school/policies">http://ischool.illinois.edu/our-school/policies</a>

247	Standard V	Campus profile	Website URL	<a href="http://www.dmi.illinois.edu/cp/default.aspx">http://www.dmi.illinois.edu/cp/default.aspx</a>
248	Standard V	FY18 Budget Pie Chart	Box file	<a href="https://uofi.box.com/s/2s7yuln4jy0rn7y4dtrrz1pkpvor1d1">https://uofi.box.com/s/2s7yuln4jy0rn7y4dtrrz1pkpvor1d1</a>
249	Standard V	iSchool endowment funds	iSchool URL	<a href="http://ischool.illinois.edu/giving/funds">http://ischool.illinois.edu/giving/funds</a>
250	Standard V	With Illinois campaign	Website URL	<a href="http://with.illinois.edu">http://with.illinois.edu</a>
251	Standard V	Faculty and staff salary data	Box file	<a href="https://uofi.box.com/s/nxs10mshm6brls8e3v6pwgg81n0qxmaf">https://uofi.box.com/s/nxs10mshm6brls8e3v6pwgg81n0qxmaf</a>
252	Standard V	Research Board seed funds	Website URL	<a href="https://crb.research.illinois.edu/">https://crb.research.illinois.edu/</a>
253	Standard V	Scholars' Travel Fund	Website URL	<a href="https://crb.research.illinois.edu/programs/scholars-travel-fund">https://crb.research.illinois.edu/programs/scholars-travel-fund</a>
254	Standard V	Teaching Advancement Grants	Website URL	<a href="https://provost.illinois.edu/education/teaching-advancement/">https://provost.illinois.edu/education/teaching-advancement/</a>
255	Standard V	International Program Grants	Website URL	<a href="http://international.illinois.edu/awards-funding/faculty-staff.html">http://international.illinois.edu/awards-funding/faculty-staff.html</a>
256	Standard V	Sabbatical Leave Guidelines	Website URL	<a href="https://provost.illinois.edu/policies/provosts-communications/communication-19-sabbatical-leaves-of-absence/">https://provost.illinois.edu/policies/provosts-communications/communication-19-sabbatical-leaves-of-absence/</a>
257	Standard V	Faculty travel policy	iSchool URL	<a href="http://ischool.illinois.edu/our-school/policies/travel-faculty">http://ischool.illinois.edu/our-school/policies/travel-faculty</a>
258	Standard V	Library Employment	Website URL	<a href="https://www.library.illinois.edu/geninfo/library-organization/busoff/positions/">https://www.library.illinois.edu/geninfo/library-organization/busoff/positions/</a>
259	Standard V	Taxability of Graduate Level Tuition Waivers	Website URL	<a href="https://blogs.uofi.uillinois.edu/view/6521/409535">https://blogs.uofi.uillinois.edu/view/6521/409535</a>
260	Standard V	Graduate College travel awards	Website URL	<a href="https://grad.illinois.edu/general/travelaward">https://grad.illinois.edu/general/travelaward</a>
261	Standard V	iSchool Building floor plans	Box file	<a href="https://uofi.box.com/s/gxjk9yqks5ahipohj4ggsroowaqifeiz">https://uofi.box.com/s/gxjk9yqks5ahipohj4ggsroowaqifeiz</a>

<b>262</b>	Standard V	Building Facilities	iSchool URL	<a href="http://www.lis.illinois.edu/helpdesk/facilities">http://www.lis.illinois.edu/helpdesk/facilities</a>
<b>263</b>	Standard V	I-Share members	Website URL	<a href="https://www.carli.illinois.edu/membership/i-share_part">https://www.carli.illinois.edu/membership/i-share_part</a>
<b>264</b>	Standard V	Guide for Distance Learners and Instructors	Website URL	<a href="http://guides.library.illinois.edu/friendly.php?s=distance_learners">http://guides.library.illinois.edu/friendly.php?s=distance_learners</a>
<b>265</b>	Standard V	Information Sciences Virtual Library	Website URL	<a href="https://www.library.illinois.edu/infosci/">https://www.library.illinois.edu/infosci/</a>
<b>266</b>	Standard V	Laptop policy	iSchool URL	<a href="http://ischool.illinois.edu/helpdesk/laptop">http://ischool.illinois.edu/helpdesk/laptop</a>
<b>267</b>	Standard V	Discussion forums and lists	iSchool URL	<a href="http://ischool.illinois.edu/helpdesk/forums_lists">http://ischool.illinois.edu/helpdesk/forums_lists</a>
<b>268</b>	Standard V	Media Commons	Website URL	<a href="https://www.library.illinois.edu/mc/">https://www.library.illinois.edu/mc/</a>
<b>269</b>	Standard V	Dan Tracy CV	Box file	<a href="https://uofi.box.com/s/azuf08m2co0oyx79zils3y8srxhpf_dsl">https://uofi.box.com/s/azuf08m2co0oyx79zils3y8srxhpf_dsl</a>
<b>270</b>	Standard V	Surveys evaluating library instruction	Box file	<a href="https://uofi.box.com/s/a6j3k1o7dxz8ovb9wnagqpyqtp52_297y">https://uofi.box.com/s/a6j3k1o7dxz8ovb9wnagqpyqtp52_297y</a>
<b>271</b>	Standard V	DRES	Website URL	<a href="http://disability.illinois.edu/">http://disability.illinois.edu/</a>
<b>272</b>	Standard V	Staff professional development	Box file	<a href="https://uofi.box.com/s/gnaz8us55afjt4cwony012arjpea3_dkx">https://uofi.box.com/s/gnaz8us55afjt4cwony012arjpea3_dkx</a>
<b>273</b>	Standard V	Hybrid course survey results	Box file	<a href="https://uofi.box.com/s/8j0ry8k4u33c9n418d0e3e3v6alp5_d3g">https://uofi.box.com/s/8j0ry8k4u33c9n418d0e3e3v6alp5_d3g</a>
<b>273b</b>	Standard V	Illinois Media Space	Website URL	<a href="https://mediaspace.illinois.edu/help">https://mediaspace.illinois.edu/help</a>
<b>274</b>	Standard V	Investment for Growth	Website URL	<a href="http://provost.illinois.edu/about/initiatives/investment-for-growth-program/">http://provost.illinois.edu/about/initiatives/investment-for-growth-program/</a>

275	Standard V	Funded Investment for Growth Programs	Website URL	<a href="http://provost.illinois.edu/about/initiatives/investment-for-growth-program/funded-investment-for-growth-programs/">http://provost.illinois.edu/about/initiatives/investment-for-growth-program/funded-investment-for-growth-programs/</a>
276	Standard V	EXEMPLAR: Improvements in financial aid allocation	In Text	
277	Standard V	Financial aid request form	Website URL	<a href="https://surveys.illinois.edu/sec/1109207">https://surveys.illinois.edu/sec/1109207</a>
278	Standard V	EXEMPLAR: Website redesign	In Text	
279	Standard V	Website redesign project blog	Website URL	<a href="https://blogs.illinois.edu/view/7353/">https://blogs.illinois.edu/view/7353/</a>
280	<b>Synthesis &amp; Overview</b>	<b>Library Journal Movers &amp; Shakers 2018</b>	<b>iSchool URL</b>	<a href="http://ischool.illinois.edu/articles/2018/03/three-alumni-named-2018-movers-and-shakers">http://ischool.illinois.edu/articles/2018/03/three-alumni-named-2018-movers-and-shakers</a>
281	Synthesis & Overview	Library Journal Movers & Shakers 2017	iSchool URL	<a href="http://ischool.illinois.edu/articles/2017/03/alumna-linda-hofschire-ms-08-among-2017-movers-shakers">http://ischool.illinois.edu/articles/2017/03/alumna-linda-hofschire-ms-08-among-2017-movers-shakers</a>
282	Synthesis & Overview	Library Journal Movers & Shakers 2016	iSchool URL	<a href="http://ischool.illinois.edu/articles/2016/03/alumna-amita-lonial-ms-09-among-2016-movers-shakers">http://ischool.illinois.edu/articles/2016/03/alumna-amita-lonial-ms-09-among-2016-movers-shakers</a>
283	Synthesis & Overview	Library Journal Movers & Shakers 2014	iSchool URL	<a href="http://ischool.illinois.edu/articles/2014/03/alumni-lamp-scholar-named-2014-movers-shakers">http://ischool.illinois.edu/articles/2014/03/alumni-lamp-scholar-named-2014-movers-shakers</a>
284	Synthesis & Overview	Library Journal Movers & Shakers 2013	iSchool URL	<a href="http://ischool.illinois.edu/articles/2013/03/alumni-named-2013-movers-shakers">http://ischool.illinois.edu/articles/2013/03/alumni-named-2013-movers-shakers</a>
285	Synthesis & Overview	Library Journal Movers & Shakers 2012	iSchool URL	<a href="http://ischool.illinois.edu/articles/2012/03/two-gslis-alumni-named-movers-and-shakers">http://ischool.illinois.edu/articles/2012/03/two-gslis-alumni-named-movers-and-shakers</a>
286	Synthesis & Overview	Library Journal Movers & Shakers 2011	iSchool URL	<a href="http://ischool.illinois.edu/articles/2011/03/two-alumni-named-2011-movers-and-shakers">http://ischool.illinois.edu/articles/2011/03/two-alumni-named-2011-movers-and-shakers</a>
287	Synthesis & Overview	Assessment at Illinois	Website URL	<a href="https://provost.illinois.edu/assessment/learning-outcomes-assessment/assessment-at-illinois/">https://provost.illinois.edu/assessment/learning-outcomes-assessment/assessment-at-illinois/</a>
288	Synthesis & Overview	A Message from the Chancellor	Website URL	<a href="https://chancellor.illinois.edu/view/7101">https://chancellor.illinois.edu/view/7101</a>

## I. SYSTEMATIC PLANNING

**I.1 The program’s mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. Elements of systematic planning include:**

***I.1.1 Continuous review and revision of the program’s vision, mission, goals, objectives, and student learning outcomes;***

*Sources of evidence:*

- a. Figure 1 Decision-Making Process for Improvement Proposals (3)
- b. Table 1 Constituent Participation in Review and Revision Processes (3b)
- c. Minutes from faculty meetings (4)
- d. iSchool faculty meeting reports (5)
- e. Bylaws of the School (6)

The School’s **continuous review process** (3, 3b) is deliberately multi-layered in order to allow for ongoing improvements, within and outside of formal processes, and to include perspectives from every constituency of the school. Proposals for improvements to the school, including both policies and practices, may come from any constituency in the school: students, faculty, staff, alumni, or employers. Most processes culminate in extended deliberation at faculty retreats and votes on proposals at regular faculty meetings. Some proposals are best developed, vetted, and improved by a complex process of multiple levels of input, review, and revision before a final vote. In those cases, all relevant committees (including their student representatives) and appointed subcommittees provide input and direction.

Outcomes of review processes are documented in [faculty meeting minutes](#) (4) and implemented upon either general consensus or approval by vote (examples below). Participation roles (3b), described in the table below, are both formal and informal. Where informal roles are included, such as “anonymous feedback opportunities,” these mechanisms have been available consistently for the past three or more years.

Two examples help to illustrate how decision-making processes work in practice, and both are described in greater detail below. First, the change of school name from Graduate School of Library and Information Science to School of Information Sciences (45, and exemplar in I.5 & I.6) was the outcome of a faculty proposal, generated and refined at faculty retreats. Faculty directed staff to commence a process of sharing a proposed new name and seeking broad stakeholder input which in turn generated a series of reports and discussions at faculty meetings. Finally, faculty voted at a faculty meeting to move forward with a name change.



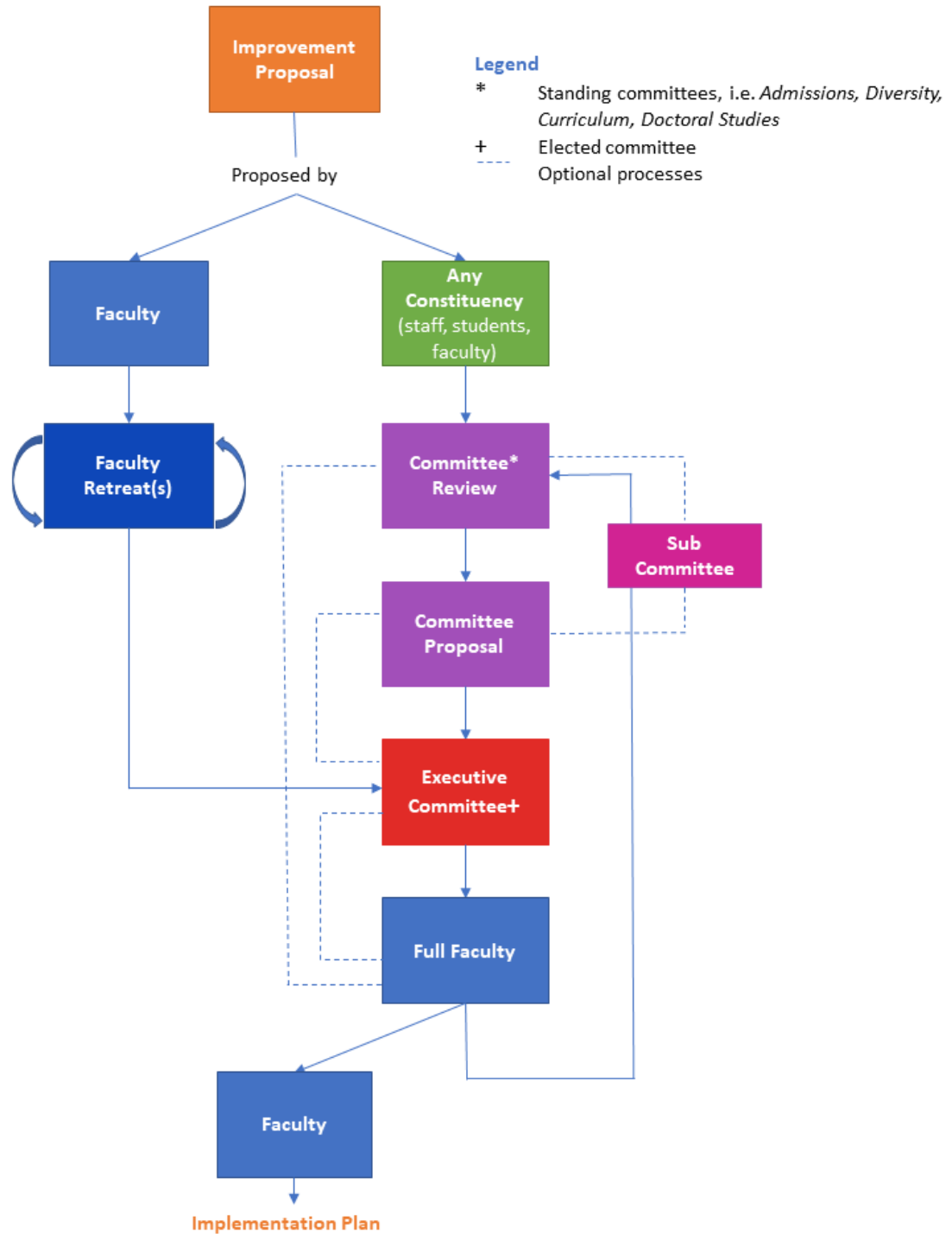


Figure 1 Decision-Making Process for Improvement Proposals (3)

Second, the evolution of specializations to professional pathways (e.g. data curation - data and asset management) (99 and exemplar in II.7) was an outgrowth of a proposal from staff and faculty, with student input, via the Curriculum Committee. That committee had extensive discussions and a subcommittee to refine this model. Once the proposal had been thoroughly

vetted, the Curriculum Committee approved it and it moved forward to a yes vote at a faculty meeting.

Table 1 Constituent Participation in Review and Revision Processes (3b)

Constituents	Participation roles
Students	Elected representatives to committees, student service on advisory committees, volunteer student group leaders, and student-initiated input through any committee or independently, Instructor and Course Evaluation System (ICES) commentary, anonymous feedback opportunities, semester meetings with the Dean
Faculty	Faculty voting rights (see bylaws, 6) on committees, open faculty meetings, executive session faculty meetings, revisions to bylaws, representatives to faculty senate
Staff	Optional participation in open faculty meetings and researching relevant policies and peer practices for issues before faculty for voting consideration
Alumni	Invited input to major school changes at conferences (ILA, ALA), in the e-newsletter News and Notes, and through the magazine Intersections; alumni involvement on the Board of the iSchool Alumni Association; a seat on the Diversity Committee; and donor participation on the Dean's Council
Employers	Recruiting visits toward hiring new graduates, advisory roles to faculty committees, and advisory roles to career services
All	Periodic Town Hall meetings led by the Dean, held every few semesters to introduce major changes (such as the proposed school name change) and in response to requests from students at open meetings with the Dean (held every semester)

[Minutes from faculty meetings](#) (4) capture centralized aspects of the ongoing process of continuous review. Data, proposals, and informational items in related pre-submitted reports (5) from assistant and associate Deans, committee chairs, and student representatives provide the basis for discussion at faculty meetings. In addition, specific agenda items that require action are typically brought forward first for review and discussion and then, at a second or later meeting, for a vote determining next actions. The [bylaws of the school](#) (6) delineate the powers and duties of the faculty, who may vote, roles in the school's governance structure, and describe the standing committees of the school and the work they are responsible for accomplishing.

***1.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes;***

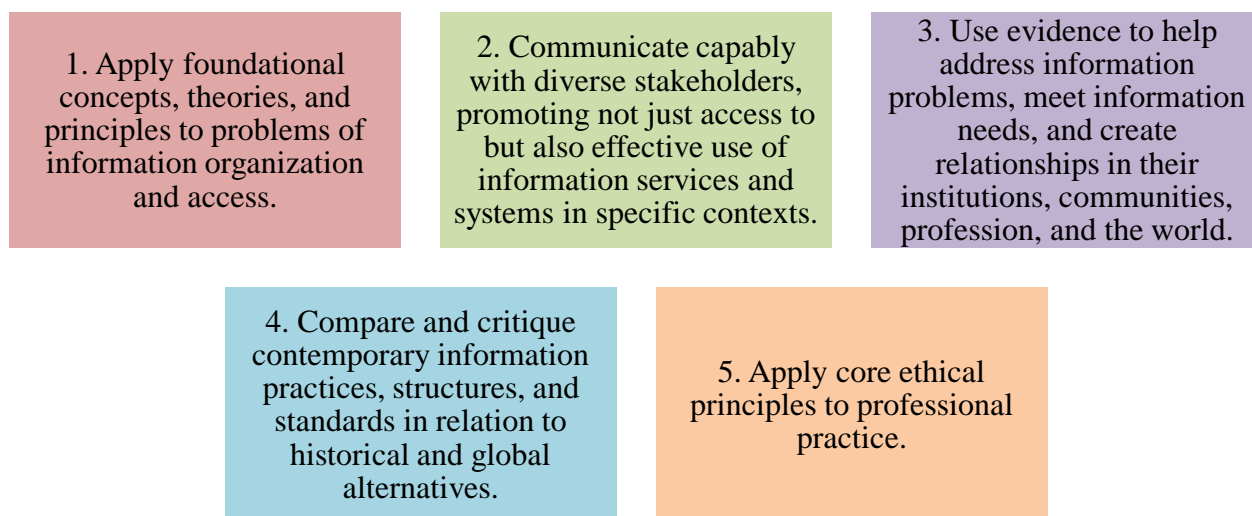
*Sources of evidence:*

- a. Description of student assessment processes and student learning outcomes (7)
- b. January 2015 faculty retreat notes on review of school and program goals (8)
- c. Illinois Office of the Provost Academic Program Review (9)
- d. University of Illinois Strategic Plan (10)
- e. Table 2 Groups Responsible for Assessment Processes (11)

***Student assessment processes and student learning outcomes (7)***

Assessments of student learning outcomes, program objectives, and program goals begin, for the School, with the students. Student assessments begin in the admissions review process and recur in each course, on an annual basis for their annual review (see IV.6) submitted to the Graduate College, and on an as-needed basis by advising staff to provide support and course correction for students in trouble.

The School and the LIS program share the same five goals (see Standard 1.1.4, below). The LIS program learning outcomes are directly related to meeting *Goal 1: Maintain global leadership in education for the information professions*. Graduates of the Illinois MS/LIS degree program are expected to attain the following program learning outcomes:

**Illinois MS/LIS Program Learning Outcomes**

For a comprehensive overview of how program learning outcomes are assessed, see Standard II.5. School and program goals, which are identical, are periodically reviewed, assessed, and improved by the program director, the curriculum committee, and the faculty as a whole. The last review was at the faculty retreat in January 2015 (8). The timeline for the next review is expected to be set by the new Dean, once hired.

***Assessment levels, from campus-level to internal***

School and program goals are also reviewed as part of the iSchool review at the campus level, by the Provost's office as part of a regular Academic Program Review. This review

process provides “each academic unit with the opportunity to examine its strengths, deficiencies, and strategic goals in a systematic way” (9).

The School’s activities align with the Strategic Plan for the University of Illinois. The Strategic Plan is currently in a process of revision, called *The Next 150*, which is “a collaborative and comprehensive process to create our next Strategic Plan.” This process will conclude in 2019 with specific goals and focus areas for the next five years, 2018-2023 (10). Several faculty members were invited to give input to the Provost at face-to-face planning session in support of the strategic planning process. For more information, see Standard I.1.4.

Assessment processes take place in regular and recurring venues, ranging from campus-level to internal to the School. The following table (11) indicates the agencies, offices, and groups responsible for various levels of assessment processes, from those pertaining to the campus level to those internal to the School.

Table 2 Groups Responsible for Assessment Processes (11)

<b>Level</b>	<b>Assessment Process</b>	<b>Information</b>
Campus	Higher Learning Commission/Institutional Accreditation	<a href="http://provost.illinois.edu/assessment/institutional-accreditation/">http://provost.illinois.edu/assessment/institutional-accreditation/</a>
Campus, Provost	Academic Program Review	<a href="http://provost.illinois.edu/assessment/academic-program-review/">http://provost.illinois.edu/assessment/academic-program-review/</a>
Campus, Provost	Learning Outcomes Assessment	<a href="http://provost.illinois.edu/assessment/learning-outcomes-assessment/">http://provost.illinois.edu/assessment/learning-outcomes-assessment/</a>
Campus, Graduate College	Strategic Plan, Eight Action Areas	<a href="https://grad.illinois.edu/news/2017-graduate-college-strategic-plan">https://grad.illinois.edu/news/2017-graduate-college-strategic-plan</a>
Campus, Graduate College	Annual Student Review oversight and guidelines	<a href="http://www.grad.illinois.edu/faculty-staff/toolkits/student-review">http://www.grad.illinois.edu/faculty-staff/toolkits/student-review</a>
School, Faculty	Annual Student Review implementation	See Standard IV.4 and IV.6 for more information
School, Faculty	Faculty governance/meeting	<a href="https://ischool.illinois.edu/our-school/policies/minutes">https://ischool.illinois.edu/our-school/policies/minutes</a>
School, Committees	Standing committees: Admissions, Curriculum, Diversity	<a href="https://ischool.illinois.edu/people/committees">https://ischool.illinois.edu/people/committees</a>
Course	Faculty	Assessment of student work

***1.1.3 Improvements to the program based on analysis of assessment data****Sources of evidence:*

## a. Table 3 Assessment and Improvement Connections Exemplars (12)

The multiple levels of **school governance and review process** allow for improvements to be made on the basis of assessment data. The school is open to input from any constituency. Processes of improvement rely especially on staff to conduct many relevant assessments. A few examples that illustrate recent connections between assessment and improvements are below (12).

Table 3 Assessment and Improvement Connections Exemplars (12)

<b>Exemplars</b>	<b>Assessment Data</b>	<b>Improvements</b>	<b>Standard</b>
Evolving administrative infrastructure (30)	Feedback from faculty and staff; data from 2016 Academic Program Review	Implemented program director structure for iSchool degrees (MS/LIS, MS/IM, and PhD).	I.4
Change of school name from GSLIS – iSchool (45)	Feedback from students, alumni, staff, and faculty	Changed school name.	I.5 & I.6
Preparation for and response to campus-mandated Academic Program Review (46)	Data from across the school’s operational and planning processes	Changed administrative structure, introduced Program Directors.	I.5 & I.6
Evolving academic programs - decision making around introducing second master's degree (48)	Data from peer institutions, Illinois labor market, etc.	Launched a new degree program in Information Management.	I.5 & I.6
Transition from Diversity Task Force to Diversity Committee (49)	Input from campus administration, students, staff, and faculty	Created the Diversity Committee as a new standing committee.	I.5 & I.6
Redesign of Leep online learning program - modification of residency requirements and development of welcome weekend (98)	Input from students, data from Financial Aid	Lowered residency requirement and travel expenses and developed Welcome Weekend.	II.7

Evolution of specializations to professional pathways (e.g. data curation - data and asset management) (99)	Student employment data, course enrollment patterns, and input from student experience survey	Iterated a new version, proposed regular review and iteration (retreat Jan. 2017).	II.7
Redesign of practicum, MS/LIS credit bearing field experience course (100)	Input from practicum supervisors, students, and student affairs staff	Changed from required project model to flexible learning outcomes model.	II.7
Development of guidelines for specialized faculty (106)	Campus administration data on best practices	Developed and implemented guidelines, hired new specialized faculty in roles with emphasis on teaching.	III.1.2
Articulation of research areas and vision to demonstrate faculty strengths (112)	Survey of faculty research interests, interviews with individual faculty members, input on articulation and visualization of global categories	Changed listing, classification, and visual presentation of faculty research. Created new Faculty <a href="#">Research Vision</a> (113).	III.1.3
GSLIS speaks - student initiated assessment of student experience (220)	Survey of students by students, notes from open forums led by students for students	Responded to all open questions in writing. Added annual formal election of student representatives. Added student representatives to the Admissions committee (already present on Curriculum, Diversity, and Doctoral Studies).	IV.8
Improvements in Student Affairs and recruitment (225)	Surveys of students who declined admissions offer, surveys of students who accepted admissions offer	Updated criteria for admissions application assessment, created policy documents and process guides to support consistent evaluation across reviewers.	IV.8

Improvements in on-campus orientation (226)	Formal and informal feedback from students at on-campus orientation sessions	Revision of content of on-campus orientation.	IV.8
Improvements in financial aid allocation (276)	Student affairs staff and student input	New processes that allowed for more student input and created more transparency into the process and dissemination of funds. Established stewardship protocols to manage and prioritize the limited funds.	V.14 & V.15
Website redesign (278)	Formal and informal input from all stakeholders	Revised website launched in summer 2018.	V.14 & V.15

***1.1.4 Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.***

*Sources of Evidence:*

- a. University of Illinois iSchool Mission statement (13)
- b. 2013-2016 Campus Strategic Plan (14)
- c. Current campus strategic planning process, *The Next 150* (10)
- d. Strategic Planning Reports Email from Chancellor (1 June 2018) (15)
- e. University of Illinois System Mission, Vision, and Guiding Values (16)
- f. University of Illinois System 2016-2026 Strategic Framework (17)
- g. iSchool Goals (18)
- h. 2016 Academic Program Review (19)
- i. Strategic Planning Moodle (20)

The iSchool at Illinois' mission statement (13) is:

*People use information for analysis, inquiry, collaboration, and play—and in so doing, change the world. The School of Information Sciences is dedicated to shaping the future of information through research, education, and engagement, both public and professional. Our mission is to lead the way in understanding the use of information in science, culture, society, commerce, and the diverse activities of our daily lives.*

The School sets strategy in the context of and in concert with strategic planning across the University of Illinois. The campus Strategic Plan 2013 – 2016 (14) articulated four overarching goals:

- I. Foster scholarship, discovery, and innovation
- II. Provide transformative learning experiences
- III. Make a significant and visible societal impact
- IV. Steward current and generate new investment resources

These goals remain the focus of the current campus strategic planning process, [The Next 150](#), launched during the University’s sesquicentennial year, “a collaborative and comprehensive process to create the next Strategic Plan. This plan will establish specific goals and focus areas for the next five years (2018-2023) and set the course for another 150 years of innovation in research, teaching and engagement.” (10). Several faculty members were invited to give input to the Provost at face-to-face planning sessions. Specifically, Linda Smith and Kate McDowell participated in sessions for the *Provide Transformative Learning Experiences*; Stephen Downie participated in *Foster Scholarship, Discovery, and Innovation*; and faculty participated in the development of *Strategic Focus Area* reports, including Linda Smith (Diversity and Inclusion Goals and Actions), Emily Knox (Undergraduate Education), Jana Diesner and Ted Underwood (Data Science), and Stephen Downie (Globalization). All members of the campus community have been invited to give input to the process online, most recently through a campus-wide email [from the Chancellor](#) (15). The School also works under the University of Illinois Mission, Vision, and Guiding Values (16) and 2016-2026 Strategic Framework (17).

**The School’s goals** (18) are identical with the LIS program goals. These goals are:



The five goals were affirmed at the January 2015 faculty retreat (8), informed by the statement of goals in the Campus Strategic Plan for 2013-2016 (14). The first four were treated in greater depth in the 2016 Academic Program Review Self-Assessment (19), which involved input from all constituents of the school (students, alumni, and employers as well as faculty and staff) followed by assessment by external reviewers from other iSchools.

School goals are continually improved, revisited, and updated. For example, the faculty retreat and continued informal discussion toward establishing these goals was documented in a [Strategic Planning Moodle](#) (20). The School also routinely creates similar forums for ongoing discussions, forming subcommittees as needed. In addition to the 2016 Academic Program



review (19), another recent example of support from university administration is the approval of a hiring plan for 2017-2018 including multiple faculty and administrative positions.

The School's goals are further addressed through several initiatives and tracked through a variety of metrics.

### **Goal 1: Maintain global leadership in education for the information professions**

*Initiatives:* evolve MS curriculum and specialties; broaden MS recruitment; reconfigure Leep, expand internships and practicums

*Metrics:* Enrollments of degree-seeking students on-campus and online; advisees/faculty FTE; % total IUs offered online; % courses taken online

### **Goal 2: Strengthen excellence in areas critical to international stature**

*Initiatives:* grow tenure system faculty; strengthen strategic areas, such as data curation, data analytics, informatics, digital humanities, computational social science, health informatics, maintain strength in academic, public, and school libraries, museums, and archives; support faculty research activities; achieve excellence and leadership in research, hire teaching faculty

*Metrics:* Grant & contract expenditure/faculty FTE; tenure system faculty headcount; sponsored research \$; sponsored research \$/faculty FTE.

### **Goal 3: Foster an inclusive college community at all levels**

*Initiatives:* support new inclusion initiatives through the School's Diversity Committee; faculty, staff, and student recruiting and retention.

*Metrics:* % Women: headcount all funds, academic staff, tenure system faculty, visiting faculty, postdocs, specialized faculty, academic professionals, assistants, civil service staff, all graduate students; Tenure system faculty headcount; % Underrepresented: academic staff, tenure system faculty, visiting faculty, postdocs, specialized faculty, academic professionals, assistants, civil service staff, all graduate students; % International: all graduate students; % Nonresident: all graduate students; % Part-time: all graduate students.

### **Goal 4: Steward resources for sustainable success and growth**

*Initiatives:* grow distance tuition revenue; grow grant & contract revenue; strengthen outreach and advancement; reduce reliance on GRF.

*Metrics:* degrees/faculty FTE; cost of acquiring each \$1 of advancement support; # of distinct donors; \$ endowment all funds; \$ scholarship funds; # of Dean's Council members; cost per IU; paid IUs per faculty FTE; total tuition \$; number of budget

deficits; budget deficit \$; net extramural (online) tuition; % expenditures charged to grants and contracts; cash giving \$; number of new donors; number of major gift prospect donors; number of major gift proposals ( $\geq 100K$ ); number of \$1000 or higher donors.

**Goal 5: Increase the visibility of our social impact.**

*Initiatives:* grow alumni connections, grow research collaborations, grow professional service globally, increase citations, increase awards.

*Metrics:* # alumni participation in requests for input; # alumni participation in school events; # institutions in collaboration with faculty; # faculty on inter-institutional doctoral committees; # faculty on cross-campus doctoral committees; # citations on Google Scholar; average H-index; average I10 index; # high-impact data sharing software; # faculty awards; # faculty fellowships; # social media followers.

**I.2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:**

- 1.2.1 The essential character of the field of library and information studies;*
- 1.2.2 The philosophy, principles, and ethics of the field;*
- 1.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;*
- 1.2.4 The importance of research to the advancement of the field's knowledge base;*
- 1.2.5 The symbiotic relationship of library and information studies with other fields;*
- 1.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;*
- 1.2.7 The role of library and information services in a rapidly changing technological society;*
- 1.2.8 The needs of the constituencies that the program seeks to serve.*

*Sources of evidence*

- a. MS/LIS Learning Outcomes (21)
- b. Table 4 Conceptual Connections: School and Program Goals to Student Learning Outcomes (22)
- c. Table 5 Student Learning Outcomes and Relevant Standard Subsections (24)

**School program goals and learning outcomes** reflect learning experiences from across and beyond the curriculum. While they draw heavily upon the two required core courses – Information Organization and Access (IS 501) and Libraries, Information, and Society (IS 502) – they also reflect learning experiences from around 80 different electives per spring/fall semester (based on spring 2018) and extracurricular experiences such as participation in student groups, professional organizations, professional conferences, and pre-professional practicums and internships.

Table 4 Conceptual Connections: School and Program Goals to Student Learning Outcomes (22)

School and Program Goals	Student Learning Outcomes
Goal 1: Maintain global leadership in education for the information professions	<ul style="list-style-type: none"> <li>● Apply foundational concepts, theories, and principles to problems of information organization and access</li> <li>● Communicate capably with diverse stakeholders, promoting not just access to but also effective use of information services and systems in specific contexts</li> <li>● Use evidence to help address information problems, meet information needs, and create relationships in their institutions, communities, profession, and the world</li> </ul>
Goal 2: Strengthen excellence in areas critical to international stature	<ul style="list-style-type: none"> <li>● Compare and critique contemporary information practices, structures, and standards in relation to historical and global alternatives</li> <li>● Apply core ethical principles to professional practice</li> </ul>
Goal 3: Foster an inclusive college community at all levels	<ul style="list-style-type: none"> <li>● Communicate capably with diverse stakeholders, promoting not just access to but also effective use of information services and systems in specific contexts</li> </ul>
Goal 4: Steward resources for sustainable success and growth	<ul style="list-style-type: none"> <li>● Apply foundational concepts, theories, and principles to problems of information organization and access.</li> <li>● Apply core ethical principles to professional practice</li> </ul>
Goal 5: Increase the visibility of our social impact.	<ul style="list-style-type: none"> <li>● Use evidence to help address information problems, meet information needs, and create relationships in their institutions, communities, profession, and the world</li> </ul>

Learning outcomes were established for the MS/LIS program in fall of 2017. This establishment has been part of a larger campus initiative by the Provost to establish and assess learning outcomes for all programs, beginning with a three-year process to establish learning outcomes at the undergraduate level. Graduate programs across campus are now in the process of establishing program learning outcomes, and deadlines for the establishment of learning outcomes for all graduate programs are during the spring 2018 semester. iSchool faculty and administrators have participated in several campus-wide series of assessment workshops and processes in preparation for these institution-level transitions.

The MS/LIS program level learning outcomes, as updated by faculty on 18 October 2017, state the following:

School of Information Sciences graduates understand both the theory and the practice of library and information science (LIS): they have studied the

foundations and principal ideas of the discipline, and they have been introduced to the values and expectations of the profession. We foster critical thinking about the literature of LIS and related fields, and we encourage high standards of professionalism and service. Our graduates are prepared to develop and evaluate resources and programs, and to understand the needs of many different kinds of users. Students who have completed our program are equipped to anticipate social and technological changes, and to promote change that advances the profession, improves technology, and encourages positive social transformation.

Upon completion of the MS/LIS program, students will be able to:

1. Apply foundational concepts, theories, and principles to problems of information organization and access.
2. Communicate capably with diverse stakeholders, promoting not just access to but also effective use of information services and systems in specific contexts.
3. Use evidence to help address information problems, meet information needs, and create relationships in their institutions, communities, profession, and the world.
4. Compare and critique contemporary information practices, structures, and standards in relation to historical and global alternatives.
5. Apply core ethical principles to professional practice.

With only two required courses, the school sets high expectations for students' self-direction as they pursue their intellectual and professional goals in the LIS program. Students have access to professional advising support as well as general "*Planning Your Program*" and more specific "*Customize Your Degree*" resources (23). These guidelines cover course selection, pre-professional opportunities, and relevant professional organizations. This flexibility has been a longstanding hallmark of the program. It is a reflection of the confidence placed in admitted students to develop their own professional careers. This flexible approach both entails great freedom and requires great responsibility, and professional advising staff help to ensure that all students have the support they need to design their own programs. Further description of the curriculum can be found in Standard II.1.

Table 5 Student Learning Outcomes and Relevant Standard Subsections (24)

Standard I.2 subsections	Relevant Student Learning Outcomes
I.2.1 The essential character of the field of library and information studies;	Apply foundational concepts, theories, and principles to problems of information organization and access  Apply core ethical principles to professional practice
I.2.2 The philosophy, principles, and ethics of the field;	Apply core ethical principles to professional practice

I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;	Communicate capably with diverse stakeholders, promoting not just access to but also effective use of information services and systems in specific contexts
I.2.4 The importance of research to the advancement of the field's knowledge base;	Use evidence to help address information problems, meet information needs, and create relationships in their institutions, communities, profession, and the world  Compare and critique contemporary information practices, structures, and standards in relation to historical and global alternatives
I.2.5 The symbiotic relationship of library and information studies with other fields;	Apply foundational concepts, theories, and principles to problems of information organization and access
I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;	Communicate capably with diverse stakeholders, promoting not just access to but also effective use of information services and systems in specific contexts
I.2.7 The role of library and information services in a rapidly changing technological society;	Use evidence to help address information problems, meet information needs, and create relationships in their institutions, communities, profession, and the world
I.2.8 The needs of the constituencies that the program seeks to serve.	Communicate capably with diverse stakeholders, promoting not just access to but also effective use of information services and systems in specific contexts  Use evidence to help address information problems, meet information needs, and create relationships in their institutions, communities, profession, and the world

**I.3 Program goals and objectives incorporate the value of teaching and service to the field.**

*Sources of evidence:*

- a. Table 6 How program goals incorporate the value of teaching and service (25)
- b. Description of service opportunities (26)

The School and LIS program goals incorporate the **value of teaching and service** in many ways, including in the descriptions of the goals themselves and their conceptual connection to student learning outcomes. Other ways of incorporating these values include service opportunities (practica, internships, service to the school, volunteer opportunities), participation in student groups as group leaders, presenters, and in group-led service projects, through presentations at conferences, through connections to affiliated institutions on campus, and more. The following table (25) gives an overview of how program goals connect to these values, with examples and related activities.

Table 6 Description of How Program Goals Incorporate the Value of Teaching and Service (25)

<b>Program Goals</b>	<b>Incorporates value of teaching and service</b>	<b>Examples and activities</b>
Goal 1: Maintain global leadership in education for the information professions	Focus on education entails the highest possible standards in teaching; focus on leadership entails creating excellent learning experiences for future leaders.	Mortenson Center collaborations, participation in IFLA and BOBCATSSS; development of international supplemental experiences (i.e. Guadalajara Book Fair – 590SS, Russia’s Library of Foreign Literature – 418 and BIG’s collaboration with UNIST)
Goal 2: Strengthen excellence in areas critical to international stature	Faculty service to disciplinary and professional organizations is a key metric for measuring school impact.	ALISE, iConference, ASIS&T, ALA leadership positions, leadership in other professional organizations related to research and pedagogy
Goal 3: Foster an inclusive college community at all levels	Inclusive community entails bringing a service ethic not only to those served by information organizations, but also to mutually beneficial professional connections within the college.	Suite of courses focused around diversity; cultural competence sessions at orientation; Diversity Committee workshops and sponsored events; PITA grant for Dr. Cooke’s “ <i>Inspiring Culturally Responsive Pedagogy</i> ” work

Goal 4: Steward resources for sustainable success and growth	Service is inherent to stewardship, in order to reach both present goals and future aspirations.	Development of criteria for and increased use of travel funds to support a broader array of supplemental experiences for students beyond conference participation; the implementation of first semester recruitment scholarships; the standardization and process development for allocation of iSchool scholarship funds
Goal 5: Increase the visibility of our social impact.	Increasing visibility requires extending innovations in teaching beyond the classroom, using teaching skills to reach state, national, and global audiences.	Service learning work required in classes (IS 418, IS 490YS, IS 518); student group involvement with local groups and organizations

Students may choose to complete multiple **forms of service** (26) throughout their time in the MS/LIS program. These fall into several categories:

- i. **practicum** (100-hours for course credit)
- ii. **internships** (arrangements vary individually)
- iii. **required service** assigned for service-learning courses such as Community Informatics
- iv. **volunteer service** partnerships with local community service organizations for on-campus students and/or volunteer service in communities local to online students

The **practicum** is a 2-credit course consisting of a supervised field experience of professional-level duties in an approved library or information center for 100 hours. Students are required to identify and coordinate plans with a practicum site, a site supervisor, and a faculty advisor; establish their own learning outcomes tailored to both site needs and student interests; and reflect on their experience periodically throughout the semester (27). For details, see IV.6 and the evidence for practicum enrollments (82), examples of exemplary practicums (219), and practicum evaluations (223).

Professional career services staff assist students in pursuing and developing **internships** outside of traditional library settings (28). Service assignments are an integral part of several frequently offered **service-learning courses**, including Community Informatics (IS518), Community Engagement (IS418), and Youth Services Community Engagement (IS490YS). Stemming from these courses, from student groups, or from other partnerships between community organizations and the iSchool are many student **volunteer service** opportunities such as the local [Books to Prisoners](#) (28b) project in Urbana.

**I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly**

**stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.**

*Sources of Evidence:*

- a. LIS Program Director role (29)
- b. Evolving Administrative Infrastructure exemplar (30)
- c. Faculty retreat agendas and minutes (31, 32, 33, 34)
- d. Description of regular review processes and non-recurring processes that initiated review (37)

### *LIS Program Director role*

While all committees contribute to the ongoing definitions of goals and evaluation of the school's attainment of goals, **the new LIS Program Director** (29) has a central role in setting priorities, with the Dean, for the faculty to review and pursue in order to continuously improve the degree program. Under the direction of the LIS Program Director and in coordination with the Associate Dean for Academic Affairs, the Curriculum Committee works to develop and improve proposals for improving the attainment of LIS program goals.

### *Regular review processes and non-recurring processes that initiated review (37)*

The School's goals (identical with the program's goals) describe and motivate all School and MS/LIS program activities. These goals are regularly reviewed through both internal school processes and campus-level review. The most current version of the School's goals was revised in accordance with the most recent Provost's Academic Program Review in spring of 2016 (see exemplar below in I.5 & I.6). Other recurring processes that prompt regular review of the School's goals are strategic planning (last discussed at the January 12, 2015 Faculty Retreat at the school level, now underway at the Campus level), major capital campaigns (the most recent campaign was launched in October 2017), and of course accreditation processes. Non-recurring processes that have prompted review of School goals in recent years include the introduction of the Information Management program (MS/IM), the changing of the school name (from Graduate School of Library and Information Science to School of Information Sciences), and the reorganization of staff in the School's Advancement office (due to one retirement and broader changes in the campus funding model for college-based gift officers).

