

Faculty

Core Themes

The core themes which characterize the School of Information — multidisciplinary, user-centered, collaborative, research-focused — are reflected in our faculty. The faculty play the most crucial role in implementing the School's mission and enabling it to deliver on its objectives.

The School's multidisciplinary approach to the study of information requires a faculty comprised of diverse disciplines. The integrated approach to the study of information requires faculty who can apply not only their own discipline, but help create a new, blended discipline through collaboration with colleagues in teaching and research. The faculty must be boundary-spanners. Further, to create a program of teaching, research and service that is highly user-centered and engaged, these elements must be an integral part of the work that faculty do. The emphasis on team-based collaboration requires faculty who can teach, do research, and perform service as part of a team. The School's location in a premier research institution and its own mission which emphasizes research requires a faculty with exceptionally strong research backgrounds and active research agendas. Finally, the University's motto of "leaders and best," and the School's emphasis on leadership and innovation requires that its faculty be recognized as leaders in their respective fields.

The multidisciplinary nature of the faculty is illustrated by Appendix C 1, which lists the governing faculty, the areas of their degrees, and the primary areas of their teaching and research (intel.si.umich.edu/cfdocs/si/courses/people/faculty-table-coa.cfm), and by Appendix C 2, which does the same for the adjunct faculty (online at intel.si.umich.edu/cfdocs/si/courses/people/adjunct-faculty-table-coa.cfm).

The exceptionally strong research accomplishments of the faculty are illustrated in Appendix C 5, which shows grant activity, and the CD-ROM, which shows research publications and the faculty's CVs.

Overview of the Types of Faculty Appointments at SI

This section begins with an overview of the types of faculty positions at the School of Information, followed by summary statistics for these appointments.

The Governing faculty of the School of Information consists of all professorial rank faculty with and without tenure. In addition, the governing faculty currently includes two senior research scientists who have assumed faculty roles of teaching, research, and service, and who have been granted governing status by the governing faculty. Research scientists are nontenure track ranks which have research as their primary responsibility, but those who are appointed or who gain promotion to the senior ranks expect a long-term association with School of Information projects and receive a review similar in many ways to those of faculty members. These appointments have open durations, though are subject to periodic review. Such positions typically assume responsibilities similar to those of faculty, including teaching courses, curricular design, student advising, and service on key committees important to the instructional mission of the program, such as the Curriculum and Master's Admission committees.

At the School of Information, governing faculty have voting rights and make key decisions affecting the School's program. The dean is the chief executive officer of the School. The dean is advised in his decisions by the Dean's Advisory Committee, other individual committees in the School, and the governing faculty at large.

In addition to the governing faculty, there are instructional visiting and adjunct faculty, who are appointed by the deans, with input from the faculty. Adjunct faculty and visiting faculty, and instructors are involved with the School primarily on an instructional basis, and typically do not advise students or serve on committees. The School's faculty categories also include clinical faculty. At present, no such appointments have been made in this category.

C 2 : Faculty

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The following table shows the current faculty across the various categories as of September 2002.

Table C 1: Faculty Headcount

Faculty Headcount	
Tenured/Tenure-Track Faculty	30 (24.47 FTE)
Professor (15 or 11.67 FTE)	
Associate (8 or 6.05 FTE)	
Assistant (7 or 6.75 FTE)	
Research Scientists who are governing faculty	2 (2 FTE)
Adjunct	18 (3.97 FTE)
Visiting	2 (2 FTE)
Within the Tenured/Tenure-Track Faculty, 67% are tenured faculty and 30% are female. The distribution of under-represented minorities is as follows:	
Percent African-American	7%
Percent Hispanic	0%
Percent Asian	10%
Percent Native American	0%

