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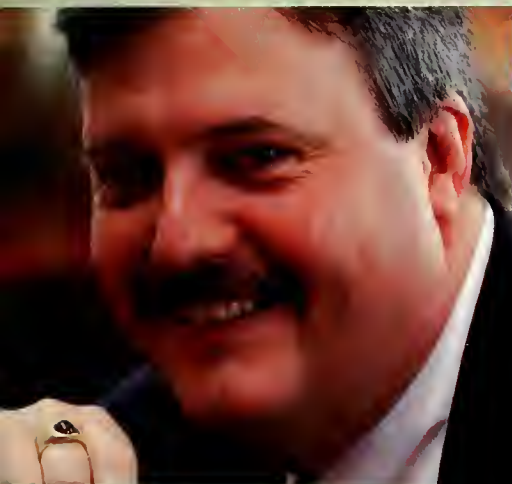
GSLiS

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On the Cover
clockwise from upper left: master's students
Maribel Nash, Kyle Naff, Lisa Schimmer; Ph.D.
student Sarah Park; master's student Nalani
McClendon; master's student Richard Urban.

OVERVIEW

John Unsworth
Dean

2005 has been a year of building for GSLIS: building programs and person-
nel, building partnerships and a sense of shared purpose with other units on
campus. One expression of that shared sense of purpose has been my col-
laboration with Marc Snir, Head of Computer Science, Paula Kaufman,
University Librarian, and Thom Dunning, Director of NCSA, to develop the
Illinois Informatics Initiative (I^3), the goal of which is described as follows
in the campus strategic plan:

> With the Illinois Informatics Initiative we will lead an integrated
> approach to information systems, focusing on knowledge creation in the
> natural sciences, the humanities, the social sciences, and the arts, and on
> decision support for business and government. The initiative will address
> both the social and technical aspects of information systems, as well as
> their reliability. The brief and remarkable history of the World Wide Web
> demonstrates that university research can have enormous social and tech-
> nical impact on the rest of the world. The Illinois Informatics Initiative
> aims to invent the information environments of the future and educate
> those who will build and use them.
>
> —University of Illinois at Urbana-Champaign Strategic Plan 2006, p. 38
> http://www.oc.uiuc.edu/announcements/urbana_strategic_final.pdf

I^3 is one of four research areas called out in this strategic plan, and it has
considerable significance for each of the others—in critical research, inte-
grated sciences for health, and sustainable energy development—as well.
The emphasis of I^3 is on social aspects of computing, the effective use of
information resources in the practice of science, humanities, or social sci-
ence research, information organization, and other topics that are at the
heart of library and information science.

New or significantly revised programs at GSLIS, many of which have direct bearing on the Illinois Informatics Initiative, include:

- an undergraduate minor in information technology studies, now part of an effort by four colleges (Liberal Arts & Sciences, Engineering, GSLIS, and Communications) to develop a campus-wide informatics minor;

- an option in the campus-wide bioinformatics master's program;

- an option in the campus-wide certificate of advanced study in language and speech processing;

- a new certificate of advanced study in digital libraries (for students who already have a master's degree, offered through our online program as well as on campus);

- early planning and preliminary recruiting for a Chicago-based minority cohort in our online master's program, based in the Paseo Boricua neighborhood, and connected with our community informatics initiative;

- continued planning for a regional Midwest minority recruiting program, working with research libraries and LIS programs at universities in Illinois, Wisconsin, Michigan, Iowa, and Pennsylvania.
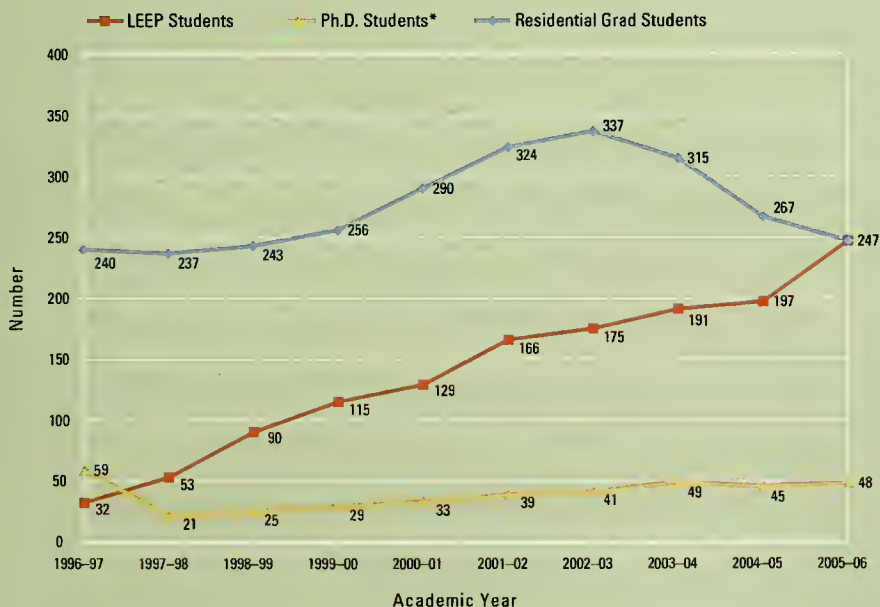
GSLIS, nationally ranked at the top of its field, is an effective and efficient academic unit, by many significant comparative measures. Computer Science, for example, has more than twice the tenure-system faculty that GSLIS has, more than twice the state funding, and seven times the assignable space, but GSLIS has more net graduate tuition, we award more degrees per faculty FTE, and we have nearly the same percentage of faculty acting as principal investigators on grants (88.9% vs. 91.7%; but grant and contract expenditures per faculty FTE are up more than 30% in GSLIS this past year). Unlike Computer Science and most other units on campus,

though, GSLIS does not have undergraduate majors to subsidize its graduate program: it does have some undergraduate minors, but (see below) the way minor tuition is apportioned on this campus makes it very difficult for a program without majors to cover costs on classes for minors, let alone generate tuition income that would offset the cost of graduate education.

If it weren't for LEEP, the online education program that GSLIS has been running since 1996, GSLIS might well be in dire straits financially: LEEP students are gen-

erally part-time students with full-time jobs, and so they don't often need assistantships, which means net tuition income from this part of our master's program is a good deal more than from our on-campus master's students. LEEP students are also more likely to be out-of-state than on-campus students, and minority enrollment in LEEP is twice what it is on campus. Over the last two years, we've been making a deliberate attempt to balance on-campus and LEEP enrollment, and in 2005–2006, for the first time, the numbers are equal: 247 graduate students are enrolled in each delivery option (see **Figure 1**).

FIG.1 GRADUATE POPULATION

* Pre-2004 data includes all post-master's students.

Do you remember getting your first library card? How old were you?

Associate Professor **Les Gasser** answers, "When I was about 7 or 8 I got my first library card from the local bookmobile that used to park in a neighbor's driveway two houses away."

Even so, this year has been a real challenge for GSLIS, in financial terms. Like the rest of the campus, we've seen flat or declining state dollars for the last several years, and in recent years the campus has been taxing units for "campus unavoidables" and mandating unfunded salary increase programs for faculty and academic professionals. Over the same period, we have tried to cope with this by controlling the number of assistantships we sponsor, by raising in-state tuition above the campus base rate, by addressing efficiency issues having to do with enrollment and curricular management, by discontinuing some administrative positions and some auxiliary units, and by limiting our use of adjunct faculty. Even so, it will be a real accomplishment if the GSLIS budget balances at the end of this fiscal year. Partly, that's because changes to tuition (at least, on-campus tuition) take a full year before they actually affect one's budget, and partly it's because we are still not sufficiently in control of the number of assistantships we fund, but the basic problem is that, as a small unit, we are hit disproportionately by flat-rate "across-the-board" cuts. After several years of such cuts, we are left with no slack and no flexibility in our budget, so even a small confluence of factors—for example, a year without faculty on sabbatical, and some unanticipated tuition waivers—may drive us into the red.
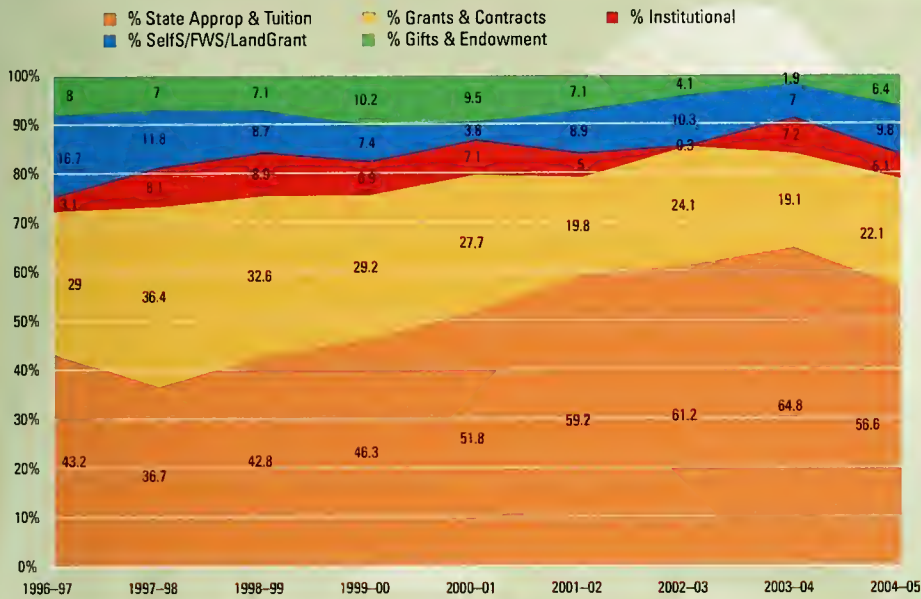
INCOME & EXPENDITURES

Figures 2 and **3** show the sources of income for GSLIS over the last ten years, and the categories in which state funds are allocated in 2005–2006. What we see from these diagrams is that State appropriations in 2003–2004 accounted for 64.8% of the GSLIS budget, and in 2004–2005 only 56.6%, a decline of more than 8% in one year. The percentage of the GSLIS budget that came from gifts and endowment, from grants and contracts, and from self-supporting activities increased 4.5%, 3%, and 2.8% respectively.

In expenditures, 75% of our state budget was devoted to academic salaries, up a bit from last year; equipment expenditures were down a bit from last year, with the other categories holding roughly steady.

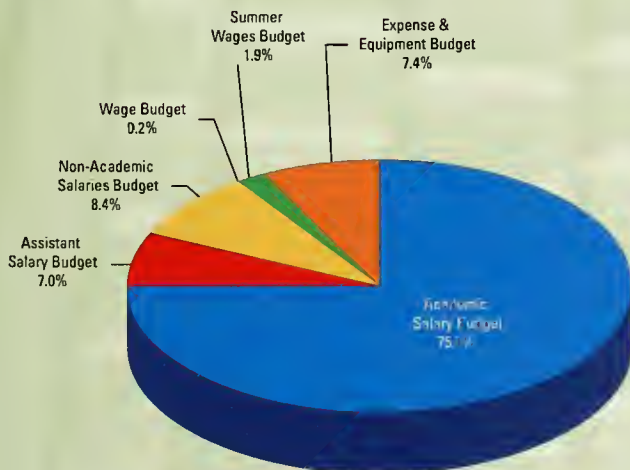Internal reallocation of funds is one strategy that units can use to achieve their goals, and although we don't have very much room to reallocate within the GSLIS budget, we did move some funds from assistantships to full-time academic professionals in the area of user services (technical support): our estimation was that we could replace several graduate assistants with one academic professional, and we

FIG.2 SOURCES OF INCOME FOR GSLIS

Legend:
- % State Approp & Tuition
- % SelfS/FWS/LandGrant
- % Grants & Contracts
- % Gifts & Endowment
- % Institutional

	1996–97	1997–98	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
% Gifts & Endowment	8	7	7.1	10.2	9.5	7.1	4.1	1.9 / 7	6.4
% SelfS/FWS/LandGrant	16.7	11.8	8.7	7.4	3.8	8.9	10.3	7.2	9.8
% Institutional	3.1	8.1	8.9	4.9	7.1	5	9.5		6.1
% Grants & Contracts	29	36.4	32.6	29.2	27.7	19.8	24.1	19.1	22.1
% State Approp & Tuition	43.2	36.7	42.8	46.3	51.8	59.2	61.2	64.8	56.6

FIG.3 WHERE THE GSLIS 2005–2006 STATE BUDGET IS ALLOCATED

- Summer Wages Budget 1.9%
- Expense & Equipment Budget 7.4%
- Wage Budget 0.2%
- Non-Academic Salaries Budget 8.4%
- Assistant Salary Budget 7.0%
- Academic Salary Budget 75.1%

would break even financially while lowering our training and supervision costs and providing better service to the faculty and students. Current experience with the new arrangement bears that out.