An important example of ensuring that the School's goals could be continually met was the recent evolution of our administrative structure (30, below) to appoint Program Directors for each major academic program. This process supported all the goals, with particular positive implication for *Goal 1: Maintain global leadership in education for the information professions* and *Goal 2: Strengthen excellence in areas critical to international stature*.

The School goals are reviewed regularly and additionally as-needed in response to ongoing input to the School through deliberately multi-layered structures to include perspectives and input from every constituency of the school. Additional specific examples of how the coordinated process of continuous improvement results in continuous improvement to the MS/LIS program can be found below in I.5 & I.6.



### ***Evolving Administrative Structure: Program Directors*** (30)

As the school has grown, we have had to explore new possibilities for distributing the work associated with the ongoing assessment and improvement of academic programs. Discussions of the possibility of appointing program directors to each major academic program of the school began with the earliest discussions of the new Information Management degree, during the 2014-2015 school year (31) and continued with the discussion of developing an undergraduate degree (32).

After taking an informal lead in gathering information from faculty colleagues regarding the academic direction of the potential MS/IM in the early stages, Dr. Michael Twidale was appointed as MS/IM Program Director to lead the academic development of the new degree in summer 2016. He worked closely with Assistant Deans for Student Affairs (Dr. Kate McDowell and later Meg Edwards) to coordinate related student support activities, such as advising and career services. Following this appointment, there were active discussions in the Executive Committee in early 2016 regarding the strategic benefits and drawbacks of evolving administrative structures to include program directors for all degrees.

Discussion of this approach began among faculty in late spring 2016 (33), with a longer discussion at the fall 2016 faculty retreat (34). Emerging from the spring 2016 Provost's program review was the clear recommendation that the School move ahead with appointing program directors (35). All faculty members were invited to apply, with presentation sessions for all positions open to the entire iSchool community. Three program directors were in place and [announced in spring 2017](#) (36). Ongoing work involves connecting with peer schools and conducting informal benchmarking to continue to develop and clarify the Program Directors model.

*Exemplar*

#### ***1.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.***

##### *Sources of evidence*

- a. Employment and Salary report (38)
- b. iSchool Alumni Association (39)

#### ***Stakeholders involved in evaluation***

In relation to the MS/LIS program, the School has committees, formal communications, recurring opportunities for input, and ongoing relationships that allow the school to solicit and facilitate ongoing input from constituent students, faculty, alumni, employers, and partners. The **Employment and Salary Report** is based on information shared with the school by new alumni (38). That information is in turn available to program directors, who use it when planning the academic directions of the MS/LIS and other degree programs to attune current course offerings to likely student career outcomes.

The **iSchool Alumni Association (ISAA)** has open meetings annually at the American Library Association as well as Board meetings each semester. This association is an important source of input to the school, reflecting the viewpoints of both alumni and current or potential employers of new graduates (39). ISAA is consulted in relation to all major changes to the

school, including recent launching of a new degree program and the school name change (see exemplars below in I.5 & I.6).

**Student groups** play major leadership roles in creating professional and extracurricular opportunities for their peers, and **student-led input on committees** comes primarily from elected student representatives who are responsible for communicating student concerns to the committee and committee questions to students (see IV.5.1). All committee meetings are open to student participation, whether or not they serve as representatives or contribute to student groups. Regular information from **alumni surveys, graduate student annual reviews and current student surveys**, allow the School to assess program satisfaction as well as understand more about graduates' professional directions after graduation. See Standard IV.4 and IV.6 for more detailed information. The School has recently expanded efforts to reach alumni who have graduated in the last 10 years with a new series of receptions at annual ALA conferences along with alumni who are later in their careers, who have been the traditional focus of alumni engagement efforts.

When students complete practicums, the school is able to gain insights into their professional work and the changing expectations of workplaces through **assessments provided by practicum site supervisors**. Site supervisors are asked to complete detailed assessments (223) of the students who have completed their practicums, and these assessments in turn provide the career services staff with opportunities to better understand, analyze, and prepare students for success in their first professional jobs following completion of the MS/LIS program. Each evaluation is reviewed by the Practicum Coordinator to ensure the Practicum experience was a meaningful one. When trends are identified, such as multiple students not managing their time well, communication to students is enhanced to ensure they treat the experience as importantly as any job or class and are communicating well with their sites. For an example of how assessment data has been used, please see exemplar (100) in Standard II.7.

Career services and advising staff, under the direction of the Assistant Dean for Student Affairs, as well as Alumni Affairs staff regularly attend faculty meetings, reporting on their work in supporting students and connecting to alumni. In addition to sharing events and successes, staff enlist faculty to attend and present at events to support student learning and career opportunities, including Teach Talks, Lightning Talks (on research), Admitted Student Day, Alumni Student Mixers (locally and in Chicago), Career Fairs, and more. See Standard IV.5 for a more complete description of these activities.

**I.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals and objectives.**

**&**

**I.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.**

*Sources of Evidence:*

- a. Faculty meeting minutes (4)
- b. Standing committee meeting minutes, specifically:
  - o Admissions (41)

- Curriculum (42)
- Diversity (43)
- Doctoral Studies (44)

*Exemplars as Sources of Evidence:*

1. Change of school name from Graduate School of Library and Information Science to School of Information Sciences (45)
2. Preparation for and response to campus-mandated Academic Program Review (46)
3. Evolving academic programs—decision making around introducing a second master’s degree (48)
4. Transition from Diversity Task Force to Diversity Committee (49)

By far the most effective way to demonstrate commitment to Standard I.5 and Standard I.6 is to share a **series of exemplars** (45, 46, 48, 49) through which decision-making processes have systematically drawn on the results of evaluation to make improvements and plan for the future. While access to all the School and LIS program documentation of evidence of decision-making processes is being made available, these exemplars can contextualize these documents and show how they support taking action toward improvements. Decision-making processes are ongoing in regular faculty meetings (open to all in the school), faculty retreats (which include some members of staff), and standing committee meetings (Admissions, Curriculum, Diversity, and Doctoral Studies). Faculty meeting agendas and minutes are sent via email to all faculty and staff monthly and they are available online (4). Faculty retreat minutes can be found online (40). Standing committees of the school use course software or other file sharing platforms to document their decision-making processes (41, 42, 43, 44).

Admissions (41) <https://uofi.box.com/s/xtztyq1grmvibie4symz9ef3go2oajvh>  
 Curriculum (42) <https://courses.ischool.illinois.edu/course/view.php?id=304>  
 Diversity (43) <https://courses.ischool.illinois.edu/course/view.php?id=2100>  
 Doctoral Studies (44) <https://courses.ischool.illinois.edu/course/view.php?id=1981>

Our first exemplar is the recent process before, during, and after the decision to change the school name (see below, 45). This exemplar demonstrates efficacy in an information-gathering, assessment, planning, and communications process that made a major improvement to the identity of the school.

***Change of school name from Graduate School of Library and Information Science to School of Information Sciences (45)***

The name of the school changed in fall 2016 from the former name, Graduate School of Library and Information Science, to the new name, School of Information Sciences. In this recent name change process, a subset of the senior staff (Associate Deans and Assistant Deans) took most of the 2015-2016 academic year to collaboratively design and implement a process of multi-faceted input from students, alumni, employers, faculty, staff, and friends of the school. This process followed a two-year conversation among faculty (2013-2015), carefully deliberating name change challenges and opportunities, which resulted in a proposal for a change to School of Information Sciences. Key to the input process were multiple open meetings with staff, students, and

Exemplar

alumni as well as communications and solicitations of input through newsletter announcements, online feedback, and many informal conversations. Over the course of this process it became clear that stakeholders understood the rationale for the name change proposal. Feedback in meetings and via email indicated that there was broad support for the change across stakeholder groups. Soliciting systematic input ultimately led to a smooth transition with appreciation for all who gave input and acknowledgement of dissenting perspectives as we agreed to move forward with the change in name to School of Information Sciences. The new name launched successfully in fall of 2016. Throughout this process, it was emphasized that the degree name would not change. The ALA-accredited degree remains the MS in Library and Information Science, reflecting the ongoing commitment of the School to support preparation of students for careers in librarianship.

The results of evaluations are systematically used to improve the program and to plan for the future. The second exemplar (46) is the 2016 Academic Program Review. The School's self-study, findings, and response were used to set priorities for the 2016-2017 and 2017-2018 school years for all school leaders, from the Dean to the faculty and the standing committees.

#### ***2016 Academic Program Review (46)***

In 2013, the Office of the Provost launched a new initiative to regularly review all academic programs on the campus (9). The review of iSchool programs was scheduled in the third year of this new process, during spring of the 2015-2016 academic year. In addition to preparation of a self-study and documentation of performance indicators, this process provided us with a timely opportunity to review and revise school and program goals in response to data collection and assessment. In the GSLIS Self-Assessment March 2016 (47) faculty affirmed school goals, identified strengths, and described challenges. This was an opportunity to align mission with goals and assess goals with metrics such as enrollments, research outputs, the diversity of the workforce, and overall financial viability as a unit. Three Deans and two senior faculty members from five peer schools served as external reviewers for the Provost's review, traveling to campus in order to supplement written documentation with observation, inquiry, and suggestions for improvements. The reviewers made five specific recommendations for action over the next 3-5 years: 1) continue to implement and support the new Master's in Information Management degree; 2) proceed to develop an undergraduate degree in information science; 3) continue to support the MS/LIS degree and develop research potential, particularly in the area of digital youth; 4) continue to build partnerships across campus, especially in the area of data science; and 5) distribute key leadership opportunities within the school by appointing faculty program directors for each major degree program. These recommendations were consistent with the School's strategic planning, and we have continued to take action and implement changes as suggested in the process of this successful review, as documented in the Academic Program Review Response Report, submitted to the Provost in December 2016 (35).

*Exemplar*

At times, unusual changes that will impact the school and the LIS program have required a combination of standing committee development and the contributions of specially appointed committees. Such a change was undertaken with the assessment of the demand for, development of, and implementation of a new master's degree in Information Management, which serves as the third exemplar (48).

***Evolving academic programs—decision making around introducing a second master's degree (48)***

Our school launched a new degree in Information Management in fall 2016. Since hiring faculty in many areas related to information technology in the late 1990s, there had been ongoing conversations in the school, particularly at faculty meetings, around the challenges of teaching in highly technical areas. Faculty and some staff raised concerns that the ability of the faculty to teach in emerging and innovative areas was not visible enough to students. The school also noted a decline in LIS enrollments, a trend that had been noted nationally. To address these concerns, in fall of 2014 faculty collectively proposed the development of a new Master's degree in Information Management (MS/IM). Over the course of an academic year, the Curriculum Committee and smaller collaborative working groups discussed degree design and made proposals for required courses, recommended courses, and pathways through the curriculum in several specializations. At every stage, working groups solicited input from core faculty and, at later stages, from both core and adjunct faculty. Through self-study, we established evidence that we already had faculty teaching capacity as well as enrollment capacity in the building and through online teaching infrastructure to support a new program. We confirmed that there was a need for this degree in the state of Illinois based on labor market data. The Dean appointed a new MS/IM program director in summer of 2015, and the school submitted the new degree proposal to the University. The degree was approved at every level in the University and by the Illinois Board of Higher Education in December 2015. We were able to recruit applicants and launch the new degree with a first class of 40 students starting in fall of 2016. Evidence of success in data-driven decision making came soon after, when applications for the IM degree soared to over 400 by spring of 2017. The degree has led to the development of more information management-focused electives which also are open to students enrolled in the MS/LIS.

Exemplar

To meet and exceed the demands of evolving standards of excellence in the LIS program, school, and university, the School sometimes evolves or changes the standing committee structure. The School undertook such a change, in gradual stages, with the inauguration of a Diversity Task Force and its ultimate institutionalization as a Diversity Committee (49).

***Transition from Diversity Task Force to Diversity Committee (49)***

The 2011 Program Presentation concluded with "building a more diverse community" as an area in need of additional effort. Following identification of several concerns expressed by students of color and their allies in spring 2011, five voluntary committees including faculty, students, and (in some cases) alumni worked in summer and fall 2011 to address issues related to cultural competence & pedagogy, critical theory, curriculum, structures to address students' grievances, and the student experience

Exemplar

(50). To provide continuity in these efforts, a Task Force on Diversity, subsequently renamed the Task Force on Inclusion, was established in Spring 2012 (51), including faculty, staff, student, and alumni representatives. Its purpose was to “research, review, and propose policies and actions to enhance understanding and acceptance of all forms of diversity. The task force serves as a resource to other committees of the School, and to the School administration. It also provides a means through which students, staff, or faculty can bring inclusion-related needs and accomplishments to the attention of the GSLIS administration and the GSLIS community.” Areas of focus included (52):

- Encourage leadership, policies and practices that are inclusive;
- Integrate diverse and critical perspectives into the curriculum and research;
- Actively recruit and retain traditionally underrepresented groups of students, faculty and staff;
- Create an environment where difference is valued, and conflict is managed with care.

Recognizing the importance of sustaining these efforts, in Spring 2014 the School’s bylaws were revised to establish a standing Diversity Committee (6):

*The Diversity Committee oversees all aspects of the efforts by the School to foster a diverse community in support of the campus Diversity Values Statement, subject to the approval of the full Faculty on substantive issues, including but not limited to: policies and procedures as related to representation of the diversity of worldviews, histories, and cultural knowledge across a range of social groups including race, ethnicity, gender identity, sexual orientation, abilities, economic class, religion, and their intersections. It works with other School committees, the School administration, faculty, staff, and students to identify issues that need to be addressed and to document accomplishments.*

The Committee provides monthly reports at iSchool faculty meetings and maintains a Moodle space to document its work (53), which includes ongoing monitoring of the success of efforts to recruit and retain a more diverse student body. One outcome of the spring 2017 campus-level Diversity Review conducted by an external review team (54) is the expectation that each college will have a Diversity Committee, a requirement with which the School already complies.

We continually and explicitly document evidence of ongoing data-driven decision-making processes in the faculty meetings and meeting minutes, faculty retreats, standing committees, and other committees formed as needed. These not only help us to substantiate the evaluation of successes (and challenges) in achieving objectives, but they also provide the core direction for systematic improvements to the program, in the present and in the future.

## II. CURRICULUM

**II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.**

*Sources of evidence:*

- a. Curriculum committee (42)
- b. Master of Science Curriculum (55)
- c. Syllabi (56) and assignments for required courses IS 501 (60) and IS 502 (61)
- d. IS 501 and IS 502 Course Descriptions and Learning Outcomes (57)
- e. iSchool Course Information (59)
- f. iSchool Grid of Course Offerings (Fall 2015 – Summer 2018) (59b)
- g. Curriculum map and assessment of MS/LIS program learning outcomes (58)
- h. List of course additions and regularizations since 2011 (in text, Standard III.6)

As discussed in Standard I.2, the MS/LIS program level learning outcomes, as updated by faculty on October 18, 2017, state the following:

School of Information Sciences graduates understand both the theory and the practice of library and information science (LIS): they have studied the foundations and principal ideas of the discipline, and they have been introduced to the values and expectations of the profession. We foster critical thinking about the literature of LIS and related fields, and we encourage high standards of professionalism and service. Our graduates are prepared to develop and evaluate resources and programs, and to understand the needs of many different kinds of users. Students who have completed our program are equipped to anticipate social and technological changes, and to promote change that advances the profession, improves technology, and encourages positive social transformation.

Upon completion of the MS/LIS program, students will be able to:

1. Apply foundational concepts, theories, and principles to problems of information organization and access.
2. Communicate capably with diverse stakeholders, promoting not just access to but also effective use of information services and systems in specific contexts.
3. Use evidence to help address information problems, meet information needs, and create relationships in their institutions, communities, profession, and the world.
4. Compare and critique contemporary information practices, structures, and standards in relation to historical and global alternatives.
5. Apply core ethical principles to professional practice.

The MS/LIS curriculum (55, 58) provides a common foundation for all students, while accommodating students with diverse backgrounds and career objectives. There are two

courses required of all students, IS 501 and IS 502 (15-20% of the hours needed to earn the degree) (56, 57, 58). 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 discussed in subsequent sections of Standard II, the curriculum continues to evolve as we seek to equip students to satisfy program objectives in emerging as well as well-established professional roles (55, 58, 59).

The curriculum has a variety of new topical courses as sections of IS 590 Advanced Problems in Information Sciences. The Curriculum Committee regularly reviews 590 courses and works with faculty to prepare the needed documentation for courses that are of continuing interest and value to students (42). Following Graduate College approval, these are regularized as official courses with distinct course numbers. We are committed to continuing this review and regularization (see 141, 142 in Standard III.6 for a list of course regularizations and additions since 2011).

As specified by the standard, the two required courses provide a strong foundation in their treatment “of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts.” The brief descriptions below provide an indication of the scope and objectives of each course. More specifics can be found in the course syllabi (56).

	<i>Course Description</i>	<i>Core Course Objectives</i>
<p><b>IS 501 Information Organization and Access</b></p> <p><i>4 graduate hours</i></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• To provide a foundation for further study in library and information science, including an appreciation for forms of systematic research in LIS.</li> <li>• To introduce central concepts, theories, principles, research issues, and people associated with the practice and study of information organization and access.</li> <li>• To advance a common set of ideas that help to define the profession's orientation toward problems of information organization and access.</li> </ul>



<b>IS 502 Libraries, Information and Society</b>	<b>Course Description</b>	<b>Core Course Objectives</b>
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. Students taking the course for 4 graduate hours are expected to pursue a topic of interest in an in-depth fashion. This can be accomplished through the completion of multiple, additional assignments such as posters, annotated bibliographies, and research papers.	<ul style="list-style-type: none"> <li>• Be familiar with the role of libraries and other information centers in society.</li> <li>• Have a firm theoretical understanding of the role that information/knowledge plays in a 21st century knowledge society.</li> <li>• Gain familiarity with various sources for research in library and information science.</li> </ul>

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 build on (56, 60, 61). They represent the content that the faculty feel all MS/LIS graduates, regardless of career objectives, should master. Seeking to maintain the pedagogical effectiveness of these courses, full-time faculty teach the core courses whenever possible. IS 501 is offered in the fall and spring and IS 502 is offered in the fall, spring, and summer. IS 501 faculty instructors currently include: Maria Bonn, David Dubin, Emily Knox, Kathryn La Barre, Melissa Ocepek, Jodi Schneider, and Linda Smith. IS 502 faculty instructors currently include: Maria Bonn, Emily Knox, Kathryn La Barre, Kate McDowell, Bonnie Mak, Melissa Ocepek, Terry Weech, and Kate Williams.

The campus [Course Explorer](#) (59) has a full listing of available courses and course descriptions as well as the schedule of courses being offered in a given semester. Faculty for both on-campus and Leep courses provide full course syllabus information online in the Moodle space created for each course for a given term. The audience for most School of Information Sciences course offerings are students pursuing the MS/LIS, with an increasing number for MS/IM students (open to MS/LIS students as well as electives). 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/LIS students; and doctoral seminars may be open to MS/LIS students with permission of the instructor. Each semester students can choose from a large number of electives, both regularly numbered courses and sections of IS 590 Advanced Problems in Information Sciences, the rubric for special topics courses when they are first introduced into the curriculum. A grid of regularly offered courses and their rotation in the last three years can be found in (59b).

Offerings for fall 2017 are typical:

- 2 300-level undergraduate courses
- 2 required MS/LIS courses (3 on-campus and 2 online sections of 501; 2 on-campus and 3 online sections of 502)
- 38 elective on-campus courses and 35 elective Leep courses [with possibilities for cross-enrollment of on-campus students in Leep courses on a space-available basis].
- 3 hybrid courses offered simultaneously to on-campus and online students
- 1 course for doctoral students

The requirements for the degree specify the allowable credit that can be taken in other departments at Illinois or transferred in from other universities. MS/LIS students may opt to earn up to 12 hours in graduate electives through other Illinois courses and/or request transfer of LIS coursework from an ALA-accredited master's program (maximum 8 hours) or, alternatively, graduate-level coursework from any accredited institution (maximum 4 hours).

**II.2 The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, 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, use and users, and management of human and information resources.**

**The curriculum:**

*II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;*

*II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;*

*II.2.3 Integrates technology and the theories that underpin its design, application, and use;*

*II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;*

*II.2.5 Provides direction for future development of a rapidly changing field;*

*II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.*

*Sources of evidence:*

- a. iSchool Course catalog (83)

- b. Course syllabi specific to global and diversity perspectives (62)
- c. Professional pathways and related courses (65)
- d. Role of students in planning individualized courses of study (66)
- e. Syllabi of technology specific courses (68)
- f. Curriculum mapping questions webform (69)

Combined, the two required core courses, as described in Standard II.1 above, provide a strong foundation encompassing an introduction to the topics enumerated in this standard. These 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 the program's course offerings. School of Information Sciences faculty are committed to updating existing courses each time a course is taught and to introducing emerging dimensions of the field through development of new special topics courses (as sections of IS 590). Special topics courses are regularized once they demonstrate that they are of value to students and that we have the capacity to teach them on a regular basis.

**Curriculum revision** continues to seek ways to ensure that all students can meet the expectations outlined in this standard. Standards II.2.1, II.2.4 have received particular attention over the past few years. With respect to Standards II.2.1 and II.2.4 faculty, students, staff, and alumni are currently focusing on the interrelated topics of better addressing diversity across the curriculum, enhancing cultural competence, and drawing on critical theory to expand and situate learning perspectives. Our efforts are mindful of related work in the profession, such as ACRL's 2012 "Diversity Standards: Cultural Competency for Academic Libraries". Specifically, three dedicated courses on diversity and social justice have been created and regularized (62). Information Services to Diverse Populations (IS 547) was developed by Nicole Cooke in 2013 and regularized in 2015. Cooke also revised and regularized the courses Social Justice in the Information Professions (IS 545) and 537 Race, Gender, and Sexuality in the Information Professions (IS 537) in 2014. Social Justice in Youth Literature (IS 590SJ), Community Engagement (IS 418), Youth Services Community Engagement (IS 490YS), Introduction to Network Information Systems (IS 451), Use and Users of Information (IS 503), and Community Informatics (IS 518) also have significant content and sensibilities related to diversity, social justice, and digital equity.

In addition to the creation and regularization of new courses, many existing courses have been consistently **revised and refreshed in accordance with student needs, professional trends, and faculty interests and research** (63). Examples of courses that have changed and grown in the last seven years include:

#### **Introduction to Network Information Systems (IS 451) – taught by Martin Wolske**

From its creation in the mid-1990's, Introduction to Network Information Systems has continued to serve as a hands-on introduction to social+technical information systems for use in information environments. But with the emphasis on expert models of digital technologies from a primarily white male orientation, this course has worked over the last 7 years to reassert a hands-on local innovation-in-use of technology to serve individual and community valued

beings and doings. In particular, the course has worked to advance a culturally relevant pedagogy seeking to: develop a clear hands-on working understanding of the physical and software layers of computers and networks; evolve a more holistic and nuanced understanding of the sociotechnical artifacts we use as a daily part of our professional lives; develop a critical approach that recognizes that social systems are constructs of economy, politics, matters of race, class and gender, social institutions, and other cultural dynamics; and advance community agency in appropriating technology to achieve our individual and development goals through a reconsidered digital literacy learning and practice.

**Community Engagement (IS 418)** - *taught by Martin Wolske and others*

Community Engagement has been going through a deep reconstruction to help us join the deep work of advancing community-centered, and increasingly community-led librarianship. In so doing, it is working to not only acknowledge difference as a necessary resource, but to address centuries long privileging of a few at the cost of the many. By looking through a range of critical social justice, social change, intersectional, pluralist, and popular education lenses, instructor and students are joining together in a community of inquiry to read the word/world, to demystify the many hidden counter stories we so often miss, and overall to enter into greater allyship with the oppressed around us.

**Academic Librarianship (IS 567)** - *taught by Melissa Wong (adjunct) and others*

This course was introduced as a special topics course in 2009 and regularized in 2015. Since its inception in 2009, course content has been refined to focus on the larger environment of higher education, including institutional structures and processes and current issues in higher education. As a result of student feedback, the course now includes more library-specific content to help students more easily draw connections between the operations of higher education and the work of librarians. The course incorporates more readings on and discussions of diversity issues, particularly in the weeks on institutional types and mission, faculty, students, and student affairs. At least half of the weeks in the course have an explicit diversity-related discussion and diversity issues are routinely raised in the institutional research, professional reading, and white paper assignments.

**Foundations of Information Processing (IS 452)** - *taught by Elizabeth Wickes and others*

Beginning in spring 2017, the book, the assignments, and lectures were revised. Lectures are now entirely interactive live coding sessions (no slides) to all have a central theme of text and data processing. The new text reduced the textbook cost for the course by \$100. This new material both does away with the advanced computational modeling that many LIS students found frustrating and drives the examples closer to authentic data processing tasks commonly found in libraries. This has improved student engagement and fostered confidence in their

programming skills, with a noticeable uptick in students choosing to do a large programming final project versus a non-coding project.

**Storytelling (IS 409)** - *taught by Kate McDowell and others*

This course was modified over time from content focusing on youth services and folklore to a multidisciplinary course on storytelling applications across information professions and beyond. The course now includes applications in business, nonprofit, advocacy organizations; ethical storytelling issues related to whose story is told, by whom, when, and why; as well as storytelling technologies including podcasting, film, apps, digital storytelling, and emerging technologies.

**Youth Services Community Engagement (IS 490YS)** - *taught by Kate McDowell, Rachel Magee, and others*

This course was launched to bridge the gap between the traditional youth services course and the community informatics course, providing a service-learning as well as theoretical introduction to the particular needs of youth and organizations serving youth in communities. This course includes required service-learning as well as a practice-driven introduction to concepts and strategies that support inter-organizational coordination, collaboration, and resource sharing. Recent revisions to the section of IS 490 taught by Rachel Magee, also includes the incorporation of coding and computational thinking concepts as part of Magee's ALA-Google Ready to Code (RtC) fellowship (64).

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To guide students' navigation of course offerings, as explained in Standard IV.1, individualized advising guides, referred to as Professional Pathways, guide students in selecting from available electives to build a coherent program of study (65, 66).

Students also have a variety of **extracurricular opportunities** for leadership, student life, and community service that serve to augment their learning and classroom experiences. Details of these opportunities can be found in Standard IV.5.

**Technology is strongly integrated into our MS/LIS degree program** (Standard II.2.3) both pedagogically and topically. The strength and vibrancy of the School's Leep program means many of our instructors are adept at teaching in technology-enhanced environments through fully online or hybrid courses (97, Standard II.6).

The MS/LIS program also offers a number of courses that explicitly focus on technology as the course topic; either in terms of focusing on the development of competencies around a specific technology or in exploring the theories, implications, and considerations of technology more broadly.

**Technology Explicit Courses (68)**

IS 490TE – Introduction to Technology in LIS

IS 451 – Introduction to Network Information Systems

IS 452 – Foundations of Information Processing

IS 490DB – Introduction to Databases

IS 590DT – Data Mining

Other courses have been updated to reflect and integrate technology into course content and assignments. A sampling of courses that have incorporated technology through assignments is provided below (67).

<p><b>IS 409: Storytelling</b></p>	<p><b>IS 461: Museum Informatics</b></p>	<p><b>IS 504: Reference and Information Services</b></p>	<p><b>IS 547: Information Services to Diverse Populations</b></p>
<ul style="list-style-type: none"> <li>• Assignment: <b>Final Digital Story</b></li> <li>• Create a more in-depth 5-10 minute digital story, using recorded audio and images (still or video).</li> <li>• You may adapt one of the stories you tell orally in class, you may adapt another story you have heard in class, or you may adapt another story of your choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment: <b>Categorize Social Media</b></li> <li>• This assignment builds on both your on-site and online visits to a museum by focusing on the kinds of social interaction we see.</li> <li>• For this assignment we'll be collaboratively working in the Class Wiki. We will collectively create a Categorization of Social Media Used in Museums.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment: <b>LibGuide Creation</b></li> <li>• This assignment requires you to create a library research guide using LibGuides.</li> <li>• The assignment will give you experience analyzing and selecting reference sources for a specific audience as well as familiarity with this popular commercial program.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment: <b>Diversity Podcast</b></li> <li>• Produce a 10-minute podcast that addresses one diversity related issue or diverse population.</li> <li>• The podcast should clearly and accurately describes the issue / population and make a compelling argument as to how they should be incorporated into library services, sources, and practice.</li> </ul>

To guide students' navigation of course offerings, as explained in Standard IV.1, **individualized advising guides**, referred to as Professional Pathways, guide students in selecting from available electives to build a coherent program of study (65, 66).

Students also have a variety of **extracurricular opportunities** for leadership, student life, and community service that serve to augment their learning and classroom experiences. Details of these opportunities can be found further explained in Standard IV.5.

***Development of Program Learning Outcomes and Core Course Mapping***

The MS/LIS program has devised program-level student learning outcomes (21). Developed in consultation with the school's faculty, the outcomes specify that graduates of the Illinois MS/LIS program will be able to:

1. Apply foundational concepts, theories, and principles to problems of information organization and access.
2. Communicate capably with diverse stakeholders, promoting not just access to but also effective use of information services and systems in specific contexts.

3. Use evidence to help address information problems, meet information needs, and create relationships in their institutions, communities, profession, and the world.
4. Compare and critique contemporary information practices, structures, and standards in relation to historical and global alternatives.
5. Apply core ethical principles to professional practice.

In an effort to institutionalize these student learning outcomes, the core MS/LIS courses (Information Organization and Access (501) and Libraries, Information and Society (502)) are being mapped to see how they are meeting the outcomes. Multiple instructors teach various sections of each course, and each instructor examined their syllabus to identify learning outcomes and assess the specific ways students are accomplishing the objectives.

### *IS 501 and IS 502 curriculum mapping*

In January 2018, current course instructors (full-time faculty and doctoral students) from the two required courses, IS 501 and IS 502 (57), were invited to participate in a course mapping process. Currently, IS 501 and IS 502 are the only courses that have been mapped as they are the two courses that all students must complete and are thus able to be measured across the student body. In the future, elective courses that are specifically indicated as part of a convergence area (70) will also be mapped.

The goals of this process were three-fold: first, to identify how each required course is meeting stated student learning outcomes; second, to support the accreditation process by identifying where each required course addresses program level learning outcomes; and third, to support ongoing conversations around refinements to the MS/LIS curriculum. Instructors were invited to participate in the process via an announcement at a Fall 2017 faculty retreat and through email.

Members of the iSchool ALA Core Accreditation team created a webform to solicit information from instructors. The webform solicited information about the following items: teaching history with the course, general course description, course objectives, connection between course level objectives and program level outcomes, instructional methods used, course syllabi, and course exemplars of student work and/or teaching methods (69). Two working meetings were then scheduled, one for each course. During these meetings, the goals and overview of the process were reviewed, and a walkthrough of the webform was given. The remainder of the time was working time, during which instructors filled out the webform for their course section, with members of the committee present to respond to any questions.

In addition to being used for accreditation purposes, the results of the webform were also shared back to instructors, to support ongoing discussions around curriculum revision and improvements. Suggested next steps include:

- the creation of a metasyllabus for both IS 501 and 502 to support consistency and transparency of expectations for instructors across course sections,
- incorporate expectations around inclusion of course, program, and school level outcomes into the standard iSchool course syllabus (69b) template;
- updating the webform for general curriculum mapping within the iSchool;

- and planning how to implement the curriculum mapping process with other courses and degree programs.

**II.3 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 the attainment of student learning outcomes. 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.**

*Sources of evidence:*

- a. Role of students in planning individualized programs of study (66)
- b. Description of professional pathways (65); to related courses (65); to knowledge and competencies (71)
- c. Table 7 Draft Convergence Areas (70)
- d. Convergence Areas feedback questions (80)
- e. Enrollment in independent studies and theses (72)
- f. Course catalog (59) and iSchool Courses of Instruction (83)
- g. Faculty Instructor webform (73)
- h. Description and documentation for joint MS-MA in African Studies (74)
- i. Table 8 Enrollment in Independent Study (78)
- j. Table 9 Enrollment in Thesis Research (79)
- k. List of completed MS theses (77)
- l. Table 10 Number of students enrolled in practicum (82)

With only two required courses, a strength of the MS/LIS is the flexibility students have in **individualizing their programs of study** (66). At the same time, students do require guidance on possible pathways through the program. In response to this need, the student affairs team in conjunction with the curriculum committee, articulated several Professional Curriculum Tracks in 2014-2015; these tracks identified relevant courses, experiential learning opportunities, professional organizations, and possible job titles (65). The tracks were subsequently renamed Professional Pathways to conform to the language of the School's second Master's program (the Master of Science in Information Management (MS/IM)) and to broaden the scope to include the entire area of the profession and to retire the program's specialization areas. The Pathways certainly provided needed additional structure for students as they considered which courses to select; however, it became evident that students were perhaps interpreting the suggestions of each pathway more prescriptively than intended. This has/does drive course enrollment patterns.

With this in mind the student affairs team, in consultation with the MS/LIS Program Director and the Executive Associate Dean, have begun the process of reviewing and revising the Pathways and how they are presented. Student Affairs studied feedback from faculty, employers, practicum supervisors, and student mentors, examined information from comparable programs, and reviewed data from the *Knowledge, Skills and Aptitudes (KSA)* survey (95b) organized by Simmons College, to improve the Pathways. Now renamed Convergence Areas, these twelve areas were developed to reflect the scope of the curriculum. These revised advising documents are currently in discussion, with hopes of revising and implementing them in the next



12 months. Table 7 shows the draft Convergence Areas (70). The use of the word “convergence” is intentional and is meant to signal the use of these revised lists as advising guides through the field and the profession. The Convergence Areas are not designed to be used by students in isolation, rather they are to be used in consultation with advising done by staff and faculty.

Table 7 Draft Convergence Areas (70)

Youth Experience	Library and Information Technology	Scholarly Communication	Public Services
Data Analytics & Management/ Information Curation	Knowledge Management and Information Consulting	Community Engagement	Information and Society
User Experience	Archives & Records Management	Leadership & Management	Technical Services

An initial overview of the proposed Convergence Areas, along with some background context and rationale, was presented at the spring 2018 faculty retreat (40). To solicit further feedback, faculty and staff were invited to attend an open feedback meeting in April 2018 to share their thoughts and suggestions about the proposed Areas. A webform was also created and distributed among faculty to capture the feedback from those who could not attend the meeting in person (80). The Convergence Areas will be reviewed every 2-3 years to ensure that the curriculum is responsive to and reflects the latest professional trends and demands.

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 (72).

Up to 12 hours of credit may be taken in other departments at Illinois, thus allowing a more interdisciplinary selection of courses (71). Details on the academic advising model are explained in Standard IV.4. Because the curriculum has so few required courses, it is essential that scheduling of electives be well-matched to the interests and aspirations of the MS/LIS students enrolled both on-campus and online. While there is a good deal of predictability as to which courses are offered in fall, spring, and summer, this is fine-tuned as new courses are introduced, as demand warrants scheduling of additional sections of courses, and as faculty availability changes. Scheduling also reflects that on-campus students can take courses online, but Leep students are limited to online offerings. We are committed to ensuring access to a wide range of courses for both our on-campus and our Leep students (59b, 83).

Several mechanisms have been developed to be responsive to **anticipated student demand for various elective courses**. The MS/LIS Graduate Studies Advisors work with the Executive Associate Dean to determine course offerings taking into account teaching preferences expressed by full-time faculty. To achieve this, the MS/LIS Graduate Studies Advisors:

1. Monitor student advance enrollment in courses prior to the start of the term and use enrollment data plus course and discipline interest from individual and group advising sessions to provide recommendations to the Executive Associate Dean for course scheduling;
2. Examine historical trends to predict high demand courses; and
3. Issue a webform three times per academic year to faculty and instructors to gather their day/time/class preferences for teaching in the upcoming semester (73).

MS/LIS students may enroll in up to 12-hours of credit from other departments, thus enabling them to develop interdisciplinary coursework as part of their program of study. Students also have the option to pursue a **joint degree in African Studies** (74). (Two other joint degrees, in History and in Russian, East European, and Eurasian Studies, have recently been approved, but not yet implemented). The iSchool collaborates with the Center for African Studies to offer an approximately three-year long joint degree program. At the end of this program, participants will have earned both a Master of Science in Library and Information Science and a Master of Arts in African Studies. Students will have the opportunity to specialize within the library and information science curriculum, and then be able to pursue a program of language and area studies courses through the Center of African Studies. While students must complete the requirements for the MS/LIS prior to applying and being accepted to the African Studies program, students may begin to take language and African Studies courses while concurrently taking LIS courses.

Students in the program may undertake original research either as an **independent study** or as an MS/LIS thesis (72). IS 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/LIS student may earn up to 4 hours of independent study credit.

The **MS/LIS 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 [Graduate College Thesis Requirements](#) (75) and be deposited in the Thesis Office before the MS/LIS 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 School of Information Sciences departmental format checker before it can be deposited in the Graduate College and made available through the institutional repository [IDEALS](#) (76). The school also maintains a list of completed theses (77).

The tables below show the pattern of enrollment of Leep and on-campus students in independent studies (78) and theses (79). While both Leep and on-campus students pursue these forms of independent research, on-campus students are more likely to do so. Most students electing to pursue independent research for credit choose to enroll in independent study rather than the MS/LIS thesis option. For a sampling of independent studies topics, please see Standard IV.5.2 (203).

Table 8 Enrollment in Independent Study (78)

<b>Term</b>	<b>Leep</b>	<b>On-campus</b>	<b>Total</b>
Fall 2014	4	14	18
Spring 2014	4	19	23
Summer* 2014	5	5	10
Fall 2015	6	14	20
Spring 2015	0	13	13
Summer* 2015	1	0	1
Fall 2016	3	16	19
Spring 2016	4	16	20
Summer* 2016	0	0	0
Fall 2017	1	13	14
Spring 2017	1	23	24
<b>Total</b>	<b>29</b>	<b>133</b>	<b>162</b>

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

Table 9 Enrollment in Thesis Research (79)

<b>Term</b>	<b>Leep</b>	<b>On-campus</b>	<b>Total</b>
Fall 2014	1	0	1
Spring 2014	0	0	0
Summer* 2014	0	0	0

Fall 2015	0	0	0
Spring 2015	0	0	0
Summer 2015*	0	0	0
Fall 2016	0	2	2
Spring 2016	0	3	3
Summer 2016*	0	1	1
Fall 2017	0	2	2
Spring 2017	1	2	3
<b>Total</b>	<b>2</b>	<b>10</b>	<b>12</b>

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

**Experiential opportunities** for MS/LIS students come in two forms: service learning and practicum. As previously discussed in Standard I.3, service learning is a part of several School of Information Sciences courses which may be the focus of a single assignment, or an integral part of the overall course design.

IS 591 Practicum (81) 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. Career Services Coordinator Rebecca Hodson administers practicum experiences and maintains the practicum web site, which offers many tools useful to the student planning a practicum: forms, information for site supervisors, a list of areas of expertise of potential faculty advisors for practicum, and examples of special projects. As coordinator, Ms. Hodson: 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) and a shared forum aimed to enhance reflection and sharing of experiences; and 4) publicizes available practicum and internship opportunities.

The table below (82) shows total enrollments in practicums from fall 2014 – fall 2017. It is evident from these data that students are successful in arranging practicums. We are also seeing increasing interest from students in pursuing internship opportunities.

Table 10 Enrollment in Practicum (Fall 2014 – Fall 2017) (82)

<b>Term</b>	<b>Leep</b>	<b>On-campus</b>	<b>Total</b>
Fall 2014	9	17	<b>26</b>
Spring 2015	12	19	<b>31</b>

Summer* 2015	8	20	<b>28</b>
Fall 2015	16	11	<b>27</b>
Spring 2016	14	22	<b>36</b>
Summer* 2016	12	21	<b>33</b>
Fall 2016	13	12	<b>25</b>
Spring 2017	13	33	<b>46</b>
Summer* 2017	14	13	<b>27</b>
Fall 2017	12	18	<b>30</b>
<b>Total</b>	<b>123</b>	<b>186</b>	<b>309</b>

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

Relevant information regarding locating internships is provided on the university site Handshake and available internships, especially those offered by companies located in Research Park (e.g., Caterpillar, Deere & Company, Gartner, and Country Financial), are actively publicized to students.

The full course catalog (83) includes course descriptions and a statement of any prerequisites for each course listed. Course syllabi are also available online (83b) so that students can explore the scope, content, and course objectives in more depth in choosing among various electives. Advising documents (23) help guide the student in course selection, in consultation with the MS/LIS Graduate Studies Advisors and members of the faculty.

#### **II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.**

*Sources of evidence:*

- a. Description of professional pathways (65)
- b. School librarian licensure (84)
- c. MS/ISBE endorsements (86)
- d. Table 11 Examples of Incorporation of Professional Competencies and Knowledge Statements (91b)

The [Professional Pathways](#) are just one way in which an MS/LIS student can customize their degree (65). These pathways merely serve as guides for students as they plan their courses and experiential learning opportunities. Students can choose to follow a pathway in its entirety, combine courses from pathways and/or choose to identify courses completely outside of these pathways. In addition to this flexible curriculum are courses that can be potentially supplemental to the pathways in LIS (65). Students should consider, in conjunction with their advisor, courses from the supplemental list in addition to classes within

designated pathways. Information about experiential learning, job titles and professional associations are merely meant to be representative, not all inclusive.

The current Pathways include:

- Archives and Special Collections:  
<http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program/tracks/special-collections>
- Youth and School Librarianship:  
<http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program/tracks/youth>
- Information Organization and Management:  
<http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program/tracks/info-org>
- Research and Information Services:  
<http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program/tracks/ris>
- Data and Asset Management:  
<http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program/tracks/data>
- Knowledge Management and Competitive Intelligence:  
<http://ischool.illinois.edu/academics/degrees/mslis/advising/plan-program/tracks/knowledge-management>

In addition to the Professional Pathways / Convergence Areas, the program offers the **MS/School Librarian licensure** (84). School Librarian licensure students must complete the courses required of all MS/LIS students (IS 501 and IS 502), ten required courses (some of which are variable credit), and the option of selecting from a series of designated electives. The requirements for the MS/School Librarian licensure program were approved by the Illinois State Board of Education (ISBE) in 2001 and follow the most current Content Area/Educator Preparation Standards. Students who do not yet have an Illinois Professional Educator License (PEL) may complete the MS/School Librarian licensure program or the Certificate of Advanced Study/School Librarian licensure program (85).

Students who already have an **Illinois Professional Educator License (PEL)** may earn a School Librarian endorsement and/or a Technology Specialist endorsement (86) as either an MS/LIS student or a Continuing Education student (87).

Detailed documentation including the [required curriculum](#) (88), [Teacher-Librarian Candidate Guide](#) (89), and [Cooperating Teacher-Librarian Handbook](#) (90) are accessible to students. Both online and on-campus students can pursue this specialization. In the period from Fall 2011 – Fall 2017, 66 students have completed the student teaching requirement. Since she was hired in June 2016, Ann Ohms has coordinated all early field experiences and student-teaching placements within the School Librarian licensure program and serves in the role of University Supervisor. Ms. Ohms facilitates both an online Practicum and Student Teaching Seminar concurrent with students' pre-professional fieldwork. Ms. Ohms' relationships with school librarians throughout the state serve to enhance the reputation of the program as a leader in preparing graduates for the profession.

As noted in Standard II.3, a hallmark of the Illinois program for decades has been the opportunities for each student to design an individualized program of study, building on the general foundation provided by the two required courses: IS 501 Information Organization and Access and IS 502 Libraries, Information and Society. Since the past accreditation cycle, several areas within the MS/LIS program have continued to be [ranked #1 by US News and World Report](#) (91), demonstrating particular expertise in the following areas: **Youth Services** and **Digital Libraries**.

