MULTIFACETED CPD: DEVELOPING A PROGRAM TO MEET THE DIVERSE NEEDS OF LIS PROFESSIONALS

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Abstract
Library and information science (LIS) professionals face an ongoing need to update and augment their knowledge and skills. In response to this professional reality, the University of Illinois Graduate School of Library and Information Science (GSLIS) has adopted a holistic approach to providing opportunities for continuing professional development (CPD). This paper presents a case of the GSLIS experience in creating and implementing a multifaceted CPD program by examining key factors that have influenced recent interest in and growth of CPD at GSLIS including the alignment of CPD with institutional mission; emerging roles and responsibilities of LIS professionals; increasing demand by alumni; and increased accessibility via Internet. Subscribing to the definition of CPD developed by the American Library Association Second Congress on Professional Education, the GSLIS CPD program encompasses a broad spectrum of activities and methods, so as to accommodate time constraints, funding limitations, learning styles, and evolving roles and responsibilities of LIS professionals. This case provides details of the rationale for, approaches to, and challenges and benefits of developing a holistic model of CPD for LIS within a model of continuous quality improvement.

Introduction
This paper provides an account of recent interest and growth of continuing professional development (CPD) initiatives and activities at the Graduate School of Library and Information Science (GSLIS) at the University of Illinois at Urbana-Champaign (UIUC). By emphasizing a specific context, this case offers an opportunity for readers to consider the topic in depth and understand the complexities inherent within this authentic situation. The first part of the essay provides background information about the setting and the people involved in the case. The following section introduces Continuous Quality Improvement (CQI) and related factors influencing growth of CPD. The third section discusses the use of holistic model of program development and current CPD activities at GSLIS. The final section explores future challenges and possibilities of providing CPD.
CPD setting

The University of Illinois was founded in 1867 under the Land Grant Colleges Act. It is a state-supported institution with a threefold mission of teaching, research, and public service with three campuses: Urbana-Champaign, Chicago, and Springfield. As of fall, 2003, UIUC has a student body of 38,864 of whom 9210 (23%) are graduate students. UIUC is “one of the nation’s great research universities, known for its distinguished faculty, its outstanding resources and the breadth of its academic programs. It is deeply committed to educating its large, diverse student body and to engaging critical societal and scientific issues”.1

Since the 1890’s UIUC has offered educational programs preparing students to be librarians and, more recently, information professionals in a wide range of settings. Consistent with the UIUC mission, the GSLIS mission is to provide:

- graduate education for leaders in research and practice in the fields of library and information science,
- groundbreaking research to advance preservation of and access to information in both traditional and digital libraries and in the many settings outside of libraries where large amounts of critical information are collected,
- useful service to librarians and other information service providers, as well as to the citizens of Illinois.2

GSLIS is highly ranked among schools of LIS in the United States (U.S.) and was ranked #1 in the most recent U.S. News & World Report3 review. Successes at UIUC, and GSLIS in particular, are closely tied to the vast information resources available through by the University Library, which include more than 10 million monographs and 90,000 periodicals and journals. The Library is organized into forty-two departmental libraries, LIS having its own specialized staff and collection.4

GSLIS provides higher and continuing education opportunities at all levels of study, including an Information Technology Minor for UIUC students pursuing Bachelor’s degrees, an American Library Association (ALA) accredited Master of Science (MS) program (available on-campus and online), a post-master Certificate of Advanced Study (CAS; also available on-campus and online), and a Doctor of Philosophy degree. During the fall 2004 semester, 797 individuals enrolled in courses at GSLIS. Teaching and research are overseen by 18 tenured or tenure-track faculty whose research interests cross a wide spectrum in LIS and other related disciplinary areas.5 Regular faculty, adjuncts and staff contribute to GSLIS degree and CPD programs by sharing specialized knowledge across a broadly defined LIS curriculum.6

CQI and growth of CPD

UIUC, GSLIS, and librarians in general, are perpetually concerned about increasing access to high-quality information and educational opportunities. As many successful institutions, GSLIS operates within a model of CQI. This term refers to, “a philosophy and attitude for analyzing capabilities and processes and improving them repeatedly to achieve the objective of customer [stakeholder] satisfaction”.7