New, temporary funds from the Provost have allowed us to hire two additional faculty in the past year (McDonough, Kendall) to develop and oversee new or revitalized programs (the advanced graduate degree in digital libraries and the undergraduate minor). By the end of three years, we expect tuition from these programs to replace the Provost's funds, especially if we work out a better arrangement for the distribution of tuition from undergraduate minors.

We are working hard to identify and implement administrative and programmatic mechanisms that will encourage greater efficiency in enrollments, an increase in net tuition revenue, more research funding, and increased private giving. In monthly budget meetings we're also looking very hard at every optional expenditure and every revenue source. However, at the same time we try to shave pennies from

our already modest budget, we are trying to act as a peer and equal partner with units whose budgets are many times the size of ours, in an initiative that is central to our future, and in which the history of our discipline is central to the campus's success.

I have asked campus administration to affirm what GSLIS has accomplished, what it represents in the Informatics Initiative, and what it has to offer in transforming the University of Illinois. Library and information science as an academic discipline has a history of research into "knowledge creation in the natural sciences, the humanities, the social sciences, and the arts, and on decision support for business and government" that goes back to the 19th century: in the 21st century, we are this university's best bet to build the bridges that are required to connect informatics to its application areas.

A one-sided investment in the technical, as against the social, will not get us where we need to go: we need to put some funding into research and teaching about the uses and users of information; about community informatics; about the history, economics, and policy of information; about

the management and evaluation of information systems, resources and services; and about the way that minors and minorities use information to determine their own futures. GSLIS teaches courses and does research in all of these areas, and that cannot be said of another unit on this campus—but it can be said of other schools of our kind, across the country, and they are actively competing for primacy in exactly the area where Illinois wishes to be a leader. See, for example, this excerpt from an October 2005 address by President Emmert of the University of Washington, concerning the I-School (our counterpart) at his university: http://tinyurl.com/96fy8. President Emmert specifically cites the UW I-School for "transforming what it means to "…manage information in the 21st century," by virtue of its interdisciplinarity and its willingness to innovate and take risks. Since 1998, the faculty of the I-School at Washington has grown by more than 700 percent, from 6 to 44. During that same time, the faculty at GSLIS has grown about 33 percent, from 15 to 20.

Taking risks and claiming new territory requires some margin for experimentation, for new ventures and for growth: right now, GSLIS has no such margin. If GSLIS is going to lead in its field, and if Illinois is going to capitalize on its advantages to lead in the broad area of informatics, some venture capital is required, and some of that capital needs to be invested in Illinois' I-School, the Graduate School of Library and Information Science.

Above: master's student Nalani McClendon; Left: master's students Maribel Nash, Kyle Naff, Lisa Schimmer

Professor **Linda Smith** answers. "That many different paths lead to study in LIS and that there are many different ways graduates use the knowledge gained from GSLIS degree programs. That's what makes it so fascinating to teach our students and to stay in touch with them once they graduate."
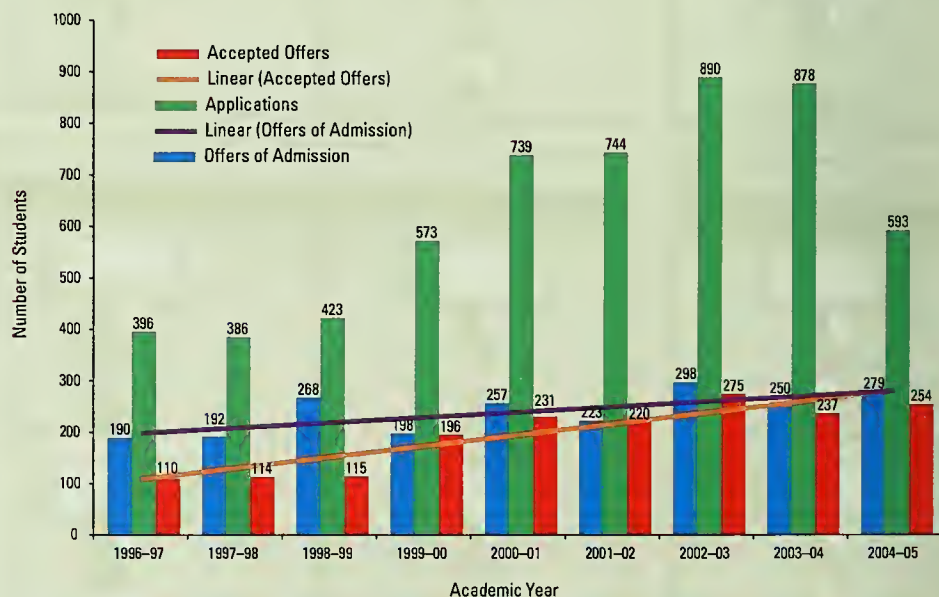
AREAS OF STRENGTH

GSLIS has a very strong national reputation, as demonstrated by its top position in the 2006 *U.S. News & World Report* rankings of graduate professional schools of library and information science, by its continuing ability to place students from its master's and its doctoral programs in good jobs, and by the continued efforts of other schools of its kind to recruit its associate and full professors, as well as by the American Library Association's re-accreditation of our professional degree. LEEP, our ten-year-old online education program, is the best program of its kind and a definite area of strength, and it has provided crucial self-determination for GSLIS. Another indicator of strength is yield on admissions (see **Figure 4**). Although our applications are down markedly from last year (and by all accounts, so are those of peer schools across the country, perhaps because of an improving economy), we continue to see nearly 100% yield on admissions, and we continue to receive applications from extremely talented and intelligent prospective students, worldwide.

FIG.4 YIELD ON ADMISSIONS

ICES ratings (the student-satisfaction ratings for courses taught on campus), remain strong as well: the average for all courses in this system is higher than it has ever been (see **Figure 5**). It is worth noting that one of the things that seems to be pulling that score up is a significant increase in the ratings for required courses, which have long been a source of dissatisfaction among students, and which faculty have been working hard to improve.

Youth Services remains a strength of GSLIS, and it is currently the area with the best integration between master's and doc-
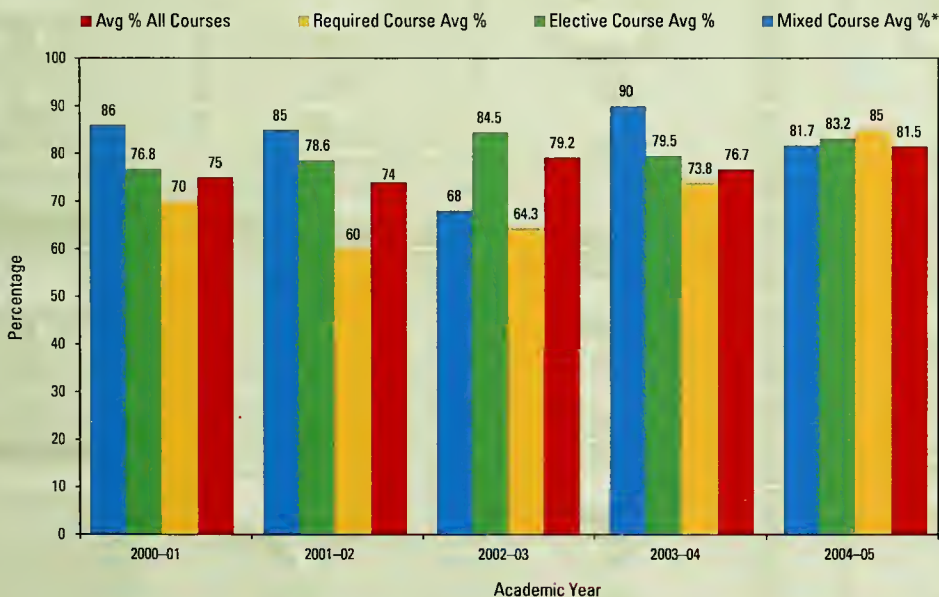
toral students: as such, it serves as an example for other areas. Faculty in the information history, economics, and policy area have been very active this past year in fostering local and international intellectual community, from Dan Schiller's participation in the Age of Networks theme in the Center for Advanced Study, to a very successful conference on libraries in times of war, organized by Boyd Rayward and Christine Jenkins, that drew participants from around the world. Information organization and digital libraries are also areas of strength, and during the past year we

What is the last CD you bought (or downloaded from iTunes)?

Assistant Professor **Fernando Elichirigoity** answers, "David Byrne 'Grown Backwards'."

FIG.5 ON-CAMPUS FACULTY-TAUGHT COURSES RANKED 4 OR 5 IN ICES

- Avg % All Courses
- Required Course Avg %
- Elective Course Avg %
- Mixed Course Avg %*

Academic Year	Mixed Course Avg %*	Elective Course Avg %	Required Course Avg %	Avg % All Courses
2000–01	86	76.8	70	75
2001–02	85	78.6	60	74
2002–03	68	84.5	64.3	79.2
2003–04	90	79.5	73.8	76.7
2004–05	81.7	83.2	85	81.5

A mixed course has a variety of students taking it for different reasons—some as a required course, some as an elective, others as a choice among several required courses.

have added faculty in both areas—Kathryn La Barre and Jerome McDonough in information organization, and Kate McDowell in youth services. In social informatics, we've added Lori Kendall, who works on online communities, and who is overseeing our planning and participation in the undergraduate minor. We have also seen, with this last round of hiring, an increase in the number of women in tenure-system faculty jobs at GSLIS, up from 7 (where it had been since 1999) to 10.

IT support, systems, and services are also much improved in the School, during the past two years, thanks in part to support from the Office of the Provost (reciprocating grant funding) that helped us to establish a proper server room in GSLIS: with it, we have much less downtime than in previous years, and teaching and research are better served. Credit in this area also goes to Ken Spelke, hired last year as Associate Dean for Information Technology and Research, and to dedicated staff in information technology support and in instructional technology design.

AREAS NEEDING IMPROVEMENT

Some of the areas in which improvement is most needed have to do with structural disincentives to collaboration, at the campus level. For example, the way that tuition is distributed is a disincentive to interdisciplinary programs, at the graduate or undergraduate level, and even to cross-listing courses: we teach an increasing number of graduate students from other programs in our classes each year. But since graduate tuition follows the student, and not the course, this is all pro bono work: when we balance Instructional Unit (IU) subsidies to GSLIS in 2004–2005 (36) against IU subsidies offered by GSLIS to other units on campus (221), GSLIS is a net provider of free graduate education to other units. In the undergraduate minor, we take in between two and three hundred dollars in tuition per student: if those same students were our majors, we would realize about $800 per student. The system that governs undergraduate tuition distribution is based on the premise that students who take classes as minors are simply making use of excess capacity in classes already being offered for majors. But for GSLIS, which has no majors, or for Computer Science, who wants to offer classes specifically for non-majors, this system doesn't make

sense. And although we say we follow "modified" responsibility-centered management principles on this campus, in fact it has been several years since there was any relation between unit performance and state funding beyond tuition income, and tuition income is distributed according to an aggregation and averaging formula that makes it essentially impossible to predict the future effect of changes in tuition or enrollment.