Joint Appointments. Several of our faculty have joint appointments at other Schools and Departments at the University of Michigan. Some of these appointments are funded by the other units and some are “courtesy” or “dry” appointments. Joint appointments are very common at the University given the emphasis on multidisciplinary research and collaboration. We have faculty jointly appointed with units such as Business Administration, Public Policy, Economics, Psychology, Computer Science, Engineering, Political Science, the Residential College, and the Center for Afroamerican and African Studies. Faculty with joint appointments have partial appointments in SI, but play active roles in the School, and often participate at a level comparable with full-time faculty in terms of teaching and service to the School. These joint appointments further enhance the multidisciplinary environment within SI and allow faculty members to stay current and engaged in their home discipline, while simultaneously bringing those insights into SI. Of the 14 faculty with joint appointments, 10 faculty teach courses taken primarily by SI students, and also serve on SI committees. Nine consider SI as their home unit, and the other splits his time equally between SI and the other unit. Four others consider other departments as their primary unit. Some of the courses taught by joint faculty are cross-listed with other units, but not the majority. Of the joint faculty with primary appointments in SI, four do not teach any courses in their other unit, three teach courses which are cross listed, and two teach courses in other units which are not cross-listed in SI. With 30 faculty and 250 MSI students, the School has a high ratio of faculty to students.

The following section will show that the faculty are leaders in research, have demonstrated excellence in the design and delivery of the instructional program, and are leaders in service to the University and the profession. We also demonstrate how the faculty’s leadership is related to the School’s core themes of user-centeredness and cross-disciplinary approach.

SI Faculty within the Framework of the ALA Standards for Accreditation

The following section discusses the SI faculty within the framework of the ALA Standards of Accreditation. The ALA standards are given in italics.

STANDARD III.1: The school has a faculty capable of accomplishing program objectives.

The following sections of this chapter will describe how faculty accomplish the School's program objectives. In addition to the narrative, various tables will illustrate how faculty accomplish the program objectives: Appendix C 5 shows how the faculty are leaders in research, while Appendix C 1 shows the academic diversity of the faculty and how their research and teaching backgrounds support the multidisciplinary nature of the program. Appendix C 3 and Table C 8 show the faculty's service contributions and leadership, as well as their impact on the field. Table C 2 shows how the School's *primary and adjunct faculty* cover the range of courses offered in the MSI program, and Table C 7 show how the faculty's teaching competence is viewed by MSI students.

The faculty's ability to deliver the breadth of curriculum reflected in the School's mission and educational objectives is shown in Appendices C 1 and C 2 which show faculty teaching assignments.

STANDARD III.1: Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution

Faculty at the University of Michigan are expected to meet exceptionally high standards, and appointments must be consistent with the University's overall criteria for excellence in leadership in research. Within the University, each school and college establishes its own criteria, consistent with those of the University. Each appointment is reviewed and approved by the provost and the Regents. At SI, faculty being considered for appointment are expected to possess a Ph.D. in a relevant field, have a commitment to working in a multidisciplinary environment, and show evidence of potential for excellence in innovative teaching and in conducting research. Appendix C 5 shows how SI faculty excel in research, and reflects how the School's criteria for appointment, and promotion, are consistent with the University of Michigan's place as a premier research institution with very high standards for academic excellence.

STANDARD III.1: Full-time faculty members are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

The School has a large complement of governing faculty relative to its student body size, with an overall ratio of one faculty to eight students. As shown in the tables mentioned above, the combined faculty expertise covers the areas of each of the School's specializations, and provides research depth and leadership for each of the areas. Most faculty with joint appointments have their home base in the School, and maintain a high level of commitment to the School's teaching and service activities.

Adjunct faculty lend valuable expertise from the perspective of the practicing professional. Most adjunct faculty are active in professional practice, while others have faculty or research positions which provide them with theoretical and research perspectives. Most adjunct faculty have long-standing relationships with the School, and have taught a number of years at SI. Adjunct faculty positions or expertise areas include:

- Law library director
- School media specialist
- Technology administrator

C 4 : Faculty

University of Michigan School of Information COA Program Presentation

- Usability design specialist
- Information architect
- University librarian
- Archivist
- Research scientist programmer
- University counsel for intellectual property law
- University administrator for information technology policy
- Internet Public Librarian

Teaching and Coverage of the Curriculum Specialization Areas

The following table shows courses by specialization areas and their coverage by members of the governing and adjunct faculty. Foundations courses are taught exclusively by members of the governing faculty.