**Youth services.** With four full-time faculty in youth services (Kate McDowell, Carol Tilley, Rachel Magee, and Elizabeth Hoiem), we are in a strong position to support students interested in pursuing positions in youth services in public libraries. The core courses specific to the youth services curriculum (IS 403 Literature and Resources for Children; IS 404 Literature and Resources for Young Adults; IS 409 Storytelling; and IS 506 Youth Services Librarianship) are offered in multiple sections to capacity enrollments on-campus and in Leep. Youth services faculty also teach additional electives including: IS 514 History of Children’s Literature (Hoiem), IS 527 Literacy, Reading and Readers (Hoiem), IS 446 Fantasy Literature and Media for Youth (Hoiem, McDowell), IS 490YS Youth Services Community Engagement (McDowell, Hoiem, Magee), IS 590CL Comics in Libraries (Tilley), IS 590CR Comics: Advising Child and Adult Readers (Tilley), and IS 515 Media Literacy and Youth (Tilley, Magee). IS 445 Information Books & Resources for Youth is also taught annually by an adjunct faculty member. Other youth services electives are taught periodically such as IS 590SJ Social Justice in Youth Literature (taught by a School of Information Sciences Graduate Studies Advisor Karla Lucht).

The Center for Children’s Books (CCB) and the offices of the *Bulletin of the Center for Children’s Books (BCCB)* have been housed at the School of Information Sciences 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. An annual Storytelling Festival, coordinated by Kate McDowell, showcases the storytelling talents of students, alumni, and faculty. MS/LIS students in youth services also benefit from interactions with the strong cohort of PhD students and faculty with that specialization. The four faculty members coordinating the youth services specialization are all active in ALA and course development has been informed by the competency statements and standards documents developed by AASL, ALSC, and YALSA.

**Digital Libraries.** With funding from the Institute of Museum and Library Services (IMLS) the School of Information Sciences developed a Certificate of Advanced Study concentration in [Digital Libraries](#) (92). The program was originally conceived as a post-master’s program as noted in its description:

This program aims to give students a thorough and technically focused background in Digital Libraries that will enable them to understand these issues, and serve as designers, decision-makers, and creators of Digital Libraries. Students will gain

advanced-level knowledge of digital asset management; information and collection modeling; design of human-centered, digitally mediated information services; and information policy. The program assumes existing graduate level knowledge of Library and Information Science, including basic information organization; indexing and cataloging; information needs and uses; reference and user services, and libraries-in-society. But the courses are available as electives for MS/LIS students as well and MS/LIS students seeking more technical preparation often take one or more in their 40-hour MS/LIS program. These include IS 560 Digital Libraries (Downie), IS 561 Information Modeling (Dubin, Schneider), and IS 562 Metadata in Theory and Practice (McDonough).

Other areas of specialization are currently represented by particular courses in the curriculum (83) and reflect statements of knowledge and competencies developed by relevant professional organizations in a variety of ways. For example, IS 505 Administration and Management of Libraries & Information Centers reflects the Library Leadership and Management Association Foundational Competencies for Library Leaders and Managers; IS 507 Introduction to Bibliographic Metadata and IS 577 Advanced Bibliographic Metadata reflect the ALCTS Core Competencies for Cataloging and Metadata Professional Librarians; IS 580 Rare Books and Special Collections Librarianship reflects the ACRL Competencies for Special Collections Professionals; IS 581 Administration and Use of Archival Materials reflects the SAA Guidelines for a Graduate Program in Archival Studies; IS 530A Music Librarianship & Bibliography reflects the Music Library Association statement on Core Competencies and Music Librarians; IS 590ER E-Resources Management reflects the NASIG Core Competencies for Electronic Resources Librarians; and IS 590LL Law Librarianship reflects the AALL Guidelines for Graduate Programs in Law Librarianship. In partnering with the American Theological Library Association to develop and offer IS 568 Theological Librarianship online, the instructor was guided by needed competencies identified by the ATLA Professional Development Committee. Specific ways statements of knowledge or competencies are incorporated into specializations of the MS/LIS program, are described below (91b), and further information can be found in the folder of syllabi for the below-mentioned courses (91c).



Table 11 Examples of Incorporation of Professional Competencies and Knowledge Statements (91b)

Course(s)	Examples of Incorporation
<b>IS 404: Literature and Resources for Young Adults</b>	<ul style="list-style-type: none"> <li>• Incorporates YALSA, ALSC, and AASL competencies and standards into the course, which covers services for youth ages 12 – 18</li> <li>• Includes discussions of youth development, the history of the concept of teenagers, the informational needs of young adults, and strategies for building supportive relationships with youth</li> <li>• Course final project includes the opportunity to develop a program plan, gain experience in connecting resources and materials to programming</li> <li>• Provides a survey of young adult literature and requires students to research and read current young adult literature from a variety of genres and formats</li> <li>• Review ALA code of ethics and Library Bill of Rights in course</li> </ul>
<b>IS 409: Storytelling</b>	<ul style="list-style-type: none"> <li>• Course content covers YALSA content areas: 4) Learning Experiences (formal &amp; informal); 5) Youth Engagement and Leadership; 6) Community and Family Engagement; 7) Cultural Competency and Responsiveness</li> <li>• Course content covers ALSC Competencies: I) Commitment to Client Group; III) Programming Skills; and VII) Professionalism and Professional Development</li> <li>• Course content covers AASL Standards: 1) Teaching for Learning and 2) Literacy and Reading</li> </ul>
<b>IS 446: Fantasy Literature and Media for Youth</b>	<ul style="list-style-type: none"> <li>• Course content covers YALSA content areas: 3) Learning Environments (formal &amp; informal) and 4) Learning Experiences (formal &amp; informal)</li> <li>• Course content covers ALSC Competencies: IV) Knowledge, Curation, and Management of Materials and V) Outreach and Advocacy</li> <li>• Course content covers AASL Standards: 2) Literacy and Reading and 3) Information and Knowledge</li> </ul>
<b>IS 490 YS: Youth Services Community Engagement</b>	<ul style="list-style-type: none"> <li>• Course content covers YALSA content areas: 4) Learning Experiences (formal &amp; informal); 5) Youth Engagement and Leadership; 6) Community and Family Engagement; and 7) Cultural Competency and Responsiveness</li> <li>• Course content covers ALSC Competencies: V) Outreach and Advocacy; VI) Administrative Management Skills; and VII) Professionalism and Professional Development</li> <li>• Course content covers AASL Standards: 4) Advocacy and Leadership and 5) Program Management and Administration</li> </ul>

	<ul style="list-style-type: none"> <li>• Students volunteer for and observe youth programming in a variety of settings to assess quality while also gaining practical experience through which they are able to contextualize the role of libraries within their communities</li> <li>• Final project includes a discussion of how these observations apply to library programming and interactions with youth</li> <li>• Class readings focus on high quality examples of youth services</li> </ul>
<b>IS 505: Administration and Management of Libraries &amp; Information Centers</b>	<ul style="list-style-type: none"> <li>• Course addresses LLAMA Foundational Competencies for Library Leaders and Managers through readings, discussion and assignments</li> <li>• Competencies addressed include: Communication skills, change management, team building (personnel), collaboration and partnerships, emotional intelligence, problem solving, evidence-based decision making, conflict resolution (personnel), budget creation and resolution, forward thinking, critical thinking, ethics, project management, and marketing and advocacy</li> </ul>
<b>IS 507: Introduction to Bibliographic Metadata</b>	<ul style="list-style-type: none"> <li>• Course incorporates ALCTS Core Competencies for Cataloging and Metadata Professional Librarians</li> <li>• Create course activities and readings that address specific competencies, specifically: <ul style="list-style-type: none"> <li>○ learning the basics of constructing original records for books, moving images, and audio records using nonfiction, fiction, and juvenile literature</li> <li>○ applying RDA instructions, LCSH, LCC, and DCC encoded in MARC 21 bibliographic</li> <li>○ learning to read MARC 21 authority data</li> <li>○ learning how to use the name authority file, construct and apply structured relationships between works and expressions, and</li> <li>○ understanding user needs via OPACs</li> </ul> </li> </ul>
<b>IS 514: History of Children's Literature</b>	<ul style="list-style-type: none"> <li>• Incorporates ALSC competencies and ALA/AASL standards throughout course</li> <li>• Units address literary representations of class and economic inequality (weeks 2, 3), people of color and indigenous peoples (weeks 3-6), immigration (week 9), the body, and gender (weeks 10-12), with reading guides (<a href="#">example</a>) for critical reflection on how these representations matter for children and communities</li> <li>• The course emphasizes the need for proactive selection of materials that allow all children to find themselves in stories from different times, supporting intergenerational reading and sustaining each family's culture (specifically addressing ALSC IV.2, VII.5)</li> </ul>

	<ul style="list-style-type: none"> <li>• One <a href="#">research project</a> on the history of African American literature for children includes intensive study on this topic, informed by <a href="#">recent scholarship</a>. Students build an online resource on a text for African American children written before 1920, practicing collaborative multimodal writing skills while learning a digital publishing platform</li> <li>• Students evaluate all text and images for <a href="#">fair use</a> (specifically addressing ALSC II.2, II.8, III.3, V.8; ALA/AASL standards 1, 3)</li> </ul>
<b>IS 515: Media Literacy for Youth</b>	<ul style="list-style-type: none"> <li>• Incorporates YALSA, ALSC, and AASL competencies and standards into the course</li> <li>• Emphasizes through discussion that youth services providers need to understand youth media preferences and needs across all formats, and demonstrates that by building awareness of various media librarians can better connect with the youth in their community</li> <li>• Students gain experience developing content in multimedia formats, including video, audio, and various online formats in the play portfolio assignment. For each play portfolio, where students engage with a kind of youth media or resource in a format that is new to them, students reflect on how a library could use these materials and how to support teens' engagement with this kind of media. These are relevant for connecting youth with information for learning in multiple ways. There is significant discussion in the class of how to understand audience and develop relevant materials</li> <li>• The play portfolio assignment, which occurs throughout the course, explicitly asks students to use media that is new to them and to develop reflections in formats they have not used before. This is a substantive portion of the class and is framed as practice for the continuous learning needed as a librarian – students will need to continue to learn new kinds of media and formats as they become available</li> <li>• A significant theme in the course is that librarians and youth services providers need to engage with the content that matters to youth, through continuous learning and community engagement. Students practice this kind of engagement by engaging with new formats and kinds of media in the play portfolio assignment, building an understanding of various resources relevant to youth and developing skills to continue to engage in this kind of learning in the field</li> <li>• Students develop a lesson or program plan for implementation with a K-12 school library environment, focused on creating a cohesive proposal, clear and understandable steps for implementation, and an assessment plan</li> </ul>
<b>IS 516: School Library Media Center</b>	<ul style="list-style-type: none"> <li>• ALA/AASL standards for Initial Preparation of School Librarians are incorporated throughout the course</li> <li>• Standards inform course objectives</li> </ul>

	<ul style="list-style-type: none"> <li>• Competencies in course assignments and activities, including forum posts, assignments, lightning talks and readings</li> <li>• Standards book for AASL, ISLMA are required texts for the course</li> </ul>
<p><b>IS 527: Literacy, Reading, and Readers</b></p>	<ul style="list-style-type: none"> <li>• Incorporates ALSC, AASL, and YALSA competencies and standards into the course</li> <li>• Delves into child and youth cognitive development, literacy, and educational institutions, covering recent research on these topics (week 4, 7) (AASL standard 1; YALSA 1-4)</li> <li>• Students learn the earliest advent of reading as well as the latest research on how reading has changed with new technologies, weeks 2-3, 11-14 (ALSC II)</li> <li>• Students learn how to encourage alphabetical, digital, and visual literacies through programming, teaching, and collection development, but also question how definitions of literacy are culturally constructed in ways that discriminate against underserved youth</li> <li>• Students learn practices for “decolonizing the mind” (weeks 5-9) and assignments focus on <a href="#">reflective practice</a>, encouraging students to examine their own beliefs and identity as a starting point for serving all children (ALSC VII.1-5; YALSA 7-8)</li> <li>• <a href="#">The final project</a> allows students to combine research with a service-learning project of their design. Students on campus, for example, partnered with local schools to implement literacy programs in bilingual elementary school libraries, while researching best practices and completing a reflective practitioner journal, then presenting their project to the class (ALSC V.4-8)</li> <li>• Students working towards K12 librarianship are invited to tailor this assignment with the instructor’s guidance to meet specific state licensure requirements, including literacy lesson plan design and implementation (ALSC III; AASL standards 1, 2, 4)</li> </ul>
<p><b>IS 530 M: Music Librarianship and Bibliography</b></p>	<ul style="list-style-type: none"> <li>• Incorporates core competencies from the Music Library Association into the course</li> <li>• <a href="#">Core competencies</a> are required reading for the first week of class</li> <li>• Course learning outcomes are specifically designed to address MLA competencies</li> <li>• Course survey design intentionally focuses on different areas of music librarianship each week, with assignments providing practical examples of work in each area</li> </ul>

<b>IS 567: Academic Librarianship</b>	<ul style="list-style-type: none"> <li>• Incorporates ACRL competencies statements into the course</li> <li>• Course weeks are devoted to assessment and accreditation with selected readings, discussion, and activities focused on understanding both the purpose and value of assessment, as well as the selection of appropriate, aligned tools</li> <li>• A significant course theme is diversity in the context of higher education. The course addresses diversity issues weekly through readings, discussion, and assignments and builds students' abilities in competencies 2-5 and 7-10 in the Diversity Standards: Cultural Competency for Academic Libraries</li> </ul>
<b>IS 577: Advanced Bibliographic Metadata</b>	<ul style="list-style-type: none"> <li>• Incorporates ALCTS Core Competencies for Cataloging and Metadata Professional Librarians</li> <li>• Students choose 2 topics (ethics, functional requirements models, professional development, advocacy, socio-cultural and critical warrant, archives and special collections, digital resources, linked data, classification, future of the cataloging and classification, etc.) to research</li> <li>• Students present on their chosen topics as a way to survey broad topics and give practice for interview presentations</li> <li>• Students craft a research proposal paper and create the documents required for job searching (i.e. CV, cover letter, and self-assessment of skills) using available competencies documents</li> </ul>
<b>IS 580: Rare Books and Special Collections Librarianship</b>	<ul style="list-style-type: none"> <li>• Incorporates ACRL Competencies for Special Collections Professionals into the course</li> <li>• Core competencies inform course content and inform course objectives</li> <li>• Course content emphasizes every sub-field of special collections librarianship delineated in the standards (core competency 4)</li> <li>• The course extensively covers topics of outreach and advocacy, especially the importance of seeing the special collections department as part of the larger library and institution</li> <li>• Care is taken to focus on the training and continuing development of the rare book librarian, especially an emphasis on special competencies in collection development, cataloging, acquiring analog and digital materials, and keeping current on new developments in the field</li> </ul>
<b>IS 581: Administration and Use of Archival Materials</b>	<ul style="list-style-type: none"> <li>• Incorporates SAA Guidelines for a Graduate Program in Archival Studies into the course</li> <li>• Course content is fundamentally informed by the core components of archival knowledge, as set forth in the SAA Guidelines</li> <li>• Course objectives seek to help students gain a broad knowledge of records and archives administration</li> </ul>

	<ul style="list-style-type: none"> <li>• Course organization focuses on the three facets of archival studies – as set forth in the guidelines – and introduces the basic theoretical principles and archival practices of appraisal, acquisition, accessioning, arrangement, description, preservation, and user services</li> <li>• Specific course topics include: records management programs, collecting archives programs, legal and ethical issues, public programming and advocacy, and the impact of the new information technologies for preservation and access</li> <li>• Lectures and assigned readings intentionally incorporate international and multicultural perspectives</li> </ul>
<p><b>IS 590 ER: E-Resources Management</b></p>	<ul style="list-style-type: none"> <li>• NASIG Core Competencies for Electronic Resources Librarians is a required reading</li> <li>• Examples of incorporating the document include discussions of electronic resources life cycle (section 1), strong emphasis on section 2 Technology, and a section on Assessment (section 3 Research and assessment).</li> <li>• A goal for each class is to gain awareness of where to go for further professional development (section 6 Trends and professional development)</li> </ul>
<p><b>IS 590 SJ: Social Justice in Youth Literature</b></p>	<ul style="list-style-type: none"> <li>• Incorporates YALSA, ALSC, and AASL standards and competencies into the course</li> <li>• Course discusses collection development and library service provision with an emphasis on understanding diverse youth, representing them in stories and media, and providing culturally competent library service</li> <li>• Course includes discussion of youth leaders and social movements that impact publishing and content for youth</li> <li>• Collection project requires students to research and recommend materials relevant for the audience of their choice, focuses on providing access and services to marginalized youth. For example, students visit a resource center or individual advocate focused on an underrepresented community to develop a deeper understanding of the information needs of the group. This informs the development of a collection of relevant resources.</li> <li>• Course covers relevant trends in publishing and media for youth and discusses library service that connects diverse audiences to high quality materials</li> <li>• Course emphasizes diverse representation (across all media formats) in library collections</li> </ul>

<b>IS 590 LL: Law Librarianship</b>	<ul style="list-style-type: none"> <li>• Incorporates AALL Guidelines for Graduate Programs in Law Librarianship into the course</li> <li>• Competencies of Law Librarianship directly inform and guide course objectives</li> <li>• Competencies document required reading for first class, and referred to throughout the course</li> <li>• Specialized competency areas (library management; reference/research/client services; information technology; collection development; cataloging; teaching)</li> </ul>
<b>LIS 590 PB: Print Culture and the Material Book</b>	<ul style="list-style-type: none"> <li>• Develops competencies set out in the Competencies for Special Collections Professionals, prepared by the Rare Books and Manuscripts Section of the ACRL/ALA Task Force on Core Competencies for Special Collections Professional</li> <li>• Designed to introduce students to rigorous book historical approaches for the study of printed books while introducing real-world applications in a library setting, including exhibitions, instruction, reference, and approaches to digitization</li> <li>• Puts particular emphasis on the history of printed books across all periods</li> <li>• Incorporates ACRL/ALA competencies through course lectures, readings, and assignments; specifically, competencies 1, 3, 4, 6, and 9</li> </ul>

The School's [Continuing Education](#) offerings (93) are open to MS/LIS students seeking to develop expertise in one of the areas covered, such as fundraising and grant writing or service to diverse populations. Continuing Education at the School of Information Sciences has been changing as the field and the school adapt to trends. As more professional development opportunities are being made available by professional organizations, the program has transitioned towards offerings of limited seats in select courses from the MS/LIS curriculum. The audience for continuing education includes those who are seeking professional development as an information professional or exploring graduate programs as a prospective student. Of note, the continuing education program:

- a. Encourages prospective students to take a course through continuing education to see if the MS/LIS program format is a good fit. Many prospective students take advantage of this opportunity; students may count up to 12 credit hours of continuing education coursework toward their MS/LIS degree requirements should they decide to matriculate.
- b. Facilitates the School Librarian and Technology Specialist endorsements for Pre-K-12 Illinois school teachers through the continuing education program (87).

**II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.**

*Sources of evidence:*

- a. Curriculum committee membership and documents (42)
- b. Proposing new courses overview (93b)
- c. ICES course evaluation summary (94)
- d. Analysis of placement data and accomplishments of graduates (95)
- e. KSA Executive Summary (95b)
- f. Current WISE course offerings (96)

### *Curriculum Committee*

According to the School of Information Sciences' Bylaws (6), "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/LIS, 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 (42) includes at least four School of Information Sciences faculty, three student representatives (one MS/LIS, one CAS, one PhD), and the Information Sciences and Digital Humanities Librarian (ex officio). Several administrative staff generally attend the monthly Curriculum Committee meetings in an ex officio capacity as well.

**Innovation in the curriculum is encouraged.** Any faculty member may propose a new course as a section of IS 590 Advanced Problems in Information Sciences. Such a course



proposal is reviewed by the Executive Associate Dean prior to the course being scheduled for the first time. Feedback from students enrolled in the first offering of the course provides the faculty member who developed the course guidance in shaping subsequent offerings and in developing a formal proposal for approval of the course as part of the MS/LIS curriculum with approval from the Curriculum Committee and the faculty as a whole. 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 (93b). The Curriculum Committee works with faculty members to accomplish this for courses that had been offered multiple times (see Standard III.6 for a list of course additions and regularizations since 2011).

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 (94). For the past few years most such course evaluations have been completed online. Executive Associate Dean Smith and Dean Renear receive a summary report of these results that lists for each course:

- Course/Section
- Instructor Rank
- Response rate
- Mean for “*Rate the instructor’s overall teaching effectiveness*” (5-point scale; Exceptionally Low...Exceptionally High)
- Mean for “*Rate the overall quality of this course*” (5-point scale; Exceptionally Low...Exceptionally High)
- Mean for “*How much have you learned in this course?*” (5-point scale; Very Little...A Great Deal)
- Whether the scores received qualify the Instructor for the list of *Teachers Ranked as Excellent by Their Students*

Each instructor receives a more detailed report with a compilation of responses to a series of closed and open-ended questions of their choosing. This detailed feedback allows more thorough diagnosis of the basis for the students’ assessment of the course (94).

Individual faculty monitor the effectiveness of their courses through their **assessment of students’ achievements**. This may reveal the need for new courses, modifications in existing courses, or more explicit course sequencing. These needs are brought to the attention of the Curriculum Committee. In addition, the Executive Associate Dean monitors the global item on course evaluations that provides a self-assessment of how much a student learned in a course (See 135 in Standard III.4). Courses with high scores suggest that students perceive these as valuable for inclusion in their program of study; courses with low scores lead to further scrutiny to understand the issues involved, such as too much overlap with another course in the curriculum or failure to design a sufficiently challenging course.

Students (via the MS/LIS graduate program advisors), alumni (through occasional alumni surveys), and adjunct faculty (in discussions with full-time faculty, including the Executive Associate Dean) 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 (100b).

### *Knowledge, Skills, and Aptitudes Survey*

The MS/LIS Program participated in the *Knowledge, Skills, and Aptitudes Survey (KSA)* administered by Simmons College. The survey, sent to a variety of Illinois-centric listservs, with the goal of reaching alumni and those who employ the program's alumni, received 394 responses. The results identified key skills and knowledge areas for MS/LIS graduates across 5 broad categories, including general skills, communication skills, user services skills, management skills, and technology skills. Respondents indicated that they would value the following skills in Illinois MS/LIS students: interpersonal communication, knowledge of professional ethics, writing, teamwork, searching skills, the ability to select and evaluate information resources, and customer services skills (95b). Other desirable skills include instructional design, knowledge of educational and pedagogical theory, and the ability to interact and work with diverse groups and populations. KSA results have already informed the revision of the program's Professional Pathways and will be consistently reviewed in an effort to innovate and revise the curriculum.

### *Participation in WISE*

The School of Information Sciences' participation in the [WISE](#) (Web-based Information Science Education) consortium has given us experience with a new strategy for filling gaps identified in our curriculum (96). In the WISE courseshare model, selected 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. To participate in WISE, schools must meet quality standards for online education and the Dean must sign a consortial agreement.

At the May 2004 faculty meeting, program 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. MS/LIS 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 School of Information Sciences curriculum.

Enrollment in the WISE courses has included both Leep and on-campus students and numbers from 5-10 each term (fall, spring, summer).

Several data sources contribute to ongoing evaluation of courses and the curriculum including surveys of alumni within one to two years after graduation. In addition, individual faculty gather feedback from 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 MS/LIS faculty and staff as well as electronic communications. Regular face-to-face interactions that are a source of alumni feedback include:

- staffing a School of Information Sciences booth in the exhibit area at American Library Association annual conferences;
- site visits made by former Assistant Dean Diana Stroud and current Director of Alumni Affairs Jill Gengler to alumni around the U.S. in their workplaces;
- sponsorship or co-sponsorship of receptions at many professional association meetings (ILA and AISLE (formerly ISLMA) in Illinois; AALL, ALA, ASIST, MLA national conferences);
- increasing efforts to sponsor programs for the large number of Chicago-area alumni; and,
- contacts at other scholarly and professional meetings such as SAA and digital humanities.

Electronic communication includes:

- participation in various School of Information Sciences courses, such as serving as guest speakers in a wide range of Leep courses;
- responses to surveys on needs for continuing professional development conducted by Karla Lucht, the School of Information Sciences' Continuing Professional Development Coordinator; and
- responses to the monthly News & Notes, sent to all alumni for whom we have valid e-mail addresses (currently more than 4800).

The Career Services Coordinator, MS/LIS Graduate Studies Advisors, Employment Relations Coordinator, Assistant Dean for Student Affairs, and Executive Associate Dean collaborate with faculty and other staff in tracking placement, career paths, and achievements of our graduates and monitoring trends that can inform further curriculum development. Information about positions held and achievements is logged by alumni affairs and advancement staff in a campus database (a Blackbaud product).

## **II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.**

*Sources of evidence:*

- a. Table 12 Number of course offerings by enrollment option (97)
- b. See evidence in Standard II.5

As documented in Standard II.5 (specifically the discussion of the curriculum committee and the course evaluation processes at both the school and campus levels), the program has multiple measures in place to assess and inform the decision-making processes for curriculum development and enhancement, and processes to evaluate the curriculum.

All MS/LIS 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. Although the scheduling and mode of delivery of Leep sections is different than on-campus, we are committed to making them comparable in scope, quality, and requirements to on-campus offerings. Each Leep course has a weekly 2-hour synchronous session and asynchronous activities. The synchronous sessions are essential aspects of the course design and enhance the comparability to on-campus courses as they facilitate: student interaction with the instructor and with each other; small group work; simultaneous engagement of all students in the course on a regular basis.

Scheduling courses for Leep depends on the possibility of successfully adapting them for delivery in a site-independent mode. 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. Leep has migrated from “home-grown” technology to make use of Moodle and Blackboard Ultra, providing enhanced support for the asynchronous and synchronous activities associated with Leep courses.

The table (97) below shows the number of distinct courses by enrollment option (on-campus, Leep) since fall 2014 (summer I and summer II combined to give a total for summer) (97). For more details see the iSchool Grid of Course Offerings (59b).

Table 12 Number of Course Offerings by Enrollment Option (97)

<b>Term</b>	<b>On-Campus (Masters)</b>	<b>Leep (Masters)</b>	<b>Hybrid</b>	<b>Term Totals</b>
Fall 2015	23	35	2	<b>60</b>
Spring 2016	29	41	6	<b>76</b>
Summer* 2016	6	22	1	<b>29</b>
Fall 2016	31	30	5	<b>66</b>
Spring 2017	32	42	5	<b>79</b>
Summer* 2017	3	28	1	<b>32</b>
Fall 2017	32	34	3	<b>69</b>
Spring 2018	41	39	7	<b>87</b>

Summer* 2018	2	30	1	33
<b>Enrollment Option Totals</b>	<b>199</b>	<b>301</b>	<b>31</b>	<b>531</b>

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

## II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

*Exemplars as sources of evidence:*

- Redesign of the Leep online learning program—modification of residency requirements and development of Welcome Weekend (98)
- Evolution of specializations to professional pathways (e.g., data curation to data and asset management) (99)
- Redesign of practicum, the MS/LIS credit-bearing field experience course (100)

By far the most effective way to demonstrate commitment to Standard II.6 and Standard II.7 is to share a **series of exemplars** (98, 99, 100) through which systematic decision-making processes have supported ongoing evaluation and improvements of the program curriculum.

### ***Redesign of the Leep online learning program—modification of residency requirements and development of Welcome Weekend (98)***

During the 2013-2014 academic year, the school charged [a task force](#) (101) out of the Curriculum Committee to perform a series of assessment activities aimed at students, faculty (core and adjunct) and staff to gauge the value of the existing residency requirements for Library and Information Science (LIS) online (Leep) students. This model consisted of a 7-10 day initial “bootcamp” during a student’s first semester and a recurring on-campus day once a semester for every course in which a student was enrolled. Findings overwhelmingly supported maintaining a Leep on-campus component but concerns about the model existed due in large part to the financial strain it put on students and the school. Furthermore, the value of a full eight hours of face-to-face instruction for each course in which a student was enrolled were questioned by both students and instructors alike.

To address the financial concerns, the school chose to discontinue the recurring semester to semester residency component starting in the summer of 2015. Following in fall 2015 planning began to conceive and implement an initial residency model which would draw on results from student responses received during the task force assessment. These results showed that students valued the chance to get together face-to-face and needed social activities that would give them a chance to decompress. Students repeatedly stated they would like learning opportunities that address job seeking and career development, cultural and professional competencies, and software and technology training.

The resulting model, called Welcome Weekend (102), launched in fall 2016 and welcomed over 100 new Leep students who entered in either summer or fall 2016. Students are required to attend this 48-hour conference-like orientation weekend four

Exemplar

weeks into their first term (students admitted in summer participate in fall). The purpose of this weekend is to continue to orient online students to the MS/LIS program, provide an opportunity for them to build community with one another and with us, and to introduce professional development planning, resources, and approaches. This is done through a series of workshops, panels, and small group activities and guides students from introductions on the first day to a collective and personal map of how they will continue engaging with one another and professionally developing in an online environment on their last day. After four Welcome Weekends, feedback (103) tells us this model is overwhelmingly positive and successful.

***Evolution of specializations to professional pathways (e.g., data curation to data and asset management) (99)***

Beginning in Spring 2014 the concept of Professional Curriculum Tracks (PCT's) was developed within the MS/LIS curriculum to address both the demand from students to have more guidance in pursuing particular areas of professional interest and to address the professional and academic gaps not represented in what were called the "specializations" (a group of 12-20 credit hour iSchool non-transcripted certificates; these were developed by individual or small groups of faculty either specifically for the purposes of continuing education or as a result of grants). The focus of the PCT development, done by advising staff in consultation with the Curriculum Committee, was to represent the profession and the field in a series of advising guides that included suggestions for courses and experiential learning and to connect these with the professional associations and job opportunities in the respective areas. As the use of the tracks grew, the need to assess the role of the specializations in conjunction with the tracks became quickly apparent. Starting in late AY 2014-2015 the Curriculum Committee, in conjunction with other faculty and staff, reviewed the role of and need for the specializations and the Professional Curriculum Tracks. This review included a survey of students, consultation with faculty leaders for the specializations, and some benchmarking with other schools and trends in the profession. The review identified three distinct needs met by articulating areas of curriculum emphasis:

1. *Prospective students* are able to understand the opportunities within LIS and they are able to use these to self-identify areas of the profession in which they are interested.
2. *Current students* are able to better understand the kind of courses and pre-professional experiences they will need in order to be competitive for jobs and opportunities within these areas.
3. *Graduating Students* are able to use the areas to help articulate an area of specialization on their career materials, thus assisting them in communicating to employers their particular expertise.

While the specializations alone were not encompassing of the discipline or field, they were instrumental in helping further evolve the understanding of the needs of guidance for students from start to finish. Out of this, the new Professional Pathways

(104) were born and fulfill all three needs listed above. As much as possible they are encompassing of the discipline and field.

***Redesign of practicum, the MS/LIS credit-bearing field experience course (100)***

In the MS/LIS curriculum IS 591 Practicum is an optional supervised field experience of professional-level duties in an approved library or information center. A maximum of 2 hours of credit may be applied toward the degree. Practicum students work for 100 hours in an organization under the guidance of a designated site supervisor, who has professional qualifications in the area of the Practicum activities. For many years the practicum had a rather rigid structure: the student was instructed to devote 75% of the time to professional-level responsibilities and 25% of the time to a project, to be designed in consultation with the site supervisor. Faculty advisors approved the practicum contract with plans for the practicum developed by the student in consultation with the site supervisor. Feedback from students, site supervisors, and faculty advisors (100b) provided evidence that the structure was too inflexible, that there was some confusion about the project component, and that students wanted an opportunity for more structured feedback from the site supervisor. Based on this input, the practicum coordinator (Career Services Coordinator) and the Associate Dean for Academic Programs revised the practicum to include:

1. individualized plan as outlined in the practicum contract, including explicit statement of desired learning outcomes;
2. a standard basis for assessment, including: an evaluation completed by the site supervisor; active participation in the discussion forums;
3. completion of weekly log and performance review assignments.

In addition, the Practicum section of the website (81) was revised to provide more information useful to students, faculty advisors, and site supervisors. Feedback from students, site supervisors, and faculty advisors confirms that these changes have enabled students to be clearer about their goals for the field experience and to achieve those goals.

### III. FACULTY

**III.1 The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. 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 the program.**

*Sources of evidence:*

- a. CVs of full-time faculty (105) and new faculty hires (105b)
- b. CVs of adjunct faculty (114)
- c. List of courses taught by each adjunct faculty member (115)
- d. iSchool research fellows (111)
- e. Table 13 Distribution of faculty ranks (116)
- f. Nomination Form for Graduate Faculty (116b)
- g. Table 14 Percent of MS courses taught by full-time vs part-time faculty (118)

#### ***III.1.1 The program has a faculty capable of accomplishing program objectives.***

The objective of the MS/LIS program is the same as the first school goal: Maintain global leadership in education for the information professions. The faculty of the School of Information Sciences approved the following updated learning outcomes for the program in October 2017.

They state that graduates of the Illinois MS/LIS program will be able to:

1. Apply foundational concepts, theories, and principles to problems of information organization and access.
2. Communicate capably with diverse stakeholders, promoting not just access to but also effective use of information services and systems in specific contexts.
3. Use evidence to help address information problems, meet information needs, and create relationships in their institutions, communities, profession, and the world.
4. Compare and critique contemporary information practices, structures, and standards in relation to historical and global alternatives.
5. Apply core ethical principles to professional practice.

As the details presented in this section of the Self-Study and in the faculty CVs (105) demonstrate, the faculty of the iSchool come from a wide range of backgrounds and have many notable accomplishments that ensure that program objectives are achieved.

#### ***III.1.2. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution.***

As of June 2018, the iSchool has **33 full-time faculty** with at least a 50% appointment. There are 28 full-time tenure-track faculty. In August 2018 two additional full-time faculty,



Assistant Professor Karen Wickett and Associate Professor Kyungwon Koh (105b), will join the faculty.

Table 13 Distribution of Faculty Ranks (116)

Rank	Number	Faculty
Professor	7	Stephen Downie, Les Gasser, Bertram Ludaescher, Allen Renear, Linda Smith, Michael Twidale, Ted Underwood (50 % appointment)
Associate Professor	15	Catherine Blake, Maria Bonn, Nicole Cooke, Jana Diesner, Lori Kendall, Emily Knox, Kathryn La Barre, Bonnie Mak, Jerome McDonough, Kate McDowell, Victoria Stodden, Carol Tilley, Vetle Torvik, Terry Weech, Kate Williams
Assistant Professor	6	Masooda Bashir, Peter Darch, Elizabeth Hoiem, Rachel Magee, Jodi Schneider, Matthew Turk (75% appointment)
Teaching Associate Professor	1	David Dubin
Teaching Assistant Professor	1	Martin Wolske
Senior Lecturer	1	John Weible
Lecturer	1	Elizabeth Wickes
Visiting Assistant Professor	1	Melissa Ocepek
Total	<b>33</b>	

In addition to the full-time tenure-track faculty, there are two full-time lecturers (106, exemplar below), one visiting assistant professor, and two teaching faculty who do some research. Both lecturers have master's degrees. Two tenure-track faculty have split appointments: Ted Underwood with English and Matthew Turk with Astronomy. All 28 tenure-track faculty are members of the Graduate Faculty. Graduate faculty membership is automatically granted to faculty members with tenure and on the tenure track without tenure. There are five additional non-retired members with term membership in the Graduate Faculty from the iSchool. One is non-tenure-track faculty, one is affiliated faculty, one is a research scientist, and two are former members of the faculty who resigned to take positions elsewhere. [Graduate Faculty status](#) (116b) is conferred based on whether or not the individual's qualifications match those of the graduate degree granting unit and their role in mentoring graduate students. Several faculty have 0% or affiliate appointments in other campus departments or programs: Beckman Institute (Gasser, Schneider); Center for Writing Studies (Tilley); Cline Center for Advanced Social Research (Diesner); Computer Science (Blake, Diesner, Gasser, Ludaescher, Stodden, Twidale); Coordinated Science Laboratory (Bashir, Stodden); European Union Center (Schneider); Gender and Women's Studies (La Barre, Tilley); Health Care Engineering Systems Center (Schneider); Information Trust Institute (Bashir, Diesner); Law (Stodden); Medical Information Science (Blake); Medieval Studies (Mak); Philosophy (Renear); National Center for Supercomputing Applications (Darch, Downie, Gasser, Ludaescher, Stodden); and Statistics (Stodden). Almost all faculty are affiliates of the Illinois Informatics Institute.

***Development of Guidelines for Specialized Faculty*** (106)

For many years the School of Information Sciences had two principal categories of faculty—tenure-system and adjunct. The latter included both full-time university employees from other units (primarily the University Library) and others with no regular university affiliation, all of whom taught for the iSchool in their areas of expertise as needed. Some iSchool academic professional staff and doctoral students also taught selected courses. In contrast to peer schools, the iSchool had not regularly appointed full-time non-tenure-system faculty.

Two developments prompted a re-examination of the potential role of specialized, non-tenure-system faculty: the introduction of a new graduate professional degree, the MS in Information Management, that increased the demand for courses taught on-campus and the development of new policy documents at the campus level (107, 108). All campus units were expected to develop their own policy documents for specialized faculty, consistent with the general guidelines provided in the Provost-level communications. The appointment of full-time specialized faculty enables us to integrate those individuals into regular teaching, curriculum development, and student project supervision in ways that are not feasible for adjunct faculty.

In academic year 2016-2017 the iSchool faculty, with leadership from the Executive Committee, developed the needed policy documents with careful attention to expectations for these specialized faculty positions and promotion possibilities. Those appointed as lecturers and senior lecturers are expected to demonstrate teaching excellence, borne out by their regular inclusion on the List of Teachers Ranked as Excellent. Specialized faculty are evaluated annually in the same manner as tenure-stream faculty, with careful attention to the full range of their contributions to the quality of the student experience.

Drafts were reviewed at the April 2017 faculty meeting and approved for implementation at the May 2017 faculty meeting. Consistent with these policies, openings for two specialized faculty positions were advertised in summer 2017 and two individuals were hired (109). Both had proven themselves as effective teachers in adjunct roles, and the iSchool now benefits from their full-time involvement in teaching, curriculum development, and expanding student awareness of potential career paths in data management and information technology applications. Now that guidelines for specialized faculty are in place, we anticipate making more appointments in this category to complement the expertise of the tenure-system faculty.

The iSchool also has **several faculty from other departments and units** (both from within and outside of campus) with 0% appointments. These affiliates must be tenure-system faculty with full-time appointments in another unit on campus and must be engaged in substantive collaboration with iSchool faculty and/or students. Current faculty are drawn from multiple units, including (110):



As suggested by the number of affiliated faculty, the School has a **close partnership with the Library** in support of the MS/LIS program and research. Each academic year begins with a joint reception for our faculties, introducing new faculty members, talking generally about what is ahead, and emphasizing and nurturing our close partnership.

The School also has a small number of **Research Fellows** (111) who are appointed for two-year terms. They are chosen based on the relevance of their research to the interests of the faculty and students. Each fellow gives at least one public lecture during their appointment.

***III.1.3. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered.***

All iSchool faculty teach courses in the MS/LIS program that align with their areas of expertise. They also serve as advisors for practicums, independent studies, and MS theses. Many members of the faculty also teach in the other programs the school offers including the MS in Information Management, the undergraduate informatics minor, and/or doctoral courses. All faculty are expected to teach online though this can vary according to the need for courses in various areas. Tenure-track faculty have active research programs, and some include MS/LIS students in their projects. All faculty also serve on various iSchool standing committees that guide the program including the Admissions, Curriculum, and Diversity committees. Student chapters of the American Library Association, Association for Information Science & Technology, Special Libraries Association, and Progressive Librarians Guild all have faculty advisors.

While our faculty of 34 is clearly sufficient in number and in diversity of specialties to carry out the major share of the research and service activities required for our program (112, exemplar below), regardless of delivery method, this does not extend to teaching. **Faculty expertise** spans 28 specific research areas that embody 6 research vision areas (113). The strategic research vision areas are:



The 28 specific faculty research areas are:

1. Archives and Preservation
2. Community Informatics
3. Cultural Informatics and Heritage
4. Data Analytics
5. Data Curation
6. Design and Evaluation of Information Systems and Services
7. Digital Humanities
8. Digital Libraries
9. Diversity and Social Justice

- |  |   |
|--|---|
| 10. Education of Information Professionals | 20. Informetrics                              |
| 11. Ethics and Values for Information      | 21. Libraries and Librarianship               |
| 12. Foundations of Information             | 22. Organization of Knowledge and Information |
| 13. Health and Bioinformatics              | 23. Privacy, Security, and Trust              |
| 14. History of Information                 | 24. Science Processes                         |
| 15. Information Access                     | 25. Social Informatics                        |
| 16. Information Literacy                   | 26. Social Media                              |
| 17. Information Policy                     | 27. Social and Information Networks           |
| 18. Information Practices and Behaviors    | 28. Youth Literature, Culture, and Services   |
| 19. Information Retrieval                  |   |

Full-time faculty have the expertise needed to teach the two required MS/LIS courses and to oversee clusters of courses in their areas of expertise that collectively span the range of courses taught to MS/LIS students (see Standard III.7, Table 19). But the numbers are not sufficient relative to the current MS/LIS student enrollment to ensure that the majority of actual instruction is done by full-time faculty.

#### ***Articulation of Research Areas to Demonstrate Faculty Strengths*** (112)

As an interdisciplinary program, it is important that the school's webpages accurately reflect the research areas of the diverse faculty for prospective students, potential collaborators, grant administrators, and program officers. When feedback from faculty and students identified a gap between the Research Areas webpage and current faculty research foci, a small working group was formed to update and improve the pages. A competitive analysis was conducted to evaluate how peer institutions represented their research areas, which was presented for feedback to faculty at the faculty retreat ([spring 2014](#)). From there, the team conducted an iterative process consisting of surveys, written reports with feedback sessions, and individual meetings to solicit feedback from both faculty and current PhD students on the proposed research areas and their content areas. The result was the identification of revised research clusters as well as the creation of research strategic visions and categories within these visions, which were presented for faculty feedback in January 2016. Once faculty feedback was incorporated, the working group worked with internal communications and IT departments to successfully update the Research Areas webpages in April 2016 (113).

***III.1.4. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. 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 the program.***

To meet the demand for courses in the MS/LIS, the School of Information Sciences continues to depend on a range of part-time faculty to teach in areas that complement the teaching competencies of full-time faculty. Adjunct faculty (114) represent a range of affiliations

and expertise. Part-time faculty who have taught courses in the MS/LIS program in the period fall 2016 – summer 2018 are listed below in groups reflecting the nature of their affiliation (\* indicates individuals who are alumni of the iSchool).