The formulas that govern the distribution of indirect cost recovery (ICR) also represent a structural disincentive to collaboration. If GSLIS faculty serve as co-PIs on a grant submitted through another unit, there is no standard operating procedure that ensures any ICR will accrue to GSLIS—and if the grant-funded project is housed in a center or institute (like Beckman or the Institute for Genomic Biology) then

standard operating procedure ensures that no ICR will be returned to any of the units whose faculty members run the project.

The policies that govern tuition, budgeting, and ICR are beyond the control of GSLIS, of course, but it is worth pointing out that they represent real obstacles to some of the core institutional goals of the strategic plan, and they have the effect of penalizing units like GSLIS that already engage in significant interdisciplinary collaboration and that serve populations beyond undergraduate majors.
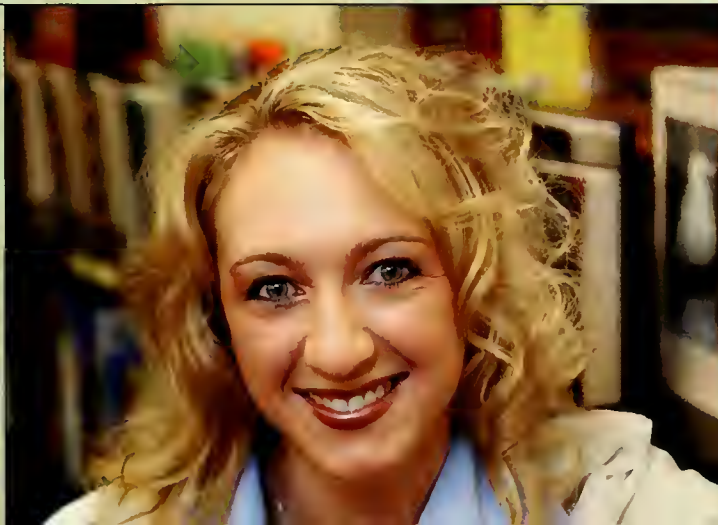
There are areas in need of improvement within GSLIS, too, of course. We continue to struggle to raise minority and out-of-state enrollment in the on-campus program, both important factors in mounting a program with the diversity of perspectives and student experience that one expects in

What surprises you most about the field of LIS? What have your students taught you?

Professor Leigh Estabrook answers for both, "How much potential we have to be truly radical."

Master's student Jen Lara

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a top-ranked professional program (see **Figure 6**). In order to reverse a ten-year decline in out-of-state enrollments, we have frozen out-of-state tuition, which was close to the top of the market for programs such as ours, and we are participating in a group effort by I-Schools to increase public awareness of the value of a degree in library and information science (see http://www.ischools.org, a domain hosted by GSLIS).

In the area of minority recruiting, enrollment, and retention, Assistant Dean for Student Affairs Rae-Anne Montague led the writing and submission of a grant proposal now pending at the Institute of Museum and Library Services, to provide start-up funding for a regional program in which librarians in academic research libraries at Midwestern universities would identify promising candidates for the professional degree or the Ph.D. in library and information science, place them in summer work experiences, and then send them to a capstone program where they would learn about the many career paths that an LIS degree opens up. LIS programs in the region would provide fellowships and mentoring, and GSLIS would use its experience in fostering online cohorts to provide

a continuing sense of community for these students as they pursue degrees across the Midwest.

Another area in which GSLIS faculty and administration are currently working to improve is to increase enrollment in classes taught by tenure-system faculty and increase the predictability of future course offerings, so that our spending per IU (which was \$362/IU last year—a rather high figure) goes down, and so that students in the program are better able to plan ahead. In the fall of 2005, the GSLIS Faculty Retreat was focused on the master's program, and it launched a series of discussions concerning increased involvement of the faculty in planning and managing the master's curriculum. The results of that discussion, so far, are at http://www.lis.uiuc.edu/oc/programs/ms/curriculum.html, and we are currently organizing the faculty—both full-time and supplemental—who are involved in each area, to facilitate planning and management. Linda Smith, Associate Dean for Academic Programs, oversees this effort.

Faculty workload—at least with respect to instructional units per faculty member—has been slightly declining in recent years (see **Figure 7**), at a time when budget exi-
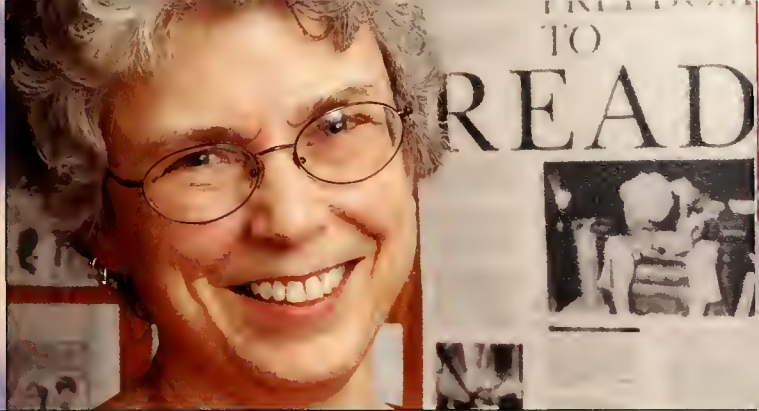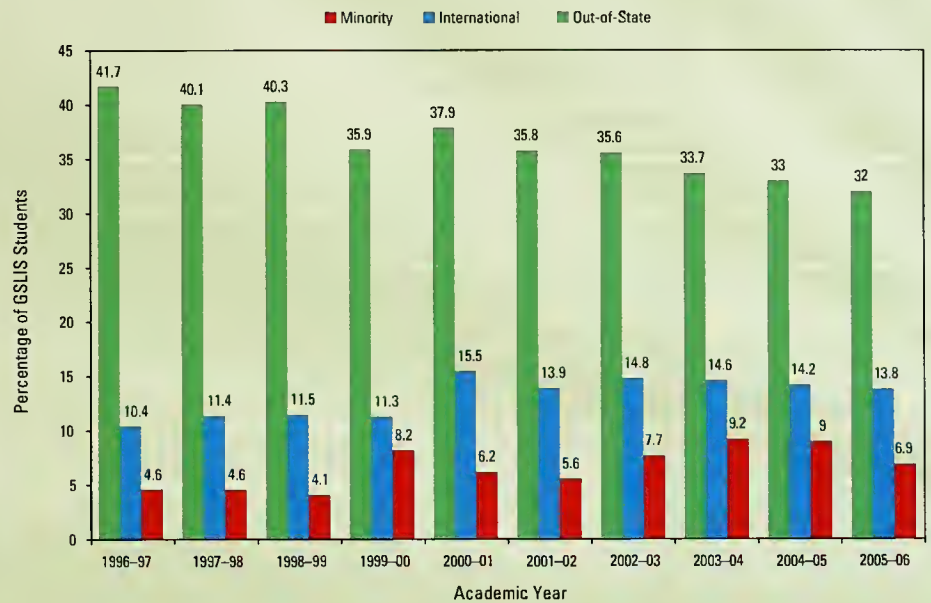
gencies require us to be more, rather than less, productive in the classroom. Therefore, I am working out a system for calculating teaching and advising activities that will reward faculty for teaching fully enrolled classes, recognize the importance of teaching beyond the classroom (in research groups, independent study, and dissertation advising), and offer faculty the opportunity to meet their teaching responsibilities to the School by delivering a certain number of instructional units, rather than by teaching a fixed number of classes. In combination with the course clusters, closer tracking of IUs per faculty member will allow us to predict with some certainty how many classes should be offered in a given area of the curriculum, and that if those courses are allocated to tenure-system faculty first, and then to adjuncts, it should give GSLIS more control over its budgetary fate, faculty more control over their teaching schedules, and students better control over their course selection.

In last year's annual report, I said that
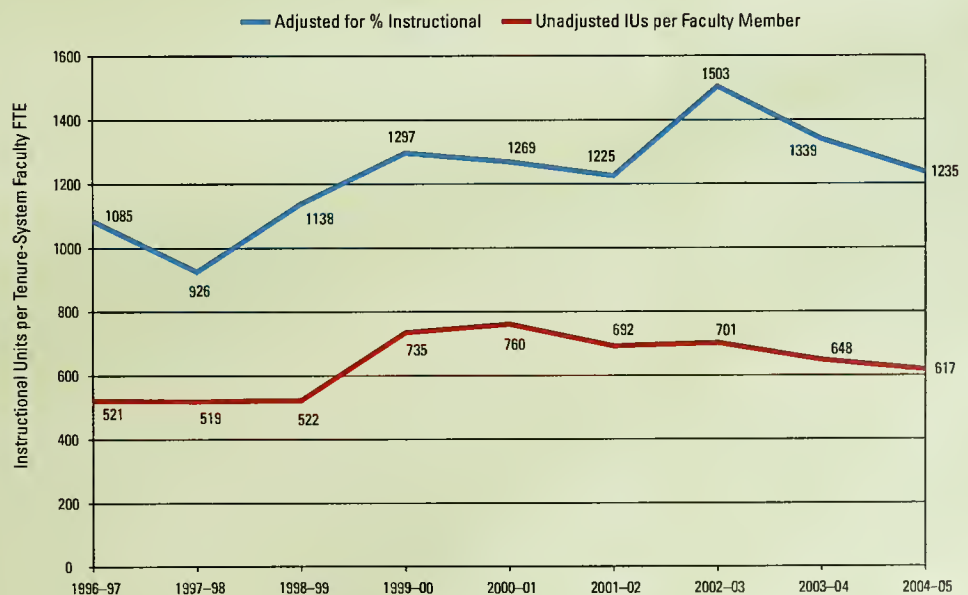
One of the troubling trends in the ten-year data is the increase (nearly 50%) in terms-to-degree for our Ph.D. students. . . . Partly in response to that, our Doctoral Studies Committee, in consultation with the faculty and current doctoral students, has restructured the Ph.D. program, with

FIG.6 ON-CAMPUS INTERNATIONAL, MINORITY, OUT-OF-STATE STUDENTS
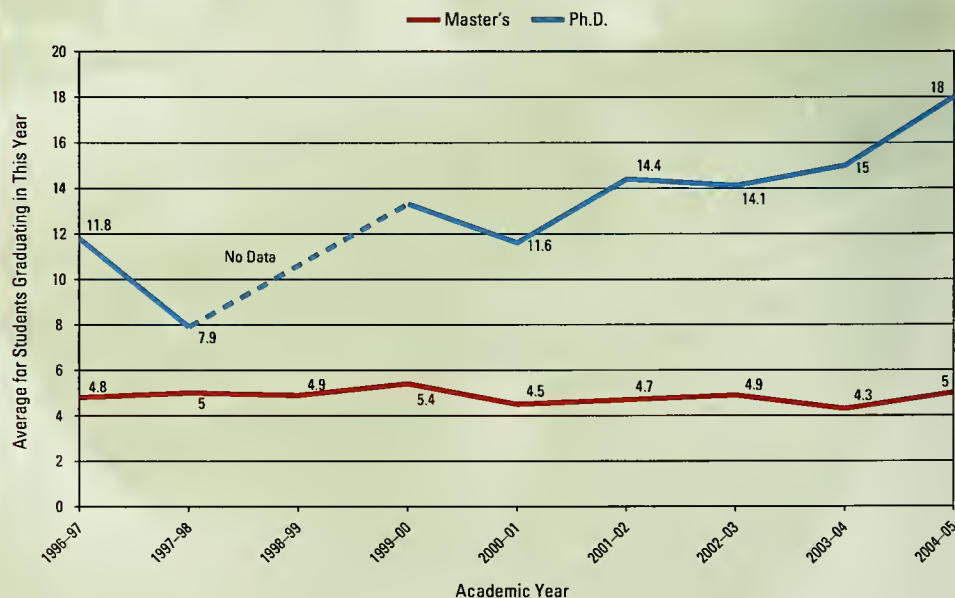

FIG.7 FACULTY WORKLOAD

interim requirements designed to contribute more naturally to the design and completion of the dissertation, and with graduate students' funding contingent on steady progress toward the degree, as measured against a series of milestones.