The table points out one area of imbalance in the staffing of human-computer interaction (HCI) courses. Although HCI is the largest specialization area in terms of students, it has the fewest number of courses taught by governing faculty.

Note that some courses can count toward the requirements for more than one specialization. For example, Information Architecture, Database Applications, and Information Policy are courses which count toward LIS, yet may be cross-listed with another specialization. We expect that cross-listing will become more frequent as the multidisciplinary nature of the program develops.

Table C 2: Courses Taught by SI Faculty

ARM Courses	Governing Faculty
Problems in Archives Administration	Elizabeth Yakel and Margaret Hedstrom
Access Systems for Archives	Elizabeth Yakel and Margaret Hedstrom
Preserving Information (also LIS)	Elizabeth Yakel
Management of Electronic Records	David Wallace
Archives Practicum	Francis X. Blouin
Understanding Records and Archives	David Wallace and Elizabeth Yakel
Archival Appraisal	David Wallace
ARM Courses	Adjunct Faculty
Archives Practicum	Thomas Powers
HCI Courses	Governing Faculty
Computer-Supported Cooperative Work	Gary M. Olson
Evaluation of Systems and Services	Judy S. Olson
Database Applications	Dragomir Radev
Visual Persuasion	Karen M. Drabenstott
Natural Language Processing	Dragomir Radev
HCI Courses	Adjunct Faculty
User-Interface Design	Tom Brinck
Information Architecture	Peter Morville
Information Visualization	Barbara Mirel
Programming II	Sandra Bartlett or Matthew Kuofie
Fundamentals of Human Behavior	Colleen Seifert
Design of Complex Web Sites	Terry Weymouth
Programming I	Sandra Bartlett
IEMP Courses	Governing Faculty
Microeconomics	Yan Chen
Global E-commerce	Derrick L. Cogburn
Globalization and the information Society	Derrick L. Cogburn
Entrepreneurship	Victor Rosenberg
Information Policy	Victor Rosenberg
Networked Information Policy	Jeffrey MacKie-Mason

C 6 : Faculty

University of Michigan School of Information COA Program Presentation

Development and Future of the Internet	Douglas Van Houweling
Information Economics	Marshall Van Alstyne
E-communities	Paul Resnick
E-commerce	Marshall Van Alstyne
Understanding Networked Computing	Paul Resnick
IEMP Courses	Adjunct Faculty
Ethics and Values	Virginia Rezmierski
Information Technology, Emerging Law	Virginia Rezmierski
Intellectual Property and Information Law	Jack Bernard
Managing IT Organizations	S. Alan McCord
LIS Courses	Governing Faculty
Information Resources and Services	Maurita Holland
Online Searching and Databases	Karen M. Drabenstott
Representation and Organization of Information Resources	C. Olivia Frost
Professional Practice in Libraries and Information Centers	Joan C. Durrance
Issues in Public Libraries	Joan C. Durrance
Outcome-Based Evaluations of Programs and Services (fall '03)	Joan C. Durrance
Information-Seeking Behavior	Soo Young Rieh
Integrated Media Production	Karen M. Drabenstott
Management of Specialized Information Services	Maurita Holland
Visual Persuasion	Karen M. Drabenstott
Preserving Information (also ARM)	Elizabeth Yakel

LIS Courses	Adjunct Faculty
Storytelling	Gail Beaver
Digital Librarianship	Michael McClennen
Issues in School Libraries	Gail Beaver
Collection Development	Margaret Taylor
Media for Children and Young Adults	Margaret Taylor
Business Information Resources	Susanna Davidsen
Government Information	Susanna Davidsen
Music Bibliography	Charles Reynolds
K-12 Instruction and Learning	Gail Beaver
Legal Information	Margaret Leary
School Media Practicum	Clare Canham-Eaton
Social Science Information	Darlene Nichols
Organization of Information Resources	Bonnie Dede

Other SI Elective Courses	Governing Faculty
Information Retrieval	Dragomir Radev
History of Computers and Networks	Paul Edwards
Language and Information	Dragomir Radev
Understanding Networked Computing	Paul Resnick
Community Information Corps	Paul Resnick
Women and Technology	Robert Frost