#### Emeritus faculty

- Bertram Bruce, \*Robert Burger

#### iSchool academic professional staff

- Ian Brooks, \*Karla Lucht, \*Ann Ohms, \*Kate Quealy, Martin Wolske

#### iSchool doctoral students

- Michael Gryk, \*Jimi Jones, Jinseok Kim, Emily Lawrence, Alaine Martaus, Beth Strickland Bloch, Cheryl Thompson

#### iSchool postdocs

- \*Rhiannon Bettivia, \*Katrina Fenlon, \*Peter Organisciak

#### University of Illinois staff

- \*Melissa Cragin, \*John Gough, \*David Mussulman, Karen Ruhleder, Walter Wilson, Michael Wonderlich

#### University of Illinois library

- \*Atoma Batoma, \*Sara Benson, Anna Chen, \*Christopher Condill, Stephanie Davidson, Kirstin Dougan, Quinn Ferris, \*Paul Healey, \*Lisa Hinchliffe, Laila Hussein, \*Jessica LeCrone, \*Nicole Ream-Sotomayor, \*Zoe Revell, Scott Schwartz, Yoo-Seong Song, Jennifer Hain Teper, \*Steven Witt, \*Beth Woodard

#### Adjunct faculty, Urbana Free Library staff

- Frederick Schlipf (retired), \*Mary Towner, Anke Voss

#### Adjunct faculty, other universities

- Jonathan Bona (University of Arkansas for Medical Sciences), Peter Bushell (Illinois State University, Kevin Trainor (Wisconsin-Milwaukee)

#### Adjunct faculty, public librarians

- \*Lori Bell (Illinois), Dennis Quinn (Texas), \*Heidi Rhea (Illinois)

#### Adjunct faculty, academic librarians

- \*Anne Barnhart (Georgia), Carisse Berryhill (Texas), Robert Bothmann (Minnesota), Scott Matheson (Connecticut), \*Amanda McLellan (North Carolina), Mary Munroe (Georgia), \*Steve Oberg (Illinois), \*Melissa Salrin (British Columbia), \*Elizabeth Shoemaker (Georgia)

#### Adjunct faculty, special librarians

- \*Sidney Berger (Massachusetts), \*Aaron Collie (Missouri), Robert DeCandido (New York), \*Dawn (Mikki) Smith (New York), \*John Vincler (New York)

#### Adjunct faculty, school librarians and teachers

- \*Margaret Burton (Illinois), Elizabeth Bush (Illinois), \*Linda Diekman (Illinois), Kristen Mattson (Illinois), \*Ruth Shasteen (Illinois), \*Anieta Trame (Illinois), Virgil Varvel (Illinois), \*Gretchen Zaitzeff (Illinois)

#### Adjunct faculty, corporations

- \*Ryan Larkin (Illinois), Mark Moran (Illinois)

#### Adjunct faculty, consultants or independently employed

- Adrian Brown (North Carolina), John Bambenek (Illinois), \*Damian Duffy (Illinois), \*Jeanne Holba Puacz (Illinois), Andrew Huot (Georgia), Dan Keding (Illinois), \*Ellen Knutson (Oregon), \*Diane Kovacs (Ohio), Nick LaLone (Illinois), \*Jeff Limp (Illinois), Charles Linville (Illinois), \*Nicole Miller (Illinois), \*Debra Mitts-Smith (Minnesota), \*Adam Rusch (Illinois), \*Melissa Wong (California)

As illustrated above, some part-time faculty have ongoing relationships with the school (emeritus faculty, doctoral students, and academic professional staff) while others are drawn from the local area (University of Illinois Library faculty and professional staff from other departments, professional staff from the Urbana Free Library). A few part-time faculty commute to teach on-campus but the majority teach online. If there is time, interest, and the instructor is successful in teaching courses, they are reappointed on a regular basis to ensure that they have an ongoing relationship with the school. As the courses offered by part-time faculty (115) demonstrate – of which a partial list is included below - many specialized courses have been offered by part-time faculty teaching online. These are courses that the school could not offer otherwise and are open to both on-campus and online students.

<b>(Partial) List of courses offered by part-time faculty (fall 2016- summer 2018)</b>	IS 403 Literature and Resources for Children (Bush, Mitts-Smith) IS 404 Literature and Resources for Young Adults (Lucht, Mitts-Smith) IS 409 Storytelling (Keding) IS 418 Community Engagement (Knutson, Wolske) IS 445 Information Books & Resources for Youth (Bush, Diekman) IS 451 Intro to Network Systems (Rusch, Wolske) IS 452 Foundations of Information Processing (LaLone, Trainor, Wolske) IS 458 Instructional Strategies and Techniques for Information Professionals (Wong) IS 490DB Introduction to Databases (Gough, Trainor) IS 490EG E-Government (Brown) IS 490GI Geographic Information Systems (Linville) IS 490IL Informal Learning Spaces & Pedagogy (Wolske) IS 490IS Fundamentals of Information Security (Bambenek) IS 490SM Social Media and Global Change (Duffy) IS 490TE Intro to Technology in LIS (McLellan, Mussulman) IS 502 Libraries, Information and Society (Lawrence, Lucht, Strickland) IS 504 Reference and Information Services (Holba Puacz, LeCrone, Wong, Woodard)
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*For the full list of courses, please see evidence item 115.*

Part-time faculty are selected based on domain expertise and teaching ability; many are accomplished alumni of our programs and thus understand our program objectives. Annually the iSchool posts an Adjunct Faculty Open Rank position for which anyone interested in teaching as an adjunct for the first time must apply. This creates a pool of potential adjunct faculty from which openings can be filled.

The following table (118) illustrates the proportion of all sections of MS/LIS courses taught by full-time faculty vs. the proportion taught by all categories of part-time faculty over the past six terms (with the two summer terms 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. Overall, since fall 2016, full-time faculty have taught 41%, or 173, of the 420 courses offered. The distribution by enrollment option demonstrates that full-time faculty contribute to teaching both online and on-campus, though they teach a greater proportion of on-campus offerings. Hybrid courses are simultaneously offered face-to-face and online. 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.

Table 14 Percent of MS Courses Taught by Full-time vs. Part-time Faculty (118)

<b>Term</b>	<b>On-Campus FT / PT</b>	<b>Online FT / PT</b>	<b>Hybrid FT / PT</b>	<b>Total FT / PT</b>
<b>Fall 2016</b>	19/16 (% 54/46)	11/25 (% 31/69)	4/1 (% 80/20)	<b>34/42 (% 45/55)</b>
<b>Spring 2017</b>	20/14 (% 59/41)	18/32 (% 36/64)	3/2 (% 60/40)	<b>41/48 (% 46/54)</b>
<b>Summer 2017</b>	2/1 (% 67/33)	2/27 (% 7/93)	0/1 (% 0/100)	<b>4/29 (% 12/88)</b>
<b>Fall 2017</b>	29/13 (% 69/31)	15/25 (% 38/63)	2/1 (% 67/33)	<b>46/39 (% 54/46)</b>
<b>Spring 2018</b>	28/21 (% 57/43)	13/33 (% 28/72)	2/5 (% 29/71)	<b>43/59 (% 42/58)</b>
<b>Summer 2018</b>	0/2 (% 0/100)	4/28 (% 13/87)	1/0 (% 100/0)	<b>5/30 (% 14/86)</b>

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



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

*Sources of Evidence*

- a. Table 13 Distribution of Faculty Ranks (116)
- b. Table 15 Faculty appointments, degree, tenure, and promotion (119)
- c. iSchool Guidelines for the Annual Review of Faculty (145); iSchool Third-Year Review Procedures (146); Guidelines for Promotion and Tenure (117)
- d. iSchool and University sources of research and travel funding (252, 253)
- e. Table 16 iSchool faculty related community service (126)
- f. Outside Grants received by faculty (121); faculty teaching releases and sabbaticals (121c); graduate student support (121d)
- g. Campus Research Board travel fund (121b)
- h. Description of Center for Innovation in Teaching and Learning program of workshops and other teaching support (120)
- i. iSchool Research Services (123b)
- j. List of Teachers Ranked as Excellent (122)

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 [\*iSchool Guidelines for Promotion and Tenure\*](#) (117) 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).

The iSchool has been **successful in promoting and tenuring faculty** across ranks (116). Of the full-time faculty (119), 17 (Bashir, Bonn, Cooke, Darch, Diesner, Hoiem, Knox, Ludaescher, Magee, Ocepek, Schneider, Stodden, Torvik, Turk, Underwood, Weible, Wickes) have joined the iSchool since the MS/LIS program was last reviewed in fall 2011. Losses are accounted for by retirement (Abdul Akalimat, Alistair Black, Susan G. Davis, Christine Jenkins, Daniel Schiller), departures to take leadership or senior faculty roles elsewhere (Jon Gant, Carole Palmer), and resignations (Miles Efron, who left after tenure to pursue other interests and W. John MacMullen, who left after his 5<sup>th</sup> year to pursue consulting opportunities).

Table 15 Faculty Appointments, Degree, Tenure, and Promotion (119)

<b>NAME</b>	<b>ACADEMIC RANK</b>	<b>TITLE (IF DIFFERENT FROM RANK)</b>	<b>TENURE STATUS</b>	<b>GRADUATE FACULTY MEMBER</b>	<b>HIGHEST DEGREE EARNED</b>	<b>DISC. OF HIGHEST DEGREE</b>	<b>YEAR OF APPT. TO FULL-TIME FACULTY</b>	<b>YEAR OF APPT. TO PRESENT RANK</b>
<b>Bashir</b>	Assistant Professor		Not Tenured	Yes	Ph.D.	Psychology	2013	2013
<b>Blake</b>	Associate Professor	Associate Director	Tenured	Yes	Ph.D.	Information and Computer Science	2009	2009
<b>Bonn</b>	Associate Professor		Not Tenured	Yes	Ph.D.	American literature	2013	2018
<b>Cooke</b>	Associate Professor	Program Director	Tenured	Yes	Ph.D.	Communication, Information and Library Studies	2012	2018
<b>Darch</b>	Assistant Professor		Not Tenured	Yes	Ph.D.	Computer Science	2015	2015
<b>Diesner</b>	Associate Professor	Program Director	Tenured	Yes	Ph.D.	Computer Science	2012	2018
<b>Downie</b>	Professor	Associate Dean	Tenured	Yes	Ph.D.	Library and Information Science	1999	2011
<b>Dubin</b>	Associate Professor	Teaching Associate Professor	Not Tenured	Yea	Ph.D.	Information Science	2007	2007
<b>Gasser</b>	Professor		Tenured	Yes	Ph.D.	Information and Computer Science	1998	2006
<b>Hoiem</b>	Assistant Professor		Not Tenured	Yes	Ph.D.	English	2014	2014
<b>Kendall</b>	Associate Professor		Tenured	Yes	Ph.D.	Sociology	2005	2005

<b>Knox</b>	Associate Professor		Tenured	Yes	Ph.D.	Communication, Information and Library Studies	2012	2018
<b>La Barre</b>	Associate Professor		Tenured	Yes	Ph.D.	Information Science	2006	2012
<b>Ludaescher</b>	Professor	Director	Tenured	Yes	Ph.D.	Computer Science	2014	2014
<b>Magee</b>	Assistant Professor		Not Tenured	Yes	Ph.D.	Information Studies	2015	2015
<b>Mak</b>	Associate Professor		Tenured	Yes	Ph.D.	Medieval Studies	2008	2014
<b>McDonough</b>	Associate Professor		Tenured	Yes	Ph.D.	Library and Information Studies	2005	2011
<b>McDowell</b>	Associate Professor		Tenured	Yes	Ph.D.	Library and Information Science	2007	2013
<b>Ocepek</b>	Visiting Assistant Professor		Not Tenured	No	Ph.D.	Library and Information Science	2017	2017
<b>Renear</b>	Professor	Dean	Tenured	Yes	Ph.D.	Philosophy	2001	2011
<b>Schneider</b>	Assistant Professor		Not Tenured	Yes	Ph.D.	Informatics	2016	2016
<b>Smith</b>	Professor	Executive Associate Dean	Tenured	Yes	Ph.D.	Information Transfer	1977	1994
<b>Stodden</b>	Associate Professor		Tenured	Yes	Ph.D.	Statistics	2014	2014
<b>Tilley</b>	Associate Professor		Tenured	Yes	Ph.D.	Information Science	2007	2014
<b>Torvik</b>	Associate Professor		Tenured	Yes	Ph.D.	Engineering Science	2011	2017
<b>Turk</b>	Assistant Professor (25% in Astronomy)		Not Tenured	Yes	Ph.D.	Physics	2016	2016

<b>Twidale</b>	Professor	Program Director	Tenured	Yes	Ph.D.	Computing	1997	2009
<b>Underwood</b>	Professor (50% in English)		Tenured	Yes	Ph.D.	English	2016	2016
<b>Weech</b>	Associate Professor		Tenured	Yes	Ph.D.	Library Science	1980	1980
<b>Weible</b>	Senior Lecturer		Not Tenured	No	MS	Engineering	2017	2017
<b>Wickes</b>	Lecturer		Not Tenured	No	MS	Library and Information Science	2017	2017
<b>Williams</b>	Associate Professor		Tenured	Yes	Ph.D.	Information	2007	2014
<b>Wolske</b>	Teaching Assistant Professor		Not Tenured	No	Ph.D.	Behavioral Neuroscience and Biopsychology	1995	2018

***III.2.1 by encouragement of excellence in teaching, research, and service; and through provision of a stimulating learning and research environment.***

Faculty are encouraged to be leaders through innovation in **teaching, research, and service**. Leep continues to be a tangible example of innovation in teaching, as are the development of new courses and revision of existing courses (98, see sidebar).

The university's [Center for Innovation in Teaching & Learning](#) (CITL) (120), established in summer 2013 to integrate campus support services for teaching and learning, provides the following resources:

1. Support the development, marketing, delivery and evaluation of online courses and programs.
2. Provide essential services for teaching evaluations, learning outcome assessments, new student testing/placement, and exam processing.
3. Provide training and assistance with instructional pedagogies and technologies to departments, faculty, staff and teaching assistants.
4. Provide personalized support to instructors who want to create, revise or blend a course.
5. Help the development, use, and evaluation of rich and creative learning environments.
6. Assist campus academic units with event planning including academic conferences, research symposia, professional development workshops, institutes, and performing arts festivals.

Faculty members are encouraged to attend CITL workshops, including those leading to **teaching certificates** to strengthen their pedagogical skills. Some workshops that faculty have attended include:

- Creating Online Course Content
- An Overview of Course Design
- Best Practices from Face-to Face Courses to Online Courses
- Active Teaching → Active Learning: Strategies for Deep Learning and Retention
- Developing Learning Objectives

iSchool faculty have won the following school, university, and **teaching awards**:

- Nicole Cooke: *2016 Larine Y. Cowan Make a Difference Award for Teaching and Mentoring in Diversity*, University of Illinois
- Emily Knox: *2015 WISE Instructor of the Year*
- Kate McDowell: *2018 Excellence in Online and Distance Teaching Award*, University of Illinois
- Linda Smith: *2007 Excellence in Online and Distance Teaching Award*, University of Illinois
- Linda Smith: *1999 ALISE Award for Teaching Excellence*
- Linda Smith: *1987 ASIS Outstanding Information Science Teacher Award*
- Michael Twidale: *2017 ASIS&T Outstanding Information Science Teacher Award*

***Redesign of the Leep online learning program (98)***

*Please refer to Standard II.7 to read more about our exemplar on the modifications to and redesign of the Leep online learning program regarding modification of residency requirements and development of Welcome Weekend.*

Exemplar

- Michael Twidale: *2009 Excellence in Online and Distance Teaching Award*, University of Illinois
- Martin Wolske: *2011 Library Journal Teacher of the Year Award*

Many faculty are also on the list of [Teachers Ranked as Excellent](#) based on student evaluations of instruction (122). Several faculty members have been ranked as excellent many times including Cooke, Hoeim, Knox, La Barre, McDowell, Tilley, and Twidale.

Faculty are also **leaders in research**. The range of funded research projects (121) is one indicator of the innovation that characterizes the research undertaken by iSchool faculty. More specifics about outside grants received by faculty can be found in Standard III.5 and table (139). Both the school and the university support faculty research via several mechanisms including direct support for research and travel (121b); teaching releases and sabbaticals (121c); and graduate student support (teaching and research assistants, graduate hourly) (121d). Both the school and the university also offer fully-staffed [Research Services](#) (123b) offices.

A review of CVs of iSchool full-time faculty demonstrates the range of expertise and activities that contribute to making the iSchool a **stimulating learning and research environment**. Teaching activities are fully supported by the Instructional Technology & Design staff. The [Research Centers](#) (123) are catalysts for promoting discussions of research, such as seminars sponsored by [CIRSS](#) (124) and the [Brown Bag Lunches](#) sponsored by CCB (125).

All iSchool faculty serve on school committees and are well represented in campus-level and professional service (for a list of school and university committees on which faculty serve, see Standard V.2). Many faculty also engage in community service that relates to their work at the iSchool, as shown in the table (126) below.

Table 16 iSchool Faculty Related Community Service (126)

Faculty	Service
Maria Bonn	Advisor to Orcas Island (WA) Public Library
Jana Diesner	Computation Thinking Workshop at Girls Engaged in Math & Science (GEMS) summer camp (2012, 2013)
Emily Knox	Key member of Makerspace Urbana and member of the planning committee for the Heartland Maker Fest
Kathryn La Barre	Gallery Assistant, and Zine Library Caretaker at the Urbana-Champaign Independent Media Center Zine Library and Librarian at the Multi-Cultural Center – Migrant Children Daycare in Rantoul, Illinois.
Rachel Magee	Member, STEM and Workforce Development Task Force, Bureau/LaSalle/Marshall/Putnam Counties (IL) (2016)
Jerry McDonough	Advisory Board for the Museum of Modern Art's Digital Repository for Museum Collections project (2012); Board of Advisors, Digital POWRR project, Northern Illinois University (2013), funded by IMLS National Leadership Grant; Development Advisory Group, BitCurator: Tools for Digital Forensics Methods & Workflows in Real-World

	Collecting Institutions, UNC Chapel Hill and Maryland Inst. for Technology in the Humanities (2012-2013)
Kate McDowell	Director of the Annual Storytelling festival
Carol Tilley	Owner and Author of <i>We Need Diverse Comics</i> , several talks at San Diego Comic Con and Chicago Comics and Entertainment Expo (C2E2)
Mike Twidale	IMLS National Forum on incorporating design thinking, methods, and principles into master's level library education (2018)
Ted Underwood	Selection committee for Digital Extension (2015-2018)
Elizabeth Wickes	Organizer of the Champaign-Urbana Python Users' Group (Py-Cu) and keymember of Makerspace Urbana
Kate Williams	Cybernavigators (tech helpers program) at Clark Lindsey retirement village and the Urbana Park District
Martin Wolske	Digital inclusion initiatives at Champaign Public Library, The Urbana Free Library, Champaign Police, Kenwood Elementary School (part of Champaign Unit 4 Schools), Urbana Neighborhood Connection Center, Tap In Leadership Academy, Lessie Bates Davis Neighborhood House, East St. Louis, IL

**III.3 The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.**

*Sources of evidence:*

- a. Illinois Academic Handbook (131)
- b. Inclusive Illinois initiative (128)
- c. Policies & procedures of the Office of Diversity, Equity & Access (ODEA) (127)
- d. ODEA faculty report (130)
- e. Targets of Opportunity Program (129)
- f. Illinois Faculty Salary Equity Review Process (132)
- g. iSchool Employee Handbook (133)

***III.3.1 The program has policies to recruit and retain faculty from diverse backgrounds.***

As part of each faculty search, the School has actively sought applicants from **diverse backgrounds**. Advertisements for faculty positions in the iSchool note the following: “We especially welcome applications from members of underrepresented groups working in these or other areas of the information sciences.” The Office of Diversity, Equity, and Access (ODEA) has a search manual (127) which governs procedures for academic searches. While we have succeeded in making the faculty more international (two from Canada (1998, 2008), two from the UK (1997, 2015), one from Australia (2009), and two from Germany (2012, 2014)), we have been less successful in broadening ethnic diversity. We currently have two African American faculty members and two Asian Americans. The university created the Inclusive Illinois initiative (128) and is committed to increasing the diversity of its faculty and has in the past made funds available for this purpose such as the Targets of Opportunity Program (129) as well

as monitoring progress in the ODEA Faculty Report (130). The two new faculty hires starting in August 2018 include one from South Korea.

***III.3.2. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.***

Both the university and the school have published, accessible personnel policies and procedures. The university publishes an academic handbook (131) through the human resources office. This includes, for example, a faculty salary equity review process (132). The school's employee handbook (133) is posted to the website and includes guidelines for annual reviews, third-year review, and guidelines for promotion and tenure.

**III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.**

***III.4.1 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching***

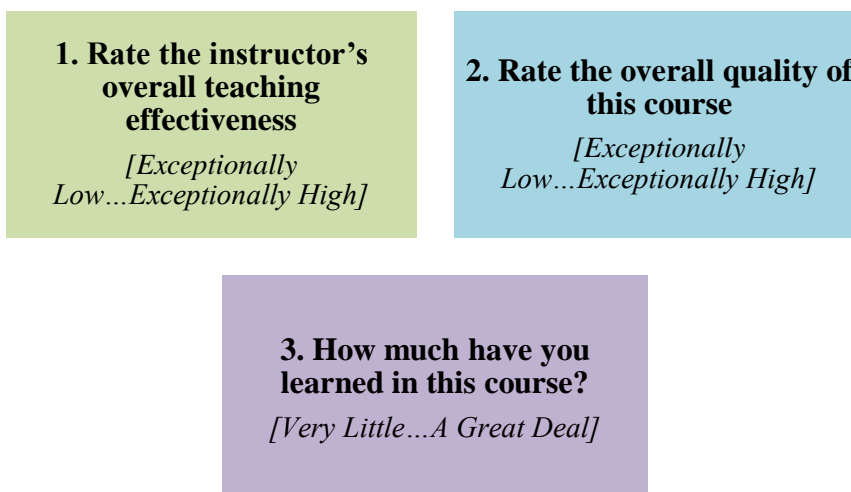
*Sources of evidence:*

- a. Summary Instructor & Course Evaluation System (ICES) data (94)
- b. Table 17 summary of ICES Global items (135)
- c. ICES FAQ (134)
- d. List of Teachers Ranked as Excellent (122)
- e. Faculty CVs (105)

Specifics on teaching assignments are given in Standard 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. (See II.2.3 for discussion of integration of technology in courses). 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) (134), online forms from the Center for Innovation in Teaching & Learning, as a tool for student feedback on instruction. Results of these course evaluations are reviewed each semester by the Dean and the Executive Associate Dean. There are three global items:





While the results for all three global items are monitored, global item 3 (*how much have you learned in this course?*) is especially helpful in tracking students' self-assessment of learning outcomes for a course. This is important for the instructor in planning for future offerings of the course and for the School in monitoring the extent to which each course is contributing new knowledge and skills to the students completing it.

Over the past four semesters, a summary of ICES data (135) shows our faculty continue to receive high marks across all three global items.

Table 17 Summary of ICES Global Items (Fall 2016 – Fall 2017) (135)

Global Item	Average	Standard Deviation
1: Instructor's Overall Teaching Effectiveness	4.35/5.00	.46
2: Overall Quality of the Course	4.28/5.00	.50
3: Amount Learned in Course	4.31/5.00	.45

As noted in Standard III.2.1, faculty ranked highly are included on the [List of Teachers Ranked as Excellent by Their Students](#) (122), a campus-wide list compiled by the staff of the Center for Innovation in Teaching & Learning. These lists are now maintained on the Web and demonstrate that each term several iSchool faculty (both full-time and part-time) are so recognized. Faculty have access to many resources to assist in teaching. An instructor guide provides orientation to the many iSchool services available to support both on-campus and online instruction (136). At the campus level the Center for Innovation in Teaching & Learning (120) offers resources and support and numerous programs and events (137). There is also strong support to prepare doctoral students serving as teaching assistants (138).

#### **III.4.2 active participation in relevant organizations.**

*Sources of evidence:*

- a. Faculty CVs (105)

iSchool faculty are active in a **variety of professional associations** related to their areas of teaching and research. Review of current faculty CVs (105) demonstrates the interdisciplinary character of this activity. One or more full-time faculty members are active in:

- American Library Association (including a wide variety of divisions and round tables)
- Association for Information Science and Technology
- Association for Library and Information Science Education
- Illinois Library Association
- Association of Illinois School Library Educators (formerly the Illinois School Library Media Association)
- International Federation of Library Associations and Institutions
- Medical Library Association
- Special Libraries Association.

Other associations in which one or more faculty members participate include:

- American Association for the Advancement of Science
- American Educational Research Association
- American Medical Informatics Association
- Association for Computers and the Humanities
- Association for Computing Machinery
- American Sociological Association
- Medieval Academy of America
- International Society for Knowledge Organization
- Classification Society of North America
- Association of Internet Researchers
- Institute of Electrical and Electronics Engineers (IEEE)
- International Communication Association
- International Foundation for Multi-Agent Systems
- International Reading Association
- Children's Literature Association
- National Reading Conference

Offices held currently or in the past include leadership positions such as:

- Nicole Cooke – Director of ALISE Special Interest Groups
- Emily Knox – Director-at-Large of ASIS&T, Board Member of National Coalition Against Censorship, Board Member Freedom to Read Foundation, Director & Treasurer Beta Phi Mu Executive Board
- Lori Kendall – Board of Directors and Executive Committee of the Association of Internet Researchers
- Kathryn La Barre – Director-at-Large of ASIS&T
- Allen Renear – President of the Association for Computers and the Humanities
- Bonnie Mak – Board of Directors of Society for History of Authorship, Reading, and Publishing
- Linda Smith – President of Beta Phi Mu, ALISE, and ASIS&T
- Carol Tilley – President and Vice President – Comics Studies Society, Director of External Relations of ALISE

- Terry Weech – Chair of the IFLA Section on Education and Training and of IFLA Division VII Research and Education;

**III.5 For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.**

*Sources of evidence:*

- a. Faculty CVs (105)
- b. Research section of the iSchool website (113)
- c. Table 18 Outside Grants Awarded to iSchool Faculty (139)

The University of Illinois is a major research university and all the full-time iSchool faculty are **actively engaged in research and publication**. Current research strengths are listed in Standard III.1.3 and on the school's website (113). Faculty CVs (105) provide more detail on individual programs of research and publication. In addition, faculty are very active in research-related service roles: organizing conferences and conference sessions; reviewing grant proposals; reviewing papers for journals and conference program committees; and serving on advisory panels. In spring 2004 the iSchool sponsored the first of what has become an annual Research Showcase, highlighting the research activities of several of the faculty, doctoral students, and, more recently, master's students. In November 2017, posters, presentations, and keynote speakers covered a range of topics including makerspaces, library usage reports, big data, cultural heritage informatics, text mining, and more. Held in the first floor at the Illini Union, the event is open to everyone in the iSchool, the campus, and the general public. We use the event as a recruitment tool, expanding visibility of iSchool research and academic programs across campus.

The School of Information Sciences has two research units: the [Center for Informatics Research in Science and Scholarship](#) (CIRSS) (124), directed by Professor Bertram Ludaescher and the [Center for Children's Books](#) (CCB) (125), directed by Dr. Deborah Stevenson. They contribute in many ways to fostering collaboration and enhancing the research culture of the School. To cite just a few examples:

**CIRSS Seminar Series:** The aim of the CIRSS Seminar Series is to provide a relaxed venue for sharing current research by presenting reruns or rehearsals of recent conference presentations. All CIRSS faculty and student affiliates are welcome to present, and session attendance is open to the entire campus community.

**CCB:** The Youth, Literature, & Culture (YLC) group is a reading/study group on youth, literature, media, and culture. This interdisciplinary group, which came into formal existence in 2004, brings together faculty and doctoral students who share a scholarly interest in children's and young adult literature and media. Participants represent various disciplines (including Education, English, History, Library and Information Science) and institutions (University of Illinois, Illinois State University, Eastern Illinois University, and others) and

meet to discuss research on young people, texts, and cultural contexts. The Center also participates in the annual iSchool Research Showcase, and hosts the Gryphon Lecture, an annual lecture featuring a leading scholar of youth and literature, media, or culture. The CCB's Gryphon Award (awarded annually, 2004-present) is a nationally-recognized book award to a children's book that "best exemplifies those qualities that successfully bridge the gap in difficulty between books for reading aloud to children and books for practiced readers." Additionally, the CCB has an ongoing partnership with the nationally-recognized Bulletin of the Center for Children's Books (published 11 times per year, 1945-present), a nationally recognized book review journal.

iSchool faculty have been successful in competing for major grants from a variety of federal agencies and foundations. The table below (139) reflects a list of significant projects for which iSchool faculty are principal investigators or co-principal investigators this past academic year (AY 2017-2018). For a full list of projects since 2011, see (121).

Table 18 Outside Grants Awarded to iSchool Faculty (2017-2018) (139)

<b>Principal Investigator</b>	<b>Sponsor</b>	<b>Project Title</b>	<b>Amount Awarded</b>
Turk, Matthew	National Science Foundation	Collaborative Research: S12-SSI: Inquiry-Focused Volumetric Data Analysis Across Scientific Domains: Sustaining and Expanding the yt Community	\$1,061,721.00
Magee, Rachel	Institute of Museum & Library Services	Young Researchers: Collaborating With Youth and Libraries for Community Based Scholarship	\$484,570.00
Diesner, Jana	Institute for the German Language	Text Transfer: Corpus based detection of secondary practical usage of scientific publications	\$109,967.00
Ludaescher, Bertram	Institute of Museum & Library Services	National Forum: Data Mining Research Using In-copyright and Limited-access Text Datasets: Shaping a Research and Implementation Agenda for Researchers, Libraries, and Content Providers	\$99,536.00
Underwood, William	National Humanities Center	Underwood Visiting NHC Fellowship	\$51,000.00
Hoiem, Elizabeth	National Endowment for the Humanities	Mechanical Literacy in British Culture, 1762-1860	\$50,400.00
Diesner, Jana	Korea Inst of Science & Technology	Analysis of Academic Activity Patterns in Academic Literature	\$50,180.00

Blake, Catherine	US Department of Veterans Affairs	Information Forum Requirements to Promote Knowledge Capture, Knowledge Sharing and Community Interaction on the VHA Data Portal	\$47,575.00
Turk, Matthew	NASA	Detailed Evolution of the First Protostellar Systems	\$45,000.00
Downie, J	Indiana University	Data Capsule Appliance for Research Analysis of Restricted and Sensitive Data in Academic Libraries	\$32,500.00
Bonn, Maria	North Carolina State University	Designing OERs to Prepare the Next Generation of Scholarly Communication Librarians	\$12,993.00
Downie, J	McGill University	Text Mining the novel: Establishing the foundations of a new discipline	\$7,910.00

**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 assessment, 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.**

*Sources of evidence:*

- a. Table 19 Faculty Backgrounds and Joint Appointments (140)
- b. List of course regularizations (141) and additions (142) since 2011
- c. Table 20 Courses taught by full-time faculty (Fall 2016 – Summer 2018) (143)

Responses to other standards in this section provide more details on research, interaction with faculty in other disciplines, and professional society involvement. Discussion of Standard V.2 provides specifics on campus service. The faculty **profile has become more multidisciplinary** as new hires and joint appointments introduced new areas of expertise to supplement the School's traditional strengths in core areas of library science. The backgrounds and any joint appointments of current faculty can be found in the table below (140).

Table 19 Faculty Backgrounds and Joint Appointments (140)

<b>Last Name</b>	<b>First Name</b>	<b>Title</b>	<b>Affiliation</b>	<b>Background</b>
Bashir	Masooda	Assistant Professor	Coordinated Science Laboratory, Information Trust Institute	PhD, Psychological Sciences, Purdue University MS, Clinical Psychology, Purdue University MS, Education Psychology, Purdue University BS, Computer Science, Purdue University BS, Mathematics, Purdue University
Blake	Catherine	Associate Professor, Associate Director of Center for Informatics Research in Science & Scholarship (CIRSS)	Computer Science, Medical Information Science	PhD, Information and Computer Science (ICS) MS, Information and Computer Science Artificial Intelligence, University of California, Irvine Master of Computer Science, Software Engineering, University of Wollongong, Australia Bachelor of Computer Science Software Engineering, University of Wollongong, Australia
Bonn	Maria	Associate Professor		PhD, English Literature, University at Buffalo MA, English Literature, University at Buffalo MS LIS, School of Information, University of Michigan BA, English Literature, University of Rochester
Cooke	Nicole	Associate Professor and MSLIS Program Director		PhD in Communication, Information and Library Studies, Rutgers University, New Brunswick, NJ Master of Library Service, Rutgers University, New Brunswick, NJ Masters in Adult Education / Certificate in Distance Education, Pennsylvania State University, University Park, PA BA in Communication, Rutgers University, New Brunswick, NJ
Darch	Peter	Assistant Professor	National Center for Supercomputing Applications (NCSA)	DPhil, Computer Science, University of Oxford, UK MA, History and Philosophy of Science and Medicine,

				Durham University, UK Mathematics, University of Oxford, UK
Diesner	Jana	Associate Professor	Computer Science, Illinois Informatics Institute (I3), Information Trust Institute (ITI), Cline Center for Advanced Social Research	PhD Societal Computing Carnegie Mellon University, School of Computer Science, Pittsburgh, PA (previously named Computation, Organizations & Society) MS Societal Computing (previously named Computation, Organizations & Society), Dresden University of Technology, Dresden, Germany MA (Magister Artium), Communication Science
Downie	J. Stephen	Professor and Associate Dean for Research	Professor, NCSA	PhD, Library and Information Science, University of Western Ontario MLIS, Library and Information Science, University of Western Ontario BA, Music Theory and Composition, University of Western Ontario
Dubin	David	Teaching Associate Professor		PhD, Information Science, University of Pittsburgh MS, Library and Information Science, Drexel University BS, Humanities and Communications, Drexel University
Gasser	Les	Professor	Computer Science, Beckman Institute, NCSA	PhD, Information and Computer Science, University of California, Irvine MS, Information and Computer Science, University of California, Irvine BA, English Literature, University of Massachusetts, Amherst
Hoiem	Elizabeth	Assistant Professor		PhD, English, University of Illinois at Urbana-Champaign, MA, Literary and Cultural Studies, Carnegie Mellon University BA summa cum laude, English, (SUNY) University at Buffalo BFA, summa cum laude, Communication Design, (SUNY) University at Buffalo

Kendall	Lori	Associate Professor		PhD, Sociology, with Designated Emphasis (Minor) in Feminist Theory, University of California, Davis MA, Sociology, University of California, Davis BA, Social Science, University of California, Berkeley
Knox	Emily	Associate Professor		PhD, Communication, Information & Library Studies, Rutgers University MS, Library and Information Science, University of Illinois at Urbana-Champaign MA, Religious Studies, the University of Chicago Divinity School BA, Religious Studies, Smith College
La Barre	Kathryn	Associate Professor	Gender and Women's Studies	PhD, Information Science, Indiana University, Bloomington Master of Library Science, Indiana University, Bloomington BA, with honors, Political Science, Oklahoma State University
Ludaescher	Bertram	Professor, Director of CIRSS	Computer Science, NCSA	PhD, Computer Science, University of Freiburg MS, Computer Science, University of Freiburg
Magee	Rachel	Assistant Professor		PhD, Information Studies, Drexel University MA, Information Resources and Library Science, The University of Arizona BS in Radio-Television-Film, BA in English, The University of Texas at Austin
Mak	Bonnie	Associate Professor	Program in Medieval Studies	Ph.D. in Medieval Studies. The Medieval Institute, University of Notre Dame MA, Medieval Studies, University of Notre Dame BAH, Medieval Philosophy, Queen's University at Kingston
McDonough	Jerome	Associate Professor		PhD, Library & Information Studies, University of California at Berkeley Master's in Library & Information Studies, University of California at Berkeley



				BA, Rhetoric, University of California at Berkeley
McDowell	Kathleen	Associate Professor		PhD, Library and Information Science, University of Illinois Masters in Library and Information Science, University of Illinois BA, General Studies, New College
Ocepek	Melissa	Visiting Assistant Professor		PhD in Information Science, University of Texas at Austin BA Cum Laude in Sociology and Political Science with Honors, Pepperdine University,
Renear	Allen	Professor and Dean	Philosophy	PhD, Philosophy, Brown University MA, Philosophy, Brown University AB, Philosophy, Bowdoin College
Schneider	Jodi	Assistant Professor	Beckman Institute; Health Care Engineering Systems Center; European Union Center	PhD, Informatics, National University of Ireland, Galway MS, Library & Information Science, University of Illinois, Urbana-Champaign MA, Mathematics, minor in Computer Science, University of Texas at Austin BA, Great Books of the Western tradition, St. John's College, Annapolis, MD
Smith	Linda	Professor and Executive Associate Dean		PhD, Information Transfer, Syracuse University MS, Information and Computer Science, Georgia Institute of Technology MS, Library Science, University of Illinois BS, Physics and Mathematics, Allegheny College
Stodden	Victoria	Associate Professor	Computer Science, Statistics, College of Law, NCSA, Coordinated Science Laboratory	PhD, Statistics, Stanford University MLS, Stanford Law School MS, Statistics, Stanford University MS, Economics, University of British Columbia BSS, Economics, University of Ottawa
Tilley	Carol	Associate Professor	Center for Writing Studies, Department of	PhD, Information Science, Indiana University, Bloomington

			Gender and Women's Studies	Master of Library Science, Indiana University, Bloomington BA, English, Indiana University, Bloomington
Torvik	Vetle	Associate Professor		PhD, Engineering Science, Louisiana State University MS, Operations Research, Oregon State University BA, Mathematics, St. Olaf College
Turk	Matthew	Assistant Professor	Astronomy	PhD, Physics, Stanford University BA, Math and Astrophysics, Northwestern University
Twidale	Michael	Professor	Computer Science	PhD, Computing, Lancaster University BA with honors, Computer Science, Queens College, Cambridge University
Underwood	Ted	Professor	English	PhD, English, Cornell University, BA, Philosophy, Williams College
Weech	Terry	Associate Professor		PhD, Library Science, University of Illinois MS, Library Science, University of Illinois BA, Philosophy, Knox College
Weible	John	Senior Lecturer		MS, Engineering Technology, Pittsburg State University BS, Computer Science, University of Kansas
Wickes	Elizabeth	Lecturer		MS, Library and Information Science, University of Illinois at Urbana-Champaign BS, Sociology, Illinois State University AS, General Studies, Parkland College
Williams	Kate	Associate Professor		PhD, Information, University of Michigan MBA, Accounting and Business Policy, University of Chicago BS, Biology, Massachusetts Institute of Technology
Wolske	Martin	Senior Research Scientist		PhD, Behavioral Neuroscience and Biopsychology, Rutgers University MS, Behavioral Neuroscience and Biopsychology, Rutgers University BA, Psychology Anderson University

The multidisciplinary backgrounds of the faculty have also **enabled new courses** (141, 142) to be introduced to the MS/LIS program and have enhanced interdisciplinary linkages across the campus.

The following courses have been added to the [campus course catalog](#) (59) of **regularly numbered courses** since 2011 (141):

IS 445 Information Books & Resources for Youth	IS 545 Social Justice in the Information Professions
IS 446 Fantasy Literature & Media for Youth	IS 546 Intellectual Freedom and Censorship
IS 457 Introduction to Data Science	IS 547 Information Services for Diverse Populations
IS 462 Information Assurance	IS 555 Usability Engineering
IS 508 Collection Development	IS 559 Network Analysis
IS 515 Media Literacy for Youth	IS 560 Digital Libraries
IS 516 School Library Media Center	IS 561 Information Modeling
IS 527 Literacy, Reading & Readers	IS 562 Metadata in Theory and Practice
IS 528 Adult Popular Literature	IS 567 Academic Librarianship
IS 531 Foundations of Data Curation	IS 568 Theological Librarianship
IS 532 Theory & Practice of Data Cleaning	IS 569 Financial Management
IS 534 Data Policy Seminar	IS 571 History of the Book
IS 537 Race, Gender & Sexuality in the Information Professions	IS 572 Medieval Manuscripts and Early Modern Books
IS 538 Competitive Intelligence & Knowledge Management	IS 580 Rare Books & Special Collections
IS 539 Information Consulting	IS 584 Archival Arrangement and Description
IS 540 Applied Business Research	IS 585 International Librarianship
IS 542 Data, Statistical Models, and Information	IS 586 Digital Preservation
IS 543 Sociotechnical Information Systems	IS 587 History & Foundations of LIS
	IS 588 Research Design in LIS
	IS 594 LIS Practice

The following special topics courses (section of IS 490 or IS 590) have been introduced and **offered at least once** since 2011 (142):

IS 490IL Informal Learning Spaces and Pedagogies	IS 590GN Conservation of General Collections
IS 490SM Social Media & Global Change	IS 590HCI Human-Centered Information Retrieval
IS 490WP Creating Web Mashups	IS 590HR History of Readers
IS 490YS Youth Services Community Engagement	IS 590HS Digital Public History
IS 5901 Dialogues on Feminism & Technology	IS 590HT History of Bookbinding: Mechanics & Materials
IS 590AD Sociotechnical Data Analytics	IS 590IH Information History
IS 590AG Evidence-Based Discovery	IS 590IIP International Information Associations and Policy

IS 590AE Advanced Information Literacy and Instruction	IS 590LF Libraries in Film
IS 590AP Publishing as an Information Profession	IS 590LG Library Gaming Programs
IS 590AQ Socio-Technical Futures	IS 590MMM Memory Media, Memory Institutions
IS 590AT Issues in Scholarly Communication	IS 590NA Naming & Power
IS 590AU Authenticity	IS 590OH Oral History: Theory & Practice
IS 590BG Business and Government: Literacy and Practice for LIS Professionals	IS 590PA Personal Archiving
IS 590CB Cataloging for School Libraries	IS 590PH Public Library History: Ideology, Sociology, and Economy
IS 590CL Comics in Libraries	IS 590PO The Book as Physical Object
IS 590CN Cataloging of Nonprint Materials	IS 590PV Privacy in the Internet Age
IS 590CR Comics: Advising Child and Adult Readers	IS 590RDA Introduction to RDA
IS 590DG Digital Copyright & Licensing	IS 590RDC Research Problems in Data Curation
IS 590DSH Data Science in the Humanities	IS 590RC Reviewing Children's Literature
IS 590DV Data Visualization	IS 590SF Social Computing
IS 590EDI Exhibit Design & Installation	IS 590SJ Social Justice in Youth Literature
IS 590EE Information Management in Emerging Environments	IS 590SP Collection Development for Special Collections
IS 590EX Library and Museum Exhibitions	IS 590SS Library and Information Resources for Spanish-Speaking Patrons
IS 590GE Genealogy and Library Service	IS 590TY Typography & Communication
IS 590GHG Global Health Informatics	IS 590YR Youth Services Reference
IS 590GL Local, Regional and Global Intersections in LIS	

Maintaining “**close and continuing liaison with the field**” is accomplished through teaching, research, and professional service. Considering the faculty as a whole “the field” encompasses not only the various types of libraries, but also areas of curricular emphasis such as community informatics and data curation. To highlight just some employment sectors, faculty have close connections with school libraries (Tilley), public libraries (McDowell, Weech), academic libraries (Bonn, Cooke, Smith), theological libraries (Knox), archives and special collections (Mak), community technology centers (Williams), digital libraries (Downie, McDonough), the cataloging and classification community (La Barre), and IT application areas such as databases and text mining (Blake), digital humanities (Underwood), data mining (Torvik), electronic publishing (Renear), and interface design (Twidale). One outstanding characteristic of this faculty is the active interest in learning from each other and finding multiple ways to interact and collaborate, whether through team teaching, collaborative research, iSchool events, or formal and informal conversations. This valuing of each other's expertise is essential to our ability to “nurture an intellectual environment that enhances the accomplishment of program objectives.”