At first glance, **Figure 8** would seem to show that—especially in the doctoral program—we seem to be moving in the wrong direction, with terms-to-degree rising sharply in the past year. In fact, though, this rise is probably a good sign, as long as it isn't sustained over coming years: the UIUC Division of Management Information calculates "mean terms to degree" based on the average number of terms of enrollment for students graduating this year. So, what the increase probably suggests is that the milestones we've put in place are encouraging some of our more senior doctoral students to complete their degrees and graduate.

The increase in terms-to-degree for master's students, shown in the lower portion of Figure 8, reflects the fact that we are enrolling a greater portion of our students online, and almost all of our online students pursue the master's degree part-time. DMI data also shows a significant increase in our capacity to deliver IUs online—from 3544 in 2003–2004 to 4645 in 2004–2005, which is almost double what it was five years ago (2410).

FIG.8 TERMS TO DEGREE

Legend: ■ Master's ■ Ph.D.

Y-axis: Average for Students Graduating in This Year (0–20)
X-axis: Academic Year (1996–97 through 2004–05)

Ph.D.: 11.8, 7.9 (No Data), 13.3, 11.6, 14.4, 14.1, 15, 18
Master's: 4.8, 5, 4.9, 5.4, 4.5, 4.7, 4.9, 4.3, 5

Finally, a word about Prairienet. I am contemplating restructuring Prairienet (a GSLIS auxiliary unit that does community networking) as a unit that would work with faculty in any unit on campus to support faculty research and the design of service-learning courses in the area of Community Informatics (CI for short). Community Informatics refers to

"principles and practices concerned with the use of Information and Communications Technologies for personal, social, cultural or economic development within communities"

http://en.wikipedia.org/wiki/Community_informatics

Prairienet director Paul Adams and Community Informatics Initiative co-directors Ann Bishop and Chip Bruce are working with me on this, as is Ken Spelke. I will have something more definitive to report on this front later in the spring, after consultation with other deans and with the campus administration: at this point, I will simply say I am hopeful that we can work out a sustainable program that would connect CI teaching and research interests—which I do not believe are limited to GSLIS faculty, by any means—with Prairienet, as a kind of community lab or liaison.

EMERGING OPPORTUNITIES

The most important emerging opportunity for GSLIS, at the moment, is the Illinois Informatics Initiative, discussed in the opening pages of this report. The planning group for I^3 is now drafting a proposal for an organizational structure that would permit core units in the Initiative to manage its resources: in designing it, our emphasis is on developing something agile and lightweight that can respond quickly and creatively to new research and teaching opportunities, without having to reshuffle or dissolve existing schools, colleges, or departments. This kind of virtual organization is going to be important for other projects in this university, and for other universities, in the future. With the necessary support provided from campus and the necessary trust and good will established among the principals, it will be a very effective example.

What electronic gadget have you most recently purchased?

Associate Professor **Michael Twidale** answers, "A very cheap MP3 player so that I won't get upset when I lose it. It's not white and it's not an iPod. It's an anti-fashion statement."

What is the most exciting thing you've done for your research?

Associate Professor **Bryan Heidorn** answers, "Prior to a meeting on data standards in Costa Rica, I went running through the jungle and spotted a very surprised margay. Humans do not run through the jungle in the margay's experience because there are too many snakes. Just had ankle surgery for running in too many places where humans should not run."

IMPEDIMENTS TO SUCCESS

Although we consider it a success to have been one of four partners proposing an initiative (I^3) that now figures prominently in the campus strategic plan, that very success comes with some impediments. Other partners in this initiative are Computer Science, (with more than twice our state budget), the Library (which has five times as many faculty as we do, and nearly ten times our budget), and NCSA, which has just a few more staff on state funds than GSLIS does (77 vs. 69), but which has twice the amount of state funding that GSLIS receives. Because of the small size of GSLIS and because of an often unconscious prejudice in favor of Engineering on the part of the campus culture, GSLIS is still very much in the position of needing to assert its value to I^3 and needing to argue for a level playing field in the I^3 partnership. For example, among the resources itemized in connection with the informatics initiative in the campus strategic plan, none are allocated to GSLIS by name, but specific and relatively substantial amounts are designated to other units (CS, NCSA) on the Engineering side of the collaboration. This is not a problem with the partners in I^3, who work very well together, but it is a problem at other levels, and in the coming months I will be doing my best to make the case that the long-term success of the Illinois Informatics Initiative requires a strong library and information science program.

If campus does capitalize GSLIS as an equal partner in the Informatics Initiative, our next impediment will be lack of space: we need to be able to use the whole of our building, if we are to expand even by one appointment: available office space is now completely occupied. CARLI (http://office.ilcso.illinois.edu/), a consortium of academic and research libraries in Illinois, occupies a substantial amount of the second floor in the GSLIS building, and they contributed substantially to the renovation of the building a few years ago. I have asked for help from campus to find a new place for CARLI and to reimburse them for their contribution to renovation.

The goals for GSLIS, in the coming year, include:

- Achieving equality as a participant in the I³ initiative;

- Increasing faculty involvement in curriculum planning, within a framework of expectations that rewards teaching to fully enrolled classes;

- Developing a sustainable program to integrate Prairienet into teaching and research in Community Informatics, campus-wide;

- More effectively managing waivers for on-campus students.
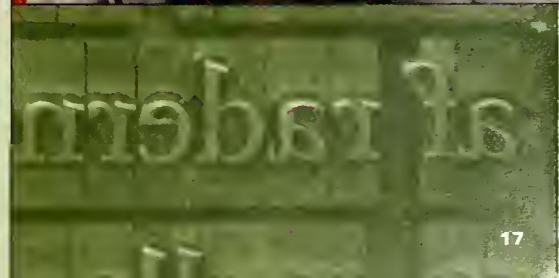
The first three have already been discussed in some detail, but the last of these goals deserves some further explanation.

Assistantships for on-campus students are mostly in the Library, and they have considerable educational value as part of the professional degree program, as well as considerable practical value to the Library. We have agreed with the Library to cap assistantships at 100, and that's been working well. However, our students are free to search out assistantships in other parts of campus, and they do so with considerable success, which speaks well for their abilities, but which also has an impact on our budget (see **Figure 9**).

What book is on your nightstand right now?

Professor **Betsy Hearne** answers, "Today I counted 28 books on my nightstand. The one currently on top is *Summer Doorways: A Memoir*, by W.S. Merwin."

FIG.9 ON-CAMPUS TUITION AND WAIVERS

Legend: ■ Income ■ Waivers

Academic Year	Income	Waivers
1996–97	170	1316
1997–98	174	1373
1989–99	356	1286
1999–00	510	1212
2000–01	694	1293
2001–02	852	1503
2002–03	1048	1735
2003–04	913	1746
2004–05	660	1939

Y-axis: Thousands of Dollars
X-axis: Academic Year

Obviously, since the largest number of assistantships is in the Library, managing that pool is important, but as a comparison of 2003–2004 to 2004–2005 numbers in Figure 9 shows, doing so has not solved our problem completely. In the coming year, we need to reassess the policy of unqualified waivers for all assistantships, and we need to arrive at a way of managing the total number of assistantships with waivers, and not just the number that we have with the Library.

In a related matter, we currently provide a complete support package (tuition waiver and a stipend) for all of our 50 doctoral students. We need to assess the policies of other LIS programs with respect to financial support of doctoral students, though, and determine whether this level of support is necessary in all cases, in order to be competitive. If it is, then we will need to find ways to subsidize it, either through increasing our funded research or through increasing our income in other parts of the program; if it is not, then we will need to establish guidelines for the Doctoral Studies Committee to help them decide when to offer the full measure of support.

Finally, since many of the readers of this report will be GSLIS alumni/ae, let me close by saying that just as I hope GSLIS has been important in your life, you are also important in the life of GSLIS, and to one another: I welcome you to write or to visit me, and if you don't know how to get in touch with your GSLIS classmates, faculty, or mentors, Assistant Dean for Development & Alumni Relations Diana Stroud (dstroud@uiuc.edu) will try to help you make those connections. Likewise, if you have news that you'd like to share with others in the GSLIS community, Assistant Dean for Publications and Communications Marlo Welshons (welshons@uiuc.edu) will help you get the word out. And even if you can't visit in person, please do visit the redesigned GSLIS web site, at http://www.lis.uiuc.edu: I think you'll like what you see there.

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

CONVOCATION AWARDS

presented at GSLIS Convocation, May 15, 2005

BRYCE ALLEN AWARD FOR REFERENCE SERVICES
Alexander Sonsteby

C. BERGER GROUP ENTREPRENEURIAL PROMISE AWARD
Susan Sutherland

BERNER-NASH MEMORIAL AWARD
Hong Cui

ANNE M. BOYD AWARD
Georgeann Burch

JANE B. AND ROBERT B. DOWNS PROFESSIONAL PROMISE AWARD
Janet Pye

HERBERT GOLDHOR AWARD FOR PUBLIC LIBRARIANSHIP
Kristin Hungerford

HEALTH SCIENCES INFORMATION MANAGEMENT AWARD
Lidia Hutcherson

INFORMATION SYSTEMS/TECHNOLOGIES AWARD
Tod Olson

FRANCES B. JENKINS AWARD
Jonathan Lorig

LIBRARY SCHOOL ALUMNI ASSOCIATION STUDENT AWARD
Jomichele Seidl

ALICE LOHRER AWARD FOR LITERATURE AND LIBRARY SERVICES FOR YOUTH
Hope Morrison

HAZEL C. REDIGER AWARD
Adam Mathes

SOCIAL JUSTICE AWARD
Adam Davis

FELLOWSHIP AND SCHOLARSHIP AWARDS, ACADEMIC YEAR 2005–2006

MARGARET CAFFAL SCHOLARSHIP
Trinie Parker
Emily Goodhue

JUDITH DUYI CHIEN FELLOWSHIP
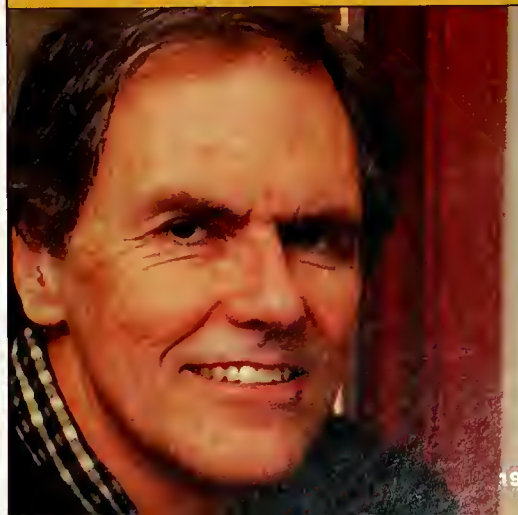Andrew Gajkowski
Colleen Galvin
Sean Quimby
April Jackson
Karen Toonen

What is your favorite children's book?

Professor **Chip Bruce** answers, "Sandra Boynton's *Moo, Baa, La La La!* has to rank high on my list for participation, not to mention humor, surprise, art, poetry, and education in about 70 words. It's also chewable."