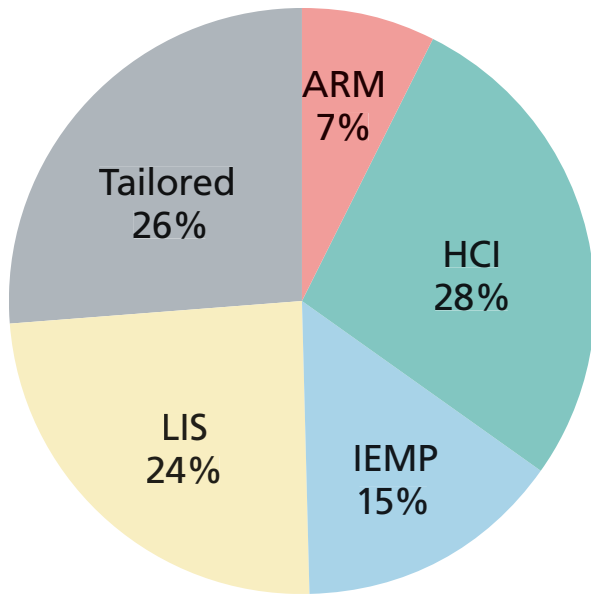
SI-wide Foundations Courses	Governing Faculty
Use of Information	Judy S. Olson, Joan C. Durrance, Suresh Bhavnani, Stephanie Teasley, Soo Young Rieh (fall '03)
Social Systems and Collections	Margaret Hedstrom, Michael D. Cohen, David Wallace
Choice and Learning	Gary M. Olson, Jeffrey MacKie-Mason, Marshall Van Alstyne, Yan Chen
Search and Retrieval	George Furnas, Dragomir Radev, Suresh Bhavnani

C 8 : Faculty**Table C 3: Specializations and Distribution by Students, Faculty, and Courses**

ARM	
18	Students (fall '02)
4	Governing faculty
1	Adjunct
7	ARM courses/68 total (need to take at least five for specialization)
HCI	
67	Students (fall '02)
6	Governing faculty
6	Adjunct
12	HCI courses/68 total (need to take at least five, plus two programming courses)
IEMP	
36	Students (fall '02)
6	Governing faculty
3	Adjunct
15	IEMP courses/68 total (need to take at least five for specialization)
LIS	
59	Students (fall '02)
7	Governing faculty
8	Adjunct
24	LIS courses/68 total (need to take at least six for specialization)
Tailored	
64	Students (fall '02)
8	SI-wide governing faculty
	All SI courses count toward Tailored specialization

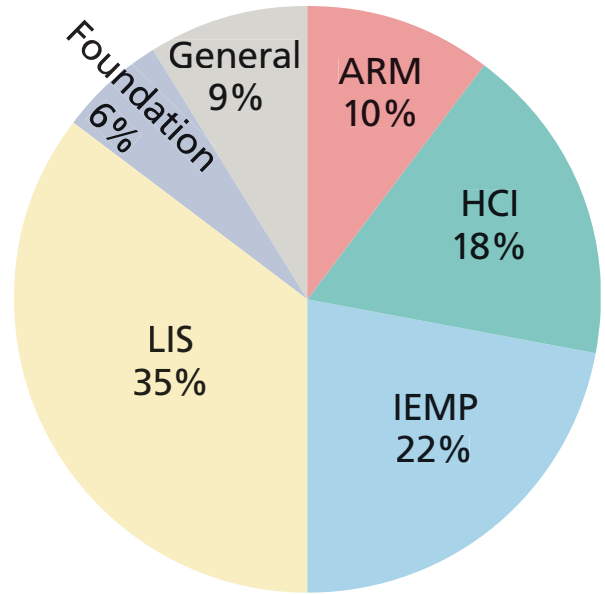
The following charts indicate the specialization distribution by students, governing faculty, adjunct faculty, and courses.