CQI is a model adapted from Deming’s Total Quality Management (TQM). “The concept of TQM is applicable to academics”.8 Several TQM principles are considered particularly salient in the realm of educational reform, including a “total dedication to continuous improvement, personally and collectively” and the establishment of a culture where “students can best achieve their potential through continuous improvement”.9 In a model of CQI, stakeholders are active participants in designing and evaluating programs whereby “students [as well as alumni] can give input regarding what improvements are
needed in the services they receive and in determining how successful the interventions have been”.10

As part of a land-grant institution and a school of LIS, GSLIS espouses a dually reinforced commitment to provide outreach and opportunities for lifelong learning as, “Universities [and schools of LIS, in particular] have an important obligation to people far beyond the borders of our campuses. We are stewards of knowledge that can serve as an important landmark, but only if that knowledge is dispersed and shared freely with everyone who seeks it”.11 This premise is echoed by the UIUC Office for Continuing Education's mission to “provide leadership for lifelong learning and distance education”.12

CQI is integrated into the culture of GSLIS. Since the early years, a commitment to extending educational opportunities has also existed, although the intensity has varied throughout time. The founding director of the School, Katharine Sharp, was a pioneer in extending the reach of the profession and is well known for her outreach efforts including, “summer training classes, library extension services, and other forms of outreach to promote the library and the librarian”.13 Developing programs intended to serve new audiences, especially those beyond the walls of the institution, require vision and commitment. Specific factors, which have influenced the recent rejuvenation in providing new educational opportunities for CPD at GSLIS are discussed below.

Online education

In 1996 GSLIS saw an opportunity to take a leadership position both on the UIUC campus and among its peers in LIS to pioneer a new approach to education, enabled by the Internet. LEEP, originally an acronym for Library Education Experimental Program, is a GSLIS scheduling option for both the MS (since 1996) and the CAS (since 2002). LEEP is designed as a hybrid model featuring synchronous, asynchronous, independent learning and brief residential components.

The original motivation for developing an online degree option was twofold: to reach qualified students who wanted to pursue LIS education but were place-bound, and to experiment with a new medium for teaching and learning. During the past nine years, LEEP has achieved its original goals and also produced a significant number of unexpected benefits. Those related to CPD are discussed here.

Delving into the new world of online education promoted intensive scrutiny and opened-up new avenues of research and increased interest in program evaluation. Throughout the development of the LEEP program, there has been an interest (and a need, based on stakeholder input) to monitor and assess outcomes of individual courses, success of individual students, satisfaction of faculty, and performance of the program overall. Such evaluation has been integral to gauging success and guiding improvements within a model of CQI. Specific approaches have included new initiatives to track retention of students and placement of alumni; a LEEP retreat in summer 2002 involving faculty, staff, students, and alumni; and formal research carried out by selected GSLIS faculty and doctoral students with interests in computer-supported cooperative work, computer-mediated communication, and online pedagogy. With this much interest and investigation in understanding and monitoring LEEP, many formal works have been created. To facilitate access, a LEEP Bibliography was developed.14

Intensive research on LEEP has led to a faculty culture with a greater interest in understanding teaching and learning in all settings and exploring new ways to enhance student learning. For example, in terms of age, GSLIS master’s students follow national trends.15 Online students in LEEP tend to be slightly older. This has led to more emphasis being placed on better serving the needs of mature learners, a factor which also may be considered in
designing and delivering CPD. GSLIS faculty and staff are now more likely to draw on the theory of andragogy, in designing syllabi, classroom activities, and CPD programs. With greater awareness of characteristics of adult learners, such as autonomy, self-direction, goal-orientation, relevancy-orientation (i.e., they need to know why they are learning something), interest in practical tasks and problem-solving, faculty and staff are better prepared to meet the needs of new groups of mature students, like those interested in CPD. As noted by Smith, Lastra, and Robins;

Faculty who teach in LEEP become much more self-reflective, not only about their teaching in the online environment, but also about what they do (almost intuitively) in the face-to-face classroom. The extent to which this contributes to increased quality in teaching, in whatever setting, deserves further investigation.

LEEP has facilitated opportunities for faculty to rethink their roles as teachers and pedagogy in general. Opportunities to rethink approaches and aims regarding degree programs have led to rethinking about CPD.