DISTANCE LEARNING SCHOLARSHIP
Ross Parcels

DOCTORAL FELLOWSHIPS
Joan Bessman
Tim Hogan

DOLORES DLESK SCHOLARSHIP
Patrice Johnson
Nancy Gistover

FC GOODWIN SCHOLARSHIP
Besiki Stvilia

HAKA SCHOLARSHIP
Honore Bray

HERBERT R. AND LAURA BETH HEARSEY SCHOLARSHIP
Emily Goodhue

MIRIAM HERRON LIBRARY SCHOLARSHIP
Nancy Gistover

ANITA AND MARIE HOSTETTER SCHOLARSHIP
Joan Bessman
Muzhgan Nazarova

JOSIE B. HOUCHENS FELLOWSHIP
Emily Goodhue
Jie Zhang
Paul Park
Seonhee Jeong

LOIS WELLS IRWIN FELLOWSHIP
Dinesh Rathi

ELIZA LUEHM LATZER SCHOLARSHIP
Corrine Hatcher
Michelle Maloney

LEEP SCHOLARSHIP
Honore Bray

CARL AND KATHERINE PERRIN FELLOWSHIP
Chulin Meng

ROSE BERNICE PHELPS FELLOWSHIP
Jun Wang

KATHARINE L. SHARP FELLOWSHIP
Vandana Singh

Master's student Ingrid Shields.

SPECTRUM SCHOLAR (ALA AWARD SUPPLEMENTED WITH GSLIS FUNDS)

Patrice Johnson

Nancy Gistover

HELEN T. AND MILDRED STEWART FELLOWSHIP

Kate McDowell

ALMEDA LEAKE TOOMEY SCHOLARSHIP

Besiki Stvilia

LUCILE HUNTINGTON WILKINSON FELLOWSHIP

Qin Wei

Jun Wang

Laura Hoksbergen

Amber Prentiss

Melissa Cragin

OTHER 2005 AWARDS

CENTENNIAL SCHOLAR AWARD, ACADEMIC YEAR 2004–2005

Les Gasser

LIBRARY SCHOOL ALUMNI ASSOCIATION DISTINGUISHED ALUMNUS AWARD

Linda Smith

LIBRARY SCHOOL ALUMNI ASSOCIATION DISTINGUISHED SERVICE AWARD

Jean Koch

LIBRARY SCHOOL ALUMNI ASSOCIATION LEADERSHIP AWARD

Rebecca Graham

ROBERT B. DOWNS INTELLECTUAL FREEDOM AWARD

John Doe (John Doe v. Gonzales)

CENTER FOR CHILDREN'S BOOKS GRYPHON AWARD

Little Rat Rides by Monika Bang-Campbell (Harcourt, 2004);

Gryphon Honor Books:

Down Girl and Sit: Smarter Than Squirrels by Lucy Nolan (Cavendish, 2004);

You Read to Me, I'll Read to You: Very Short Fairy Tales to Read Together by Mary Ann Hoberman (Tingley/Little, 2004)

FACULTY AWARDS

John Unsworth, recipient of 2005 Richard W. Lyman Award from National Humanities Center

GRANTS

NEW GRANTS FOR FY06

USER SATISFACTION WITH ACCESS TO GOVERNMENT INFORMATION & SERVICES AT PUBLIC LIBRARIES & PUBLIC ACCESS COMPUTING CENTERS

$495,450 from the Institute of Museum & Library Services

PI: Leigh Estabrook

VIRTUAL WORLD OF ENTREPRENEURS

$93,000 from the Kauffman Foundation

PI: Leigh Estabrook

RAPID CONDITIONAL TEXT IDENTIFICATION AND MODELING

$189,871 from Boeing

PI: Les Gasser

A GRADUATE PROGRAM FOR SCIENTIFIC COMMUNICATION SPECIALISTS: GETTING PAST THE PROTOTYPE IN BIOLOGICAL INFORMATICS

$249,189 from the National Science Foundation/Intelligent Information Systems

Co-PIs: Carole Palmer & P. Bryan Heidorn

ELECTRONIC JOURNALS IN THE HUMANITIES: PATTERNS OF USE AND MEASURES OF IMPACT

$17,839 from UIUC Research Board
PI: Carole Palmer

CONTINUING GRANTS

MUSIC INFORMATION RETRIEVAL/MUSIC DIGITAL LIBRARY EVALUATION PROJECT

$390,000 from The Andrew W. Mellon Foundation

PI: Stephen Downie

TOWARD THE SCIENTIFIC EVALUATION OF MUSIC INFORMATION RETRIEVAL SYSTEMS

$342,110 from the National Science Foundation

PI: Stephen Downie

STATISTICAL SERVICES FOR THE ILLINOIS STATE LIBRARY

$109,122 from the Illinois State Library

PI: Leigh Estabrook

PUBLIC LIBRARY DATA SERVICE STATISTICAL REPORT 2006

$50,902 from the Public Library Association

PI: Leigh Estabrook

2005 ACADEMIC LIBRARY TRENDS AND STATISTICS

$39,858 from the Association of College & Research Libraries

PI: Leigh Estabrook

DCFS WEB RESOURCE

$54,989 from the Illinois Department of Children & Family Services

PI: Karen Fletcher

INTERNATIONAL WORKSHOP ON RESEARCH DIRECTIONS IN MULTIAGENT SYSTEMS

$15,000 from the National Science Foundation

PI: Les Gasser

ORGANIZATION DYNAMICS OF SOFTWARE PROBLEMS, BUGS, FAILURES AND REPAIRS

$545,991 from the National Science Foundation

PI: Les Gasser

RESEARCH DIRECTIONS FOR CONTINUOUS (RE) DESIGN IN FREE/OPEN SOURCE SOFTWARE SYSTEMS

$92,007 from the National Science Foundation

PI: Les Gasser

HERBIS: HERBIS IS THE ERUDITE RECORDED BOTANICAL INFORMATION SYNTHESIZER IN COLLABORATION WITH YALE UNIVERSITY

$174,652 from NSF/Biological Databases and Informatics

PI: P. Bryan Heidorn

AN INTERNET ENVIRONMENT FOR BIODIVERSITY SURVEY COLLABORATION AND VERIFICATION

$500,066 from the National Science Foundation

Co-PIs: P. Bryan Heidorn & Carole Palmer

BIODIVERSITY TO BIOGEOMANCER

$64,563 from the Moore Foundation

PI: P. Bryan Heidorn

ISL ELECTRONIC DOCUMENTS INITIATIVE

$185,380 from the Illinois State Library

PI: Larry Jackson

INFORMATION WORK AND DISCOVERY POTENTIALS IN NEUROSCIENCE RESEARCH

$345,331 from the National Science Foundation

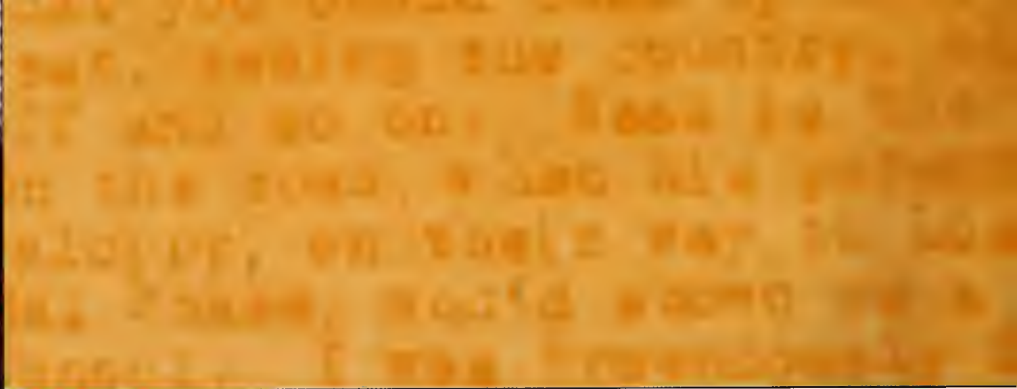PI: Carole Palmer

COLLECTION REGISTRY & METADATA REPOSITORY

$308,963 from the Institute of Museum & Library Services

Co-PIs: Carole Palmer & Michael Twidale

Master's student Druet Klugh

WISE: AN ONLINE CONSORTIAL INITIATIVE TO BUILD MULTI-INSTITUTIONAL CAPACITY FOR QUALITY LIBRARY AND INFORMATION SCIENCE EDUCATION

$257,171 from the Institute of Museum & Library Services

PI: Linda Smith

BUILDING AN EFFECTIVE DIGITAL LIBRARY CURRICULUM THROUGH LIBRARY SCHOOL AND ACADEMIC LIBRARY PARTNERSHIPS

$394,650 from the Institute of Museum & Library Services

PI: Linda Smith

EXTENDING THE WEB OF OUR FUTURE: RECRUITING AND EDUCATING THE FACULTY WHO WILL EDUCATE THE NEXT GENERATION OF LIBRARY PROFESSIONALS

$62,986 from the Institute of Museum & Library Services

PI: Linda Smith

WEB-BASED TEXT-MINING AND VISUALIZATION FOR HUMANITIES DIGITAL LIBRARIES

$598,674 from The Andrew W. Mellon Foundation

PI: John Unsworth

EXPLORING COLLABORATIONS TO HARNESS OBJECTS IN A DIGITAL ENVIRONMENT FOR PRESERVATION

$2,753,451 from the Library of Congress

Co-PIs: John Unsworth & Beth Sandore

This report recognizes all contributions to GSLIS for the fiscal year ending June 30, 2005. Although every effort has been made to ensure accuracy, errors may occur. If we have omitted your name or listed your name incorrectly, please contact the Office of Development and Alumni Relations, GSLIS, 501 E. Daniel St., Champaign, IL 61820; telephone (217) 333-2973.

The Dean's Council was initiated by Dean John Unsworth to acknowledge and communicate with the top-level donors to the School. Membership includes alumni and friends who support GSLIS annually with total giving at $1000 or above, those who have made significant gifts to GSLIS in the past, and those who have made a generous provision to GSLIS in estate plans. For additional information, contact Diana Stroud at dstroud@uiuc.edu or 217-244-9577.

Members for the 2005 Fiscal Year are noted with an asterisk in the following list of donors.

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donors who made gifts of $5,000 or more

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1948
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William T Henderson*
Boyd Rayward*
Joseph H. Wilkinson Jr.

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1971
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1972
Lynda M. McKibben*

1973
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1976
Anne H. Ross*

1980
Iris Seeley*

1986
Dudee Chiang*

1988
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1992
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2001
Susan Laura Lugo*
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2004
Dipesh Navsaria*

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Carol Iglauer*
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Marian H. Thompson*
John M. Unsworth*
Margaret E. Unsworth*

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donors who made gifts of $500 to $999

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Robert Wedgeworth

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Mary Sue D. Schusky

1964
Florence E. Thompson

1965
Chung-Kyun Wedgeworth

1966
David L. Johnson

1968
Marion T. Reid

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

1972
Gwendolyn N. Weaver

1973
Donna O. Dziedzic

1974
Michael N. Widener

1975
Lynn S. Cline

1982
Sylvia H. Justice

1984
Michèle V. Cloonan

1985
Marcia S. Trauernicht

1987
Sidney E. Berger

1989
Siew-Kie P. Walsh

1996
Scott A. and Anita S. Coleman
Danica D. Enlow

1997
Bridget A. MacMillan

1999
Wendy Schumacher

2002
Michael P. Ragen

FRIENDS OF GSLIS
Eric Enlow
John D. Frey
John J. Hilburger
Faye Louise Lesht

PROFESSOR'S CIRCLE
donors who made gifts of $1 to $499

1931
Doris G. Murdock

1937
Dorothy B. Gustafson

GSLIS Conducts Summer School for Chinese Academic Librarians

Eager to enhance their leadership and library management skills, twenty Chinese academic librarians representing universities from several regions in China participated in a three-week intensive summer study program (June 18–July 9, 2005) developed by GSLIS. Lian Ruan (MS '90), Director of the Illinois Fire Service Institute Library, and Marianne Steadley (MS '01), GSLIS Director of Continuing Professional Development Programs, collaborated on creating the summer learning school, recruiting candidates, and guiding participants through the program.