Chart C 1: Students



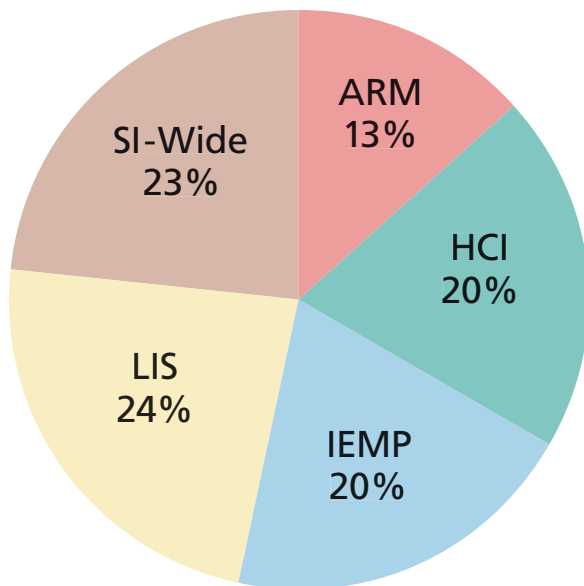
Note: Students can change their specialization choice, so percentages can vary.

Chart C 2: Courses at SI



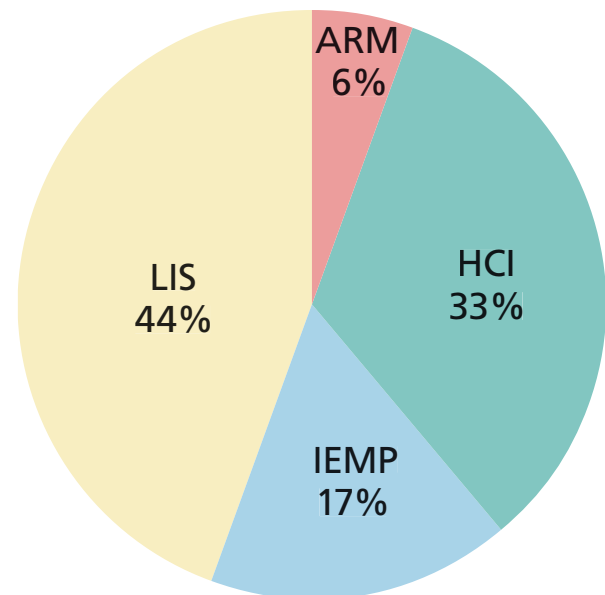
Note: Some courses can apply to more than one specialization. Tailored students can choose from the entire spectrum of courses.

Chart C 3: Governing Faculty



Note: Many faculty who teach specialization requirements also teach SI-wide courses or courses that apply to more than one specialization area.

Chart C 4: Adjunct Faculty



Research Activities

The School's research activities as carried out by the governing faculty are reflected in Appendix C 5, showing faculty productivity, and by the faculty vitae (found on the CD-ROM). As can be seen in that appendix, the level of research activity is a key strength of the program, with 134 active grant applications worth approximately \$25 million being carried out during the years 1998 to 2002.

Alignment of Faculty Research and Service to School's Core Themes

Research and service at the School of Information is linked to core themes in the School's mission. The School's commitment to core themes of multidisciplinary, team-based activity, and its user-centered focus are reflected in the following examples of research, teaching, and service.

Multidisciplinary, Boundary Spanning Activities

There are many areas of disciplinary strengths represented within the SI faculty. In addition, faculty work hard to integrate their research with that of other disciplines and to have an impact in areas outside their own domain of expertise. The following examples indicate how faculty are boundary spanners in their research, teaching, and service, and illustrate how faculty activities extend beyond their immediate discipline area. Many of our faculty teach with colleagues from other discipline areas in our Foundations courses, as well as with faculty from other schools. This table also gives examples of faculty collaboration across disciplines and team-based work in teaching, research, and service. Cross-cutting intellectual engagement working across the fields is an important feature of research, teaching and service among the SI faculty and indicate the routine holistic way in which we work.