GSLIS students have also benefited from having access to new approaches to learning. Alumni are now better able to stay connected and give back to the School from which they earned their degree. For example, a new scholarship endowment fund, started with gifts from current LEEP students and alumni was started in 2003. Graduates now frequently serve as guest speakers during live synchronous sessions in LEEP courses. As well, graduates regularly serve as ambassadors by recruiting new students into GSLIS programs and being willing to serve as points of contact for prospective students, especially those in their geographic area or with similar areas of interest/specialization. Students and graduates can also participate more easily in special events, such as convocation, and now have new opportunities for participation, such as virtual reunions. As the number of LEEP graduates and the time since their graduation increases, the need and demand for providing greater access to CPD, particularly online CPD, opportunities also augment.

Although integrated into GSLIS through curriculum, LEEP was originally conceptualized as a separate scheduling option. In recent years, this distinction has become significantly blurrier. For example, approximately 20% of on-campus students now enrol in one or more online classes via LEEP and over 70% of on-campus classes currently take advantage of online instructional tools (such as electronic bulletin boards). Only a decade ago, these were considered foreign territory. The robustness and utility of the infrastructure originally developed to serve students at a distance now afford opportunities for making connections and promoting participation to all members of GSLIS and the LIS community at large. Some examples of online CPD initiatives utilizing LEEP technology include the CAS, regularly scheduled open lecture sessions, online alumni events, online community credit courses, and the newly formed CPD advisory group.

LEEP, the first online degree program offered by UIUC, now accounts for approximately 50% of GSLIS enrolments and draws students and faculty from throughout the United States as well as some students from abroad. It enhances departmental culture and has greatly broadened the horizon for educational outreach. In the past ten years, the development of online learning at GSLIS has made a significant impact on the intensity of CQI. LEEP has served to leverage research opportunities, enhance technology integration for online and on-campus degree and CPD programs, promote increased interest and discussions about teaching and learning, and served a springboard for designing and developing new initiatives, including a robust CPD program. By embracing the potential of the Internet to facilitate communication and community-development, LEEP has served as a catalyst for improvement and advancement of lifelong learning. The idea of using new technologies to augment service is not new at GSLIS. For example, in the forties, Professor Alice Lohrer’s ‘flight’ extension
program was used to expand remote access to library education. What is unique, however, is the intrinsic versatility and impact of the medium.

**Formal alignment of CPD with institutional mission**
A statement of commitment to CPD by the School is posted on web site: GSLIS is committed to expanding our focus of continuous learning and development by creating and providing the library and information professional community with a variety of continuing professional development opportunities in many areas of library and information science, services, and operations. A CPD director was hired to plan, design, market, implement and evaluate CPD programs. The creation of this position has enabled GSLIS to start making a more substantial contribution to the profession’s continuing education. According to Varlejs, having an individual who is employed to run the CPD program, along with longevity of offerings, are the two best indicators of quality assurance in continuing education.

**Increasing alumni demands**
There has been an increasing M.S. enrolments which have lead to increasing numbers of graduates. The alumni have an expectation that if school solicits ongoing donations something should be provided in return. There is a desire to maintain affiliation with school and faculty by other than social activities (as evidenced by surveys conducted in spring 2004).

**Emerging roles and responsibilities of LIS professionals**
As the American Library Association (ALA) Committee on Accreditation notes, “the [library] profession itself is undergoing profound changes”, making ongoing education a necessity. LIS professionals have an increasing need for technological competencies (e.g. homework help, online reference, support for corporate offices around the globe) to support virtual constituencies. As Jones explains, today’s LIS professionals are charged to facilitate online access to information via the Internet:

> The integration of the Internet into our daily lives affects no single profession as completely as that of the librarian. For centuries, information has been archived and accessed through a single location, the library. Instantaneous access to online information, direct dissemination of information as it is created, and interaction and creation of information online, all from the home or office-- these are revolutionary and anarchical concepts. Very few among us still deny the pervasiveness of online information access, yet how do we see ourselves leading, and not just reacting, to this revolution?