Activities during the three weeks included a series of lectures, field trips, and workshops. Lecture topics ranged from leadership in academic libraries, to information literacy, to digital libraries. GSLIS and Illinois library faculty lectured while GSLIS Chinese doctoral and master's students assisted with paid translation and volunteer work. A special field trip to the ALA conference in Chicago was arranged, enabling the group to attend the presentation "Going Digital: Experiences from East Asia and the Pacific" and to visit the exhibits at McCormick Place.

OTHER 2005 CPD PROGRAMS

"Digitization Basics," a three-week online course (February 7–25) followed by a two-day hands-on workshop (March 1–2) open to GSLIS alumni and students. Collaboration with Illinois Digitization Institute.

"Soviet Secrets, Russian Revelations: An Inside View of Information and Access in the New Russia," a summer study tour to Russia hosted by Marianna Tax Choldin, July 15-26.

Book Arts Workshops: "The Medieval Book: From Sheep to Shelf," taught May 21 by Sid Berger; "Design in Printing," taught May 22 by Sid Berger; "Bookbinding: East Meets West," taught October 8 and 9 by Bea Nettles; "Hardbound Album with Accordion Spine," taught November 5 by Bea Nettles.

1938
Else M. Kelly

1939
Joe W. Kraus
Ralph E. McCoy

1941
Doris M. Phillips
Benjamin F. Smith

1942
Mary A. Smith

1943
Sarah L. Bush
Elizabeth A. Dawson
Myra Secoy

1944
Marguerite S. Kaufman
Elizabeth R. Usher

1946
Evelyn S. Clift
Mildred S. Hedrick
Mary Radmacher
Marjorie S. Spence
Martha M. Tarpley

1947
Martha P. Dixon
Marion J. Wiederecht
Janice T. Woods

1949
Elizabeth A. Germany

1950
George N. Hartje
H. Ellis Mount
Robert W. Oram
Dorothy De Braal Urquhart
James B. Woy

1951
Le Moyne W. Anderson
Dale M. Bentz
Leonard Coburn
Betty M. E. Croft
Mary P. Hall
Lois A. Lyons
Virginia E. Parker
Rosemary Severance
Ann L. Slaight
Christine Slocum

1952
George T. Couston
William E. Lafranchi
Rose M. Lomonte
Thomas E. Parks
Sonia S. Perry
Miriam L. Ridinger
Katherine A. Staack

1953
Margaret M. Barks
Betty J. Buckingham

1954
Homer L. Fletcher
Mary A. Hall
Virginia V. Kriechel
Janet P. Shea

1955
Theodora U. Andrews
Pauline A. Cianciolo
Jeanne K. Fong
Donell J. Gaertner
Vivian B. Romans
Laura Jean Smith

1956
Ruth E. Bauner
Edwin S. Holmgren
Edward A. Howard
Margaret L. Knight
Emily D. Martin
Virginia L. Owens

1957
Judith Hopkins
Ruth L. Karloski
Patricia F. Stenstrom
Kenneth P. Wolford
Frances L. Woodrum

1958
Barbara Ballinger
Anne B. James
Helen T. Manning
Alma G. Peacock

1959
Marjorie C. Bengtson
Leo F. Hamilton
Martha Landis
Alice I. Nolte
Barbara O. Slanker

1960
Charles A. Bunge
Gene L. Dewey
Lenore M. Glanz
Patricia A. Heidorn
Florence H. Maltby
William L. Mitchell
Walter D. Morrill

1961
Rosemarie Baratta
Betty C. Black
Clara E. Castelo
Evan J. Christensen
Ruth D. Crockett
Elberta J. Ewbank
Robert S. Fuller
Elizabeth Hofsas
Frederick James Kent
Karl D. Kroeger
Andrew Lasslo
Barbara S. McCrimmon
Normalie Strickland
Janet P. Waitz-Brody

1962
Kathleen Breckenridge
Mata-Marie H. Cooney
Jean B. Corey
Marilee Foglesong
Patricia Gates
Louise S. Hass
Alice Norton

1963
Margaret A. Bradow
Carol L. Doty
Sandra O. Herzinger
Willis M. Hubbard

Thomas L. Kilpatrick
Mary Joyce Pickett
Mary Ellen Soper
Anna M. Van Kommer
Marilyn R. Voegele

1964

Gladys J. Boyer
Richard R. Brandolino
Helen J. Ehrensperger
Almeda G. Maynard
Lois B. Schultz
Margaret L. Thrasher

1965

Nancy G. Blase
Nolan R. Bremer
Nettie B. Davenport
Johanne F. Grewell
Joan L. Hewitt
Kay E. Hodson
Mary F. Kralicek
Barbara J. Lintner
Julianne Z. Rohmaller
Mary F. Root
Beth P. Schober
Mary J. Stonebraker
Marianne W. Stowers
Tamara Strubel
Joanne G. Wells
Janet C. Wiehe

1966

John Ed Bell
Melvin A. Carlson Jr.
Phyllis W. Cole
Katherine S. Day
Georgene E. Fawcett
Marianne L. Gatewood
Mary L. Hobbs
Mary R. Knott
Thomas J. Michalak
Jo-Ann Michalak
Alinda J. Nelson
Martha J. Sani
Effie A. Shumaker
Barbara C. Swain
Janet K. Uden

1967

Diane L. Bockrath
Johanna E. Bowen
Rachel R. Campbell
James R. Christopher
William C. Gaines Jr.
D. Janean Garrett
Laurel F. Goodgion
Laura E. Gowdy
Mary Lou Gregory
Nancy E. Hardin
Ann Lynn Kalkhoff
Damaris A. Koontz
Elizabeth H. Monette
John A. Mraz
Paula L. Neale
Gordon E. Rasmussen
Gene K. Rinkel
Nancy J. Smith
Virginia R. Weiser

1968

Barbara W. Blinks
Bonita Dickinson Dillard
Sandra M. Ellison
Cecilia K. Gaines
Julia S. Goldstein

Arlita W. Hallam
Morelle H. Herzinger
Jean C. Hughes
John J. Jax
Suzanne H. Martensen
Barbara M. Molitoris
Marilyn S. Myers
Manhar P. Thakore
Wilma F. White

1969

Vondra Shaw Abbott
John B. Albright
Sara E. Anderson
Gail A. Bardhan
Jary A. Berry
Philip M. Calcagno
Nancy K. Coxe
Adele S. Douglass
Ruth T. Logan
Sandra L. Paddock
Janice K. Shull
Paul H. Spence
Robert D. Thomas Sr.
Carl W. Volkmann

1970

Susan E. Bekiares
Donna L. Bessant
Barbara R. Buchman
Nora J. Cambier
Charlyn C. Canada
Barbara Cox
Wyman P. Deck
Barbara J. Deffley
Jean A. Desmond
Donna J. Gilbert
Ann C. Heaton
Linda L. Houle
Mary J. Huff
Jane H. Koehler
Robert A. McCown
Louis R. Mortimer
Sally M. Moffitt
Marilyn L. Nelson
Rose L. Novil
Cathleen C. Palmini
Kerry M. Pathy
Roberta E. Peduzzi
Phyllis C. Rearden
Linda A. Smith
Louise A. Taylor
Cynthia H. Wargo

1971

Ardell M. Bengtson
Jo Anne Boorkman
John L. Campbell
Margaret Field Crane
Randa J. D'Aoust
Oleva L. Dick
Kathryn M. Harris
Ramona H. Hayes
Mary P. Krick
Mary A. Morgan
Norman V. Plair
Susan K. Pozdol
Kathleen L. Shannon
Julie A. Sigler
Anne E. Stakelon
Joyce A. Van Cura
Robert L. Wagner

1972

Robert L. Archer
Kathleen Mehaffey Balcom

Nancy J. Balz
Tekla K. Bekkedal
Mary E. Bissey
Ann L. Blair
James E. Bobick
Laura E. Bramble
Carmel C. Bush
Linda T. Chapman
Donald G. Davis Jr.
Kathryn DeGraff
Ronald K. Fark
Gail A. Flatness
Ann E. Fleming
Maureen E. Gragg
Janet Hawkins Guydon
Laurie D. Hartshorn
Elaine T. Hershbarger
Nancy P. Johnson
Bridget L. Lamont
Harold M. Leich
Nancy A. McDaniels
Katherine S. McGrath
Samuel F. Morrison
Stella F. Mosborg
Sibyl E. Moses
Maureen M. Musson
Sylvia D. O'Brien
Bobby J. Player Sr.
Jewel A. Player
Donna M. Newton
Sheryl Nichin-Keith
Diana E. Northup
Susan Roberts-Forsberg
Mary H. Salrin
Joan S. Tansey
Janet Bradley Woodard
Christie E. Wrenn
Gail A. Yokote
Candace M. Zeman

1973

Laurie W. Bartolini
Lloyd D. Bockstruck
James S. Chervinko
Tschera R. Connell
Kathryn J. Crouch
Barbara J. Ford
Jeanne A. Gittings
Barbara S. Gontrum
Danuta Gorecki
Carol L. Janoff
Kenneth E. Lavender
Sandra B. Mohammad
Nathan Plotkin
Suzanne S. Reisman
William C. Robinson
Suzanne M. Shackleton
Susan E. Stroyan-Bennett
M. Kathleen Bartoloni De Tuazon
Helga B. Visscher

1974

Bruce O. Barkley
Kathleen R. Bognanni
Richard E. Bopp
Jacqueline A. Bourey-Meyer
Jolien R. Catlin
Nancy K. Clark
James A. Flatness
Tommie A. Gard
Tad L. Graham
Judy E. James
James R. Johnson
Carolynne Myall
Nancy L. Lacook
Mary M. Rooney
Anne L. Shimojima
Kathryn M. Weisman

2005 Windsor Lectures

The Spring 2005 Phineas L. Windsor lecture, "What Children Can Teach Us: Lessons Learned from the Trenches of Digital Libraries," was delivered on February 25, 2005 by Dr. Allison Druin, University of Maryland College of Information Studies and Institute for Advanced Computer Studies.

The Fall 2005 Phineas L. Windsor lecture, "The Academic Library in a Googlezon World," was delivered on October 21, 2005 by Roy Tennant, User Services Architect, California Digital Library.

Both lectures are available online at:
http://puboff.lis.uiuc.edu/catalog/windsor/

The Windsor Lectures are held thanks to a recent gift to the Windsor Fund by Arnold (BS '50 Architectural Studies) and Marian (BA '50 Science and Letters) Thompson of Tuscon, AZ, in memory of Marian's grandfather, Phineas L. Windsor, librarian and director of the School, 1909–1940.