**III.7 Faculty assignments relate to the needs of the program and to the competencies 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.**

*Sources of evidence:*

- a. Table 20 Courses taught by full-time faculty (143)
- b. Table 14 Percent of MS courses taught by full-time vs. part-time faculty (118)
- c. Practicums (82), independent studies (78), and theses (79) faculty have supervised
- d. List of theses completed by MS students (77)

The standard teaching load for full-time iSchool 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 the iSchool 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. Executive Associate Dean Linda Smith coordinates scheduling in consultation with each faculty member, the MS/LIS Program Director Nicole Cooke, Assistant Dean for Student Affairs Meg Edwards, and MS/LIS advisors Karla Lucht and Colin Van Orman. The size of the faculty and the reasonable course load make it possible for faculty regularly to teach in their areas of expertise (see table, below) (143).

In addition, many adjuncts have taught on a regular basis over several years in their areas of expertise, providing an assurance of quality and continuity. 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 iSchool faculty generally reserve the summer months to concentrate on research and writing. A faculty member's teaching load may include courses in the undergraduate informatics minor or doctoral seminars in addition to courses intended for MS students. Table 14 (118), presented in Standard III.1.4, illustrates the contribution of full-time faculty to teaching courses in each of the MS enrollment options. Faculty are required to serve on one school committee per year.

Courses taught to MS students by full-time (tenured, tenure-track, or specialized) faculty include those listed below. An asterisk indicates that the faculty member developed the course, reflecting his/her special areas of expertise (143).

Table 20 Courses Taught by Full-Time Faculty (Fall 2016 – Summer 2018) (143)

<b>Faculty</b>	<b>Course</b>	<b>Course Format*</b>
Masooda Bashir	IS 462 Information Assurance *	F
Masooda Bashir	IS 590PV Privacy in the Internet Age *	F
Catherine Blake	IS 590TX Text Mining *	F
Catherine Blake	IS 490DB Introduction to Databases *	F
Maria Bonn	IS 501 Information Organization and Access	F
Maria Bonn	IS 505 Administration & Management of Information Centers	F
Maria Bonn	IS 567 Academic Librarianship	F
Maria Bonn	IS 590AT Issues in Scholarly Communication *	F

Nicole Cooke	IS 547 Information Services for Diverse Populations *	O
Nicole Cooke	IS 545 Social Justice in the Information Professions *	O
Nicole Cooke	IS 537 Race, Gender and Sexuality in the Information Professions *	O
Nicole Cooke	IS 503 Use and Users of Information	O
Peter Darch	IS 543 Sociotechnical Information Systems	F
Peter Darch	IS 590TR Information Transfer & Collaboration in Science *	F
Jana Diesner	IS 559 Network Analysis *	F
Jana Diesner	IS 588 Research Design in Library and Information Science	F
Stephen Downie	IS 560 Digital Libraries	O
David Dubin	IS 501 Information Organization and Access	F
David Dubin	IS 561 Information Modeling	F, O
David Dubin	IS 590LG Library Gaming Programs *	F
David Dubin	IS 590OD Ontology Development *	F
Les Gasser	IS 530I Bioinformatics Problems & Research *	F
Elizabeth Hoiem	IS 446 Fantasy Literature and Media for Youth	F, O
Elizabeth Hoiem	IS 514 History of Children's Literature	O
Elizabeth Hoiem	IS 527 Literacy, Reading and Readers	F, O
Lori Kendall	IS 202 Social Aspects of Information Technology	F
Lori Kendall	IS 590ET Information Ethics	F
Lori Kendall	IS 588 Research Design in LIS	F
Lori Kendall	IS 590MMM Memory Media, Memory Institutions *	F
Lori Kendall	IS 590QM Qualitative Methods in Research *	F
Emily Knox	IS 202 Social Aspects of Information Technology	F
Emily Knox	IS 501 Information Organization and Access	F
Emily Knox	IS 502 Libraries, Information and Society	O
Emily Knox	IS 546 Intellectual Freedom and Censorship *	O
Emily Knox	IS 590ET Information Ethics *	O
Kathryn La Barre	IS 502 Libraries, Information and Society	F, O
Kathryn La Barre	IS 590NP Naming and Power *	O
Kathryn La Barre	IS 590OH Oral History *	F
Bertram Ludaescher	IS 532 Theory & Practice of Data Cleaning *	H
Rachel Magee	IS 590SJ Social Justice and Youth Literature *	F
Rachel Magee	IS 519 Social Science Research in LIS	O
Rachel Magee	IS 515 Media Literacy for Youth	O
Rachel Magee	IS 490YS Youth Services Community Engagement	O
Rachel Magee	IS 404 Literature & Resources for Young Adults	F
Bonnie Mak	IF 590IH Information History *	H
Bonnie Mak	IS 571 History of the Book *	F
Bonnie Mak	IS 587 History and Foundations of Library and Information Science	F
Bonnie Mak	IS 502 Libraries, Information and Society	F
Jerome McDonough	IS 543 Sociotechnical Information Systems *	F, O

Jerome McDonough	IS 562 Metadata in Theory & Practice *	O
Jerome McDonough	IS 586 Digital Preservation *	O
Kate McDowell	IS 409 Storytelling	F, O
Kate McDowell	IS 446 Fantasy Literature and Media for Youth *	F, O
Kate McDowell	IS 502 Libraries, Information and Society	O
Kate McDowell	IS 590DST Data Storytelling *	F
Melissa Ocepek	IS 501 Information Organization and Access	F
Melissa Ocepek	IS 502 Libraries, Information and Society	F
Melissa Ocepek	IS 590CI Copyright for Information Professionals *	O
Allen Renear	IS 531 Foundations of Data Curation	O
Jodi Schneider	IS 501 Information Organization and Access	F
Jodi Schneider	IS 561 Information Modeling	F
Linda Smith	IS 501 Information Organization and Access	O
Victoria Stodden	IS 457 Introduction to Data Science *	F, O
Victoria Stodden	IS 542 Data, Statistical Models and Information *	F, O
Victoria Stodden	IS 590MD Methods for Data Science *	F
Carol Tilley	IS 506 Youth Services Librarianship	F, O
Carol Tilley	IS 515 Media Literacy for Youth *	F
Carol Tilley	IS 590CR Comics: Advising Readers *	O
Vetle Torvik	IS 542 Data, Statistical Models and Information *	F
Vetle Torvik	IS 590DT Data Mining *	F, O
Matthew Turk	IS 590DST Data Storytelling *	F
Matthew Turk	IS 590DV Data Visualization *	F
Michael Twidale	IS 461 Museum Informatics *	H
Michael Twidale	IS 490IT Entrepreneurial IT Design *	F
Michael Twidale	IS 555 Usability Engineering *	H
Ted Underwood	IS 590DH Digital Humanities *	F
Ted Underwood	IS 590DSH Data Science in the Humanities *	F
Terry Weech	IS 502 Libraries, Information and Society	F, O
Terry Weech	IS 585 International Librarianship *	F
Terry Weech	IS 587 History and Foundations of Library and Information Science	F
John Weible	IS 452 Foundations of Information Processing	F
John Weible	IS 590PR Programming Analytics & Data Processing *	F, H
Elizabeth Wickes	IS 452 Foundations of Information Processing	F, O
Kate Williams	IS 502 Libraries, Information and Society	O
Kate Williams	IS 518 Community Informatics *	F, O
Martin Wolske	IS 418 Community Engagement	F
Martin Wolske	IS 451 Introduction to Network Information Systems	F, H
Martin Wolske	IS 452 Foundations of Information Processing	F
Martin Wolske	IS 490IL Informal Learning Spaces and Pedagogies *	O

(F=face-to-face; H=hybrid; O=online; \* = responsible for developing course)

Supervision of practicums, independent studies, and theses is an important role of the full-time faculty over and above their regular course load. Standard II.4 includes the number of

practicums (82 - enrollment numbers), independent studies (78 - enrollment numbers), and theses (79 - enrollment numbers) faculty have supervised between fall 2014 – fall 2017. A list of theses (77) is also available on the School's website.

**III.8 Procedures are established for systematic evaluation of all 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.**

*Sources of Evidence*

- a. iSchool Guidelines for the Annual Review of Faculty (145); iSchool Third-Year Review Procedures (146); iSchool Guidelines for Promotion and Tenure (117)
- b. University documents on Annual Faculty Review; Review of Faculty in Year Three of the Probationary Period; Promotion and Tenure (148, 149, 150)
- c. Table 21 Summary of Faculty Research Focus and Contributions (2013 – 2018) (144)

iSchool guidelines for **annual review** (145), **third year review** (146), and **promotion and tenure review** (117) (updated May 2018) are consistent with the campus-level guidelines as specified in a series of Provost Communications (148, 149, 150). All full-time 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 (four elected faculty members, the Associate Dean for Research, the Executive Associate Dean, 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 toward tenure. In addition, junior faculty meet with senior administration once per semester to discuss plans for the coming semester. These semester (for junior faculty), 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. For promotion and tenure review, at least five letters are required from external reviewers, preferably faculty with the rank of professor at peer institutions.

The following table (144) lists the research focus together with the number of books, peer reviewed articles and book chapters, and conference proceedings published by each faculty member in the period 2013-2018. It also includes up to five exemplary research citations. The wide range of publications and proceedings demonstrates the breadth and depth of research conducted at the iSchool.



Table 21 Summary of Faculty Research Focus and Contributions (2013 – 2018) (144)

Name	Research Focus	Books (Edited, authored, or coauthored)	Peer- Reviewed articles and book chapters	Conference Proceedings	Exemplary Citations
Bashir, Masooda	The interface of information technology, human psychology, and society; especially how privacy, security, and trust intersect from a psychological point of view with information systems.		5	18	<ul style="list-style-type: none"> <li>• Bashir, M. N., Kesan, J. P., Hayes, C. M., &amp; Zielinski, R. (2011). Privacy in the cloud: going beyond the contractarian paradigm. In <i>Proceedings of the 2011 workshop on governance of technology, information, and policies</i> (pp. 21–27). ACM.</li> <li>• Bohr, J., &amp; Bashir, M. (2014). Who uses bitcoin? an exploration of the bitcoin community. In <i>2014 Twelfth Annual Conference on Privacy, Security and Trust (PST)</i> (pp. 94–101). IEEE.</li> <li>• Hoff, K. A., &amp; Bashir, M. (2015). Trust in automation: Integrating empirical evidence on factors that influence trust. <i>Human Factors</i>, 57(3), 407–434.</li> <li>• Kesan, J. P., Hayes, C. M., &amp; Bashir, M. N. (2013). Information privacy and data control in cloud computing: Consumers, privacy preferences, and market efficiency. <i>Wash. &amp; Lee L. Rev.</i>, 70, 341.</li> <li>• Lang, A., Bashir, M., Campbell, R., &amp; DeStefano, L. (2014). Developing a new digital forensics curriculum. <i>Digital Investigation</i>, 11, S76–S84.</li> </ul>

Blake, Catherine	Biomedical informatics, natural language processing, evidence-based discovery, learning health systems, socio-technical systems, data analytics, literature-based discovery.		7	12	<ul style="list-style-type: none"> <li>• Blake, C. and Rindflesch, T., (2017) Leveraging syntax to better capture the semantics of elliptical coordinated compound noun phrases. <i>Journal of Biomedical Informatics</i>, 72:120-131.</li> <li>• Lucic, A. and Blake, C. (2016). Preparing a Workforce to Effectively Re-Use Data. Annual Meeting of the Association for Information Science and Technology, Copenhagen, Denmark, October 14-18, 2016.</li> <li>• Gabb, H.A. and Blake, C. (2016). An informatics approach to cumulative chemical exposure from consumer products: A case study for asthma-associated and endocrine disrupting chemicals. <i>Environmental Health Perspectives</i>, 124(8), 1155-1165.</li> <li>• Blake, C. and Lucic, A. (2015) An automated approach to identify endpoints to support the systematic review process. <i>Journal of Biomedical Informatics</i>. 56:42-56.</li> <li>• Blake, C. (2010) Beyond genes, proteins, and abstracts: Identifying scientific claims from full-text biomedical articles, <i>Journal of Biomedical Informatics</i>, 43(2):173-189.</li> </ul>
Bonn, Maria	Publishing, scholarly communication, networked communication, the economics of information.	1	3	4	<ul style="list-style-type: none"> <li>• Maria Bonn and Michael Furlough. (Eds.) (2015). <i>Getting the Word Out: Academic Libraries as Scholarly Publishers</i>. ACRL Publications in Librarianship.</li> <li>• “Scholars are So Demanding and Scholarship on Demand.” <i>The Academic Book of the Future conference</i>. Bangor, Wales. June 4, 2016.</li> <li>• Green, H.E., Senseney, M., &amp; Bonn, M. (2017). Collaborations in the Global Midwest: The Diffusion of DH Values in Research Collaborations</li> </ul>

					<p>in the Humanities Without. <i>Digital Humanities conference</i>. Montreal, Canada. August, 2017.</p> <ul style="list-style-type: none"> <li>• “What Do They Want Anyway? Understanding the needs of scholars in a contemporary publishing environment. <i>Researcher To Reader</i>, 2018. London, U.K., February 27, 2018.</li> <li>• “Community-Led Teaching and Learning: Designing an Open Educational Resource for Scholarly Communication and Legal Issues.” With Joshua Bolick and Will Cross. <i>Against The Grain</i>, September, 2017. Pp. 23-24.</li> </ul>
Cooke, Nicole	Human information behavior, particularly in an online context; diversity and social justice in librarianship; LIS education and pedagogy, particularly in the online environment; information literacy and instruction.	3	24	2	<ul style="list-style-type: none"> <li>• Cooke, N. A. (2018). <i>Fake News and Alternative Facts: Information Literacy in a Post-Truth Era</i>. Chicago, IL: ALA Editions.</li> <li>• Cooke, N. A. (2017). Post-truth, truthiness, and alternative facts: Information behavior and critical information consumption for a new age. <i>The Library Quarterly: Information, Community, Policy</i>, 87(3), 211-221.</li> <li>• Cooke, N. A. (2017). The GSLS Carnegie Scholars: Guests in someone else's house. <i>Libraries: Culture, History, and Society</i>, 1(1), 46-71.</li> <li>• Cooke, N. A. (2016). <i>Information Services to Diverse Populations: Developing Culturally Competent Library Professionals</i>. ABC-CLIO / Libraries Unlimited. 166 pp.</li> <li>• Cooke, N. A. (2014). Connecting: Adding an affective domain to the information intents theory. <i>Library &amp; Information Science Research</i>, 36(3), 185-191.</li> </ul>

Darch, Peter	Citizen science, information infrastructures for science, sociotechnical challenges to scientific data curation, material politics of scientific collaboration.		8	8	<ul style="list-style-type: none"> <li>• Darch, P. T. (2017). When Scientists Become Social Scientists: How Citizen Science Projects Learn about Volunteers. <i>International Journal of Digital Curation</i>, 12(2), pp. 61- 75.</li> <li>• Borgman, C. L., Darch, P. T., Sands, A. E., Pasquetto, I. V., Golshan, M. S., Wallis, J. C., &amp; Traweek, S. (2015). Knowledge infrastructures in science: data, diversity, and digital libraries. <i>International Journal on Digital Libraries</i>, 16(3–4), 207–227.</li> <li>• Borgman, C. L., Darch, P. T., Sands, A. E., Wallis, J. C., &amp; Traweek, S. (2014). <i>The ups and downs of knowledge infrastructures in science: Implications for data management</i>. In Digital Libraries (JCDL), 2014 IEEE/ACM Joint Conference on (pp. 257–266). IEEE.</li> <li>• Darch, P., &amp; Carusi, A. (2010). Retaining volunteers in volunteer computing projects. <i>Philosophical Transactions of the Royal Society of London A: Mathematical, Physical and Engineering Sciences</i>, 368(1926), 4177–4192.</li> <li>• Darch, P. T., Borgman, C. L., Traweek, S., Cummings, R. L., Wallis, J. C., &amp; Sands, A. E. (2015). What lies beneath? Knowledge infrastructures in the subseafloor biosphere and beyond. <i>International Journal on Digital Libraries</i>, 16(1), 61–77.</li> </ul>
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Diesner, Jana	Human-centered data science, computational social science, network science, natural language processing, machine learning, data regulations.		14	17	<ul style="list-style-type: none"> <li>• Rezapour, R., &amp; Diesner, J. (2017). Classification and detection of micro-level impact of issue-focused films based on reviews. <i>Proceedings of 20th ACM Conference on Computer-Supported Cooperative Work and Social Computing (CSCW)</i>, (pp. 1419-1431), Portland, OR.</li> <li>• Diesner, J., &amp; Evans, C. (2015). Little bad concerns: Using sentiment analysis to assess structural balance in communication networks. <i>Proceedings of IEEE/ACM International Conference on Advances in Social Networks Analysis and Mining (ASONAM)</i>. Paris, France. (Acceptance Rate = 13%)</li> <li>• Kim, J., &amp; Diesner, J. (2015). The effect of data pre-processing on understanding the evolution of collaboration networks. <i>Journal of Informetrics</i>, 9(1), 226-236. (IF 2.920)</li> <li>• Kim, J., &amp; Diesner, J. (2017). Over-time measurement of triadic closure in coauthorship networks. <i>Social Network Analysis and Mining</i>, 7(9).</li> <li>• Diesner, J., Frantz, T., &amp; Carley, K.M. (2005). Communication networks from the Enron email corpus “It’s always about the people Enron is no different”. <i>Computational and Mathematical Organization Theory</i>, 11(3), 201-228. (IF 0.769)</li> </ul>
Downie, Stephen	Design and evaluation of information retrieval systems, including multimedia music information	1	12	53	<ul style="list-style-type: none"> <li>• Downie, J. S. (2003). Music information retrieval. <i>Annual Review of Information Science and Technology</i>, 37(1), 295–340.</li> <li>• Downie, J. S. (2008). The music information retrieval evaluation exchange (2005–2007): A window into music information retrieval research.</li> </ul>

	retrieval; the political economy of internetworked communication systems; database design; Web-based technologies.				<p><i>Acoustical Science and Technology</i>, 29(4), 247–255.</p> <ul style="list-style-type: none"> <li>• Futrelle, J., &amp; Downie, J. S. (2003). Interdisciplinary research issues in music information retrieval: ISMIR 2000–2002. <i>Journal of New Music Research</i>, 32(2), 121–131.</li> <li>• Lee, J.H. &amp; Downie, J.S. (2003). Survey Of Music Information Needs, Uses, And Seeking Behaviours: Preliminary Findings. <i>International Society for Music Information Retrieval Conference (ISMIR 2004)</i>, 5.</li> <li>• Downie, J.S., Laurier, C., &amp; Ehmann. M. (2008). The 2007 MIREX audio mood classification task: Lessons learned. <i>Proc. 9th Int. Conf. Music Inf. Retrieval</i>, 462-467.</li> <li>• Hu, X., Downie, J.S. &amp; Ehmann, A.F. (2009). Lyric text mining in music mood classification 10th <i>International Society for Music Information Retrieval Conference (ISMIR 2009)</i>, 411-416.</li> </ul>
Dubin, David	The foundations of information representation and description; issues of expression and encoding in documents and digital information resources.		2	3	<ul style="list-style-type: none"> <li>• Dubin, D. (2004). The most influential paper Gerard Salton never wrote. <i>Library Trends</i>, 52(4):748-764.</li> <li>• Renear, A., Dubin, D., Sperberg-McQueen, C.M., &amp; Huitfeldt, C. (2002). Towards a semantics for XML markup. In R. Furuta, J. I. Maletic, and E. Munson (Eds.), <i>Proceedings of the 2002 ACM Symposium on Document Engineering</i>, 119 – 126, McLean, VA, November 2002. Association for Computing Machinery.</li> <li>• Dubin, D. (1995). Document analysis for visualization. In <i>Proceedings of the Annual International ACM SIGIR Conference on Research and Development in Information Retrieval</i>, 199-</li> </ul>

					<p>204, New York, NY. ACM SIGIR, Association for Computing Machinery.</p> <ul style="list-style-type: none"> <li>• Wickett, K.M., Sacchi, S., Dubin, D. &amp; Renear, A.H. (2012). Identifying content and levels of representation in scientific data. <i>Proceedings of the American Society for Information Science and Technology</i>, 49.</li> <li>• Berti, M., Almas, B., Dubin, D., Franzini, G., Stoyanova, S., &amp; Crane, G.R. (2015). The linked fragment: TEI and the encoding of text reuses of lost authors. <i>Journal of the Text Encoding Initiative</i>, 8.</li> </ul>
Gasser, Les	Social informatics; collective, distributed, and self-organizing information systems; conceptual foundations of information; extreme-scale distributed simulation; origins and use of information in biological systems.		2		<ul style="list-style-type: none"> <li>• Nunez-Corrales, S., &amp; Gasser, L. (2016). <i>Simulation-Oriented Cyberinfrastructure for Computational Social Science</i>. Conference of the Computational Social Science Society of the Americas, November 2016.</li> <li>• Gasser, L. (2016). Leigh Star and the appearance of “The Structure of Ill-Structured Solutions,” in Geoffrey C. Bowker, Adele E. Clarke, Stefan Timmermans, and Ellen Balka (Eds.), <i>Boundary Objects and Beyond: Working with Leigh Star</i>. MIT Press.</li> <li>• Fagyal, Zs., Escobar, A., Swarup, S., Gasser, L., &amp; Lakkaraju, K. (2010). Centers and peripheries: network roles in language change. <i>Lingua</i> 120(8), 2061–2079.</li> <li>• Alan H. Bond and Les Gasser, (Eds.) (1998). <i>Readings in Distributed Artificial Intelligence</i>. Morgan Kaufman Publishers: San Mateo, CA.</li> </ul>

Hoeim, Elizabeth	Children's literature and material culture, British literature, history of education and literacy, social history, child labor, thing theory, fantasy, science fiction, science and technology in literature, automata, digital humanities pedagogy.		5	1	<ul style="list-style-type: none"> <li>• Hoeim, E. (under review) A Child-Centered Universe: Growth and Development in Nineteenth-Century Children's Nonfiction. In Karen Coats and Deborah Stevenson (Eds.) <i>The Companion to Children's Literature</i>. Wiley Press.</li> <li>• Hoeim, E. (2018). From Philosophical Experiment to Adventure Fiction: English Adaptations of French Robinsonades and the Politics of Genre. <i>Children's Literature</i>.</li> <li>• Tracy, D.G., &amp; Hoeim, E. (2017). Scaffolding and Play Approaches to Digital Humanities Pedagogy: Assessment and Iteration in Topically-Driven Courses. <i>Digital Humanities Quarterly</i>, 11(4).</li> <li>• Hoeim, E. (2017). Radical Cross-Writing for Working Children: Toward a Bottom-Up History of Children's Literature. <i>The Lion and the Unicorn</i>, 41(1), 1-27.</li> </ul>
Kendall, Lori	Personal archiving; online community and identity; social aspects of computing; research methodology; and gender and technology.			1	<ul style="list-style-type: none"> <li>• McDonough, J.P., Kendall, L., &amp; Bonn, M. (2017). Libraries and Archives and the Preservation of Intangible Cultural Heritage: Defining a Research Agenda. Issued July 30, 2017. Available in IDEALS: <a href="http://hdl.handle.net/2142/97228">http://hdl.handle.net/2142/97228</a></li> <li>• Bonn, M., Kendall, L., &amp; McDonough, J.P. (2016). Preserving Intangible Heritage: Defining a Research Agenda. In <i>Proceedings of the 79th ASIS&amp;T Annual Meeting: Creating Knowledge, Enhancing Lives through Information &amp; Technology</i>, Copenhagen, Denmark, Oct. 14-18, 2016.</li> <li>• Kendall, L. &amp; McDonough, J. (2011). White and Nerdy: Computers, Race, and the Nerd Stereotype, <i>Journal of Popular Culture</i>, 44(3).</li> </ul>



					<ul style="list-style-type: none"> <li>• Kendall, L. “Noobs” and “Chicks” on Animation Portal: Power and Status in a Community of Practice, <i>International Journal of Web Based Communities</i>, 4(4), 491-502.</li> <li>• Kendall, L. (2008). James Bond, Peter Pan, and A Sticky Night of Love: Irony and Masculinities in Amateur Animated Videos. <i>The Journal of Men’s Studies</i>, 16(2), 124-139.</li> </ul>
Knox, Emily	Information access, intellectual freedom and censorship, information ethics, information policy, print culture and reading practices.	2	10	7	<ul style="list-style-type: none"> <li>• Knox, E.J.M. (2015). <i>Book Banning in 21st Century America</i>. Lanham, MD: Rowman &amp; Littlefield.</li> <li>• Knox, E.J.M. &amp; Oltmann, S. (2018). Social responsibility, censorship, and the ALA: The 2015 Banned Books Week controversy. <i>The Library Quarterly</i>, 88(1), 5-22.</li> <li>• Knox, E.J.M. (2017). Indoctrination and common sense interpretation of texts: The Tucson Unified School District book banning. <i>Journal of Intellectual Freedom and Privacy</i>, 2(2), 11-23.</li> <li>• Knox, E.J.M. (2014). Society, institutions, and common sense: Themes in the discourse of challengers in 21st century United States. <i>Library &amp; Information Science Research</i>, 36(3-4), 171-178.</li> <li>• Knox, E.J.M. (2014). Intellectual freedom and the agnostic-postmodernist view of reading effects. <i>Library Trends</i>, 63(1), 11-26.</li> </ul>
La Barre, Kathryn	Interrogating historical and contemporary naming practices and power dynamics in	1	6	2	<ul style="list-style-type: none"> <li>• Cronin, B., Shaw, D. and La Barre, K. (2003). A cast of thousands: Co-authorship and sub-authorship collaboration in the twentieth century as manifested in the scholarly literature of psychology and philosophy. <i>Journal of the American Society</i></li> </ul>

	cultural heritage collections of films, comics and zines. Methods: Community-based participatory research and oral history.				<p><i>for Information Science &amp; Technology</i>, 54(9), 855-871.</p> <ul style="list-style-type: none"> <li>• La Barre, K. (2004). Adventures in faceted classification: A brave new world or a world of confusion? In I.C. McIlwaine (Ed.) <i>Advances in Knowledge Organization and the Global Information Society</i>. No. 9, pp. 79-84. Würzburg: Ergon Verlag.</li> <li>• La Barre, K. (2010). Facet analysis. In B. Cronin (Ed.) <i>Annual Review of Information Science and Technology</i>. Volume 44, pp. 243-284. Medford, NJ: Information Today.</li> <li>• La Barre, K. and Tilley, C. (2012). The elusive tale: Leveraging the study of information seeking and knowledge organization to improve access to and discovery of folktales. <i>Journal of the American Society for Information Science and Technology</i> 63(4), 687-701.</li> </ul>
Ludaescher, Bertram	Data and knowledge management, specifically the modeling, design, and optimization of scientific workflows, provenance, data integration, and knowledge representation; scientific workflow systems; data curation.		16	14	<ul style="list-style-type: none"> <li>• A. Thomer, Yi-Yun Cheng, J. Schneider, M. Twidale, &amp; B. Ludaescher. Logic-Based Schema Alignment for Natural History Museum Databases. <i>Knowledge Organization</i>, 44(7):545–558, November 2017.</li> <li>• UA. Brinckman, K. Chard, N. Gaffney, M. Hategan, M. B. Jones, K. Kowalik, S. Kulasekaran, B. Ludaescher, B.D. Mecum, J. Nabrzyski, V. Stodden, I. J. Taylor, M. J. Turk, and K. Turner. <i>Computing Environments for Reproducibility: Capturing the “Whole Tale”</i>. Future Generation Computer Systems, February 2018.</li> <li>• M. R. Gryk and B. Ludaescher. Semantic Mediation to Improve Reproducibility for Biomolecular NMR Analy-sis. In <i>iConference</i>,</li> </ul>

					<p>volume 10766 of Lecture Notes in Computer Science, pp. 620–625. Springer, 2018.</p> <ul style="list-style-type: none"> <li>• Bertram Ludaescher, Ilkay Altintas, Chad Berkley, Dan Higgins, Efrat Jaeger, Matthew Jones, Edward A Lee, Jing Tao, Yang Zhao. (2006). Scientific workflow management and the Kepler system. <i>Concurrency and Computation: Practice and Experience</i>, 18(10), 1039-1065.</li> <li>• Ilkay Altintas, Chad Berkley, Efrat Jaeger, Matthew Jones, Bertram Ludaescher, Steve Mock. (2004). Kepler: An extensible system for design and execution of scientific workflows. <i>International Conference on Scientific and Statistical Database Management, Proceedings</i> 423-424.</li> </ul>
Magee, Rachel	Teens, youth, everyday life, technology use and non-use, youth services, social computing, values and design.		3	10	<ul style="list-style-type: none"> <li>• Magee, R.M., Agosto, D.E., &amp; Forte, A. (2017) Four Factors that Regulate Teen Technology Use in Everyday Life. In <i>Proceedings of Computer-Supported Cooperative Work and Social Computing (CSCW) 2017</i>, February 25 – March 1, Portland, OR.</li> <li>• Buck, M. &amp; Magee, R.M. (2017). Teens Becoming Researchers: Pedagogical Considerations when Designing Co-Research. <i>Library Trends</i> 65(4), 659-683.</li> <li>• Agosto, D. E., Magee, R. M., Dickard, M., &amp; Forte, A. (2016). Teens, Technology, and Libraries: An Uncertain Relationship. <i>Library Quarterly</i> 86(3), 248 - 269.</li> </ul>

Mak, Bonnie	Manuscript, print, and digital cultures; the production and circulation of knowledge; manuscript studies; book history; history of science; medieval and early modern collecting; history of archives and libraries.	1	7	5	<ul style="list-style-type: none"> <li>• Mak, B. (2011). <i>How the Page Matters</i>. Toronto, CA: University of Toronto Press.</li> <li>• Mak, B. (2014). Archaeology of a Digitization. <i>Journal of the American Society for Information Science and Technology</i>, 65(8),1515–1526.</li> <li>• Mak, B. (2012). On the Uses of Authenticity. <i>Archivaria</i> 73, 1–17.</li> <li>• Mak, B. &amp; MacNeil, H. (2017). Constructions of Authenticity. <i>Library Trends: Recent Trends in Cultural Heritage Preservation</i>, 56(1), 26–52.</li> <li>• Mak, B. (2016). Confessions of a 21st-Century Memsahib: The Offshore Sweatshops of the Digital Humanities. MLA; Austin, Texas.</li> </ul>
McDonough, Jerome	Sociotechnical and social constructionist approaches to design and development of information systems; digital preservation and knowledge curation; metadata and information.		2	7	<ul style="list-style-type: none"> <li>• McDonough, J. P., Kendall, L., &amp; Bonn, M. (2017). Libraries and Archives and the Preservation of Intangible Cultural Heritage: Defining a Research Agenda. Issued July 30, 2017.</li> <li>• Bonn, M., Kendall, L., &amp; McDonough, J. (2016). Preserving Intangible Heritage: Defining a Research Agenda. In <i>Proceedings of the 79th ASIS&amp;T Annual Meeting: Creating Knowledge, Enhancing Lives through Information &amp; Technology</i>, Copenhagen, Denmark, Oct. 14-18, 2016.</li> <li>• Kendall, L. &amp; McDonough, J. (2011). White and Nerdy: Computers, Race, and the Nerd Stereotype, <i>Journal of Popular Culture</i>, 44(3).</li> <li>• Larson, R. R., McDonough, J., O’Leary, P., Kuntz, L., &amp; Moon, R. (1996). Cheshire II: Designing a next-generation online catalog. <i>Journal of the American Society for Information Science</i>, 47(7), 555–567.</li> </ul>

					<ul style="list-style-type: none"> <li>• McDonough, J. P. (2006). METS: standardized encoding for digital library objects. <i>International Journal on Digital Libraries</i>, 6(2), 148–158.</li> <li>• McDonough, J. P., Olendorf, R., Kirschenbaum, M., Kraus, K., Reside, D., Donahue, R., &amp; Rojo, S. (2010). Preserving virtual worlds final report.</li> </ul>
McDowell, Kate	Storytelling practices and applications (in higher education, non-profits, business, and public service); youth services librarianship; children's print culture history; public libraries as cultural spaces.		3	4	<ul style="list-style-type: none"> <li>• McDowell, K. (2018). Tell Me a Story: Why advancement professionals need to listen for stories. <i>Currents Magazine</i> (Council for Advancement and Support of Education), September/October 2018.</li> <li>• McDowell, K. &amp; McGreal Cook, E. (2017). Using 'storytelling thinking' for advancement. <i>Journal of Education Advancement and Marketing</i>, 1(4).</li> <li>• McDowell, K. (2009). Toward a History of Children as Readers, 1890-1930. <i>Book History</i>, 12, 240-265.</li> <li>• McDowell, K. (2009). Surveying the Field: The Research Model of Women in Librarianship, 1882-1898. <i>Library Quarterly</i>, 79(3), 279-300.</li> <li>• McElrath, E. &amp; McDowell, K. (2008). Pedagogical Strategies for Building Community in Distance Education Courses. <i>Journal of Online Learning and Teaching</i>, 4(1).</li> </ul>
Renear, Allen	Development of formal ontologies for scientific and cultural objects and application of those ontologies in information system design, scientific publishing, and data		2	1	<ul style="list-style-type: none"> <li>• JH Coombs, AH Renear, SJ DeRose. (1987). Markup systems and the future of scholarly text processing, <i>Communications of the ACM</i> 30 (11), 933-947.</li> <li>• SJ DeRose, DG Durand, E Mylonas, AH Renear. (1990). What is text, really? <i>Journal of computing in higher education</i> 1 (2), 3-26.</li> <li>• AH Renear, CL Palmer. (2009). Strategic reading, ontologies, and the future of scientific publishing</li> </ul>

	curation in the sciences and humanities.				<p>Science 325 (5942), 828-832.</p> <ul style="list-style-type: none"> <li>JH Lee, A Renear, LC Smith. (2006). Known-Item Search: Variations on a Concept. Proceedings of the American Society for Information Science and Technology.</li> </ul>
Schneider, Jodi	<p>Linked data (ontologies, metadata, Semantic Web); argumentation and evidence; scholarly communication; knowledge organization; computer-supported cooperative work; biomedical informatics; science of science.</p>		5	6	<ul style="list-style-type: none"> <li>Sally Jackson and Jodi Schneider. (June 2018.) "Cochrane Review as a "Warranting Device" for Reasoning About Health." <i>Argumentation</i> (Springer). 32: 241-272.</li> <li>Jodi Schneider, Tudor Groza, Alexandre Passant. (2013). "A Review of Argumentation for the Social Semantic Web." <i>Semantic Web – Interoperability, Usability, Applicability</i>, 4(2), 159-218.</li> <li>Jodi Schneider, Krystian Samp, Alexandre Passant, Stefan Decker. (2013). "Arguments about Deletion: How Experience Improves the Acceptability of Arguments in Ad-hoc Online Task Groups". In <i>Computer Supported Cooperative Work and Social Computing (CSCW)</i>. San Antonio, TX, February 23-27, 2013.</li> </ul>
Smith, Linda	<p>Education for library and information science, with particular attention to online pedagogy; history of information science; impact of new technologies on reference and information services.</p>	1	6	1	<ul style="list-style-type: none"> <li>Smith, L.C.; Wong, M.A., eds. <i>Reference and Information Services: An Introduction</i>. 5th ed. Santa Barbara, CA: Libraries Unlimited, 2016. 881p.</li> <li>Abels, E.G.; Howarth, L.C.; Smith, L.C. "Envisioning Our Information Future and How to Educate for It." <i>Journal of Education for Library and Information Science</i> 57(2): 84-93, 2016.</li> <li>Smith, L.C.; Lastra, S.; Robins, J. "Teaching Online: Changing Models of Teaching and Learning in LEEP." <i>Journal of Education for Library and Information Science</i> 42(4): 348-363, Fall 2001.</li> </ul>

					<ul style="list-style-type: none"> <li>• Smith, L.C. “Memex as an Image of Potentiality Revisited.” In: Nyce, J. M.; Kahn, P., eds. <i>From Memex to Hypertext: Vannevar Bush and the Mind's Machine</i>. Boston, MA: Academic Press, 1991, pp. 261-286.</li> <li>• Smith, L.C. “Citation Analysis.” <i>Library Trends</i> 30(1): 83-106, Summer 1981</li> <li>• Smith, L.C. “Artificial Intelligence in Information Retrieval Systems.” <i>Information Processing and Management</i> 12: 189-222, 1976.</li> </ul>
Stodden, Victoria	Enabling reproducibility in computational science, including the study of adequacy and robustness in replicated results, designing and implementing validation systems, developing standards of openness for data and code sharing, and resolving legal and policy barriers to disseminating reproducible research.	2	18	5	<ul style="list-style-type: none"> <li>• Stodden, V.; Seiler, J.; Ma, Z. (2018). An empirical analysis of journal policy effectiveness for computational reproducibility. <i>PNAS</i> 115 (11) 2584-2589.</li> <li>• Stodden, V.; Leisch, F.; Peng, R. D, eds. (2014). <i>Implementing Reproducible Research - CRC Press Book</i>.</li> <li>• Lane, J.; Stodden, V.; Bender, S.; Nissenbaum. H. (2014). <i>Privacy, Big Data, and the Public Good: Frameworks for Engagement</i>. New York: Cambridge University Press.</li> <li>• Stodden, V. (2013). Resolving Irreproducibility in Empirical and Computational Research « <i>IMS Bulletin</i>.</li> <li>• Shahram, M., Stodden, V., Donoho, D. L., Maleki, A., &amp; Rahman, I. U. (2009). Reproducible Research in Computational Harmonic Analysis. <i>Computing in Science &amp; Engineering</i>, 11(1), 8–18.</li> <li>• Stodden, V., McNutt, M., Bailey, D. H., Deelman, E., Gil, Y., Hanson, B., ... Taufer, M. (2016). Enhancing reproducibility for computational methods. <i>Science</i>, 354(6317), 1240–1241.</li> </ul>

Tilley, Carol	History of youth services librarianship, children's print culture, information inquiry and instruction in school libraries, information seeking and use, and media literacy.		15	9	<ul style="list-style-type: none"> <li>• Tilley, Carol L. (2012). Seducing the Innocent: Fredric Wertham and the Falsifications that Helped Condemn Comics, <i>Information &amp; Culture: A Journal of History</i> 47 (4): 383-413.</li> <li>• La Barre, Kathryn A. and Tilley, Carol L. (2012). The Elusive Tale: Leveraging the Study of Information Seeking and Knowledge Organization to Improve Access to and Discovery of Folktales, <i>Journal of the American Society for Information Science and Technology</i> 63 (4): 687-701.</li> <li>• The Psychopathology of Comics Reading: The Troubled Legacy of Fredric Wertham's Public Health Campaign, Penn State University College of Medicine's Hershey Lectureship in the History of Medicine, Harrisburg, PA, May 2016.</li> <li>• Callison, Daniel and Tilley, Carol L. (2001). Descriptive Impressions of the Library and Information Education Evolution, 1988-1998, <i>Journal of Education for Library and Information Science</i> 42 (Summer): 181-199.</li> <li>• Tilley, Carol L. (2018, Forthcoming). A Regressive Formula of Perversity: Wertham and the Women of Comics. <i>Journal of Lesbian Studies</i>.</li> </ul>
Torvik, Vetle	Mathematical optimization; computational statistics; text and data mining; literature-based discovery; bioinformatics.		3	10	<ul style="list-style-type: none"> <li>• Li, G.-C., Lai, R., D'Amour, A., Doolin, D. M., Sun, Y., Torvik, V. I., ... Fleming, L. (2014). Disambiguation and co-authorship networks of the US patent inventor database (1975–2010). <i>Research Policy</i>, 43(6), 941–955.</li> <li>• Lugli, G., Torvik, V. I., Larson, J., &amp; Smalheiser, N. R. (2008). Expression of microRNAs and their precursors in synaptic fractions of adult mouse forebrain. <i>Journal of Neurochemistry</i>, 106(2), 650–661.</li> </ul>



					<ul style="list-style-type: none"> <li>• Smalheiser, N. R., &amp; Torvik, V. I. (2005). Mammalian microRNAs derived from genomic repeats. <i>Trends in Genetics</i>, 21(6), 322–326.</li> <li>• Torvik, V. I., &amp; Smalheiser, N. R. (2009). Author name disambiguation in MEDLINE. <i>ACM Transactions on Knowledge Discovery from Data (TKDD)</i>, 3(3), 11.</li> <li>• Torvik, V. I., Weeber, M., Swanson, D. R., &amp; Smalheiser, N. R. (2005). A probabilistic similarity metric for Medline records: A model for author name disambiguation. <i>Journal of the American Society for Information Science and Technology</i>, 56(2), 140–158.</li> </ul>
Turk, Matthew	Data analysis and visualization, social structures of academic software communities, information transmission through software.		15	3	<ul style="list-style-type: none"> <li>• Brinckman, A., Chard, K., Gaffney, N., Hategan, M., Jones, M. B., Kowalik, K., ... Nabrzycki, J. (2018). Computing environments for reproducibility: Capturing the “Whole Tale.” <i>Future Generation Computer Systems</i>.</li> <li>• Bryan, G. L., Norman, M. L., O’Shea, B. W., Abel, T., Wise, J. H., Turk, M. J., ... Skillman, S. W. (2014). Enzo: An adaptive mesh refinement code for astrophysics. <i>The Astrophysical Journal Supplement Series</i>, 211(2), 19.</li> <li>• Schive, H.-Y., ZuHone, J. A., Goldbaum, N. J., Turk, M. J., Gaspari, M., &amp; Cheng, C.-Y. (2017). GAMER-2: a GPU-accelerated adaptive mesh refinement code—accuracy, performance, and scalability. <i>ArXiv Preprint ArXiv:1712.07070</i>.</li> <li>• Turk, M. J., Abel, T., &amp; O’Shea, B. (2009). The formation of population III binaries from cosmological initial conditions. <i>Science</i>, 325(5940), 601–605.</li> </ul>

					<ul style="list-style-type: none"> <li>• Turk, M. J., Smith, B. D., Oishi, J. S., Skory, S., Skillman, S. W., Abel, T., &amp; Norman, M. L. (2010). yt: A multi-code analysis toolkit for astrophysical simulation data. <i>The Astrophysical Journal Supplement Series</i>, 192(1), 9.</li> </ul>
Twidale, Michael	Computer-supported cooperative work; collaborative technologies in digital libraries and museums; user interface design and evaluation; open-source usability; information visualization; ubiquitous learning; social learning of technology; rapid prototyping and evaluation.		8	12	<ul style="list-style-type: none"> <li>• Nichols, D. M., &amp; Twidale, M. B. (2017). Metrics for openness. <i>Journal of the Association for Information Science and Technology</i>, 68(4), 1048–1060.</li> <li>• Stvilia, B., Gasser, L., Twidale, M. B., &amp; Smith, L. C. (2007). A framework for information quality assessment. <i>Journal of the American Society for Information Science and Technology</i>, 58(12), 1720–1733.</li> <li>• Stvilia, B., Twidale, M. B., Smith, L. C., &amp; Gasser, L. (2008). Information quality work organization in Wikipedia. <i>Journal of the American Society for Information Science and Technology</i>, 59(6), 983–1001.</li> <li>• Twidale, M. B., Nichols, D. M., &amp; Paice, C. D. (1997). Browsing is a collaborative process. <i>Information Processing &amp; Management</i>, 33(6), 761–783.</li> <li>• Yoder, M., Twidale, M., &amp; Thomer, A. (2017). Sustainability in Biodiversity Software Development: More financing or better practices? <i>Biodiversity Information Science and Standards</i>, 1, e20283.</li> </ul>

Underwood, Ted	Statistical and computational modeling of humanistic evidence; machine learning and text mining; book history; digital libraries; sociology of literature; computational social science; digital humanities.	1	13	3	<ul style="list-style-type: none"> <li>• Bamman, D., Underwood, T., &amp; Smith, N. A. (2014). A bayesian mixed effects model of literary character. In <i>Proceedings of the 52nd Annual Meeting of the Association for Computational Linguistics</i> (Volume 1: Long Papers) (Vol. 1, pp. 370–379).</li> <li>• Goldstone, A., &amp; Underwood, T. (2014). The quiet transformations of literary studies: What thirteen thousand scholars could tell us. <i>New Literary History</i>, 45(3), 359–384.</li> <li>• Underwood, T. (2013). <i>Why Literary Periods Mattered: Historical Contrast and the Prestige of English Studies</i>. Stanford University Press.</li> <li>• Underwood, T. (2017). A Genealogy of Distant Reading. <i>DHQ: Digital Humanities Quarterly</i>, 11(2).</li> <li>• Underwood, T. (2018). Why Literary Time Is Measured in Minutes. <i>ELH</i>, 85(2), 341–365.</li> </ul>
Weech, Terry	International librarianship; library and information science education; collection development; management and assessment of library services; government information resources; economics of information;		5	3	<ul style="list-style-type: none"> <li>• Weech, T. L., &amp; Goldhor, H. (1982). Obtrusive versus unobtrusive evaluation of reference service in five Illinois public libraries: A pilot study. <i>The Library Quarterly</i>, 52(4), 305–324.</li> <li>• Weech, T. L., &amp; Pluzhenskaia, M. (2005). LIS education and multidisciplinary: An exploratory study. <i>Journal of Education for Library and Information Science</i>, 154–164.</li> <li>• Morrison, Lisa and Terry Weech (2018). "Reading Data - The Missing Literacy from LIS Education," paper presented at BOBCATSSS bsymposium January 2018 Riga, Latvia. [Received Best Paper Award].</li> </ul>

	intellectual freedom issues; public librarianship.				<ul style="list-style-type: none"> <li>• Weech, Terry (2017) “The recognition of librarianship as a distinct and autonomous profession.” <i>Prism</i> Fall 2017, v.25, no. 2.</li> <li>• Weech, Terry (2018) “By any other name: The relevance of the library in the future of LIS education.” <i>Prism</i> Spring 2018, v.26, no. 1.</li> </ul>
Williams, Kate	Technology use in local communities and by ordinary people; public libraries past, present, and future; social capital as a crucial resource in the information revolution.	2	6	6	<ul style="list-style-type: none"> <li>• Abdul Alkalimat and Kate Williams, <i>Roots and Flowers: The Life and Work of Afro-Cuban Librarian Marta Terry González</i>. San Francisco: Library Juice Press, 2015.</li> <li>• Kate Williams, “Cybernavigating,” in <i>An Illinois Sampler: Talking about Teaching and Research on the Prairie</i>, Antoinette Burton and Mary-Ann Winkelmes, editors. University of Illinois Press, 2014.</li> <li>• Zorica Nedović-Budić, Kate Williams, and Da-Mi Maeng, “Becoming uCity: The Case of Chicago,” <i>Journal of Urban Management</i>, Volume 2 Number 2, December 2013.</li> <li>• Kate Williams, James Whitacre, Noah Oluwafemi Samuel, Elizabeth C. Hartman, Alexandra M. Budz, .... Paul A. Wheelhouse, “Talking back to the public library: Measuring and conceptualizing the little free library movement” (poster), IFLA Congress 2016, Columbus, Ohio, August 2016.</li> <li>• Jean Kanengoni, Kate Williams, Sam Kasulwa, David Matsveru. “Investigating how and to what extent do libraries contribute to development,” Midwest Chinese American Librarians Association annual meeting, Chicago, April 19, 2017.</li> </ul>

<p>Wolske, Martin</p>			<p>4</p>	<p>6</p>	<ul style="list-style-type: none"> <li>• Wolske, M. and Rhinesmith, C. (2016) Critical Questions for Community Informatics in Practice. <i>The Journal of Community Informatics</i>, 12(3).</li> <li>• Wolske, M. (2016). A Radical Reconsideration of Digital Literacy. <i>Information for Social Change</i>, 36, 41-62.</li> <li>• Rhinesmith, C. and Wolske, M. (2014). Community Informatics Studio: A Conceptual Framework, Challenges and Solutions. In L. Stillman and T. Denison (Eds.) CIRN Prato Conference, Centre for Community and Social Informatics.</li> <li>• Wolske, M., Rhinesmith, C., and Kumar, B. (2014) Community Informatics Studio: Designing Experiential Learning to Support Teaching, Research, and Practice. <i>Journal of Education in Library and Information Science</i>, 55(2).</li> <li>• Wolske, M., Gibbs, D., Kehoe, A., Jones, V., and Irish, S. (2013) Outcome of Applying Evidence-Based Design to Public Computing Centers: A Preliminary Study. <i>Journal of Community Informatics</i>, 9(1).</li> </ul>
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One indicator of faculty performance is the external recognition of quality, whether at the campus level or from professional associations. Several current iSchool faculty have received recognition at the campus level for **outstanding scholarship, teaching, and service** (noteworthy, given that there are more than 1,900 tenure-system faculty at Illinois).