One clear path to enhancing leadership potential and abilities is through CPD. Local librarians in both small rural communities and urban neighborhoods increasingly have the opportunity for involvement in community development efforts and to work with local leaders for community betterment. Libraries can engage in community development efforts in many ways including: serving as community information centers and community training centers; becoming hubs for community Internet access; and providing preservation facilities for community history. Education and training for both library staff and community members are essential components of these focused community information services. In January 2003, GSLIS partnered with the Puerto Rican Cultural Center (PRCC) in Chicago’s Humboldt Park area and established a Saturday Street Academy course called ‘Paseo Boricua Community Librarianship’. Participants in the course are high school youth completing their degrees. Together they work with GSLIS faculty and students to apply information science, and information and communication technologies, to neighborhood issues (cultural preservation, teen pregnancy, limited educational resources, racism, gentrification, etc.). The project uses
iLabs, which provide tools for communication, collaboration, and content management for community members. To share the successes of this project and to encourage similar efforts, a Civic Engagement CPD workshop was held at GSLIS this spring. Libraries are focal points for community information services, and CPD programs incorporating online software such as iLab, along with face-to-face workshops, can provide both the tools and the skills for librarians to meet emerging responsibilities in their communities.

A holistic model of program development

As a state-supported research-intensive institution dedicated to a culture of excellence, UIUC actively promotes and facilitates inquiry related to programs and services. In November 2000, the ALA hosted a Congress on Professional Education to consider issues and problems of continuing professional education for librarians and other professional library staff. In the Final Report of the Steering Committee, several influences on the need for dialogue and action in this area were cited, including:

... the ever-increasing pace of change, the increasing complexity of the information environment, social changes such as diversity and globalization, increased organizational and personal accountability, and a growing awareness of the need for continuous learning.

Congress participants charged LIS education providers to challenge assumptions, design new opportunities and creative programs, model effective CPD practices and techniques and reach out to those most in need of support and learning opportunities. In order to address this range of issues and progress toward a new era of CPD, a holistic model is necessary. Concerned with promoting human potential, holistic educational models seek to reflect and respond more fully than conventional education to student needs, interests and realities. Given the dynamic nature of CPD, a holistic educational model provides flexibility to adapt to changing environments and move in many directions. At GSLIS this is accomplished by building on our strengths in designing and delivering programs though a variety of methods (e.g. – current awareness publications, lectures and online discussions, workshops, non-degree courses, special events, formal post-master’s certificate, networking, etc.). This broad-based approach aims to;

- increase accessibility to varied educational opportunities and learning communities,
- accommodate for time constraints, funding limitations, learning styles, evolving roles and responsibilities and other realities related to LIS professionals,
- engage and educate the LIS professional,
- build a community of lifelong learners who will look to GSLIS for CPD.

This holistic model for CPD is supported by broad experience, extensive resources and a culture of CQI at GSLIS and also incorporates its own formalized system for quality assurance, included ongoing surveys; regular meetings with practitioners in the field and in the state library systems; and incorporation of feedback from program evaluations. Ongoing assessment enables data-driven program design resulting in better programming and increased participation. A new initiative to establish a virtual CPD advisory committee is intended to promote greater ongoing guidance for program development. The committee will use LEEP technology for quarterly synchronous meetings and ongoing discussions will be enabled using the electronic bulletin boards.
CPD development and activities at GSLIS

At GSLIS, CPD program development has been guided by:

- a series of surveys,
- discussions with alumni,
- focus groups with librarians around the state,
- semi-annual meetings with library systems’ CPD coordinators.

As shown in Figure 1, there has been a significant increase in the numbers of CE activities and attendees since 2001 when GSLIS hired a CPD director and needs assessments and program planning began.

Figure 1: Number, attendance, etc. of GSLIS non-credit CPD activities

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<tr>
<th></th>
<th>2001-2002</th>
<th>2003-2004</th>
<th>% Change</th>
</tr>
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<tbody>
<tr>
<td>Total number of non-credit activities held</td>
<td>2</td>
<td>13</td>
<td>+85%</td>
</tr>
<tr>
<td>Total attendance</td>
<td>40</td>
<td>320</td>
<td>+88%</td>
</tr>
<tr>
<td>Contact hours</td>
<td>2</td>
<td>76</td>
<td>+97%</td>
</tr>
<tr>
<td>Number of programs offering Continuing Education Units (CEU)</td>
<td>0</td>
<td>5</td>
<td>+100%</td>
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In addition to increasing the numbers of activities held, over the past three years GSLIS has offered more variety in programming format and content. During 2000-2001, the only CPD events offered were seminars. By 2004, the range of activities included workshops, lectures, short intensive courses, conferences, and institutes. Details of specific programming initiatives are discussed below.