GSLIS EVOLUTION

The face of GSLIS is always changing. The following are 2005 new hires, retirements, promotions and tenures, and service awards:

New Hires
Cindy Hinton, User Services Specialist

Lori Kendall, Associate Professor

Kathryn La Barre, Visiting Lecturer (to become Assistant Professor when PhD completed)

Jerome McDonough, Assistant Professor

Rae-Anne Montague, Assistant Dean for Student Affairs

Jennifer Morgan, User Services Specialist

Megan Mustafoff, Project Coordinator, Library Research Center

Kimberly Schmidt, Publicity & Communications Specialist

Diana Stroud, Assistant Dean for Development & Alumni Relations

Lauren Teffeau, Visiting Project Coordinator

Promotions and Tenures
J. Stephen Downie, Associate Professor, received tenure

Retirements
Diane LaBarbera, Research Data Analyst, retired 11/22/05

Service Awards
Dorlene Clark, 10 years

Kathy Painter, 25 years

1975
Edna Beatrice Briggs
Lawrence A. D'Urso
Diane D. Dold
George R. Gaumond
Margareth S. Gibbs
Andrea M. Hirtle
George R. Jaramillo
Beverly A. Jones
Linda D. King
Molly A. Klowden
Barbara A. Lazewski
Bernice B. Lieberman
William C. McCully Jr.
George F. McGregor
Susan L. McNeil-Marshall
Linda K. Miller
Marcia Thomas
Barbara R. Tanaglia
Imogene Zachery

1976
L. Kurt Adamson
Martha C. Adamson
Mary I. Beveridge
Marlene C. Book
Cheryl J. Boyd
Barbara A. Carroll
Lynn K. Chmelir
Judith J. Dudley
Gordon G. Eriksen
Michael A. Golrick
Jill D. Golrick
Carol Ann Henley
Terese L. Jennings
Janis L. Johnston
Larry A. Kimble
Pamela W. Kuck
Jay H. Lambrecht
Melissa M. Lambrecht
Charles A. Litchfield III
Roberta Shallenberger Lynch
Martha M. Mitchell
Nancy B. McCully
Louise A. Pacholik
Karin A. Reside
Susan A. Schlein
Barbara G. West
John W. Sondheim
Judith C. Thompson
Barbara M. Wildemuth
Lois V. Williams
Nina M. Wunderlich
Mary A. Yonan

1977
Emily Batista
Virginia R. Carden
Mary L. Cartwright
Nancy J. Choice
Beth E. Christensen
Sheila A. Core
Anders C. Dahlgren
Larayne J. Dallas
David J. Gilner
Ana M. Grandfield
Doria B. Grimes
Curley C. Jones
Christina M. Kampman
Margaret E. Kier
Mary A. McDonald
Nancy P. O'Brien
Angela G. Plagge
Susan E. Pope
E. Ann Puckett

Ann C. Riley
Ina N. Robertson
Stephen W. Rogers
Lois A. Skillrud
Patricia H. Urbanski
Debra B. Watson
Weldon L. Whipple

1978
Jackalie L. Blue
Kenneth E. Bradshaw
Karen F. Buth
T. Ashley Edwards
Cheryl L. Flinn
Connell B. Gallagher
Linda S. Greene
Hector R. Hernandez
Joanne M. Humphreville
Christopher R. Jocius
Carolynne S. Kent
Mary Anne Knefel
Lynda G. Leach
Deborah V. Loeding
Dianne E. McCutcheon
Marjorie Kiefer Newman
Kenneth G. O'Malley
Lori L. Osmus
Brenda McElroy Pacey
Kathleen K. Piehl
Linda L. Reichert
Pamela G. Schaffner
Steven B. Schoenly
Kathleen M. Thomson
Diane Parr Walker
Sandra J. Walles
Paula K. Weiss
Lizabeth A. Wilson

1979
James E. Baker
Pamela R. Broadley
Susan K. Gvazdauskas
Eleonore E. Hansen
Miriam L. Kennard
Marilyn K. Moody
Rita M. Moore
Thomas A. Pearson
Patricia T. Procter
Gerald R. Specht
Wilbur A. Stolt
Nona K. Watt
Beth S. Woodard-Wolfe
David A. Zordan

1980
Mary C. Cureton
Donna J. Dettman
Sandra L. Edwards
Mary B. Hester
Anita D. Johnson
Carolyn H. McMahon
Thomas R. Moorman
Bernadette A. Murphy
Kathleen J. Norris
Roxann F. Specht

1981
Sharon Lee Blackburn
Elizabeth S. Brooks
Mary Ellen K. Davis
John J. Hasko
Jean A. Jaderborg
Terrence D. Nollen
Vera C. Oyer
Karen A. Perman

Katharine J. Phenix
Jean H. Shrier
Larry L. Weyhrich
Kim Y. Wittel
Mary Elaine Woolsey

1982
Catherine I. Salika
Betsy R. Sandford
George M. Woolsey
Diane M. Zabel

1983
Frances Ott Allen
Ellen K. Bassett
David Batista
Carol M. Gates
Peter B. Ives
Nancy E. Noffke
Phyllis C. Post
Charles E. Slattery
J. Mark Tucker

1984
Mary Beth Allen
Lois M. Bellamy
Angela H. Graham
Janice L. Kragness
Scott A. Lemmermann
Mark C. McKnight
Laurel P. Preece
Carol A. Roggenstein
Stephanie C. Sigala

1985
Debra L. Aper
April A. Bennington
Kathleen M. Bloch
Jenny R. Chao
Peter O. Cookingham
George E. Ferguson
Faith D. Fleming
Paul M. George
Marihelen Hatcher
Gary M. Johnson
Brenda Murphy
Linda R. Musser
Mary E. Nourie
Kathryn B. Scheiner
Charlene H. Shults
Elizabeth C. Su
Carol C. Vaughn

1986
Sally M. Duchow
Allison C. Fisher
Susan R. Gibberman
Susan M. Jorgensen
Barbara E. Klintworth
Nancy T. Myers
Cheryl L. Niemeier
Vincent G. Sovanski
Jennifer L. Sturgis
Jean E. Wilkins
Geoffrey P. Williams

1987
Lucy Ann Barron
Dora R. Bertram
Gerald M. Carlson
Kathleen W. Craver
Melvin G. DeSart
J. William Draper
Gordon L. Fellows
Chengren Hu

Charles F. Huber
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H. Vernon Leighton
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Karla J. Ritten
Richard E. Rubin
Kay M. Sodowsky
Roger L. Strouse
Sara R. Tompson
Carol L. Thornton
Scott J. Van Jacob
Sarah A. Wachter

1988

Tracy Bicknell-Holmes
Jeanne L. Brunkow
Nena F. Burbank
Robert H. Burger
Ann E. Churukian
Laura A. Frizol
Lorraine J. Haricombe
Jan E. Hayes
Gayle W. Heimer
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Gail L. Hoef
Leann S. Johnson
Lucia M. Khipple
Bonnie L. Maidak
James W. Mason
Susan G. Miller
Amy F. Robison
Kwasi Sarkodie-Mensah
M. Elizabeth Van Jacob
Mary Wilkes Towner

1989

Patricia K. Barr
Kathleen M. Bennett
Timothy W. Cole
Eugene P. Danilenko
Diane Kovacs
Patricia J. Leach
Sandra L. Levy
Beth McNeil
Dennis A. Norlin
Samuel J. Pathy Jr.
Louis D. Petterchak
Mary E. Reiter
David W. Reser
Mark V. Scharff
E. C. Schroeder
Mary K. Sutherland
Betty L. Wagoner
Carolyn C. Wahlmark

1990

Mark E. Andersen
Nancy D. Bishop
Robert A. Dunkelberger
Nura M. Funda
Elizabeth S. Hippely
Stacy E. Hortner
Michael D. Muchow
Debra Lee Newell
Denise G. Rabogliatti
Frances E. Roehm
Marty Rosen
Lian J. Ruan
Kristine G. Schauff
Susan E. Thrasher
Bruce A. Weaver

1991

Kimberly Lloyd Armstrong
Rebecca S. Bare
Sandra Lee Braber-Grove
Johanna R. Bradley
Victoria F. Caplan
Paul K. Cauthen
Helen F. Christenberry
Lisa A. Dick
Nancy J. Disch
John H. Forsyth
Gwendolyn Gray
Marybeth F. Grimes
Marianne Hebert
Allen K. Lanham
William J. Maher
Priscilla Matthews
Sharon K. Naylor
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Steven J. Oberg
Beverly M. Rauchfuss
Lynne M. Rudasill
Michael D. Shadix
Leora O. Siegel
Bette S. Sydelko
Lisa M. Williams
Susan L. Woitte

1992

Sarah W. Aderholdt
Chris M. Anderson
Anne K. Barker
Margaret M. Booker
Jieru Chen
Brian P. Dehart
Gerald T. DeWitt
Diane M. Duesterhoeft
Charlotte A. Dugen
Elizabeth A. Dupuis
M. Constance Fleischer
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Jennifer R. Inglis
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Jeanne Holba Puacz
Marlys J. Scarbrough
Susan M. Schnuer
Donald E. Todaro
Thomas D. Walker
Mary M. Wisnewski
Kristin A. Woizeschke

1993

Laura L. Barnes
Linda C. Ewbank
Denise M. Hannibal
George J. Harmon
Christine M. Larson
Janet Lee-Smeltzer
Kathleen A. Newman
Eric C. Parker
Jeannette E. Pierce
Carol E. Reid
Haralds K. Robeznieks
Elizabeth M. Schobernd
Rebecca E. Sedam
Rebecca S. Smith
Katrina Stierholz
Heidi M. Temple
Cynthia J. Weber
Holly A. Whistler
Roslyn D. Wylie

PHDs AWARDED IN 2005

Hong Cui, "Automating Semantic Markup of Semi-Structured Text Via an Induced Knowledge Base: A Case-Study Using Floras." May 2005. Director of Research: P. Bryan Heidorn

Robert John Sandusky, "Information, Activity and Social Order in Distributed Work: The Case of Distributed Software Problem Management." May 2005. Director of Research: Les Gasser

Alan B. Craig, "Information Content and Communication in Virtual Reality." December 2005. Director of Research: John Ory

Christine Hagar, "The Farming Community in Crisis: The Information Needs of Cumbrian Farmers During the UK 2001 Foot and Mouth Outbreak and the Role of Information and Communication Technologies (ICTS)." December 2005. Director of Research: Caroline Haythornthwaite

1994

Karen A. Anderson
Ellen R. Butchart
Louise A. Cayo
Maria D. Figiel-Krueger
Jared S. Ingersoll
Jane L. Loescher
Mary Ann Monk
Maureen L. Morrison
Mary Jane Petrowski
Brian A. Quinn
Sara A. Schmidt
Wei Wu

1995

Connie L. Amon
Elaine A. Bearden
Sandra C. Bolek
Jane E. Chamberlain
Pamela R. Collebrusco
Susan K. Douglas
Bruce D. Fraser
Eric H. Johnson
Elizabeth L. Letterly
Ginger C. Lynn
Michelle A. Mayes
Alexander B. McLane
Jason D. Mitchell
Janet L. Otto
Melissa L. Palmquist
Lucia R. Webb

1996

Jeffrey S. Brooks
Stacey L. Cisneros
Jeanine E. Finn
Lynn O. Fleming
Helen A. Flynn
Brittney L. Goodman
Heather A. Jagman
Karen A. MacKenzie
Patricia M. Mathews
Margaret C. Mohundro
Ann Phillips
Jian Qin
Andrea L. Schwartz
Nancy Herron Scott
Anna Maria S. Watkin

1997

James R. Blank Jr.
Vivian B. Bliss
Barbara J. D'Angelo
Lori A. DuBois
Manuel G. Erviti
Kathleen C. Fountain
Diane J. Fox
Pasco Gasbarro
Mirta B. Guglielmoni
Naomi R. Hochhaus
Kendi L. Kelley
Sarah E. Kirsch
Thomas P. Kmetz
Christine M. Martin
William B. McLeod
William D. Michtom
Julie M. Miller
Lynn A. Roe
Dawn M. Rutherford
Mary G. Shultz
Mary M. Strouse
Sarah G. Wenzel
Lisa Zhao

1998

Julie M. Chapman
Stephanie R. Davis-Kahl
Gabriel R. Gancarz
Caroline S. Herbert
Chad M. Kahl
John D. Laskowski
Mary K. Laskowski
Nancy L. Lutgens
Douglas E. McCullough
Susan E. Morrisroe
Lois M. Morse
Elizabeth Ruhland
Sandra L. Stauffer
Karen E. Swanson
Barbara J. Turner
William J. Wheeler
Jennifer B. Young

1999

Jon Mark Bolthouse
Connie E. Frankenfeld

GSLIS DEVELOPMENT CAMPAIGN

In 2007 the campus will be announcing a major campaign to raise money for the University of Illinois. At the same time and as part of the larger campaign, GSLIS will launch a development campaign, with a goal of raising $9 million by 2011. This year we have taken a significant step toward our overall goal, and toward some of the following specific priorities, raising $1.5 million in new money from individuals, foundations, and corporations. Overall we have raised more than $3.5 million or about 40% of our campaign goal. To be successful in this campaign we need the help and support of all of our alumni and friends. Every gift, no matter what size, will make a difference to our campaign.