<p><b>Campus Award for Excellence in Off-Campus Teaching</b></p> <p><i>Linda Smith (2007)</i> <i>Michael Twidale (2009)</i> <i>Kate McDowell (2018)</i></p>	<p><b>Distinguished Teacher/Scholar</b></p> <p><i>Linda Smith (1999-2000)</i></p>	<p><b>Excellence in Graduate Student Mentoring</b></p> <p><i>Linda Smith (1998)</i></p>
<p><b>Larine Y. Cowan Make a Difference Award for Teaching and Mentoring in Diversity</b></p> <p><i>Nicole Cooke (2016)</i></p>	<p><b>Arnold O. Beckman Research Award, Campus Research Board</b></p> <p><i>Kate McDowell (2008-09)</i> <i>Carol Tilley (2015)</i></p>	<p><b>University of Illinois Urbana-Champaign Campus Award for Excellence in Public Engagement</b></p> <p><i>Martin Wolske (2013)</i></p>

The excellence of iSchool faculty has likewise been recognized with **awards from professional associations**, including:

- ALISE
  - Norman Horrocks Leadership Award: *Nicole Cooke (2013)*
  - Award for Teaching Excellence: *Linda C. Smith (1999)*
  - Professional Contributions to Library and Information Science Education: *Linda Smith (2008)*
  - Bohdan S. Wynar Research Paper Competition Winner: *Rachel Magee (2016)*
- ASIST
  - Outstanding Information Science Teaching Award: *Linda C. Smith (1987); Michael Twidale (2017)*
  - Award of Merit: *Linda C. Smith (2010)*
  - SIG USE Elfreda A. Chatman Research Award: *Melissa Ocepek (2017)*
- ALA
  - Equality Award: *Nicole Cooke (2015)*
  - Ready to Code Faculty Fellowship with Google: *Rachel Magee (2017)*
  - Donald G. Davis Article Award, Library History Round Table: *Kate McDowell (2010)*
- Illinois Library Association - Intellectual Freedom Award: *Emily Knox (2015)*
- YWCA of the University of Illinois' Leadership Award for Social Justice Education: *Nicole Cooke (2015)*
- WISE Instructor of the Year: *Emily Knox (2015)*
- National Humanities Center fellowship: *Ted Underwood (2018-19)*
- ACLS Digital Innovation Fellowship: *Ted Underwood (2014)*

- IFLA Scroll of appreciation in recognition of distinguished contribution to IFLA and International Librarianship: *Terry Weech (2017)*
- National Endowment for the Humanities (NEH), 12-month fellowship: *Liz Hoiem (2018)*
- Gordon and Betty Moore Foundation - Data Driven Discovery: *Matt Turk (2014)*
- Dori J. Maynard senior fellow awarded by The Center for Investigative Reporting and The Robert C. Maynard Institute for Journalism Education: *Jana Diesner (2016)*

**III.9 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.**

&

**III.10 The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.**

*Sources of evidence:*

- a. iSchool Guidelines for Review of Faculty: Annual reviews (145), third-year reviews (146), promotion and tenure documents (117)
- b. Faculty position advertisement 2017 (147)

As noted in Standard III.8, the school has several documented procedures for ongoing decision-making processes for **evaluating the faculty** including the Guidelines for Review of Faculty (145), Third-Year Review Procedures (146), and Guidelines for Promotion and Tenure (117). These guidelines are all in compliance with policies from the Provost's Office (148, 149, 150). One of the best examples of this is the meeting that each junior faculty member has with senior administrators each semester to discuss their plans for the coming months. All faculty members are reviewed annually and receive a summary with feedback from the Dean. Third-year reviews include detailed feedback from the junior faculty member's internal three-person committee regarding progress with regard to research, teaching and service.

The School's **hiring process** is also an example of documented evidence of ongoing decision-making processes and how the process is employed to improve the MS/LIS program. Through a series of discussion and consultations with students, staff, and faculty it was determined that there were six area gaps in the faculty profile. After the iSchool received approval to search for and hire as many as four new faculty in a range of areas in 2017-2018, the planned faculty hiring process was reviewed together with the job description for open rank faculty positions. Six priority areas were identified:

**Priority Hiring Areas for iSchool faculty**

The Executive Committee served as the search committee, but all faculty were involved in the recruitment and screening process through service on at least one subcommittee, with preferences indicated in early fall. Once the position description (147) was approved and posted, faculty were encouraged to identify potential applicants. A candidate evaluation form was used to assess each applicant and subcommittees identified up to five highly qualified applicants in their area for further review by the Executive Committee to select those to be invited for campus interviews. After a series of interviews in spring of 2018, two new full-time faculty (one Assistant Professor and one Associate Professor with tenure) will join the faculty this fall.



## IV. STUDENTS

**IV.1 The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the program's mission and program goals and objectives.**

*Sources of evidence:*

- a. Enrollment statistics (151)
- b. Table 22 Spectrum Scholar Awardees by Institution (152)
- c. Table 23 Number of Scholarships/Fellowships Awarded (153)
- d. Table 24 Value of Scholarships/Fellowships Awarded (154)
- e. Figure 2 Types of Support Available – Eligibility (154b)
- f. Material from the Admissions portion of the iSchool website (155, 156, 157, 158)
- g. Terms of reference, membership, and procedures of the Admissions Committee (6, 155, 159)
- h. Recruitment material (160, 161, 162, 163)
- i. Anonymous feedback form (164)

Processes and services that encompass the student life cycle (from recruitment to transition into employment) are assessed on a regular basis and improvements and changes made iteratively as the program's student population evolves and needs and dynamics change. These changes have intentionally been reshaped to recruit and retain students who reflect the diversity of North America's communities.

### *Admissions, Recruitment, Funding and the Student Body*

Since the school was last granted accreditation in 2011 there have been **significant changes in the structure and staff that provide leadership for recruitment and admissions**. Beginning in fall 2016, Recruitment and Admissions separated from Student Affairs to become an additional operating unit reporting directly to the Dean. This change has included the addition of a full-time Director of Enrollment Management. Goals are established for each program, and strategy is developed for reaching those goals. Part of this strategy includes assessment measures used to evaluate their outcomes. Particular efforts have been developed to recruit students from underrepresented and underserved populations by focusing recruitment energies in particular areas of the U.S., including California and the Southwest, at specific conferences and events, and by collaborating with education partners at various institutions across North America, specifically Historically Black Colleges and Universities and Hispanic Serving Institutions.

The student body continues to fluctuate in terms of numbers and diversity (151). The school has also continued to provide full tuition waivers to any student who receives an ALA Spectrum scholarship for the forty-credit hour degree. Over the past 7 years the school has consistently received some of the highest number of Spectrum Scholars (152) in the country. The school is currently tied with San Jose State with the total highest number of scholars awarded in the past 7 years.

Table 22 Spectrum Scholar Awardees by Institution (152)

<b>Institution</b>	<b>Total Scholars 2011-2017</b>
San Jose State University	38
University of Illinois, Urbana-Champaign	38
Simmons College	22
University of Washington	18
University of North Texas	16
University of Texas, Austin	7

<b>Year</b>	<b>Number Awarded to Illinois</b>
2011-2012	6
2012-2013	2
2013-2014	5
2014-2015	1
2015-2016	5
2016-2017	9
2017-2018	10

**Financial support** for both recruitment and retention efforts began in 2014 under the leadership of the Assistant Dean for Student Affairs at that time. New processes and procedures were developed around the school's scholarship and fellowship funds (private donations) that allowed for more student input and created more transparency into the process and dissemination of funds (153, 154). This process has been further developed to incorporate more effective stewardship protocols and to manage and prioritize the limited funds. In order to maximize the available funds, practices were developed to allocate a certain amount of discretionary funds for large one-time/first semester scholarships (\$5000) to incoming students as a yield tool. The remaining funds, both discretionary funds marked for scholarships and specifically articulated scholarship funds, are used to provide small supplemental awards to continuing students. Criteria for both of these scholarships are provided to students and used in the awarding of funds. Those criteria include: financial need, diversity, merit, and fit with available funds (for continuing student scholarships), as explained on the iSchool website.

## SCHOLARSHIPS

### Incoming Students

Incoming MS/LIS and MS/IM students are evaluated through their application for funding for their first semester. Criteria that are considered include merit, need, and diversity. We do not require additional information beyond the submitted application to be considered for this recruitment scholarship. All recruitment scholarship recipients are notified in their notice of admission.

### Continuing Students

The School offers *small scholarships funded by donors to help supplement other funding sources (loans, assistantships, etc.)* for MS/LIS, MS/IM and CAS students. Information and application instructions for the upcoming semester are sent to continuing students at the end of the current term. Criteria that are considered include merit, need, diversity, and fit with available gift funds.

Additional consideration is given to students who have not received iSchool scholarships. These practices are evaluated on an annual basis.

Table 23 Number of Scholarships/Fellowships Awarded (153)

	2011	2012	2013	2014	2015	2016	2017
<b>Men</b>	4	15	9	10	24	6	7
<b>Women</b>	18	57	42	30	30	39	31

Note: Recruitment scholarships did not begin until Fall 2016. 6 of the 45 awards given in 2016 and 11 of the 38 awards given in 2017 were recruitment scholarships.

Table 24 Value of Scholarships/Fellowships Awarded (154)

	2011	2012	2013	2014	2015	2016	2017
<b>Men</b>	\$125,645	\$138,528	\$134,489	\$102,600	\$136,454	\$65,196	\$78,250
<b>Women</b>	\$367,330	\$526,205	\$396,456	\$256,692	\$412,317	\$312,577	\$412,502

For on-campus students these efforts supplement the numerous opportunities available to be employed as a Graduate Assistant or Graduate Hourly employee in the University of Illinois Library and a variety of other units across campus including the University of Illinois Foundation, Illinois Fire Service Institute, the Career Center and the iSchool Help Desk. Assistantship benefits include a base in-state tuition waiver and a monthly stipend while Graduate Hourly appointments just include a monthly stipend. In addition to the financial support, the roles provide students the opportunity to develop professional skills and competencies that complement the in-class experiences.

## Types of Support Available - Eligibility

	MS/LIS on campus	*MS/IM on campus	MS/LIS online	*MS/IM online
<b>Financial Aid - Student Loans</b>	X	X	X	X
<b>Assistantships</b>	X		X**	
<b>Graduate Hourly</b>	X	X	X**	X**
<b>iSchool Financial Support</b>	X	X	X	X
<b>Other Financial Opportunities</b>	X	X	X	X

\*The MS/IM is a self-supporting program without state support, **as defined by University policy**, so students are eligible for grad hourly positions but not tuition-waiver-generating assistantships.

In addition, University of Illinois staff waivers are unable to be used for the MS/IM degree due to its self-supporting status.

\*\*Online students able to work on a regular basis in the Champaign-Urbana area are eligible for assistantships (MS/LIS) and grad hourly positions (MS/LIS and MS/IM).

Figure 2 Types of Support Available – Eligibility (154b)

### *Admissions Committee Procedures and Policies*

In addition to the resources committed to increase FTE staff to recruitment and admissions, the faculty-led admissions committee has increased in size (number of faculty and staff). The bylaws of the school (6) dictate the composition and terms of service for the Admissions committee:

1. The Admissions Committee shall be responsible for reviewing the credentials of applicants to the MS and CAS programs and recommending admissions to and financial aid for the MS and CAS programs.
2. Members are elected annually by the Faculty. The Dean will present a slate of candidates, developed with the advice of the Executive Committee, to the Faculty at least one week prior to the last regular faculty meeting of the academic year. There shall be at least three Faculty members, a chairperson, the Assistant Dean for Student Affairs, and one member of the University Library Faculty, appointed in consultation with the University Librarian. There shall also be one elected student representative from every degree program with 30 or more enrolled students.

**Procedures and practices have been developed collaboratively and documented** thoroughly. All committee members are trained at the beginning of the academic year and provided access to the Application Review Policy (159) and the Admissions Committee Training and Glossary (155). Application instructions (156), deadlines (157), and requirements (158) are clearly articulated on the website.

### *Career Services*

Furthermore, resources to support the growing and diverse needs around **career services** have been committed to increase the number of relationships with employers who attract our students both for full-time and pre-professional work in the form of volunteer opportunities, internships and practica. This includes the addition of an Employer Relations Coordinator to Student Affairs. Efforts to highlight these support services are done primarily on the careers section of the website (160). Also included are the range of employment outcomes students have after completing the program (161). These are all used as recruitment tools during events (162) and shared as stories on the Future Students section of the website (163). Efforts to collect employment and alumni data were combined up until 2014 when we began to transition to using a campus-wide system to collect employment data. Data specifically related to alumni feedback has not been gathered since then due to employee transitions. With the addition of the new role of Director of Alumni Affairs, plans are underway to identify the most effective way to gather feedback from our alumni.

### *Retention*

Specific procedures have been developed to assist students in making decisions that aim to make them as successful as possible. Advisors send specific emails to students on a regular basis that either note areas of concerns they have and/or welcome students to share their concerns or challenges with advisors. These include emails sent at the beginning of the term that note overly ambitious course registration and a beginning, mid and end of the semester "check-in" from advisors. Moreover, the Assistant Dean for Student Affairs sends similar communications to faculty and instructors that encourage them to share information with advisors about students that are struggling. Concerns with the potential to worsen into crises (e.g.- those requiring referral to outside support services; those likely to result in academic failure, etc.) are of particular importance. In addition, students are always able to share concerns anonymously via the Anonymous Student Feedback Form (164).

Most recently, Student Affairs convened a "Retention Team" which meets bi-weekly and monitors the concerns shared by students themselves, instructors and staff in order to identify approaches to assisting students needing extra support.

**IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement 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 program demonstrates that it has procedures to support these policies.**

#### *Sources of evidence:*

- a. Relevant advising material on the LIS advising section of the iSchool website (166, 167, 179)
- b. Materials available on LIS program planning section of the iSchool website (167, 168, 169, 170, 171, 177, 178, 180, 181)
- c. Materials available on the admissions section of the iSchool website (165, 156, 157, 158)
- d. Materials available on the careers section of the iSchool website (170)

- e. Graduate College Handbook of Policy and Requirements for Students, Faculty, and Staff (183)
- f. iSchool Student Handbook (168)
- g. Student Code 2017-2018 (182)
- h. Materials available through electronic communications (170, 171, 172, 173, 174, 175, 176)
- i. Figure 3 Tuition Rates for 2018 – 2019 (177b)

Information regarding the degree requirements, curriculum, faculty, admissions and financial aid for students is provided on the school website and in a variety of policies documents from both the school and campus. Accessibility and clarity of information is assessed on an annual basis and available data regarding access are used to quantitatively measure the effectiveness of these points of information access.

### *Admissions*

Areas related to admissions are available under the Future Student Section of the website (165). See also evidence in Standard IV.1.

### *MS/LIS Degree Information*

Information about the MS/LIS degree, including degree requirements and enrollment options are available in the degree information section of the website (166). Advising policies and procedures are provided in the MS/LIS advising section of the website (167), the MS Student Handbook (168) and the Current Student (169) area of the website.

For both pre-professional and professional experience, the Careers section (170) provides a listing of services and resources. In addition, Student Affairs staff and other faculty and staff utilize a number of other communication methods to reiterate or provide further details regarding procedures, deadlines and opportunities. These include:

- The internal Moodle site for the school (171)
- Weekly newsletters sent to all students (172)
- Bi-weekly career newsletters and directed emails
  - Online (173)
  - On-campus (174)
- Student listservs (175)
- Graduate College weekly newsletters (176)

Information regarding tuition and fees is available on the Future Student section of the website (177) with additional information provided under MS/LIS advising (178).

On-Campus students are assessed tuition and fees in credit hour ranges and on a resident/non-resident basis (177b). Online/Leep students are assessed tuition and fees on a per credit hour rate as well as a resident/non-resident basis. The per credit hour rate includes a \$50/per hour non-refundable administrative fee. Online students are not eligible for campus services like health insurance or use of the recreation facilities and therefore are not assessed fees for those items.

<b><u>Grad Information Sciences - MS &amp; MS/IM *</u></b>	<b>Range I (12+ hours)</b>	<b>Range II (6-11 hours)</b>	<b>Range III (1-5 hours)</b>	<b>Range IV (0 hours)</b>
Resident	\$7,006	\$4,671	\$2,336	\$1,168
Nonresident/International	\$12,036	\$8,024	\$4,012	\$1,168
LEEP & MS/IM online- IL resident	\$ 636 per credit hour			
LEEP & MS/IM online-nonresident	\$1,053 per credit hour			

Figure 3 Tuition Rates for 2018 – 2019 (177b)

### *Curriculum and Faculty*

Curriculum offerings and descriptions are provided both by the school and the campus (179). Profiles of core faculty (180) and adjunct faculty that teach regularly can also be viewed online (181).

### *Policies and Student Progress*

Policies regarding student progress, registration and guidelines are outlined in four spaces:

1. the University of Illinois' Student Code (182) (<http://studentcode.illinois.edu/>)
2. the Graduate College Handbook (183) (<https://grad.illinois.edu/gradhandbook>)
3. the School of Information Sciences MS Student Handbook (168) (<https://uofi.app.box.com/v/iSchoolPolicyHandbook>)
4. The iSchool Syllabus Template (69b)

Student academic progress is reviewed annually as required by the Graduate College. Both student and advisor are given the opportunity to contribute to this review. Further details regarding Graduate Annual Reviews are explained in Standard IV.4.

**IV.3 Standards for admission are applied consistently. Students admitted to the 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 the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.**

*Sources of evidence:*

- a. Materials available on the admissions section of the iSchool website (157, 165, 184, 185)
- b. Admissions Committee Application Review Policy (159)

c. Sources of evidence from Standard IV.1

Information regarding policies and procedures for admission are clearly articulated on the iSchool website and further details available in Standard IV.1 including the clearly stated bachelor's degree requirement.

Beginning in AY 14-15 the admissions committee implemented a triage process to more **efficiently and effectively review applications**. This includes review guidelines for applications that meet certain quality thresholds (e.g. minimum GPA, quality of Letters of Reference, etc.) that then warrant only a single review. Applications that fall below this threshold receive two reviews. Since the implementation of the triage method, the admissions committee processes and documented procedures have evolved and are documented in the Admissions Committee Application Review policy (159) and are annually reviewed to ensure efficiency in the process and equity in review and admission decisions.

Furthermore, the committee has been expanded to account for the **growth in applications** across the two MS degree programs and all committee members receive training on how to read and review applications. Prior to the AY17-18 admission cycle the committee reviewed the requirements for admissions and made changes to the application requirements. Most significant was the change in the writing sample. Instead of requiring two essays, only one more substantive essay is now required. Directions for completing this essay prompt are provided to the applicant on the school website (156) as are the requirements used to review applications (159).

Applicants can seek further clarifications by attending an online Virtual Information Session (184), the iSchool Open House (185) or merely by contacting the Admissions office or requesting information (186). The committee also chose, beginning in AY 17-18, to elect student representatives with degrees that enrolled 30 or more students (excluding PhD) to the committee to provide student input to policies and procedures. The student does not review applications and is asked to recuse themselves during confidential discussions which include personally identifiable information of applicants or students.

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

*Sources of evidence:*

- a. Materials on the advising section of the iSchool website (187, 167)
- b. Description of advising and orientation information provided in the Admissions communications (167, 65)
- c. Description of program requirements, expectations, advising and career services during the required online orientation (188, 189, 190, 191)
- d. Data from required student annual reviews (192)
- e. Materials on the careers section of the iSchool website (170, 193, 194, 196, 197)
- f. Table 25 Mentor Program Participation and Assessment (195)
- g. Figure 4 Placement Data for Illinois iSchool Graduates (198)

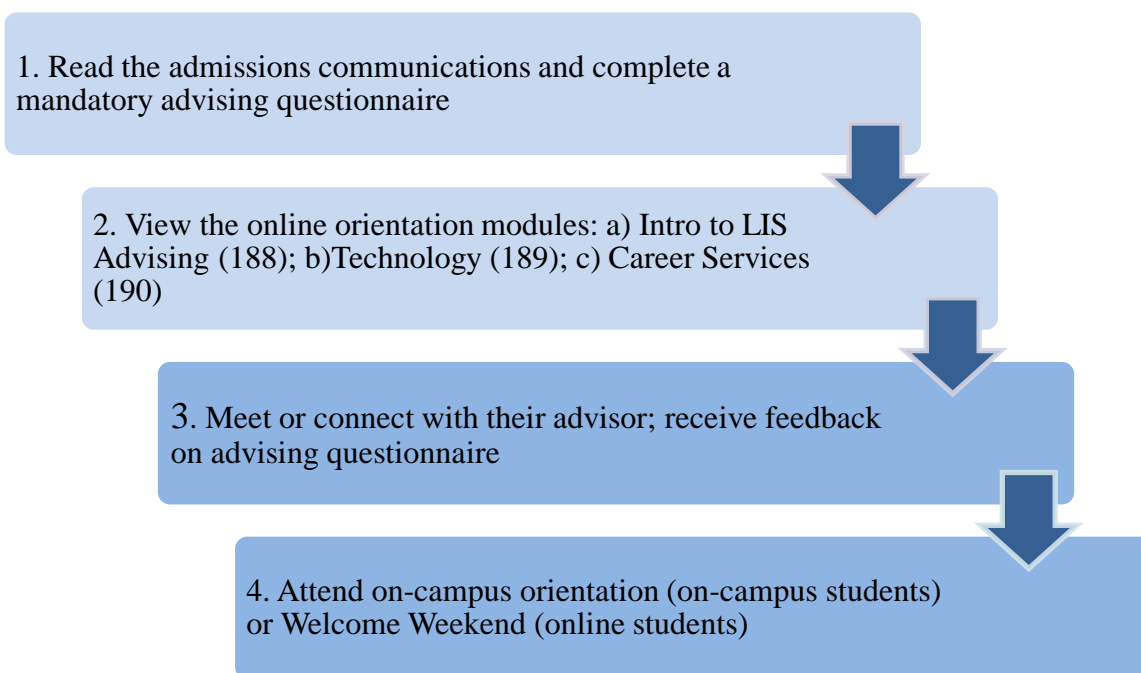


## h. Figure 5 Average Full-time Salaries by Sector of iSchool Graduates (199)

Over the last seven years the school and the MS/LIS program have made significant improvements in the way in which students are provided resources, guidance, and support for students to create an **individual plan of study and prepare them to be as successful** as possible. These changes include the development of academic pathways, substantive and professional changes to the onboarding (communication, advising and orientation with newly admitted students), annual reviews of all MS students and increased resources, services and programs in career services.

*Plan of Study and Orientations*

Students are provided introductory information regarding **professional pathways** (65) and advising information on the school website (167). Once a student has accepted their offer they receive an email with a link to a website (187) with information for new students (internally referred to as “admissions communications”) to help orient them to the program. Students must complete a series of tasks prior to the start of classes:



Feedback from students indicated the need for a **checklist within the admissions communications**. Starting with the classes admitted for summer and fall 2018, a checklist has been included on the website (191).

Feedback on the admissions communications include the following insights:

- Students begin to understand staff expectations. As a result, they feel more prepared for the mandatory orientation and advising appointments.
- Having materials which they can refer back to assists them as they plan their course of study.

- Understanding the response time from staff helps online students, in particular, set appropriate expectations.

While the website tries to convey a lot of information, the **online orientation modules** serve as ways to reiterate important information. Feedback from the online orientation modules are mostly positive. Students, regardless of program modality note the following:

- seeing and practicing the online collaborative tools before classes begin is helpful
- clarifying degree requirements and expectations is appreciated
- understanding career services this early is beneficial and advantageous

### *Student Guidance and Assistance*

After reading the new student information and viewing the online orientation modules, students must complete an advising questionnaire and are encouraged to meet with their advisor. The advisor provides feedback to the questionnaire and then provides information and guidance on registration for their first semester. In addition, students are encouraged to meet with their advisor on a semester basis and to seek them out for assistance with referral to school and campus services and/or when they experience challenges both inside and outside of the classroom.

### *Student Progress Review – Graduate Annual Review*

In 2012, the Graduate College began requiring an **annual review process** for all graduate students (192). This includes:

1. a student report
2. an advisor evaluation
3. if warranted, a conversation between advisor and student

Further details are provided in Standard IV.6.

### *Career Services*

In addition to the academic support services, students are introduced to career services during the online orientation modules, then again at either the required on-campus orientation or during the Leep Welcome Weekend. These services include resume and cover letter assistance, guidance on searching and accepting pre-professional experiences like volunteer opportunities and internships and seeking out and setting up practicums, a credit earning internship (170).

In the fall of 2016, the school **added an Employer Relations Coordinator** to the Career Services team whose role it is to develop sustainable and value-added relationships with employers from across the LIS spectrum for both pre-professional and professional opportunities (193). As of spring 2017 a new [Professional Mentor program](#) (194) was developed. This semester-long program connects alumni, employers, and friends with current students through three half-hour Skype interviews and, if geographically convenient, a half-day job shadow experience. As of spring 2018 (195), there were over 90 mentors “enrolled” in the iSchool Professional Mentor Program with 75 on active status during the semester. The table below (195) reflects the participation and student rating this program has received.

Table 25 Mentor Program Participation and Assessment (195)

Semester	Pairs	Student rating	Mentor rating
Spring 2017	20	4.50/5.00	4.30/5.00
Fall 2017	44	4.65/5.00	4.75/5.00
Spring 2018	27	4.89/5.00	4.14/5.00

Students and mentors alike enjoy making connections, learning from each other, the job shadow experience, and having the opportunity to reflect on their career and goals. Participants feel the program took up the right amount of time for their hectic schedules. Students have also appreciated the resume and other critiques from practicing professionals. Program challenges include difficulties finding time to schedule meetings and complications with videoconferencing technologies. The few individuals who withdrew from the program did so because of pregnancies, new jobs, or health problems. Mentors shared mostly positive feedback about the students, their level of preparation for meetings, and their level of engagement (195).

A sampling of mentor comments from fall 2017:

*She was wonderful. We made a schedule and she was right on time for each meeting.*

*My mentee was great and I enjoyed working with her.*

*[Student] was great to have as my first student as part of the program!*

*[Student] was great. Our only issue was scheduling a shadowing session because she got a LIBRARY JOB!!*

*[Student] was fabulous! She's going to go far in her career and I'm excited to see where she ends up*

*My student was great! I am looking forward to their future work and am hopeful they are very successful.*

*I was very impressed and appreciative of her level of preparation and engagement.*

Up until 2015, the School had internally developed and distributed an alumni survey on an annual basis. Starting in 2015, the school began to participate in a campus-wide salary and employment survey called “First Destination” through the [Illini Success](#) program (196). The most recent data from this survey (197) demonstrates that while a majority of graduates are employed in academic institutions, that number is shrinking and placements in the industry, corporate and government sectors are increasing (198). The majority of students are employed full-time within six months of graduation and make, on average anywhere between \$44,000 – \$51,000 depending on the sector (199).

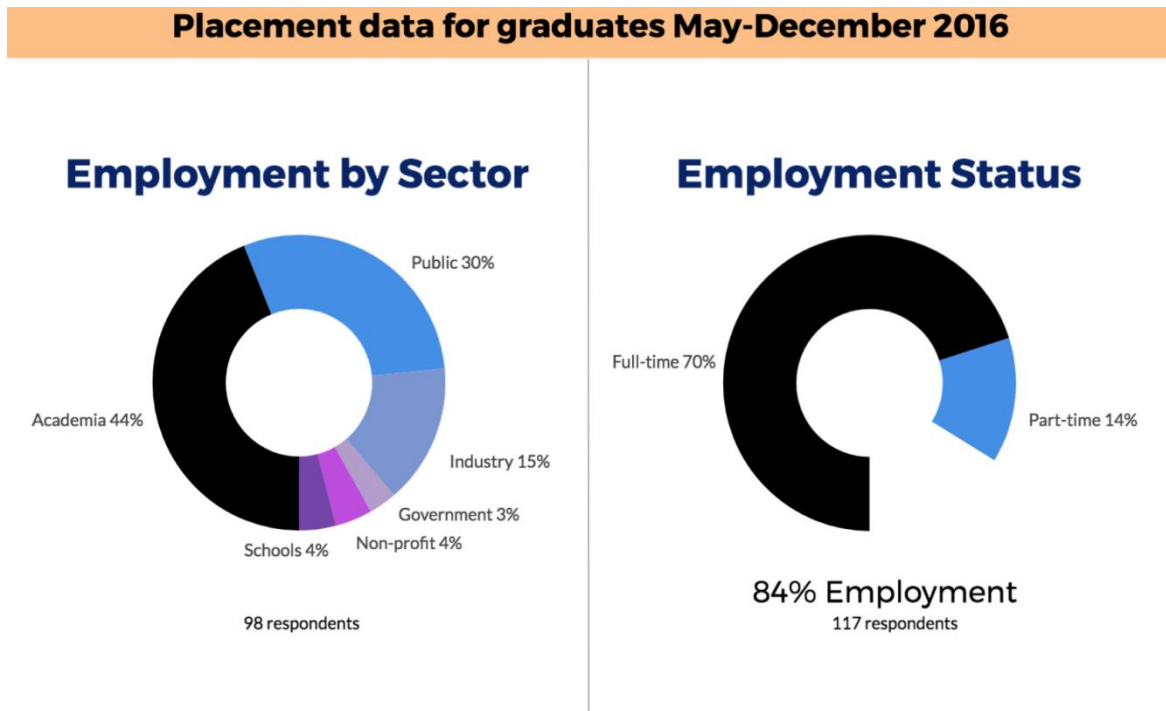


Figure 4 Placement Data for Illinois iSchool Graduates (May – December 2016) (198)

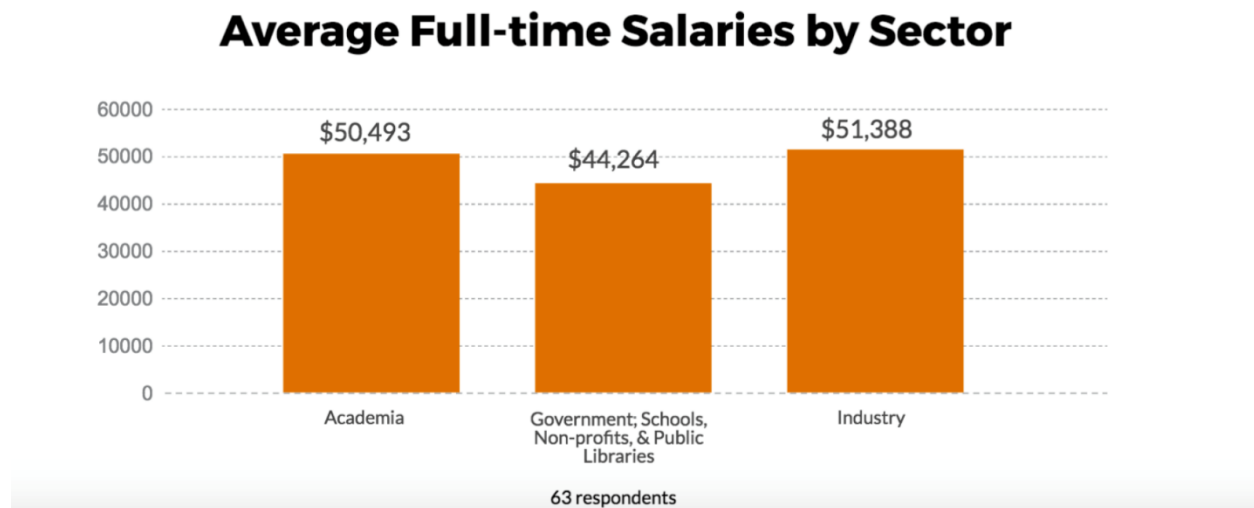


Figure 5 Average Full-time Salaries by Sector of iSchool Graduates (199)

**IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:**

The program provides numerous opportunities for students both to participate in the administration and evolution of the school as well as opportunities that benefit them individually in the form of research opportunities and participation in professional organizations. Through opportunities such as the MS student showcase and involvement in student organizations that span the LIS discipline, students can explore the field of LIS and begin to contribute to

scholarship and to the field at large. Students are elected to standing committees and 8 students are elected to the Student Advisory Board, among which four are MS/LIS students.

***IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;***

*Sources of evidence:*

- a. Election and representation on iSchool standing committees (200, 201)

Students from all degrees are provided the opportunity to nominate themselves or a peer for election to the **standing committees** of Curriculum, Admissions, Diversity and as representatives to the faculty meetings. These elections are held every August during the first week of classes and results announced to the student body and the chairs of committees during the second week. Elected positions are held for an entire academic year and require elected students to attend all meetings, take notes, participate in conversation and to share information to and from students and to and from the committee with each other. In addition, student representatives must attend a training meeting early in the Fall semester where they are provided with the Student Representatives Handbook (200) and expectations are shared and questions answered. Progress on developing more efficient and effective communication strategies among the representatives and to and from students and their representatives is ongoing. Historically a Moodle space (201) has been used to share information but use is sporadic. Recent attempts to improve communication have included the development of an iSchool Student Representatives listserv. This too is being used very little. Plans are underway to hire a Student Leadership Coordinator to arrange logistics and improve communication among and with representatives. This is in direct response to requests from the student representatives for a designated coordinator and for that person to be a student for confidentiality purposes. An offer was extended to an incoming MS/LIS student who will begin in this role on August 16, 2018.

***Election and Representation on the iSchool Student Affairs Advisory Board (SAB)***

Elections to the Student Affairs Advisory Board are done at the same time as other student representative elections. The mission of SAB is:

*to act as a voice and a conduit of students' thoughts, ideas, and needs, and to generate value-adding contributions in meeting the mission of Student Affairs: "Our students are our purpose. We foster a learning experience that enables students to reach their individual goals in a balanced, healthy, inclusive student environment. Student Affairs serves students through our resources, referrals, and connections. Through recruiting, advising, diversity programs, and career services, we motivate student excellence by supporting intellectual engagement throughout the iSchool experience and beyond." The Student Affairs Advisory Board is based upon a sustained interest in service to the student body, its success based on open communication and collaborative partnerships.*

As much as possible, based on nominations, the board consists of four MS/LIS students and four MS/IM students, of which at least one online and one international student are included. A total of eight seats are available on the board. SAB members attend Student Affairs meetings once a month as an opportunity for information sharing and discussion. In addition, board

members provide a variety of services including, but not limited to, meeting with visiting faculty candidates, reviewing and providing input on academic program reports, developing and offering programs and events for new students and assisting with the development of student affairs surveys and orientations.

#### ***IV.5.2 Participate in research;***

##### *Sources of evidence:*

- a. Opportunities through independent study (202)
- b. Table 26 Sample Independent Studies (2015 – 2018) (203)
- c. Opportunities to present at the Master’s Student Showcase (204, 205)

#### ***Opportunities through Independent Study***

Courses of independent study may be taken for credit for 2 or 4 graduate hours. MS/LIS students may take up to 4 hours of independent study. Requirements for earning independent study credits are jointly agreed upon by the faculty member and student.

Independent Study enables the intermediate or advanced student opportunity to: 1) undertake the study of a topic not otherwise offered in the curriculum, and 2) pursue a topic beyond or in greater depth than is possible within the context of a regular course. Independent Study should be seen as a rigorous investigation of a highly specific topic, calling for student initiative, and requiring the formal structure of:

- a written proposal including scope and purpose,
- a reasonably specific statement outlining the method to be used, and
- description of the form in which the final product will be presented (e.g., written report, mediated presentation).

Independent Study is *not* available as an alternative version of a course otherwise offered on a regular basis by the School. Students meet with their advisor to discuss Independent Study as an option and are able to use a template to help them get started (202). Sample independent study topics can be found in the table below (203).

Table 26 Sample Independent Studies (2015-2018) (203)

<b>Title of Study</b>	<b>Student</b>	<b>Year</b>
Development of Maker-Based Programming	Michelle Biwer	2015-2016
Rural Libraries as Community Centers	Erica Eis	2015-2016
Investigation and Creation of RESTful Services	Sierra Gregg	2015-2016
Central Asian Studies and Text Recognition	Sabrina Jaszi	2015-2016
Investing in Patrons: Examining Community Needs, Budgets, and Public Library Effectiveness	Sarah Hilger	2015-2016
Program Assessment and Evaluation of the Lubuto Library Partners	Thomas Mukonde	2015-2016
A Printing History: “Valentine and Orson”	Johanna Denzin	2015-2016
The History, Achievements and Impact of the University of Illinois Adapted Sports Program	Amanda McGrory	2016-2017
Creating Community with the Human Library	Nisha Mody	2016-2017
Implementation of a Digital Archive at C.H. Booth Library in Connecticut	Maryjo Siergiej	2016-2017

Creating an Authoritative Search Results for John Deere	Madison Well	2016-2017
A Study of Marginalia and Provenance from a 1590 First Edition of Sir Philip Sidney's, Countess of Pembroke's "Arcadia"	Gabriella Gione	2016-2017
Digital Humanities as Inheritor of Memetics	Brett Fujioka	2016-2017
Literature Review: Identifying Connections, Evolution, and Predictions of Future Trends in International Librarianship	Rachelle Brandel	2016-2017
Human Centered Data Structures	Krystal Cooper	2016-2017
How Do People Use Little Free Libraries?	Flannery Crump	2016-2017
Publishing in LIS	Isabel Silverstein	2017-2018
Investigation into Youth Reference Services	Emily Loeffler	2017-2018
Searching in Television: A Comparative Analysis of Information Search and Retrieval in Television	Siobhan McKissic	2017-2018
Information Literacy Instruction Design	Allison Rand	2017-2018
STEM Scholarship, Communication, and Public Engagement	Sharon Han	2017-2018

### *Opportunities to present at the Master's Student Showcase*

In spring 2015, iSchool Student Affairs sought to create an opportunity for students to showcase their research and work in a poster and presentation format. The event was modeled after the [iSchool Research Showcase](#) (204) which features primarily faculty and PhD work. This is a valuable opportunity for students and allows them to:

- Practice communicating their value, skills, and strengths in preparation for the job search
- Gain experience translating complex concepts to a wide audience
- Present in a formal yet comfortable conference style
- Network with LIS students, faculty, and staff.