- Mark Ackerman applies his computer science background to assist the Internet Public Library in identifying research directions and capabilities [check]
- Daniel E. Atkins, whose background is also in the computer science field, was recognized for his leadership in information education by the Medical Library Association
- Suresh Bhavnani came to the School with an interdisciplinary doctorate combining architecture and computer science. He has been active in setting a research agenda involving information science, is collaborating with LIS scholars in his research, and is publishing and giving talks in LIS venues.
- C. Olivia Frost has used her background in LIS cataloging and classification of image information to build a research team with computer scientists who are also investigating image retrieval issues.
- Margaret Hedstrom is building ties with computer scientists and librarians to help establish a broad-scale research agenda for digital archiving issues.
- Marshall Van Alstyne has been a presenter at the UCLA Fellows program, bringing his expertise in economics to engage librarians in information economic issues affecting their field.
- Dragomir Radev submitted proposals with colleagues from Electrical Engineering and Computer Science, Linguistics, Bioinformatics, Public Health, and local industry.
- Derrick L. Cogburn uses his background in international political economy to conduct research

and lecture widely on the role of developing countries in global information policy formulation processes. He explores the factors that limit the influence of developing countries in these processes and is developing applied interdisciplinary research to explore socio-technical solutions that might alter the balance. In a related line of research, Assistant Professor Cogburn explores the socio-technical factors that influence distributed knowledge work between developed and developing countries, where he is conducting quasi-experimental field research in distant-independent learning.

- Jeffrey MacKie-Mason organized the PEAK conference to bring librarians, economists, and publishers together to discuss issues in the pricing of digital information goods. He is currently editing a book on this topic written by leading scholars and practitioners from library science, economics, math, archives, publishing, and other fields.

He organized and chaired the first year of a new interdisciplinary (and international) conference on electronic commerce, attended by scholars from computer science, economics, law, and management. He has been a co-primary investigator on a series of research grants to support the development of an active program of interdisciplinary research on electronic transactions that directly involves economists and computer scientists.

MacKie-Mason is also project director and primary investigator for a five-year, \$2.5 million National Science Foundation grant to develop an interdisciplinary research and graduate training program in electronic transactions. Socio-Technical Infrastructure for Electronic Transactions, or STIET, involves participation from Business, Economics, Computer Science, SI, Industrial Operations Engineering.

User-Centered Research and Service

Consistent with the School's Mission Statement, the core value of user-centered research is reflected in much of the work that SI faculty do, and this is illustrated in examples of faculty research and service activities with a user-centered focus as shown in Table C 4.

C 12 : Faculty

University of Michigan School of Information COA Program Presentation

Table C 4: User-Focused Research and Service at the School of Information

Faculty Member	Title	Sponsor
Daniel E. Atkins	Enhancing Capacity For Computer Network Based Communication And Collaboration In The Native American Higher Education Initiative	W.K. Kellogg
Derrick L. Cogburn	CoTelCo — Collaboratory on Technology Enhanced Learning Communities and the Globalization Seminar	W.K. Kellogg, Alliance for Community Technology, Cisco, Microsoft Research
Karen M. Drabenstott	Evaluating The Effectiveness Of Interactive Multimedia For Library-User Education	Institute of Museum and Library Services (IMLS)
Joan C. Durrance	How Libraries and Librarians Help Approaches for Understanding Community Information Use	IMLS IMLS
Margaret Hedstrom	Emulation Options For Digital Preservation: Technology Emulation As A Method For Long-Term Access And Preservation Of Digital Resources	National Science Foundation
Gary M. Olson	International AIDS Research Collaboratory	Consortium of North American and African sponsors
Dragomir Radev	Collaborative News Filtering and Summarization	
Paul Resnick	Effect of Internet Filters on Access to Health Information	Kaiser Family Foundation
Soo Young Rieh	Web-Searching Behavior in Home Environments	Excite@Home
Stephanie Teasley	The Great Lakes Center for AIDS Research (CFAR): Collaboration Technology	National Institutes of Health
Elizabeth Yakel	Access and Accessibility to Primary Sources	

Faculty also emphasize user-centered themes in their teaching, in courses such as “Use of Information” and “Evaluation of Systems and Services.”