Online discussions

The ALA recognizes personal networking as CPD. Maintaining contact and exchanging ideas with other information professionals is an informal and inexpensive means of CPD. Pedley cites several benefits of networking:

- Helps the information professional keep abreast of developments in the field;
- Provides an opportunity to help others and to be helped;
- Is an effective recruitment tool;
- Is particularly useful for solo librarians with no access to other information professionals on the staff and limited opportunity for formal training.26

Networking in an online environment is challenging, but at GSLIS, this has been facilitated by the LEEP infrastructure. In spring 2004, GSLIS started a program wherein alumni are invited to join online discussions and lectures in several LEEP classes each semester. During these sessions, experienced librarians and students have the opportunity to share ideas and learn from each other. This activity has no cost to either GSLIS or the participating alumni and is accessible to even the most remote individuals.

UI current LIS clips

New technologies offer librarians multiple media for keeping professional knowledge and skills current. At the same time, new technologies offer CPD providers multiple media for delivery. Using a push strategy to deliver new information via an email notification is easy for both the customer and the provider. Current awareness publications fit this model well, and in fall 2002 GSLIS and the UIUC LIS library created UI Current LIS Clips,27 an electronic current awareness service covering some of the latest issues in the profession. This free
service offers easy-to-read summaries of the key recent publications in the field for practicing librarians, information professionals, and academics. In the past two years, over 300 subscription requests have been received from around the world. Issues to date have covered topics such as: Continuing Professional Development Program, Recruiting New Professionals to the Field, Web Searching, Electronic Resources, and Marketing Library and Information Services.

Workshops and lectures

Edelson states, “One of the most glorious features of the continuing education world, from the perspective of practitioners, is the mind-boggling variety of things to teach. If you think about it everyone is a potential student”. While the GSLIS CPD program is primarily directed towards the needs of the LIS professional, CPD programs are also an opportunity for outreach with the greater community. In CPD workshops and lectures, community and campus members can learn about each other in a casual and friendly manner.

Workshops and lectures presented by GSLIS have covered a wide variety of topics (including youth services, civic engagement, and book collecting), used different delivery modes, and have occurred in various locations around Illinois. Although most activities have been conducted face-to-face, a lecture on Anglo-American Cataloging Rules used the state library’s video-teleconferencing capabilities for broadcasting. Extending geographic boundaries, workshop facilitators brought ‘Using the Web to Promote Your Library’ to Springfield and ‘Trends in Library Technology Management’ to Chicago.

An interdisciplinary Book Art workshop series (with seven segments) offered in 2004 brought together LIS professionals, other campus units, and community members. Attendance at these workshops was often by repeat participants. Varlejs notes that while it is difficult to measure quality in CPD, a repeat customer implies a satisfied customer.

Community credit (non-degree) courses

In summer 2002, GSLIS started actively promoting enrollment availability, in both on-campus and online credit courses with excess capacity, to non-degree seeking students for the purpose of continuing professional development. A survey of alumni indicated interest in the option of taking additional courses after graduation, thus in addition to providing CPD to the professional community, this program enhances GSLIS outreach and connectivity with alumni. This Community Credit program coordinated by GSLIS and the Academic Outreach Department of UIUC Office of Continuing Education is open to students who possess at minimum a baccalaureate degree. When the program started, nine courses were available and nineteen students enrolled. During the 2003-2004 academic year, openings in forty-five courses were available and fifty-eight students enrolled. Although there has been a marked increase in enrollment over the years, as these courses are first and foremost for degree seeking students, future numbers will necessarily be limited by excess capacity, which varies by semester.

While a number of both on-campus and LEEP alumni have taken advantage of course availability, the Community Credit option has also been successful as a recruiting tool as it enables potential students access to a limited number of courses before applying for a degree program. A lifelong learning trend identifies that post-baccalaureate certificates often lead to degree programs. While the courses offered via the community credit program currently do not result in a formal certificate, they do provide students the opportunity to take graduate level courses and then apply them to a degree. The online option affords participation by a wider and geographically dispersed audience.
Intensive credit/noncredit courses

Edelson observed that continuing education, with its open structure and receptiveness to the market, becomes an excellent location to try new programs and launch innovations. During summer 2003, three new one-week courses on topics in special collections librarianship were offered. These included History of the Book, Special Collections in the Sciences, and Fundraising for Special Collections. Originally conceived as non-credit CPD summer institutes, GSLIS student interest was so high that a credit option was offered. That year, the class make-up was a mixture of GSLIS students and anyone interested in these special collections topics. The content and intensive format of these courses was so successful with GSLIS students that during summer 2004 they became part of the curriculum and are now offered for credit only. An unexpected outgrowth of this program in 2004 was the previously mentioned Book Arts workshops.