Online students are also able to participate by producing an online lightning talk, or attending as a virtual participant. On occasion, a small number of online students chose to participate in person. Content for posters and lightning talks can come from a variety of areas including:

- Independent Study
- Practicum and Internships
- Other LIS work experiences
- Class projects

(Note: For an entire listing of posters and talks from all Showcase events, please see evidence (205)).

### ***IV.5.3 Receive academic and career advisement and consultation;***

*Sources of evidence:*

- a. See sources of evidence in IV.2 and IV.4

All MS/LIS students are assigned a staff advisor, both of whom have MS/LIS degrees themselves, according to their last name. New and continuing students have points of required advising, are encouraged to make appointments with advisors as needed, and receive check-in

messages from their advisor at least once a semester. Career advising and consultation is encouraged from the time students are admitted as both a tool for career exploration and refinement but also as a mechanism to connect with pre-professional opportunities that provide the valuable experience employers require. See sources of evidence in Standards IV.2 and IV.4.

#### ***IV.5.4 Receive support services as needed;***

*Sources of evidence:*

- a. Materials provided in online orientation (188, 189, 190, 191)
- b. Materials provided in on-campus orientation and Welcome Weekend (207, 208)
- c. Guidelines for Student Concerns (210b).

**Support services** for students vary depending on the modality of the student but all students, regardless of modality, have access to academic, career, and technical support services offered by the school. This includes services provided by advisors (23) and faculty (180), career service professionals (170), and the iSchool Help Desk (206). The majority of programs offered by Student Affairs are either broadcast live or recorded for online access.

Students are formally introduced to these services via the **online orientation modules** and the required On-Campus orientations (207) and Welcome Weekends (208). Students have the opportunity to attend workshops and gatherings at these events and are provided a variety of information pieces in welcome folders.

In addition, the school employs advanced PhD students to serve as **Writing Consultants** who are available by appointment (in person or online) and who maintain writing resources available to all students (209).

**Auxiliary services** related to physical and mental health are only available to on-campus students who pay fees associated with these services with the exception of the [Disability Resources & Educational Services](#) (DRES) (210). On-campus and online students who wish to self-disclose a disability can, and are encouraged to, register with DRES to receive academic accommodations. While testing for online students cannot be done on-campus, DRES does work with these students to identify testing sites in their area and will conduct counseling appointments with them over the phone.

Needs and concerns outside of these services can be shared with Student Affairs via the Anonymous Student Feedback form. Student Affairs staff reviews these requests and either acts on them and/or forwards them to other staff or faculty to address depending on the nature of the concern. Students with specific concerns are also encouraged to consult the [Guidelines for Student Concerns](#) (210b).

#### ***IV.5.5 Form student organizations;***

Students are encouraged to start or reignite student groups that are either associated with professional organizations or relate to a shared affinity. Starting in fall 2017 a workshop for interested students to start or reignite a group has begun to be offered. This is held online in the evenings and the plan is to continue to offer this once a semester during the academic year. In



addition, Student Affairs and Alumni Affairs have plans underway to provide start-up funds to groups wishing to launch or re-start a group starting in fall 2018.

#### ***IV.5.6 Participate in professional organizations.***

*Sources of evidence:*

- a. Information on student organizations (211, 212, 214)
- b. Information for student representatives (213)

There are currently eight information science based registered student organizations, as well as a few informal social groups.

<b>Student Organizations (active)</b>	American Library Association (ALA) Association for Information Science and Technology (ASIS&T) Chinese Student Group Data Science Club Progressive Librarians Guild Queer Library Alliance (QLA) The Society of American Archivists (SAA) Special Libraries Association (SLA) Students of Color (SOC)
<b>Student Organizations (inactive)</b>	Community Informatics Club

Students may seek registered student organization (RSO) (211) status, though it is not required. Student groups organize numerous activities each year including speaker series, hands-on workshops, field trips, etc. In addition to developing learning-based events, groups organize fundraisers and other promotional activities and connect with national parent organizations (if applicable) through state-wide chapter meetings and events, and national conferences.

In addition to faculty advisors for RSO's, Student Affairs also supports these organizations by:

- facilitating student group leader meetings in which student group leaders get together twice a semester for information sharing and transfer and planning and collaborating on events for the iSchool community (i.e. orientation activities, end-of-the-semester gatherings).
- maintaining a listserv specifically for student group leaders for further collaboration and information transfer.
- leading sessions once a semester on how to start or reignite student organizations (212).
- providing guidance and referrals regarding administrative questions and needs.
- assisting with maintenance of the iSchool Student Leadership Handbook (213).

Events, some of which are live-streamed or recorded (lectures and panels) for online students are wide-ranging. A sample listing of recent events:

**ALA Viewing Party of Carla Hayden's Induction as Librarian of Congress**

Join the ALA Student Chapter for a viewing party of Carla Hayden's induction as the Librarian of Congress. We'll be viewing the ceremony from the [Library of Congress' YouTube channel](#). The event will not be streamed, but you can join in our live tweeting session during the hour by hashtagging your tweets with #uiuc4carla. Light refreshments will be provided.

**iSchool Data Science Club meeting**

Please join us on September 21 for our next Data Science Club meeting. Our guest speaker will be Maryalice Wu, director of data analytics at the Center for Innovation in Teaching and Learning and adjunct assistant professor in the Department of Sociology. We are also still seeking nominations for Data Science Club leadership. Nominate yourself or someone you think would be great.

**SLA Webinar Viewing: Library services to students with Autism Spectrum Disorder**

Free webinar cohosted by ALISE's Gender Issues SIG and Special Libraries Association's Education Division: Dr. Lesley Farmer of California State University Long Beach will present a talk on library services to students with Autism Spectrum Disorder.

**Progressive Librarians Guild Meeting**

PLG's Monthly Meeting to discuss activism and volunteer opportunities, as well as our featured Lightning Talk on how our ideologies apply to our work as librarians.

**Oak Street Facility Group Tour with ACRL by ALA**

Want to know what a High-Density Storage Facility is? Come join ACRL for a tour of the Oak Street Facility on Friday, 11/10 at 10:00 a.m. There are a limited amount of spots remaining on this special tour, and spots are filled on a first-come, first-served basis.

**Mortenson Center Tour**

ALA @ UIUC's International Committee is excited to invite the iSchool to tour The Mortenson Center for International Library Programs! Come hear the director, Dr. Clara Chu, talk about the center's programs, initiatives, and ways for students to get involved!

**ALA December Graduate Panel**

Come ask our panel all your questions about classes, professors, on campus jobs, survival techniques, and post-grad job searching!

**iSchool Winter Party**

Join us for a festive end of semester gathering co-hosted by several iSchool student organizations! There will be a white elephant book exchange, potluck-style food, festive music, an ugly holiday sweater contest, and much more. Stop by any time between 7 and 9.

**SAA Murder Mystery Party!**

SAA is hosting a murder mystery party! Get your tickets early to get first pick of the characters. Tickets will be sold February 12-15 and at the door before each event for \$10. Dressing up is encouraged but not required. Snacks and hot cocoa will be provided. Event is expected to last about 3 hours.

**Leep Welcome Weekend Social with ALA and SAB**

ALA and SAB are hosting a social at Murphy's Pub in conjunction with Leep Welcome Weekend. All are welcome to join!

**Jamie Hosek - Insights from the Industry: Transitioning from Campus to Corporate**

The SLA @ UIUC Corporate Division presents: Insights from the Industry: Transitioning from Campus to Corporate. In this event, Jamie Hosek, Senior Business Information Analyst at the John Deere Technology Innovation Center and President of the SLA Iowa Chapter will discuss the transition from iSchool student to industry information professional.

**Decompress Your Stress**

Student Affairs, PLG, ALA, and QLA are co-hosting a workshop for students to learn about resources on and off campus that can assist in managing stress. This is also an opportunity for students to relax, meet other students, and ask questions. Interested students will be led in a meditation exercise at the end of the hour.

**Shamrockin' Storytime**

ALA Youth Services Committee is hosting a storytelling event. Come enjoy potato (and other kinds of) pizza, Celtic coloring pages, and tell/listen to Irish folktales and stories.

**Reading Day Potluck**

Thursday, May 5 is the annual Reading Day Potluck! Let's celebrate the end of the year on the front porch of the GSLIS building. While sharing your favorite potluck dish is not a requirement to attend, please consider signing up to bring something to share with the community.

**ALA Trivia Night**

Pub trivia with a library twist! There is \$5 entry fee per person and you can play in teams of 1 to 6 people. Register early and get a free mulligan!

MS/LIS students participate in a wide-range of **professional conferences** every year by displaying posters, sitting on panels, submitting papers and by merely attending. Recently these conferences include: ALA, ALISE, the International Librarians Colloquium, PLA, AISLE, AASL, CIKM, Popular Culture Association, iConference, Enigma, Qualitative and Quantitative Methods in Libraries International Conference, and IFLA.

In addition to conferences, students participate in **supplementary professional activities** that often occur in the classroom. One such initiative is the Business Information Group (BIG). In 2015, Yoo-Seong Song (iSchool adjunct instructor), created BIG. Song's experience is broad and deep. He previously worked as senior associate at Ernst & Young's Center for Business Knowledge, senior analyst for Knowledge Management at Accenture, and market intelligence analyst at Tellabs. He currently is an associate professor with the University of Illinois Library and serves as the economics, labor, and employment relations librarian. BIG is a research group that simulates an information and research consultancy in the form of experiential learning. Students work as research analysts and coordinators for actual corporations and non-profit organizations that seek out assistance with real-world information problems. Through BIG, students experience the full consulting process, from defining problems and negotiating project timelines to analyzing data, preparing reports, and presenting findings to clients. It is conceptualized as a capstone course for students who anticipate working in the business world. To date, a total of 77 students have completed projects at BIG through the course IS 540, Applied Business Research.

The school provides a limited amount of **travel funding** each semester to support graduate students who are actively participating in these conferences, taking part in experiences that are directly related to their academic endeavors or supplementing their professional experience, like BIG. Funds are provided by private donors. Travel funds are budgeted in three terms (fall, spring, summer) and requests are granted on a first-come/first-served basis until the funds are exhausted in each term. More information including detailed directions are provided in the MS Student Travel Support documentation (214).

**IV.6 The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the 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.**

*Sources of evidence:*

- a. Employment and salary report data (161, Standard IV.4)
- b. Uses of data to improve advising, career services, and curriculum (215, 217, 164)
- c. Assessments of student learning outcomes (Standard II.5)
- d. Practicum evaluations (223) and exemplars (219)
- e. Table 27 MS/LIS Students Annual Review Summary (221)
- f. Student Experience Survey results (216)
- g. Table 28 Samples of Student Award Winners (222)

**Evaluation and assessment** are an integral part of ensuring student success and continuing to improve the services and programs offered. Students are required to participate in

Graduate Annual Reviews. This is a collaborative endeavor between the student and their advisor. The school also participates in an annual employment survey which most recently was developed at the campus level with customization done at the unit level called “First Destination” (see further detail in Standard IV.4). In addition, all programs and services including admissions communications, online orientation, on-campus orientation, Leep Welcome Weekend, and the rest of the student experience are evaluated on a recurring basis and staff and planning groups use this information to improve events and evolve advising and career services. In addition to these evaluative measures, the school utilizes the formal structures of the Curriculum Committee, the Program Directors and course evaluations to review the curriculum and assess student learning outcomes. Other measures of student outcomes include the evaluation of student award winners (218), the MS Student Showcase as described in Standard IV.5 and practicum exemplars (219).

### *Graduate Student Annual Review Data*

Starting in 2012 the Graduate College required all programs to review students on an annual basis. A summary of annual reviews since 2015 is shown in (221). This review allows students and their advisor to review their student record, their progress towards the degree, and ask and answer any questions that arise as part of this evaluation. The school conducts these reviews for MS/LIS students through a homegrown system referred to as “GradRecs”. GradRecs follows the below process:

1. Students receive an email (4x) with instructions on how to fill out the form and deadline information. They will:
  - Upload a resume/cv
  - Answer the following questions:
    1. *Expected Graduation Term*
    2. *Are you on the graduation list? Note: if you plan on graduating this term you must apply to graduate via Self-Service Enterprise*
    3. *Are you pursuing a graduate minor? (if yes, which minor?)*
  - They will have the opportunity to share internships, volunteer experience, practicum, awards, etc.
  - They will have the opportunity to ask questions or provide comments to their advisor.
  - They will need to complete this evaluation by March 1st. After this date, a registration hold will be placed on their account.
2. The advisor will look at the advisor portion to look over classes, grade point average, and student input. Advisors then fill out their portion of the evaluation which includes comments to students (template language), and denote whether or not the student is making satisfactory progress. This is done by May 1st.

If students are not marked as reviewed, it is because the student did not complete their portion by the deadline, thus resulting in an advising appointment with their assigned advisor.

Table 27 MS/LIS Students Annual Review Summary (221)

Year	Number of Students Eligible for Review	Number of Students Reviewed	Notes
2015-2016	518	483	Only one student was not making adequate progress; the advisor worked with that student to ensure academic success.
2016-2017	506	494	Three students were not making adequate progress; all had extenuating circumstances that made it difficult for them to complete their graduate studies at this time.
2017-2018	507	495	Eight students were not making adequate progress, most due to extenuating personal circumstances.

Students who are found to not be making satisfactory progress towards their degree either have an intervention plan put in place by their advisor, are put on academic probation or, in cases where intervention, support and planning have not worked, provided a dismissal notice from the University. It is rare for a student to get to this point. Efforts over the last few years have focused on providing a collaborative model of identifying students who are struggling and implementing plans for support. This model, done in conjunction with student affairs staff, faculty and instructors includes regular check-ins to all faculty and students themselves at the mid-point in the semester and a special check-in to instructors who teach required courses.

#### *Employment and Salary Data Report*

See evidence in (161), Standard IV.4.

#### *Uses of data to improve advising, career services, and curriculum*

Efforts to build **sustainable assessment models** for our programs and services to students are continuing to improve. Both on-campus orientation and Welcome Weekend (103) have been continuously assessed resulting in iterative development. See evidence in Standard IV.8. Programs and workshops are qualitatively and quantitatively evaluated with both individual programs and collective approaches altered based on this feedback (215). Furthermore, in Spring 2018 student surveys were distributed to evaluate the experience newly admitted students share and the experience continuing students have as it relates to academic advising, career services and other student life and engagement opportunities.

Data from the spring 2018 newly admitted survey, which measured the timeliness and effectiveness of the admissions communication, online orientation, and on-campus orientation, were for the most part favorable, but indicated that there was too much information sent and having it delivered closer to the time of their acceptance would be more effective. Furthermore, students found the time for the synchronous sessions of online orientation not convenient. As a result, the model of distributing all of the information via a website, as opposed to 4-5 separate

emails was developed and implemented and asynchronous pre-recorded modules were created to replace the synchronous online orientation sessions for students entering in summer and fall 2018.

As of spring 2018, Student Affairs has initiated the first of an annual survey focused on the student experience. This survey measures the use and evaluation of academic and career advising services, programs and workshops, and events and activities delivered and supported by Student Affairs to supplement the student experience. There were a total of 152 MS/LIS students that responded out of an eligible 497 – a 31% response rate. As a result, the following overall areas for improvement based on this survey data include:

- 1) Additional career services that are highly personalized, diverse, and nuanced in regards to topics (e.g., career transition, mock interviews, alumni panels for law librarians). Students seem to gain more from career programming than they do from one-on-one career advising sessions.
- 2) Advising services that are high-touch, personalized, and timely. Students seem to expect more from the one-on-one sessions than they do or want from any advising centric programming.
- 3) Facilitation for online student-to-student engagement and community building
- 4) Improved communications for information sharing with continuing students as well as a series of communications geared around graduation preparation.
- 5) Additions and redesign of the current iSchool website to make visible the resources and services available to students (already underway).

*A full analysis can be found in (216).*

Instructor and course evaluation forms (ICES) (217) and the Anonymous Student Feedback form (164) are the two primary mechanisms for assessment of the curriculum by students. The Executive Associate Dean reviews data from ICES every semester for annual reviews of full-time faculty and as a mechanism to understand the teaching effectiveness of both full-time and adjunct faculty. The Anonymous Student Feedback forms, when used to provide comments on a particular course, are also forwarded to the Executive Associate Dean. Depending on the nature of the comment, these are either taken into consideration for annual reviews and/or used immediately to address issues of acute concern.

#### *Assessment of Student Learning Outcomes*

See evidence in Standard II.5.

#### *Assessment of Student Award Winners*

Faculty nominate students from all degree programs for a variety of **awards** (218) at the end of the academic year. The faculty then vote, and winners are announced at the iSchool Convocation ceremony in May. While the awards vary in nature, the winners for all awards are those students whose academic accomplishments include exemplary quantitative and qualitative indicators. Noticeable accomplishments of recent winners include (222):

Table 28 Samples of Student Award Winners (222)

Name	Award	Description	Nominating Comments
Jesus Espinoza	Jane B. and Robert B. Downs Professional Promise Award	<p>The Jane B. and Robert B. Downs Award is given in honor of Dean Emeritus Robert B. Downs to the MS candidate with the greatest professional promise.</p> <p>Mr. S. R. Shapiro, a New York book dealer, established this award to remind people of Dr. Robert B. Downs' many contributions in the areas of librarianship and in library science publishing.</p>	<p>Jesus Espinoza's professional promise has already been recognized through his selection as an American Library Association (ALA) Spectrum Scholar and Association of Research Libraries (ARL) Diversity Scholar. While a student in the iSchool, he has been an active contributor in classes and as a member of the Student Affairs Advisory Board, vice president of the ALA Student Chapter, and cochair of the ALA Student Chapter's Lecture and Professional Development Committee. His interests span interlibrary loan and access services, digital preservation and data curation, and services to traditionally underserved populations. As he pursues his career, we see great potential for Jesus to foster a climate that is collaborative and hospitable to creativity, innovation, and inclusion. Many of our faculty have noted that he has been a consistently reliable and positive presence in many areas of life at our school. We anticipate that Jesus will be the same kind of presence in the profession.</p>
Emilie Butt	Herbert Goldhor Award for Public Librarianship	<p>The Herbert Goldhor Award for Public Librarianship is sponsored by The Friends of the Urbana Free Library to recognize an outstanding student showing excellence and interest in entering the area of public librarianship.</p>	<p>Emilie Butt came to the iSchool with a strong commitment to social justice and a belief that public libraries can be the heart of strong communities. In classes at the iSchool such as Media Literacy for Youth, Emilie engaged critically with ideas about how librarians can provide services and programs to young people in public libraries. She pushed her classmates to do the same, helping them think in better, harder, more creative ways and to ensure that as library professionals, they value young people's competencies, knowledge, and skills. Outside of her classes, Emilie worked for two years as a volunteer, then as a practicum student, and now as a staff member, at Champaign Public Library. There, she has invigorated after-school programs and services to tweens and teens as well as supported reference and collection development services. Emilie's dedication to public librarianship—especially as it can benefit young people—is abundantly evident. We look forward to seeing her develop as a professional.</p>
Anna Trammell	Anne M. Boyd / Beta Phi Mu	<p>For many years, Anne M. Boyd was a distinguished and beloved member of the faculty of the School. In her honor, the Alpha Chapter of Beta Phi Mu presents an award to the one MS graduate each year</p>	<p>Throughout her two years in the master's program, Anna Trammell has distinguished herself not only through her outstanding performance as a student, but also through her leadership in GSLIS as an officer in the Society of American Archivists Student Chapter and MS student representative to the GSLIS Curriculum Committee and through her many contributions to the work of various units of</p>



		<p>who, by vote of the faculty, is judged to be outstanding. Students, by virtue of a grade point average of 4.0 and graduation in August, January or May, are to be considered for nomination for the Boyd Award. Additional criteria to be considered are:</p> <p>Commitment to the profession of librarianship. Ability to relate to other people. Contributions to the School through participation in organizations and activities. Potential leadership qualities.</p>	<p>the University Library. Highlights include her planning and coordination of the Town &amp; Gown Speaker Series of the University of Illinois Archives and the Champaign County Historical Archives, her award-winning library exhibit titled “Assemble: A History of Student Protests at the University of Illinois, 1947-present,” and her contributions to the processing of the Gwendolyn Brooks Papers and participation in public programs at the Rare Book and Manuscript Library. In recognition of her many accomplishments, Anna Trammell richly deserves the Anne M. Boyd Award.</p>
Lucas McKeever	Social Justice Award	<p>The surest way to a just society is through literacy and universal access to information. This award of \$100 is given to a student who has shown a special interest in providing or enhancing library and information services to groups whose needs fall outside the parameters of traditional services. Lionelle Elsesser (MS '67) sponsors this award.</p>	<p>Lucas’s passion for social justice is evident in his many activities at GSLIS. However, it is his work as an intern at the Uniting Pride Center of LGBTQ Resource Center of Champaign County that stands out. It is at the Pride Center where—among his other responsibilities over the past year and a half—Lucas has been working to document and archive the lives of some of the often forgotten individuals who have been integral to the development of a vibrant LGBTQ community here in Champaign-Urbana.</p>

### *Practicum Evaluations*

The Practicum is a professional field experience program designed to provide the student with the opportunity to work in a professional environment under the supervision of an experienced librarian or information professional with the guidance of a faculty member. This opportunity allows students to integrate the theory and knowledge of course content with the application of principles and practices in a work environment, including these specific objectives:

- To gain practical experience based on the understanding and application of theoretical knowledge.
- To observe the analysis of and solutions to problems arising in professional work settings.
- To interact with colleagues in a professional work environment.
- To participate in a representative range of professional activities in the work setting.
- To develop a professional self-awareness.

## REQUIREMENTS

- 100 hours working with the site supervisor and host site
- Weekly log assignment - documentation of hours and activities
- Course discussion forums - forums available in course Moodle space that allow the student to reflect on the experience
- Performance review - students will meet with the site supervisor to discuss overall performance and will submit a written summary of and reflection on the discussion

## EVALUATION/GRADING

The final grade for Practicum is entered as Satisfactory (S) or Unsatisfactory (U) and is determined by the faculty advisor based on the following:

- An evaluation completed by the site supervisor (223)
- Active participation in the discussion forums
- Completion/evaluation of weekly log and performance review assignments
- Other information and/or deliverables requested by the faculty advisor

*Examples of exemplary practicums are included in (219).*

### **IV.7 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.**

The evaluation of student learning outcomes and individual student learning are measured both directly and indirectly and are reflected in efforts from admissions through graduation and employment. All applicants must meet basic admissions requirements and are reviewed thoroughly and equitably according to Admissions Committee Procedures and Policies referenced in Standard IV.1, and Admissions Application and Review Policies noted in IV.3.

Those admitted and who become continuing students are evaluated through a variety of tools both inside and outside of the classroom. Curricular evaluation of student learning, as it relates to student learning outcomes, is done at the class level and is reflected in the mapping of outcomes to core courses in Standard II.5. Outside of the classroom the program uses the Graduate Student Annual Review process referenced in Standards IV.2, IV.4 and IV.6 to ensure individual progress towards the degree, as a mechanism for dialogue between student and advisor for needed changes or improvements and as a collective assessment on program success and student learning. Retention efforts, articulated in Standard IV.1, along with required advising and designated opportunities to discuss academic and professional plans with advisors and career service professionals are used to assess individual student goals and inform changes needed in advising practices. This information, along with information collected in the advising questionnaire, as noted in Standards IV.4, IV.5.3 and IV.6, and data gathered in the Alumni, Employment and Salary surveys discussed in Standards IV.4 and IV.6 also serve as measurements of student learning and demonstrate areas of needed improvements in practices and curriculum development and articulation. Finally, evaluation of student submissions for the MS Showcase and opportunities through independent study described in Standard IV.5.2, review and acceptance of work at professional conferences noted in Standard IV.5.5, as well as the

nominations of award winners from Standard IV.6, provide additional indirect measures of student learning outcomes.

**IV.8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.**

*Sources of Evidence:*

- a. Examples of student work (224)

*Exemplars as Sources of Evidence*

- b. GSLIS speaks—student-initiated assessment of the student experience (220)
- c. Improvements in student affairs and recruitment (225)
- d. Improvements in on-campus orientation (226)

The program uses information and data gathered from multiple sources to inform, adapt and make improvements for individual student learning. This data is gathered from evidence referenced in Standard IV.7 and is evident in the collective work of student collaboration and their individual accomplishments.

*New opportunities for students in research and leadership*

In addition to presenting in class for final projects and submitting work for professional conferences, students have been encouraged to submit work to the MS Student Showcase, now in its fifth year, details of which are included in Standard IV.5.1. Other events, including the Corporate Roundtable's (now defunct) Student Poster Showcase, and the inaugural Corporate Showcase in April 2018, provide additional venues for students to showcase their work to employers. The collective nature of this demonstrated work provides evidence not only of individual student achievement and demonstration of learning outcomes but provides a collective picture of program success.

The election of student representatives, as described in Standard IV.5.1, including the additions of student representatives to the Admissions committee in the 2017-2018 academic year, as well as the development and the subsequent election and representation of students on the Student Affairs Advisory Board referenced in Standard IV.5.1, have provided additional opportunities for students to practice and develop leadership skills and demonstrate and apply their growing knowledge of the Library and Information field as it relates to and informs decisions made within the school.

*Examples of student work – including but not limited to projects, portfolios, papers*

There are students who exemplify and take advantage of the breadth of opportunities and resources that the school and program provide. Their participation in programs and events, leadership in student organizations, work on projects and success in the classroom provide a window into the possibilities and range of what “success” looks like in the MS/LIS program (224).

By far the most effective way to demonstrate commitment to Standard IV.8 is to share a **series of exemplars** (220, 225, 226) that illustrate how the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.

*GSLIS Speaks and the 2015 Symposium on LIS Education (220)*

In spring of 2015, a group of students came together to organize two events: a feedback session and a national student-focused conference on LIS education. The first, called GSLIS Speaks, was an in-house feedback opportunity for currently enrolled students on March 11, 2015. This event collected input on a number of topics related to the MS/LIS program, including advising, career services, course offerings and registration, online courses, the laptop requirement, and administrative transparency. The Assistant Dean for Student Affairs worked with this group to help them organize the information they collected for presentation at the meetings of relevant standing committees and at the April 2015 faculty meeting (220b). The Associate Dean for Academic Programs responded in detail to these reports, and this feedback was added to other systematically collected input from students as part of ongoing decision-making processes.

The second event was a student-led conference from April 10-11, 2015, advertised nationally and hosted in the GSLIS building, called the 2015 Symposium on LIS Education (220c). The call for participants was open to all interested in LIS education, and attendance was free. Presentations included sessions by invited presenters from the Hack Library School blog and the Hiring Librarians blog. Presenters included faculty and students from several other LIS schools as well as current GSLIS students, faculty, administrators, and alumni. In addition to formal presentations, conversations continued at two unconference sessions that explored ten topics, including mentorship, online LIS education, racial diversity, social justice education, the job market for graduates, and more.

These two events marked a significant moment of deep conversation in the school, coming as they did at a time when such major changes as the transformation of the Leep program and the renaming of the school were under consideration, and they were a catalyst for richer dialogue and greater transparency. They also served as a positive indicator of the value of student input. At spring convocation, the Faculty Special Award of Merit for 2015 was awarded to the seven students who were instrumental in organizing both events. The following year, several of the participating students co-led a session on “*Valuing Student Voices: Master’s Students’ Critical Perspectives on LIS Education*” at the [2016 ALISE conference](#) (227).

Within the last 5 years significant staffing changes have occurred in Recruitment and Student Affairs that have been driven by student enrollment, the changing and diverse needs of our MS student population and the addition of the MS/IM degree. These changes and the resulting benefits are explained in the following exemplar (225).

### *Improvements in Student Affairs and Recruitment (225)*

Plans for administrative structure changes in Student Affairs were developed during the spring 2016 term, implemented in summer 2016 and concluded in fall 2017. These changes addressed the growing need for expert leadership around recruitment and admissions efforts, needed capacity around employer relations, and needed increases in advising support. These changes included:

- The separation of recruitment and admissions responsibilities from the Student Affairs unit into a separate operating unit within the school called Recruitment and Admissions.
- The addition of a full-time Director of Enrollment Management to oversee Recruitment and Admissions.
- An additional staff member was hired to assist in the processing of applications.
- The move of the Assistant Director for Advising and Student Affairs to the vacated role of Assistant Dean for Student Affairs. The Assistant Director role was backfilled with an additional Graduate Studies Advisor for the MS/LIS degree.
- The addition of a full-time Graduate Student Coordinator and Academic Advisor for the MS/IM degree program.
- The addition of a full-time Employer Relations Coordinator to develop fruitful and sustainable partnerships with employers from across the information sciences market.

**Recruitment and Admissions:** As a separate operating unit the office of Recruitment and Admissions has been able to devote time and resources to develop strategic goals and plans to recruit a diverse student body for both MS degrees, provide efforts to yield admitted applicants, including particular methods to yield high-performing, top applicants, and to create, in collaboration with the Admissions Committee, processes that are both equitable and efficient in the processing and review of applications. In addition, the unit has created an iSchool ambassador program that uses student volunteers to welcome prospective students and to interact with them on visit days, the Fall Open House, and during call and email campaigns to yield admitted students.

**Advising:** From 2008-2013 the school employed a single staff advisor for the MS/LIS program who was responsible for providing individual and group advising, advising-related programs and for assisting with orientation. In the fall of 2013 a second staff advisor was hired to meet the increasing demand due to enrollment and student needs around advising. From 2013-2016 the advising for MS/LIS students was divided between the two advisors based on the modality of the student and responsibilities for programming. When larger changes occurred in the Fall of 2016 with the Assistant Director for Advising and Student Affairs (one of the advisors) moving into the Assistant Dean role, the second advisor changed titles to Graduate Studies Advisor and an additional Graduate Studies Advisor was hired for the MS/LIS program. Advising duties were divided by last name of the student not modality.

*Continued on following page...*

In addition, duties beyond direct advising were articulated for each advisor with one taking leadership over student groups, collaborative leadership with orientations and workshops, and responsibility for administering the annual student reviews. The second advisor assumed additional duties related to the development and coordination of the admissions communications and survey and data analysis for student affairs. This distributed model has allowed advisors to assume responsibility for the onboarding and retention of particular students and allowed additional needs and opportunities, that either directly or indirectly benefit students, to be covered and pursued.

**Career Services:** In spring 2015 a Career Services Coordinator was hired which was in addition to an Assistant Director of Career Services and Recruitment. The Assistant Director position currently does not exist due to a staff vacancy and division of duties between the Career Services Coordinator and the Director of Enrollment Management. The Career Services Coordinator works with current students on career exploration, identifies experiential learning opportunities, and assists students in the professional job search, including but not limited to, resume and cover letter critiques and interview preparation. In addition, this role coordinates the IS591 practicum course and the MS Student Showcase. Needs for additional and sustainable employer relationship management in the library and information space and in the growing space of information management and across corporate industries emerged and an Employer Relations Coordinator was hired in the Fall of 2016. This role collaborates with employers and alumni in developing strategies to engage student talent, manages the professional mentor program, and develops and manages employer participation in career fairs, school presentations and other engagement opportunities. The Career Services Coordinator and Employer Relations Coordinator work collaboratively to provide students with individual career support and advocate and educate employers of the value of our students. Career service related workshops are the most highly attended and the professional mentor program, developed in response to large student interest in mentoring, has received particular praise. Over 70+ mentor relationships were facilitated in spring 2018 alone; only the third semester in which the program has been in operation.

Data driven insights gathered from efforts led by the Curriculum Committee, orientation surveys, and student and staff surveys instigated improvements to the manner in which students are oriented and onboarded to the program. The details of these improvements based on this data are outlined in the following exemplar (226).

#### ***Improvements in On-Campus Orientation*** (226)

Feedback from the regularly offered on-campus orientation survey cited student concerns with having too much information presented during orientation to make good use of it. The old model consisted of a single day event where staff and faculty spoke at students during the majority of the event. Starting in fall 2015 Student Affairs, in response to these concerns and concerns voiced from students who did not receive a graduate assistantship in their first semester, began to pilot optional activities prior to the start of classes.

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These students noted that access to trainings and the ability to meet a peer group right away were not available to them as they were to those that held assistantships. These optional activities included workshops, tours of local libraries and information centers and social activities. The responses from students without an assistantship were very positive but students with assistantships indicated some negative response since they were not able to attend these activities due to required training for their assistantships.

Given these conflicts Student Affairs worked closely with Library (the unit with the most iSchool student appointments) HR and professional development staff to coordinate iSchool activities around required training as much as possible. As a result, in fall 2016 a revised model was produced that provided workshops and activities near the lunch hour when students with library appointments could attend, socials in the evenings, lunch opportunities with current students and a few tours of libraries and information centers. Students were also required to attend a full-day orientation on the Friday before classes began to meet faculty, staff and fellow students and participate in an Information Fair.

This model continued to evolve and in fall 2017 the required full-day of orientation was revised to allow for separate required portions for both MS/LIS students (on a non-library training day) and MS/IM students. All students were then required to attend the Information Fair that included additional campus and community partners including employers from libraries and companies at the University of Illinois Research Park, the FabLab, iSchool Research Centers, the Graduate Employee Organization, and resources from the University's health and support services. As a conclusion to this week plus of activities, the school hosted a dinner and networking event at a local restaurant for all students, staff and faculty. The results of these efforts are visible in the statistics and feedback we received from students in Fall 2017:

- Each optional event had anywhere from 20-30 students in attendance with many having as much as 40
- Over 30 employers, community, campus, and iSchool organizations participated in the Information Fair
- 100% of survey respondents indicated orientation activities were well organized and that they felt comfortable asking questions

Plans for fall 2018 include a larger space in the Illini Union, workshops and socials, more interactive activities between students, including cross-degree interaction, a unique session for international students and a larger Information Fair.

## V. ADMINISTRATION, FINANCES, & RESOURCES

**V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. 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 program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.**

*Sources of evidence:*

- a. Organization chart for the University (228)
- b. Description of the role of the Dean of the iSchool at the University level (229)
- c. Description of the role of the Graduate College (230, 231)
- d. Process for budget allocation (232, 233)

***V.1.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished.***

The School is an autonomous unit, headed by a [Dean who reports to the Provost](#) (228) and who is a member of the 16-member [Provost's Council of Deans](#) (229). This organizational structure ensures visibility of the iSchool as a separate unit but also facilitates awareness of campus-level initiatives so that the Dean can advocate for iSchool inclusion where our expertise can contribute. For more details on administrative infrastructure see Standard V.5; on financial support see Standard V.6; on resources see Standard V.9.

***V.1.2 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 program within the general guidelines of the institution.***

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 (230), but the School is free to introduce new courses on a trial basis prior to submitting them for formal approval by the Graduate College. The School 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 12-member Campus Committee on Promotion and Tenure that in turn makes its recommendations to the Provost. The School makes decisions on student admissions, with Graduate College review in instances where the School seeks to make the case for admission even though an applicant does not meet the [stated minimum requirements](#) (231). As noted in Standard III.1.2, all tenure-stream faculty are active members of the Graduate Faculty and some others have term membership. At present no member of the iSchool faculty is serving on the Graduate College Executive Committee, but faculty have served on Graduate College committees, such as Jerome McDonough's participation in the Assessment of the Illinois



Doctoral Experience for education and professional programs in 2017-18. Tatum Hawkins, a current student in the MS in Information Management degree program, serves as Data Specialist in the Graduate College, supporting the Metrics & Dashboard action area of the 2017 Graduate College Strategic Plan (231b).

***V.1.3 The parent institution provides both administrative support and the resources needed for the attainment of program objectives.***

Budgets for the School are set annually through the budget review process in which all academic units reporting to the Provost participate. As a separate school administered by a Dean, the School has full control of resources allocated by the campus level. The MS program is one of several graduate professional programs at Illinois and there is strong support for such programs at this land grant institution. There is a clear statement of [Budgetary Principles and Practice](#) at the campus level (232) and current [budget reform](#) initiatives are publicly disseminated (233). More details on financial resources are provided in Standard V.6.

**V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. 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. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.**

*Sources of evidence:*

- a. Description of iSchool faculty service in the UIUC Senate
- b. List of University committees on which iSchool faculty, staff, and students have served
- c. Description of cross-campus relationships including Illinois Informatics Institute (234)
- d. Explanation of budget process (232, 235, 236)

***V.2.1 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the 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. Faculty serve on committees appointed by the Chancellor, Provost, Dean of the Graduate College, Vice Chancellor for Research, and Vice Chancellor for Student Affairs. Recent examples include Advisory Committee, Illinois Program for Research in the Humanities (Mak), Teaching Advancement Board (Cooke), Undergraduate Education Strategy Task Force (Knox), Campus Free Speech Task Force (Knox), Online Learning Operations Advisory Committee (Smith), MOOC and Online Strategy Advisory Committee (Smith), Council on Learning Outcomes Assessment (Smith), Bookstore Advisory Committee (Bonn), Task Force on Data Science Education (Diesner, Underwood), Illinois Data Science Initiative Steering Committee (Diesner), Council on Teacher Education Executive Committee (Tilley), and Chancellor's Committee on Lesbian, Gay, Bisexual and Transgender Concerns (Darch).

The School has three senators in the Senate of the Urbana-Champaign campus (Emily Knox, Kathryn La Barre, and Terry Weech in 2017-2018). Faculty regularly serve on Senate Committees. In 2017-2018 this included Senate Committee on Educational Policy (La Barre), Senate Library Committee (Weech), Senate Committee on Information Technology (Stodden), and Senate Committee on Student Discipline (Hoiem). In addition, Terry Weech serves as one of ten Urbana-Champaign members on the three-campus University Senates Conference. Staff also serve at the campus level. Recent examples include the Provost's Administrative Budget Committee (Vicki Van Uithoven serves as chair), Career Services Council (Rebecca Hodson), Chancellor's Academic Professional Excellence Award Selection Committee (Moises Orozco Villicana), Provost's ePortfolio Committee (Michele Plante), and the Graduate College Administrative Advisory Group (Penny Ames). Students are eligible to run for graduate student seats in the Senate and to serve on committees at the campus level. For example, Leep student Jamie Makatche serves on the Office of the Provost Online Innovation Advisory Board.

***V.2.2 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 University of Illinois at Urbana-Champaign provides a supportive environment for **interdisciplinary interactions**. Through the Dean's participation as a full member of the Provost's Council of Deans, he has regular contact with the Deans of all the other academic units on campus. Although the School 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. Standard III.1 noted the range of joint appointments held by iSchool faculty and iSchool faculty participate in various cross-campus initiatives. Recent examples include Public History Research Cluster (La Barre), Racial Microaggressions Research Team (Cooke), Prairie Futures (Knox), Playful by Design Research Cluster (Magee), Human Perception and Performance Research Group (Twidale), and Beckman Initiative on Organizational Intelligence and Computational Social Science (Schneider). Since June 2015, Dean Renear has served as Interim Director of the [Illinois Informatics Institute](#) (I<sup>3</sup>), which was established in 2007 to foster multi-disciplinary collaboration, support joint academic appointments, offer informatics courses and academic programs, and sponsor research and technology development. I<sup>3</sup> fosters collaboration among faculty interested in informatics across campus (234). Some iSchool faculty and doctoral students participate in teaching undergraduates from many other departments through courses offered in the cross-campus undergraduate informatics minor. Interim Provost John Wilkin charged an 8-person I<sup>3</sup> Transition Task Force (including Dean Renear) in June 2017 to develop specific recommendations for a hosting relationship for I<sup>3</sup> in the iSchool. It is anticipated that details of this hosting relationship will be finalized in the 2018-19 academic year.

***V.2.3 Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.***

As a college-level unit, budgeting and budget review for the iSchool conform to Provost [Communication No. 1 Budgetary Principles and Practice](#) (232). This document outlines specific

policies and procedures for allocating revenue as well as describes the budget review process. [Specific guidance](#) to units for preparing budget reports for FY19 is provided on the Provost's website (235). The iSchool's Budget Report for Fiscal Year FY19 (235b) identifies completed actions, including development of the MS/IM program, that have provided a new source of revenue. The report makes the case for additional space to enable further growth in scale and scope and the University responded by selecting "Building Improvements to Support Enrollment Growth" in the iSchool as one of 17 Investment for Growth programs in FY18 (274). The Budget Report also identifies plans for growth in faculty and staff to support the anticipated growth in enrollments across the School.

A process of [Budget Reform](#) has been initiated by the Office of the Provost (233). The guiding principle for budget reform is to develop and incorporate a system that permits colleges/schools to define their paths while allowing the campus to invest strategically. The system should be integrated with campus strategic priorities, work across disciplines, and support all mission areas. It should also have the flexibility to allow for investments at the college and university levels that support University values and University-wide excellence. This budgeting framework is titled [Integrated and Value-Centered Budgeting](#) (236).

**V.3 The administrative head of the 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 administrative head 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.**

*Sources of evidence:*

- a. Dean Renear's CV (105)
- b. Examples of new initiatives under the Dean's leadership
- c. Comparative administrator salary data (237)

***V.3.1 The administrative head of the program has title, salary, status, and authority comparable to heads of similar units in the parent institution.***

The head of the iSchool, Allen Renear, has the title of Dean and has salary, status, and authority comparable to other Deans on campus. His scope of responsibilities is most similar to the Deans of other autonomous professional schools, including social work, labor & employment relations, and law. According to [publicly available salary data](#) (237), Dean Renear's salary is comparable to those of the Deans of social work and labor & employment relations.

***V.3.2 In addition to academic qualifications comparable to those required of the faculty, the administrative head 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.***

Dean Allen Renear joined the iSchool as a faculty member in 2001. From 2008 to 2011, he served as Associate Dean for Research. He was named Interim Dean of the School in February 2012, and then later Dean. He holds a Ph.D. degree and is active in research, teaching,

and service (see Renear CV in 105). Dean Renear maintains productive working relationships with iSchool faculty, staff, and students, his fellow Deans and other colleagues and administrators across campus, and alumni and others in the state. He has been a forceful advocate for the importance of the iSchool to the University of Illinois. Under his leadership the School changed its name, gained approval for and implemented an MS in Information Management degree, expanded its faculty and administrative staff, and responded to budget challenges. He is regarded as a leader among members of the ALISE Council of Deans, Directors, and Program Chairs and served as the North American Representative to the iSchools' Executive Committee. Dean Renear has [announced his intention to step down from his position as Dean](#) (238) and the Provost has initiated a search for a new Dean. The search committee is chaired by College of Education Dean James Anderson and includes iSchool faculty members Jana Diesner, Stephen Downie, Emily Knox, and Linda Smith; Assistant Dean for Student Affairs Meg Edwards; PhD student Kirstin Phelps; and University Executive Director of Advancement Heather Clay. The [position announcement](#) has been released (239). Screening interviews are taking place in summer 2018 and it is anticipated that finalists will interview on-campus early in fall 2018. Dean Renear has agreed to remain in his administrative role until a new Dean is appointed.

**V.4 The program's administrative head nurtures an environment that enhances the pursuit of the 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.**

*Sources of evidence:*

- a. Faculty meeting minutes (4)
- b. Notes on faculty retreats (40)

Dean Renear places a strong emphasis on creating an environment supportive of the mission and program goals, including maintaining global leadership in education for the information professions as indicated by our continuing [#1 US News Ranking](#) (91); strengthening excellence in areas critical to international stature through strategic faculty hiring; fostering an inclusive college community through diversification of our faculty, staff, and students; stewarding resources for sustainable success and growth through pursuit of strategies to increase revenue and manage expenses; and increasing the visibility of our social impact through building cross-campus connections. Dean Renear regularly communicates regarding issues of importance to the School at faculty meetings (4) and faculty retreats (40). He has open meetings with students each semester. He receives praise from students for his presence and availability at events such as on-campus orientation, Welcome Weekend, and the Master's Student Showcase.