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

1. Additional faculty positions (including endowed chairs and professorships)
2. Fellowships and other forms of student support
3. Upgrading and maintaining information technology
4. Support for GSLIS Research Centers (Center for Children's Books, Library Research Center, Community Informatics Initiative, Information Science Research Lab)
5. Support for space (the building fund, naming building spaces, etc.)
6. Unrestricted funds (that can be used for critical needs as they arise in our building and in support of our faculty and students)

Jill K. Gengler
Janna M. Heinen
Elizabeth F. Hickey
Thomas J. Huber
Marc W. Keepper
Rachel E. Konkle
Rebecca L. Komro
Wen-Ying Lu
Kara J. Malenfant
Brian D. Quigley
David C. Tyler
Amelia S. Weber
Dale M. Wertz
Yin Zhang

2000

Caitlin B. Augusta
Audrey J. Bokuniewicz
Ruth S. Connell
Tracy A. Gabridge
Stacey J. Goldade
Cheryl I. Gunselman
Jeanne M. Lohfink
Lois G. Ridenour Meldrum
Rae-Anne L. Montague
Patrick M. Reidenbaugh
Lawrence J. Ross
Cortney Diaz Schraut
Patricia A. Scott

2001

Malisa J. Anderson
Beth E. Ashmore
Cynthia C. Colletti
Neil E. Das
Marilyn Sue Fuller
Jessica C. Gibson

Jeannette M. Hulick
Melanie J. Huston
Joanne C. Kiley
Amy Killoran
Soobum Kim
Monica L. Martens
Amy E. Matzke
Pamela J. Miller
Meg P. Miner
Mary A. Pohl
Mary Z. Rose
Rena D. Rosenthal
Donna C. Trenda
Marysue J. Schaffer
April L. Spisak
Bruce R. Stoffel
Mark E. Szarko

2002

Jean A. Baile
Alison K. Barner
Paula M. Carns
Siobhan M. Champ-Blackwell
Cynthia T. Clennon
Richard J. Daddieco
Sarah M. Feldner
Esther R. Gillie
Wendy G. Harris
Dan L. Jefkin
Anita R. Johnson
Michelle M. Kazmer
Reed Lowrie
Cynthia L. Mader
David B. Malone
Paul F. Marty
Kevin S. McClure
Doris J. McKay

John A. Moorman
Marsha J. Morman
Joanne E. Newton
Laura G. Olson
Susan R. Phillips
Jo E. Powers
Stacy M. Strauch
Jaeyeon S. Sung
Louise T. Svehla
Elizabeth P. Watkins
Jodi Weisz
Dana C. Wright

2003

Patricia K. Bakunas
Andrea L. Dinkelman
Nanette Wargo Donohue
Alyson Naimoli Dorfman
Amy L. Fry
M. Brooke Johnson
Christine A. Kujawa
Marlene K. Landstrom
Meghann R. Matwichuk
Maureen A. McCarthy
Jessica Emily Moyer
Janise M. Phillips
Catherine T. Pretlow
Christine M. Ross
Evan J. Rusch
Linda Ann Scussel
Linda K. Smith
Rita Stephens

2004

Anna L. Berkes
Stephanie D. Crawford
Chad M. Fennell

Kendal H. Gladish
Christopher P. Hamb
Kate Fultz Hollis
Elizabeth F. Jones
Janet Marry
JoAnn M. Passarelli
Barry C. Sanders
Jordan E. Seymour
Francine L. Tanori-Pote

FRIENDS OF GSLIS

Jeffrey N. Bassett
Joel P. Berger
Mary Ann Boggs
David A. Brunkow
Thomas H. Cartwright
Fred J. Connell
Avis J. Davis
Charles E. Davis
Gordon W. Day
A. Mark Dettman
Charlotte A. Dugan
Thomas F. Flynn
Hongchun Fu
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Thomas H. Fuller Jr.
Garret W. Gengler
Wayne E. Grove
Ziwen Guo
Stan K. Guydon
Adrienne Harmon
Christopher S. Harris
P. Bryan Heidorn
LT Andrew C. Hochhaus
Stephen Holmes
Robert F. and Gloria K. Horvay
Chantelle M. Hougland
William H. Huff
Norman S. Janoff
John J. Jax
Ernest W. Jones
Curley C. Jones
Cynthia A. Kehoe
Helen Knights
F. Wilfrid Lancaster
Priscilla J. Matthews
Linda M. McCullough
Janet W. McGrath
Jeffry K. Niemeier
Michele L. Oberg
John C. Peduzzi
Leroy K. Pickett
Anne Plotkin
Dean A. Pollack
Scott E. Preece
Gordon E. Rasmussen
John V. Richardson Jr.
Selma K. Richardson
Arch D. Robison
Thomas R. Salrin
Robert L. Sani
Susan E. Searing
Rosanna E. Shannon
Eileen Megan Scully
Jean M. Scully
Flora Lancaster Smith
Thomas S. Stakelon
Regis J. Trenda
Marjorie J. Schaeve Trust
Barbara W. Tucker
Peter C. Uden
Helga B. Visscher
Monica M. Walk
Paul M. Walker

William F. Walker
James E. Watson
John Webb
Kathleen Weibel
Baltasar R. Weiss
W. Jon Williams
Lei Xie

ORGANIZATIONS

support includes direct and
matching gift funds and provision
of products and services

3M Foundation, Inc.
Abbott Laboratories Fund
Accenture Foundation, Inc.
Alpha Chapter of Beta Phi Mu
Amgen Foundation
The Andrew W. Mellon Foundation
BD
Bill & Melinda Gates Foundation
The Boeing Gift Matching Program
Borg-Warner, Inc.
BP Foundation
C. Berger Group, Inc.
Caterpillar Foundation
CNA Foundation
Corning Incorporated Foundation
The Dialog Corporation
Eaton Corporation
Eli Lilly and Company Foundation
ExxonMobil Foundation
Fidelity Charitable Gift Fund
Hewitt Associates LLC
Houghton Mifflin Company
Intel Foundation
LEXIS-NEXIS
Library Communication Strategies
Lincoln Trail Libraries System
The Lubrizol Foundation
The McGraw-Hill Companies, Inc.
Monsanto Fund
Motorola Foundation
The Schwab Fund for Charitable
 Giving
Science Applications International
 Corp.
State Farm Companies Foundation
Tyco International Inc.
Vanguard Charitable Endowment
 Program

THE LEGACY SOCIETY

Last year the Graduate School of Library
and Information Science established a
Legacy Society to recognize alumni and
friends who have included a gift for GSLIS
in their estate plans.

These gifts take many forms, including:
simple bequests in your will, gift annuities,
and charitable trusts.

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

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

If you have included GSLIS in your estate
plans or would like information on this
opportunity, contact Diana Stroud, GSLIS
Development Office at 217-244-6577 or
dstroud@uiuc.edu

In our next Annual Report we will recog-
nize our first group of donors to the
Legacy Society. GSLIS would be honored
to include you as a member of the Legacy
Society and celebrate your gift, large or
small!

Visit our web site at: http://www.lis.uiuc.edu/development/ for bequest language and other information.

ALUMNA'S GIFT FOR STUDENT FELLOWSHIPS IS LOOKING FOR MATCHING FUNDS

Lionelle Elsesser (MS '67) and her husband Jim (BUS '66, '67) made a gift of $75,000
toward the GSLIS Alumni Challenge Endowed Fellowship Fund last year. Lionelle and Jim
then challenged other GSLIS alumni and friends to build this fund to a $150,000
Fellowship, which will generate a $7,500 annual student fellowship for a GSLIS student.
The Library School Alumni Association Board is assisting in the fundraising. Thanks to
your help and support, the GSLIS Alumni Challenge Endowed Fellowship fund has grown
to more than $135,000 during this last year.

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

Your gift will build the Elsesser match **and** secure the Provost's fellowship funds. What a
great way to increase your dollar power!

To make your gift, go to http://www.lis.uiuc.edu/development/funds.html and select GSLIS
Alumni Challenge Fellowship Endowment Fund or send a check to GSLIS Development
Office, 501 E. Daniel Street, Champaign, IL 61820, made payable to U of I Foundation with
GSLIS Alum Fellowship on the memo line.

Beginning in Fall 2006, GSLIS will offer a concentration within the campus-wide Master of Science in Bioinformatics (GCB). As a professional school specializing in information management and systems, GSLIS is a natural fit to offer a concentration within the campus-wide degree. GCB students will be taught to develop information management systems in biological applications, with opportunities to consider a broad spectrum of domains including molecular biology, environmental ecology, and biomedicine.

In the GCB program, students may take courses in several departments across the University of Illinois campus. This breadth of training provides students with the multidisciplinary skills that are required for a career developing and managing information systems for the biological community. The program provides training from faculty who are international experts in many areas of information management, including bioinformatics, biology, chemistry, statistics, and computer science.

The GCB is an entirely separate program from the existing GSLIS M.S. degree: students may not be simultaneously admitted to both programs, and the new concentration is not accredited by the American Library Association.

A GSLIS committee for admission to and oversight of the GCB reviews the suitability of each student's program of study, including any necessary remediation in biology or computing. The GCB requires a total of 36 hours of coursework, either with 36 hours of core required and elective courses or with 28 hours of core required and elective courses plus 8 hours of thesis work. At least 12 hours must be at the 500 graduate level.

Coursework
To satisfy the campus core requirements, one (1) course must be taken from each of the three (3) Core Areas: Biology, Computer Science, and Fundamental Bioinformatics. In addition, GSLIS requires one (1) LIS course in relevant information systems technology to teach text retrieval and the systems perspective. A typical student will thus take four (4) required courses: 1 Biology, 1 Computer Science, 1 Fundamental Bioinformatics, and 1 GSLIS (LIS 456 Information Storage and Retrieval). The approved core courses for the program are listed on the campus-wide M.S. in Bioinformatics site, http://archimedes.scs.uiuc.edu/mbi/courses.htm.

GSLIS

LIS 503 Use and Users of Information
LIS 506 Building Digital Libraries
LIS 522 Information Sources in the Sciences
LIS 530B Health Sciences Information Services and Resources
LIS 551 Interfaces to Information Systems
LIS 556 Implementation of Information Retrieval Systems
LIS 566 Architecture of Network Information Systems
LIS 575 Indexing and Abstracting
LIS 590 Biodiversity Informatics
LIS 590 Information Transfer and Collaboration Science
LIS 590EP Electronic Publishing
LIS 590DM Document Modeling
LIS 590RO Representing and Organizing Information Resources
LIS 590HI Healthcare Informatics (Healthcare Infrastructure)
LIS 590EI Ecological Informatics (Biodiversity Informatics)

BIOLOGY

IB 441 Plant Ecology
IB 452 Ecosystem Ecology
IB 462 Mammal Classification and Evolution
IB 464 Insect Classification and Evolution
CHLH 421 Health Data Analysis
CHLH 474 Principles of Epidemiology (VP 517)
CHLH 527 Statistics in Epidemiology
CHLH 590 Biostatistics

COMPUTER SCIENCE

CS 410 Text Processing Algorithms (joint with LIS)
CS 413 Introductory Combinatorics
CS 446 Machine Learning
CS 511 Design of Database Systems
CS 512 Data Mining

OTHER DEPARTMENTS

EPSY/PSYC 594 Multivariate Analysis
STAT 400 Introductory Statistics
PSYC 508 Multidimensional Scaling
UP 519 Spatial Analysis with GIS

GSLiS

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University of Illinois at Urbana-Champaign
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