CAS

According to Varlejs, although LIS online master’s degree courses and programs have been increasing, face-to-face is still the prevailing mode of delivery for CPD. At GSLIS, with growing numbers of courses in the degree program available online via LEEP, options for use of the online material as CPD also increase. Existing material may be modified and modularized such that it can be offered as short online CEU-bearing courses or non-credit CPD.

The most formal and structured CPD program offered by GSLIS is the CAS, a forty semester hour course of study open to those who hold a master's degree in LIS or a related field. The CAS provides experienced information professionals with an articulated and systematic continuing education program to enhance their professional development in LIS. The CAS program enables librarians, information scientists, and others in information management to enroll in a post-master’s degree program to refresh and update their skills, gain greater specialization in their professional training, or redirect their careers from one area to another. Building on several years of experience in online education with the graduate degree, in 2002 an online option for the CAS using LEEP technology was approved. A new online technically oriented concentration in digital libraries will admit students in 2005, further increasing the opportunity for online CPD.

Challenges - then and now

Building on a solid educational foundation with increased interest and capacity for outreach under the guidance of a designated coordinator, the CPD program at GSLIS has grown considerably over the past three years. But growth has not been without challenges. Starting a new program, which is outside of the main work GSLIS, entailed finding ways of relating CPD to the mission of the school and conducting internal marketing. With a research-oriented faculty and no CPD budget, identifying resources to plan, design, promote and conduct CPD was, and continues to be, a task requiring creativity. Hence, from the beginning, building a program embracing a holistic approach to make best use of available resources has been fruitful. Linking CPD to outreach and alumni relations has provided the connection to the School's mission and has uncovered a pool of resources for planning, developing, marketing and conducting CPD activities. Alumni have contributed to needs assessment efforts by participating in surveys and focus groups; developing and conducting workshops; and volunteering to be members of a newly established CPD advisory board. Internal marketing of CPD programs to faculty, staff and students has helped position CPD as a school resource not only to external consumers, but also to the GSLIS community. Print flyers, electronic bulletin board announcements, and personal invitations have helped increase...
awareness and acceptance of CPD as a School program. With an eye to the future market for CPD, GSLIS encourages students to attend activities by offering reduced rates or other incentives.

The dynamic nature of the LIS field makes it challenging to plan, develop, market and deploy CPD. The roles of libraries and librarians are changing and identifying those roles and the required education and training necessitates ongoing assessment. Because CPD should be able to respond quickly to changes, the transition from isolated programming to a more strategically planned program is needed. Fortunately, the holistic model is also an adaptive model, which accommodates both. In face-to-face training, making use of resources as they come available often leads to one-time programs. On the other hand, online CPD offers continuity and reuse of content. Online CPD is a growth area and one in which GSLIS will continue to increase activities.

The financial return on investment (ROI) for programs other than Community Credit courses and the CAS has been small. The additional tuition dollars brought in as a result of increased enrollment in Community Credit courses and the CAS are considered precisely that – tuition dollars. In regards to the other CPD programs, online discussions, the electronic current awareness service, and most of the lectures and seminars provided to children and youth services librarians are free to the LIS community and do not generate revenue. Workshops and the short intensive courses have produced some revenue, but the amount has been affected by factors such as the one time nature of some of the programs, the location of GSLIS in a relatively small community, and the fees LIS professionals are willing and able to pay.

There have been other measures of success however, which are less tangible but equally important. CPD participants enhance the learning community. Alumni have taken note of the increasing numbers and types of CPD programming as evidenced by positive survey responses and participation in CPD. They have new opportunities to stay connected and contribute to the School, which now provides them formal services. Opportunities to try small-scale innovative programs such as the Special Collections Institutes have resulted in GSLIS being able to offer special collections librarianship courses to students. These courses have not been part of the curriculum in many years. And, finally, by committing support to a dedicated CPD director and expanded programming, GSLIS is contributing to the LIS profession by providing leadership for lifelong learning. As White remarked, one should not expect any thing less from a school “which has consistently remained in the vanguard of educational progress”.32

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