**V.5 The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.**

*Sources of evidence:*

- a. Organization chart of the iSchool (240)

- b. Position descriptions and CVs for administrative staff (241, 242)
- c. Procedures for performance review of staff (243, 244)
- d. Description of the function of faculty meetings and of School committees in the decision-making process as outlined in the iSchool bylaws and policies & procedures (6, 245, 246)
- e. Faculty meeting minutes and reports (4,5)

***V.5.1 The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives.***

Dean Renear has an administrative team of an executive associate dean, two associate deans, three assistant deans, and four directors (240). Linda Smith was promoted to Executive Associate Dean in August 2017, having served as Associate Dean for Academic Programs since January 1997 [with two years as interim Dean August 2001-August 2003]. The newly-defined position of Associate Dean for Academic Affairs will be filled on an interim basis for 2018-2019. Stephen Downie was appointed Associate Dean for Research in August 2011. Assistant Deans include Cindy Ashwill, Assistant Dean for Communications (appointed July 2008); Erik Hege, Assistant Dean for Infrastructure (appointed September 2008); and Meg Edwards, Assistant Dean for Student Affairs (appointed June 2016). Directors include Jill Gengler, Director of Alumni Affairs (appointed August 2017); Lori Kelso, Director of Human Resources (appointed December 2017); Vicki Van Uithoven, Director of Budget and Planning (appointed February 2016); and Director of Enrollment Management Moises Orozco Villicaña (appointed August 2016). The latter three director positions are newly-established, ensuring stronger administrative support for those facets of School operations. In addition, there are now program directors for each of our major degree programs: Nicole Cooke (MS/LIS), Michael Twidale (MS/IM), and Jana Diesner (PhD). A fourth program director, for the planned BS in Information Sciences degree program, will be selected in summer 2018. Current responsibilities of the associate and assistant deans and directors are outlined in position descriptions (241); their qualifications are documented in their CVs (242).

***Other iSchool staff***

The iSchool 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, and communications, rather than having to depend on support from offices elsewhere on campus. (241) includes more detailed job descriptions for several of the staff. Staff categories include:

- Administrative support:
  - Main office staff, 112 LISB:
    - Christine Hopper, Assistant to the Dean
    - Penny Ames, Admissions and Records Officer
    - Beverly Beck, Account Technician II
    - Candy Edwards, Office Administrator (human resources)
    - Kimberly Fleming, Office Support Associate (admissions)
    - Dimitria Johnson, Office Support Associate (admissions)

- Peggy Regan, Office Administrator (academic programs; support for Smith)  
 Lauren Kohler, Office Support Associate (front desk; support for Ashwill and Hege)  
 Diane Tellschow, Office Support Specialist (support for student affairs)
- Information technology: computer systems (Brynnen Owen); technical support (Franklin Kramer); applications development (Garret Gengler); help desk (Jennifer Anderson)
  - Instructional technology: Matt Beth, Stefanie Borntreger, Suellen Scoby
  - Center for Children’s Books: Deborah Stevenson, Kate Quealy
  - Research services: Ryan Dubnicek, Tamara Roosevelt
  - Center for Informatics Research in Science and Scholarship: Janet Eke, M. T. Campbell, Megan Senseney
  - Communications: Cindy Brya, Lisa Watkins
  - Student services: advising—Karla Lucht, Colin Van Orman, Jessica Williams; career services—Rebecca Hodson, Michele Plante
  - Recruiting: Victor Jones
  - School Librarian Program coordinator: Ann Ohms

Strong emphasis is placed on coordination among staff serving different functions. The Executive Associate Dean convenes monthly logistics meetings with representatives from the main office staff, information technology, instructional technology, communications, student affairs, and enrollment management and recruiting. These meetings foster collaboration and communication around many of the activities that impact MS/LIS students such as course scheduling, orientation, Welcome Weekend, student affairs programming, and convocation.

The University has implemented an enterprise software system, UI-Integrate, including modules for finance, human resources, and student records (upgrading to Banner 9 in fall 2018). Administrative operations are increasingly dependent on web-based applications. The University mandates annual [performance reviews of academic professional](#) (243) and [civil service staff](#) (244). It is recognized that goals and objectives for academic professionals should be derived from their department’s mission, which in turn support the mission and goals of the program. Thus, evaluating the performance and providing for the development of academic professional employees contributes to their support of the academic excellence of the iSchool.

***V.5.2 Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.***

Faculty contribute to school governance through monthly faculty meetings and service on faculty committees. The governance of the school is outlined in its bylaws (6). Faculty serve on a variety of committees (245). Service activities within the School include:

- Executive Committee (four faculty, advisory to the Dean)
- Doctoral Studies Committee (at least four faculty, all aspects of the PhD program)
- Curriculum Committee (at least four faculty, all MS and CAS curriculum matters and oversight of all iSchool course offerings)
- MS/CAS Admissions Committee (at least four faculty, all aspects of admissions for MS and CAS, including development and review of policies and review of all applications)

- Diversity Committee (at least three faculty, all aspects of the efforts by the School to foster a diverse community in support of the campus Diversity Values Statement)
- Faculty Senate representatives (three elected faculty)
- Faculty advisors for the ASIST Student Chapter, ALA Student Chapter, Progressive Librarians Guild, and SLA Student Group, liaison to Alpha Chapter of Beta Phi Mu, and Information Sciences 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. School [policies & procedures](#) are posted and easily accessible on the School's website (246).

As specified by the School's bylaws, the Executive Committee assists and advises the Dean in the conduct of School business, including the preparation of agendas for meetings of the Faculty. Prior to each faculty meeting the Assistant to the Dean requests [written reports](#) (5) from all associate and assistant deans as well as the program directors, committee chairs, and student representatives. These reports are posted in advance of the meeting at the same time that the agenda and associated materials are distributed. This allows sufficient time during the faculty meeting for follow-up discussion of topics already introduced in these reports as well as other agenda items (as seen in [Faculty Meeting Minutes](#) (4)).

Other examples of reviews of decision-making that have led or may lead to changes include: 1) discussion by faculty and the Dean of lessons learned from the most recent faculty search process; 2) work by members of the Admissions Committee to review the efficacy and efficiency of the current method for reviewing all applications; 3) efforts by the Doctoral Studies Committee to more effectively integrate input from all full-time faculty into the prioritizing of applications for admission. Exemplars included in Standards I.5 & I.6 provide other illustrations.

**V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of 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 program's teaching, research, and service.**

*Sources of evidence:*

- a. iSchool budget data (247, 248)
- b. iSchool endowment funds (249) and fundraising (250)

Financial resources required to build and maintain an excellent MS/LIS program come from multiple sources: state funds, tuition, externally funded research, and private gifts. In a period of diminishing state support for the University of Illinois at Urbana-Champaign, the iSchool has become much more dependent on the other categories of funds to ensure stability of existing programs and to undertake new initiatives. The iSchool has been proactive in developing tuition policies to ensure needed levels of income within the framework allowed by

the University. In fall 1996 the University of Illinois Board of Trustees authorized a tuition differential for iSchool students beginning fall 1997. In-state students thus pay more than the graduate student base rate. In recent years, as a means of remaining competitive for out-of-state students, the School has chosen to hold tuition for out-of-state students fixed rather than follow the increases in the graduate student base rate. 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. All iSchool students holding assistantships receive a waiver of the base in-state tuition. In-state MS/LIS students pay the iSchool tuition differential; out-of-state students holding assistantships still must pay the difference between the base in-state tuition and iSchool out-of-state tuition. The iSchool has worked with the Library to secure a transfer of funds to partially cover the tuition waived for students holding assistantships in the Library. As enrollment in the MS in Information Management program grows, the iSchool has additional tuition income which can be invested in expanding faculty, administrative and support staff, instructional resources, and facilities to benefit the MS/LIS students as well.

In a period when the state funds that can be allocated to individual units are decreasing, the iSchool 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](#) (247, item 2000 for the School of Information Sciences), the iSchool state budget (including state funds and tuition income) was at \$8,143,000 in 2011-2012 and has reached \$9,078,232 in 2017-2018, following a number of years when the budget fell below the 2011-2012 level due to declines in state funds and tuition income in a period of declining enrollment. As documented in the iSchool's Budget Report for Fiscal Year FY19 (235b), from 2010 to 2018 the portion of state funds in the iSchool's budget fell from 31% to less than 1%. With the growth of tuition revenues from the MS/IM program, going forward the School will be in a position to pay off the debt incurred during that period of declines in state support. More detailed budget information for FY18 is available in (248), showing the allocation of funds for faculty, academic programs, administration, IT/infrastructure, student affairs, research administration, enrollment management, communications, research centers, and alumni affairs. It is anticipated that income will cover expenditures for FY18 and in late June 2018 the School of Information Sciences was notified of its FY2019 budget allocation, which will increase to \$10,443,695.

Prior to her retirement in April 2018, Assistant Dean for Advancement Diana Stroud led a very successful fund-raising effort as part of the University's Brilliant Futures campaign. The iSchool exceeded its goal of \$15 million raised by the conclusion of the campaign at the end of December 2011. Funds for scholarships, fellowships, and student travel have been priorities, as is clear from the [list of funds](#) found on the iSchool website (249). The University has recently launched a new campaign, [With Illinois](#) (250) that has a \$2.25 billion goal by 2022. The iSchool has formed a campaign committee, led by alumna Dr. Michèle Cloonan (MS '84, PhD '88), to develop strategies for iSchool participation in this campaign. The iSchool goal is \$19 million. As of summer 2018, \$14 million, or 74% of the goal, has already been raised.

**V.7 Compensation for the program's 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.**



*Sources of evidence:*

- a. iSchool salary data (237, 251)

Faculty and staff salaries are a matter of concern at the campus as well as the School level as the University has adapted to a period of diminishing state support. [Current salary data](#) for academic personnel is publicly available (237, 251). The annual review process of full-time faculty involving the Associate Deans and four elected Executive Committee members is used by the Dean as a basis for determining salary increments to be awarded to faculty from funds available for this purpose. Similarly, annual reviews of academic professional staff inform decisions on merit increases. As faculty with more diverse disciplinary 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, as well as to retain personnel that the School was at risk of losing. Fortunately, we have not lost personnel due to an inability to match outside salary 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. In June 2018 University of Illinois System President Timothy Killeen announced a 2 percent, merit-based salary program for the 2018-2019 academic year, following approval of a full-year state budget.

**V.8 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.**

*Sources of evidence:*

- a. Campus Research Board funds (252, 253)
- b. Teaching Advancement Board grants (254)
- c. International Program Grants (255)
- d. Sabbatical leave guidelines (256)
- e. Faculty travel policy (257)
- f. Graduate assistantship opportunities (258)
- g. iSchool (214) and Graduate College (260) student travel awards

***V.8.1 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.***

iSchool faculty are eligible to compete for funding from the [Campus Research Board](#) (seed funds for research projects, 252), [Scholars' Travel Fund](#) (funds for travel to attend conferences, 253), [Teaching Advancement grants](#) (254), various [international programs](#) (255), and [sabbatical leaves](#) (256) on the same basis as other faculty and have been successful in securing these awards. All sabbatical requests from eligible tenured faculty have been granted. Faculty are competitive with faculty in other units in securing funds from campus resources in support of their research and travel activities. Dean Renear has ensured that new faculty have

start-up funds to establish their research programs. [iSchool funds](#) are available to support faculty travel according to the policy posted on the iSchool website (257).

***V.8.2 Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.***

Students are eligible for fellowships, scholarships, 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 2018 indicate that 154 of our MS students held some type of assistantship in the School or another unit of the University in 2016-2017. The School employs a few MS students each year (in instructional technology, help desk, Alumni Affairs, Center for Children's Books), but most assistantships are in other campus units, including many assistantship and graduate hourly opportunities in the [University Library](#) (258). 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 as discussed in Standard IV.1. Although most such awards go to on-campus students, a few online students have held assistantships or received scholarships (and there is one scholarship fund specifically designated for Leep students). iSchool MS students are generally employed as graduate assistants or pre-professional graduate assistants rather than research or teaching assistants, although students working at the help desk or in instructional technology & design have split GA/TA appointments. Starting spring semester 2011, GA's and PGA's tuition and fee waivers are [subject to taxation](#) (259). iSchool student services staff work closely with others on campus to help affected students plan for this tax burden.

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. Funds specifically designated to support student travel include the Molly Anne Dolan Travel Award and the Smith Endowment for Student Travel. The iSchool has been successful in soliciting funds from alumni and friends each year for its Annual Fund, which benefit students in various ways. The iSchool has published policies in place for applying for and [awarding student travel support](#) from the School (214) and some travel funds are available from the [Graduate College](#) (260).

**V.9 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.**

*Sources of evidence:*

- a. Floor plans of School of Information Sciences Building, 501 E. Daniel St., Champaign (261)

***V.9.1 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service.***

The School moved to its own 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. In summer 2008 the 2<sup>nd</sup> floor east wing space formerly occupied by CARLI (Consortium of Academic and Research Libraries in Illinois) staff was made available to the iSchool when CARLI operations consolidated in a building south of the main campus area. As of 2008, all iSchool units were located in one building with all space in that building supporting the work of iSchool faculty, staff, and students. In the summer of 2009, permanent shared office space on 2<sup>nd</sup> floor east was made available to the Information Sciences and Digital Humanities Librarian, who now holds weekly office hours on-site and online.

The building includes classrooms, conference rooms, lounges, kitchenettes, a data center, several collaborative meeting spaces, office space (for faculty, staff, TAs, Postdocs, RAs, visiting scholars, and emeritus faculty), studios for online instruction, space for the Center for Children's Books, space for the Center for Informatics Research in Science and Scholarship (CIRSS), and a large doctoral study area. A former computer classroom is being remodeled to create a more flexible learning space as well as offices for our instructional technology & design staff. The building provides an excellent environment for teaching, research, and service activities as well as making the iSchool a visible presence on campus. Most courses and iSchool-sponsored events are scheduled in the building.

Floor plans of the School of Information Sciences Building are in (261). They illustrate the allocation of space as follows with room numbers in parentheses:

### Third Floor

- West wing: Center for Informatics Research in Science and Scholarship;
- Center: faculty and research assistant offices;
- East wing: conference room/classroom (341), faculty and staff offices.

### Second Floor

- West wing: PhD student office space (212) and research assistant office space (211);
- Center: faculty offices, TA office, IT and research staff offices;
- East wing: kitchenette, lounge (233), Help Desk manager and Information Sciences & Digital Humanities Librarian office (244), Help Desk (245), faculty offices, and conference room/classroom (242).

### First Floor

- West wing: Administrative Office suite (112);
- Center: conference room (109), student affairs and alumni affairs staff offices, staff lounge (119);
- East wing: lecture hall (126), conference room (131), loading dock and kitchen.

### Basement

- West wing: Center for Children's Books (24);
- Center: classroom (12A), data center (12B), kitchenette (14);
- East wing: classroom (46), student lounge (50), offices for instructional technology & design staff and TAs, planned flexible classroom space (52).

#### ***V.9.2 The program provides support services for teaching and learning regardless of instructional delivery modality.***

The information technology (IT) and instructional technology & design (ITD) staff are responsible for assisting iSchool faculty, staff, and students (on-campus and online), ensuring strong support for teaching and learning regardless of instructional delivery modality. Online tutorials, training materials, and technical support are provided. The Help Desk is staffed 8 am - 5 pm Monday-Friday for walk-in, email, chat, or telephone assistance. ITD staff provide additional technology support 5 pm – 9 pm Monday-Thursday when classes are in session, and class support at additional times. A ticketing system is also in place for students, faculty, and staff to submit technology questions. This system is monitored during all business hours to provide quick turnaround on technical questions. See Standard IV.5.4 for additional discussion of student support services.

**V.10 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 program.**

*Sources of evidence:*

- a. Description of building facilities (262)

The building that the School occupies has many good features. All full-time faculty have private offices of adequate size in the central and east sections of the building, floors 2-3. Resources used most intensively by students within the building are typically in the east wing, floors B-3--classrooms, the lounge and kitchenette area, and the Help Desk. Because iSchool research centers 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 (IT) and instructional technology & design (ITD) staff have offices in the building, so that help is readily at hand when problems arise. Office staff are co-located in an office suite, enabling students to easily locate staff to answer questions and provide assistance when needed. Student affairs staff are co-located in the first-floor corridor, where students have ready access to consult advisors and career services staff as well as the Assistant Dean for Student Affairs. The weekly presence of the Information Sciences and Digital Humanities Librarian in a highly visible shared office (next to the IT Help Desk) increases the opportunities for students, faculty, and staff to seek assistance in finding and using LIS information. Having a building serving as the hub of all iSchool activities fosters a sense of community among students, faculty, and staff. During Welcome Weekend Leep students also spend much of their time in the School of Information Sciences Building, giving them an enhanced sense of being part of the School. The building has an ID-card operated security system for access after 6:30 pm on weekdays and any time on weekends, allowing all students access to the building. Students are free to use any space in the building individually or in groups when not scheduled for classes or other events. Details about classroom capacity and technology support can be found on the [Help Desk's Building Facilities](#) webpage (262).

**V.11 Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.**

*Sources of evidence:*

- a. Description of technology infrastructure and support for its use (266, 206, 267)
- b. Description of library resources and services, both physical and virtual (263, 264, 265), and the Media Commons (268)

***Information resources and services***

The University Library holds in excess of 14 million print volumes and an equal number of digital titles and is the second largest academic library in the U.S., behind Harvard. The University Library consists of a Main Library and numerous departmental libraries. The proactive acquisition of ejournals and ebooks (including full cataloging of numerous open access titles) has led to increased use of electronic resources. A request feature in the online catalog permits users to order books from any campus library, to be picked up at any campus library or delivered to the iSchool (or, in the case of Leep students, delivered to their homes). On-campus

faculty and students and Leep faculty and students within the state of Illinois may also request books from any of the 90 member libraries of the Consortium of Academic and Research Libraries in Illinois (CARLI) who participate in the online [I-Share union catalog](#) (263). A guide for [Distance Learners and Instructors](#) clearly outlines the range of support available for securing access to library resources (264).

The Information Sciences and Digital Humanities Librarian maintains the [Information Sciences Virtual Library](#) (265) with many features to match user needs. These include:

- A specialized Information Sciences Easy Search, a federated search of major databases in LIS and related disciplines, which also searches the online catalog, a variety of ebook sources, and IDEALS, the UI's institutional repository
- A virtual new book display
- Research guides, on the LibGuide platform, which include guides related to specific courses, subject guides for information sciences topics, and guides for research presentations, writing and citation
- Reference sources for information sciences research
- Links to databases arranged by information sciences subdiscipline
- Links to major ebook collections
- Websites by topic

### *Computer and other information technologies*

To ensure that all students and faculty have access to the information technology resources needed to support their work, the iSchool has built a high-end infrastructure for academic and research computing. Beginning with the Fall 2015 semester, the School requires that students own a laptop computer that meets or exceeds certain specifications. The [laptop requirement](#) ensures that students will have access to the resources needed to successfully complete their program of study (266).

An on-campus data center provides for high-performance, high-reliability computing with redundant cooling, battery power, and gigabit Ethernet to the campus backbone. About 50 servers (including dedicated, virtualized, and clustered machines) and 120 terabytes of storage are kept online, with 24x7x365 monitoring. Automated backups are performed regularly, to on-site and off-site archival servers. System reliability is very high, with most systems running for months with only a few minutes of downtime. Server software that is managed on-site includes: Apache, CPANEL, LDAP, MySQL, Drupal, Moodle, and XEN (machine virtualization). Campus services are used for secure authentication, mailing lists, blogs, wiki space, and Box file storage.

All iSchool personnel are provided with Box file storage, Moodle learning management system accounts, Linux shell access, web hosting, shared printer access, relational database accounts, mailing lists, wiki access, PHP/Perl/Python/Java programming environments, and more.

All classrooms and conference rooms in the School of Information Sciences Building have a data projector or LCD screen and a dual-boot Macintosh. Additionally, the conference room on 1st floor east has a Blu-ray player and a sound reinforcement (PA) system with wireless microphones. The lecture hall on 1st floor east has a Blu-ray player, Apple TV, integrated

lighting controls, a sound system with wireless microphones, and a lockable AV cabinet. The 2<sup>nd</sup> floor classroom has integrated room microphones and a video camera for use with video conferencing and hybrid courses involving students on-site and online. Individual and common area computers are all on a 4-year replacement cycle.

There is an 802.11a/g/n wireless network throughout the building to enable students to access computing resources with their personal computers and mobile devices. Online documentation (206) provides guidance to users on different topics including: accounts and passwords, file storage, discussion forums & mail lists, networks and wireless, printing, software support, and ways to get help. IT staff also guide students to contact other campus units for training that complements what is available through the iSchool.

IT staff maintain a Moodle virtual learning environment. All faculty, staff, and students have logins. Alumni logins remain valid so that they can access the community forums and online course materials after graduation and remain involved in the life of the School. The Moodle home page includes links to Community Forums, links to all course sites as well as project and student group sites that maintain forums and documents on Moodle, academic support (advising guide and related links), tech support (guides, tutorials, and related links), a regularly updated listing of iSchool news and events, and updates from iSchool student services, ITD, and IT staff. The iSchool contracts with the campus to use Blackboard Collaborate Ultra web conferencing software for Live sessions, online meetings and office hours, and special events. A People Search supports easy access to profiles of faculty, staff, alumni, and students. Everyone is encouraged to provide a photo and a profile of background and interests, which supports community building in classes and across the School. Official [mailing lists](#) enable easy communication with defined groups of people within the School (267).

### *Independent study*

As students have 24/7 access to the School of Information Sciences Building, they have many options for using the space for independent or small group study. Because there is wireless access throughout the building, students make use of lounges and public areas at any time and also use the various classrooms and conference rooms when other classes and meetings are not scheduled in the space. During Welcome Weekend sessions, the building receives particularly intense use as students take advantage of opportunities to interact with each other face-to-face during their limited time on campus.

### *Media production facilities*

The Media Commons, located on the north and east side of the upper level of the Undergraduate Library, is a collaborative campus effort that provides students and faculty opportunities to experiment with emerging technologies, with expanded opportunities to learn of best practices in educational technology. In addition to a robust loanable technology program, the Media Commons is a service space that offers faculty, students, and users the ability to create, disseminate, use, and curate digital media. The goal is to meet the need for broad access to media creation tools, information technology training in multimedia hardware and software, and instruction in media literacy. Resources and services include: Media Editing Space, Loanable Technology, Video Production Studio, Audio Production Studio, and [Media and Technology Consultations](#) (268).

**V.12 The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.**

*Sources of evidence:*

- a. CVs of relevant staff and description of responsibilities (241, 268, 269)
- b. Surveys evaluating library instruction and services (270)
- c. Disability Resources and Educational Services (271)

The **Information Sciences and Digital Humanities Librarian**, Daniel Tracy (269), has played an increasingly important role in the shaping of student learning. He is an MS/LIS graduate of the iSchool as well as holding a PhD in English from Illinois. He is an *ex officio* member of the iSchool Curriculum Committee, and he has worked with several instructors to design assignments that develop students' discipline-based information literacy while meeting the courses' main learning objectives. He can be reached by email and phone as well as during his regularly scheduled face-to-face and virtual office hours. He can also be reached at the Social Sciences, Health and Education Library, which provides additional support for maintenance of the Information Sciences Virtual Library web resources and also provides additional reference support. The University Library also provides an Ask-a-Librarian chat service available to the entire university community. University Librarian John Wilkin has recently announced that Dr. Dan Tracy has been appointed Head of Scholarly Communication & Publishing, effective September 1, 2018. The iSchool will work with the University Library on both short- and long-term approaches for iSchool liaison responsibilities to ensure they continue as smoothly as possible.

For FY 2016-17 Dr. Tracy conducted 44 in person and online instructional sessions and completed 40 sessions in FY 2017-18, reaching a total of 2,106 participants. Since beginning work in the library in January 2013 he has provided instruction for all sections of the required MS/LIS course on Information Organization and Access (IS 501), ensuring a consistent foundation of library instruction

for the entire MS/LIS student body. He collaborates with instructors to ensure that sessions for other classes build on these foundations productively. This

instruction has also begun to incorporate aspects of librarianship increasingly common among subject liaisons related to scholarly communications and digital scholarship, including a collaboration with an instructor to integrate a multimodal digital publishing project into a course over multiple semesters. Instruction sessions sometimes include an accompanying online guide on the LibGuides platform. The most popular guides are the general LIS research guide and the course guide for IS 501, each of which have received 1,200-1,500 views per year for the 2016-17 and 2017-18 years.

REFERENCE TRANSACTIONS ARE ALSO  
"TEACHABLE MOMENTS."



Reference transactions are also “**teachable moments.**” The Information Sciences and Digital Humanities Librarian uses the Desk Tracker software to record all reference transactions. In the 2016-17 year, the librarian answered 134 questions. In the 2017-18 year, the librarian had answered 146 questions with two and a half months remaining. LIS questions are also sometimes answered by other units, particularly the general Reference and Information Services unit (which includes the Ask-a-Librarian service) and the Social Sciences, Health, and Education Library. For research questions the library tracks the subject area of the question, and these units have tracked an additional 60 LIS-related research questions in the 2017-18 year (this excludes non-research questions such as finding particular titles, or questions about other subjects, that may have been asked by LIS students). [Ongoing efforts at assessment](#) are documented in survey results published in the LIS literature (270).

The iSchool’s **Instructional Technology & Design** unit has three full-time professional staff (including two who are graduates of the MS/LIS program) and a team of graduate assistants who support use of technology for instruction. The **Information Technology** staff ensure regular staffing of the Help Desk to respond to student questions.

The [Media Commons](#) staff includes a Media Commons Coordinator, a Media Commons Technology Support Specialist, and a Media Commons Loanable Technology Collection Manager (268).

The School of Information Sciences building has an elevator, so that offices, classrooms, and other spaces are fully accessible to people with physical disabilities. More generally the University is a leader in working to make the campus accessible and to provide support services for students with disabilities. Working with staff in [the Division of Disability Resources and Educational Services](#) (DRES) (271), iSchool staff have found ways successfully to accommodate the needs of both hearing-impaired and visually-impaired students enrolled in on-campus and online courses. For example, interpreter services have been used in on-campus classes while real-time transcribers have assisted in providing a written log of oral presentations in Leep live sessions so that hearing-impaired students can fully participate.

Job descriptions of relevant iSchool staff can be found in (241).

**V.13 The program’s systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.**

*Sources of evidence:*

- a. Report of enhancements of teaching (273, 273b)
- b. Support for staff professional development (272) and travel support (257, 214)
- c. Plans for enhancements to physical space (274, 275)

***V.13.1 The program’s systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements.***

Throughout Dean Renear's tenure, considerable attention has been paid to regular review of administrative policies and fiscal policies and financial support. Dean Renear meets monthly with the Executive Committee of the faculty and periodically with senior staff (Assistant and Associate Deans) and policy matters are often the subject of those meetings. His regular meetings with student representatives also provide a forum for discussing needed policy revisions. Policies have been developed with input from faculty, staff, and students to guide investment of iSchool resources in travel support (257, 214) and [staff professional development](#) (272).

Since joining the iSchool in her newly-created position in February 2016, Vicki Van Uithoven, Director of Budget and Planning, has improved regular reporting in order to monitor expenditures and reallocate funds if needed. For each manager administering a budget (e.g., Academic Programs), the budgeted amounts for each expense category are agreed upon at the beginning of the fiscal year and updates are automatically provided monthly showing year-to-date expenses (in \$ and as % of budget) as well as the remaining balance.

Policies have regularized practices such as ensuring a standard compensation model for adjunct faculty, whether they teach on-campus or online. This is reviewed annually to ensure that the iSchool remains competitive in attracting highly qualified adjunct faculty. The Director of Enrollment Management and Assistant Dean for Student Affairs regularly review issues related to financial aid for MS students. Policies seek to achieve School goals, such as enhancing student diversity by providing full tuition waivers to individuals who have been awarded Spectrum scholarships by the American Library Association (see Standard IV.1).

The financial challenges facing the University have increased awareness among faculty, staff, and students that we have a shared responsibility to **manage available resources wisely**. Given the emphasis across campus on shared services as a way of reducing costs, the iSchool continues to look for ways to provide support to other units (such as sharing the expertise we have developed in support for online teaching) as well as leverage investments made by other units (such as making use of administrative software applications like vacation/sick leave accounting developed by other units rather than developing our own versions in-house). The laptop requirement eliminated the need to maintain iSchool-specific computer labs. Using the campus Datacenter Shared Services, a campus initiative to consolidate campus server rooms and data centers into shared data center facilities, has reduced the expense required to maintain servers in the iSchool building. Campus services are also used for secure authentication, mailing lists, blogs, wiki space, and Box file storage. Another shared services possibility currently being explored is working with ATLAS (Applied Technologies for Learning in the Arts & Sciences) in the College of Liberal Arts and Sciences to contract for Moodle service rather than maintaining our own Moodle server.

*V.13.2 The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. 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**. While the Assistant Dean for Infrastructure Erik Hege is directly responsible for the IT infrastructure and the building infrastructure, the entire senior administrative staff and faculty are involved with discussing the needs of the program. Instructional technology staff regularly gather and respond to feedback from students and faculty on possible technological enhancements. For example, in response to multiple requests for student-created media, the staff taught custom workshops for courses requiring this and provided instructions and support for use of Illinois Media Space (273b). More formal data gathering has also been undertaken, as in the Hybrid Course survey distributed in fall 2017 (273). Survey results were shared among ITD staff, and several decisions were made drawing on this input:

- To continue using the hybrid course delivery mode, combining on-campus and online students for selected courses.
- To upgrade both the hardware in room 242 (the seminar room where hybrid courses originate) and the web conferencing platform to Blackboard Collaborate Ultra to reduce the logistical stress of setup and group communication.
- To continue to directly support each hybrid course with a TA from ITD, so instructors and students would not need to split their attention and could instead just communicate freely about the course subject for the whole length of the session.
- To be much stricter about the number of in-room participants allowed in room 242, for reduction of noise for online participants (as well as for safety reasons).
- To be more proactive about training instructors to teach in this bi-modal setting, so that they are prepared to deliver an equal/equitable experience to both their online and in-room students.

ITD staff are continuing with a simple experience survey for hybrid courses at the end of each semester, asking “What did you like; what can be improved?” to allow students and faculty to give feedback on their particular hybrid-mode course. These results can lead to adjustments in the technology, room arrangement, and practices by instructor and TAs as needed.

Help Desk and ITD staff analyze “tickets” logging questions, comments, and problems on an ongoing basis to guide enhancements for user (faculty, staff, student) support. 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.

Demands on space come from daily use by faculty, staff, and students who work on-campus as well as intensive use during Welcome Weekend sessions in fall and spring. Students have access to all shared space (classrooms, meeting rooms, lounges) in the building 24/7 when not in use for a scheduled class or meeting. When space in the building becomes available for new uses, the Assistant Dean for Infrastructure consults with the Dean and faculty, staff, and students, as appropriate, on the best new use for that space. The remodeling of the former computer classroom in the basement is the most recent example. Over time, faculty offices have been consolidated on floors 2 and 3, fostering more interaction among faculty. The 1<sup>st</sup> floor central corridor is dedicated to staff offices, providing co-location for the teams associated with student services (advising and career services), enrollment management, and alumni affairs, as well as the school librarian program coordinator. We continue to look for ways to improve the

attractiveness of the space, including securing donated artwork from alumni and friends of the School.

**V. 14 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.**

&

**V. 15 The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.**

*Exemplars as Sources of Evidence:*

- a. Improvements in financial aid allocation (276, 277)
- b. Website redesign (278, 279)

Faculty and staff recognize that ongoing evaluation of administration, finances, and resources is critical to sustaining and improving the MS/LIS program. The iSchool has identified space planning as a priority and successfully competed for funds in the University's [Investment for Growth Program](#) (274) with funding for [Building Improvements to Support Enrollment Growth](#) (275). Input will be sought from faculty, staff, and students on shaping priorities for expenditures of those funds.

Exemplars illustrate initiatives in relation to improving administration (Evolving Administrative Structure: Program Directors (30)); finances (Improvements in financial aid allocation (276)); and resources (Website redesign (278)) in support of the MS/LIS program.

***Evolving Administrative Structure: Program Directors (30)***

*See the Exemplar in Standard I.4 that outlines how the Administrative Structure has evolved with the addition of Program Directors.*

*Exemplar*

Improvements in finances are illustrated by the following exemplar showcasing the school's ongoing decision-making processes around strategic allotment of funds to support student learning (276).

***Improvements in financial aid allocation (276)***

Following her appointment as Assistant Dean for Advancement in 2005, Diana Stroud (now recently retired) had considerable success in working with alumni and other friends of the School to substantially increase the scholarship funds that could be allocated to support students in the MS in library and information science program. During Associate Professor Kate McDowell's tenure as Assistant Dean for Student Affairs (January 2014-June 2016), she recognized the need to develop procedures that would enable the most effective use of scholarship funds, including identifying students with needs, matching needs to available funds (taking into account donor agreements as to how funds were to be used), and ensuring stewardship of those funds.

In consultation with Diana Stroud and Associate Dean for Academic Programs Linda Smith, McDowell developed a formal process for students to request consideration for scholarship support. Information provided by the student was supplemented by University data regarding student financial need. With this input, McDowell then matched students to available funds and reviewed recommendations for funding with Smith and Stroud for approval. This increasing transparency in the process also enabled Stroud to identify areas where additional donor support was needed.

The process has been further developed and refined under the direction of Assistant Dean for Student Affairs Meg Edwards, with the goal of allocating the still limited funds as strategically as possible. Information on available funds is now regularly compiled and updated in spreadsheets managed by Director of Budget & Planning Vicki Van Uithoven. Strategic use of funds enables the School to give priority to funding Spectrum Scholars (9 of 61 awarded nationally in 2016-2017; 10 of 60 in 2017-2018). More recently, Edwards has collaborated with Director of Enrollment Management Moises Orozco Villicaña to allocate funds for recruitment scholarships as part of the admissions offer made to highly qualified students. Students request consideration for support by filling out a form (277).

The final exemplar illustrates improvements in resources by showcasing the decision-making processes involved in our website redesign (278).

**Website redesign (278)**

As documented in the project blog maintained by Cindy Ashwill, Assistant Dean for Communications, the iSchool website redesign project has involved extensive participation from faculty, staff, students, and alumni (279). In spring 2017 the Web Leadership Team (iSchool staff members Cindy Ashwill, Meg Edwards, Moises Orozco Villicaña, Garret Gengler, Cindy Brya, and Lisa Watkins) worked with personnel from Pixo, the firm contracted to guide the redesign, to gather input through interviews, questionnaires, and discovery activities. The data gathered through these processes led to an articulation of goals for the redesigned website:

- Inform and inspire “best-fit” prospective students to apply.
- Show our relevance and importance of fields of study and inquiry.
- Diversify our student body.
- Represent MS/IM as a stable degree program.
- Make donating easy and appealing.
- Keep alumni and friends involved with iSchool.
- Recruit and retain outstanding faculty and staff members from varied backgrounds.
- Improve the experience for online students.
- Sustain the excellence of our LIS programs.
- Expand our leadership in emerging research areas.
- Assert iSchool’s identity after a period of change.

Core content strategies were also articulated:

- Our content should help our users learn about our programs and community, find answers to all admission questions, and discover what makes the iSchool special.
- To do this, our content must be organized, clear, and engaging.
- This content should make users feel inspired and informed.
- We will know we are successful when users apply to the iSchool and engage with us, which will help us increase visibility and increase financial stability.

The next phase involved highly collaborative workshops to focus on specific sections of the site, involving those who rely on and contribute to the information provided on each page. In each session, Pixo provided a very basic wireframe/schematic for each web page to serve as a framework for displaying content and ultimately creating the site architecture. Participants assisted with defining objectives for each page, deciding what needs to be achieved and what content is needed to accomplish it. They also shared ideas for how content should be prioritized and organized as well as which page features are optimal. Workshops encompassed: iSchool Life landing page; Research landing page; Programs & Applying landing page; MS/LIS program page; MS/IM program page; PhD program page; Course Catalog; Faculty Profiles; About the iSchool; News; Events; Alumni; Giving.

The next phase involved testing the navigation plan, with faculty, staff, students, and alumni engaging in a card sorting exercise. This involved 79 students, 11 faculty, 12 staff, and 8 alumni. Based on the results, slight changes were made to readjust navigation, and the structure of specific page content was informed as well.

The new website will launch in summer 2018, with a companion intranet to ensure ongoing access to content that does not need to be public-facing.

## SYNTHESIS AND OVERVIEW

In launching *The Next 150*, the current strategic planning initiative for the University of Illinois at Urbana-Champaign, Chancellor Robert J. Jones observes, “We need to reinvent or redefine what a public land-grant university—an invention of the 19<sup>th</sup> century—is and should do for the citizens of a 21<sup>st</sup> century world” (10). Likewise, as the School of Information Sciences, founded in 1893, celebrates its 125<sup>th</sup> anniversary this year, we must continue to reinvent and redefine what a master’s program in library and information science can do “for the citizens of a 21<sup>st</sup> century world.” The iSchool continuously engages in substantive reinvention, updating the curriculum, evolving the composition of faculty and staff, expanding diversity, and dynamically recruiting, teaching, and learning from students and graduates.

Illinois graduates recognized as Movers & Shakers by *Library Journal*, “are shaping the future of libraries in a variety of ways.” Examples include:

- **Robin Bradford** (MS ’00), Advocate, instrumental in raising awareness about diverse books, self-published “indie” books, and respecting readers of romance and other genres (280)
- **Linda Hofschire** (MS ’08), Innovator, helping libraries nationwide to sharpen skills to explain the value and impact of libraries to stakeholders (281)
- **Amita Lonial** (MS ’09), Advocate, driven to innovate how public libraries think about programs and services to create resilient and equitable communities (282)
- **Stephanie Davis-Kahl** (MS ’98), Change Agent, engaging undergraduate students in open access publishing of their research (283)
- **Maurice York** (MS ’03), Tech Leader, designing, prototyping, and testing cutting-edge technology for implementation in academic libraries (284)
- **Michelle Chronister** (MS ’09), Change Agent, managed content for USA.gov, the federal government’s web portal, updating, organizing, and testing content to ensure it is accessible and useful (285)
- **Jennifer Wright** (MS ’99), Tech Leader, enabling users to improve technology skills through public library services (286)

Through their work these alumni **embody the mission** of the School of Information Sciences:

People use information for analysis, inquiry, collaboration, and play—and in so doing, change the world. The School of Information Sciences is dedicated to shaping the future of information through research, education, and engagement, both public and professional. Our mission is to lead the way in understanding the use of information in science, culture, society, commerce, and the diverse activities of our daily lives.

They reflect the **learning outcomes** of the MS/LIS, which state:

Graduates of the Illinois MS/LIS program will be able to:

1. Apply foundational concepts, theories, and principles to problems of information, organization and access.

2. Communicate capably with diverse stakeholders, promoting not just access to but also effective use of information services and systems in specific contexts.
3. Use evidence to help address information problems, meet information needs, and create relationships in their institutions, communities, profession, and the world.
4. Compare and critique contemporary information practices, structures, and standards in relation to historical and global alternatives.
5. Apply core ethical principles to professional practice.

The self-study narrative, together with the many links provided to sources of evidence, documents the ways in which the School of Information Sciences seeks to meet the *Standards*. We have numerous strengths embodied in our faculty, students, staff, alumni, 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. Although the iSchool is one of the smallest units at Illinois, 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 self-study has demonstrated that there are particular opportunities and challenges that will need to be addressed over the next few years. In many cases initiatives are already under way that should lead to tangible changes that further support the School's reputation as responsive, inclusive, and innovative. We anticipate that efforts in the following areas can further strengthen our MS/LIS program:

### **Standard I: Systematic Planning**

#### *Strategic planning*

As *The Next 150* (10) develops plans at the campus level to meet the four goals (Foster Scholarship, Discovery, & Innovation; Provide Transformative Learning Experiences; Steward Current Resources & Generate Additional Resources for Strategic Investment; Make a Significant & Visible Societal Impact), we anticipate developing a new strategic plan for the School of Information Sciences and each of our degree programs under the leadership of a new Dean.

### **Standard II: Curriculum**

#### *Convergence areas*

The convergence areas represent an innovative framework within which each student will shape a particular program of study. We will continue their development and refinement with input from faculty, students, student affairs staff, alumni, and employers.

#### *Learning outcomes assessment*

Consistent with the learning outcomes assessment process being implemented at the campus level (287), we will pursue assessment “demonstrate that our students have met certain



learning goals, and to continuously review and affirm or improve our curricula based on feedback obtained through assessment.”

### **Standard III: Faculty**

#### *Roles for specialized faculty*

Given the experience with our recent hiring of a lecturer and senior lecturer, we will continue to articulate roles for full-time specialized faculty, complementing the work of tenure-stream faculty in supporting instruction of our MS/LIS students.

#### *Maintaining integration of adjuncts*

Adjunct faculty will continue to play an important role in instruction of MS/LIS students, complementing the expertise of the full-time faculty. With the elimination of the required residential component of the Leep online enrollment option, adjuncts no longer regularly come to campus. We will be developing other strategies to ensure their close integration with the full-time faculty and goals of the MS/LIS program.

### **Standard IV: Students**

#### *Maintaining a sense of community within and across degree programs*

In fall 2017 there were 208 MS/LIS students on-campus and 284 MS/LIS students online. At the same time, in the second year of the MS/IM program there were 178 MS/IM students on-campus and 11 MS/IM students online. With the reduction in residential requirements for MS/LIS online students, we continue to focus on strategies for maintaining a sense of community between on-campus and online MS/LIS students. With the growth in MS/IM enrollment, we are exploring ways to build community across the MS/LIS and MS/IM programs.

#### *Increasing the diversity of the student body/making the degree affordable with increased financial aid*

Awarding ALA Spectrum Scholars tuition waivers to cover the 40 hours of coursework required for the MS/LIS degree has been one strategy to increase diversity of the student body and make the degree affordable for students who otherwise might not be able to attend. A priority for the With Illinois campaign (250) is raising additional funds for student financial aid to benefit even more students.

### **Standard V: Administration, Finances, Resources**

#### *Leadership changes/Program director role*

As a new Dean and associate Dean for academic affairs join the iSchool, these new senior administrators and the MS/LIS program director will have the opportunity to involve faculty, staff, and students in supporting the continuing development of the MS/LIS program.

#### *Acquiring additional space*

As discussed in Standard V.10, the School of Information Sciences has been well-served by the space it has occupied at 501 E. Daniel since 1994. But growth in the number of faculty,

staff, and especially students has made it clear that additional space is needed going forward and we will be working with campus to explore options, informed by input from faculty, staff, and students.

As Illinois celebrated its Sesquicentennial, Chancellor Jones observed (288): “This is a time for educational innovation. And this is a place that knows more about innovation and invention than any other. Together, we have a tremendous opportunity to redefine what the world can and should expect from a great public research university.” This is consistent with the statement in the *Standards for Accreditation of Master’s Programs in Library & Information Studies* that notes: “The Standards stress innovation, and encourage programs to take an active role in and concern for future developments and growth in the field” (p. 5). As they have for 125 years, the faculty, staff, students, and alumni associated with the MS/LIS program in the School of Information Sciences will continue to actively contribute to “future developments and growth in the field,” fulfilling the mission of “a great public research university.”