Team-Based, Collaborative Research

SI faculty engage extensively in team-based work with their SI colleagues, with members of the University community, with other researchers and faculty, community partners, and other stakeholders. The following table shows examples of team-based activities. In addition, team-based collaborative work forms an important part of the curriculum content, for example in courses such as “Computer-Supported Collaborative Work,” as well as in research.

Table C 5: Collaborative Teaching, Research, and Service

Faculty	Collaborative or Team Teaching	Collaborative Research Projects	Collaborative Service
Daniel E. Atkins		SPARC	
Suresh Bhavnani	Foundations, Nursing	Public Health	
Yan Chen	Foundations		
Derrick L. Cogburn	Expansion of Global Seminars to other University of Michigan faculty	CoTelCo (U-M, American University, Howard University, Witwatersrand, University of Pretoria University of Fort Hare)	University of Fort Hare Strategic Collaboration
Michael D. Cohen			
Karen M. Drabenstott		LUMENS Project with librarians from Earlham, Illinois-Chicago, Notre Dam, and Purdue	
Joan C. Durrance	Foundations	How Libraries and Librarians Help	University of Washington
	Community Information Corps		Flint project
C. Olivia Frost			CHICO project
John L. King		Research in Finland	
Jeffrey MacKie-Mason	Foundations	STIET, PRIE, SPIPS, DEXTER	
Gary M. Olson	Foundations	SPARC, Waterford	
Judy S. Olson	Foundations		
Dragomir Radev	Foundations	Linguistics, Electrical Engineering and Computer Science	
Paul Resnick	Community Information Corps		Flint project
Stephanie Teasley	Foundations		
David Wallace	Foundations		
Elizabeth Yakel		Works with Gail Keenan, assistant professor in the School of Nursing	CREW Seminar coordinator; Michigan Social Welfare History Consortium member

Service Activities

In addition to their research and teaching, SI faculty are expected to provide service to the School. Junior faculty have only one assignment, to allow them to devote more time to their research. Appendix C 3 shows service areas for SI committee work and faculty committee assignments for academic year 2002-03.

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

The School of Information sets high standards and has high expectations for faculty in teaching, research and service. We describe below some key expectations of faculty which are taken into account in making appointments and in reviewing for promotion.

Teaching. All Professorial ranks are expected to provide high quality teaching. A faculty member's contribution to teaching at the School of Information is necessary for promotion and tenure. Teaching refers to the broad spectrum of activities that involve working with students, including formal classroom teaching, advising students, mentoring doctoral students, the development of courses, curricular planning, instructional innovation, and academic outreach. While teaching is not a specific requirement for primary research scientists, all of the three current research scientists (tenured and non-tenured) have backgrounds in teaching and have taught in the School's MSI program.

Research. The University of Michigan is a premier research institution, and research that results in peer-reviewed publication is essential for consideration for promotion and tenure., and indication of potential for success is critical in evaluations for appointment. In evaluating a faculty member's research efforts and the resulting publications, careful attention is given to the quality of the work and the relationship to the School's goals and objectives. Evidence of an integrated program of work leading to a significant impact on the field is particularly important. Such judgments are made on the basis of the work itself and evidence of its originality and significance as assessed through internal and external evaluations. Associate and full professors are expected to apply for external funding, as there is always increasing pressure to bring in sponsored (federal and nonfederal) funds. Assistant professors are encouraged to apply for seed monies and to work with senior faculty in obtaining funding. Promotion from assistant to associate professor requires the establishment of a national reputation in research, while promotion from associate professor to professor requires achieving national and international prominence. In short, to be promoted to associate professor one needs to achieve a substantial reputation, whereas to be promoted to professor one needs to achieve leadership in one's field. Senior research scientists must be independent scholars with international reputations.

Service. Associate and full professors are expected to take leadership roles within the School and also participate in University wide and professional committees and boards. Assistant Professors are expected to have minimal committee involvement within the School as there is the expectation for tenure and thus there is a greater emphasis on publications in peer-reviewed journals. In general, an Assistant Professor is expected to serve on important School committees, whereas an Associate Professor is expected to lead such School committees, serve on University committees, and assume significant responsibilities in one's profession. Professors are expected to attain leadership positions in most of these areas.

Encouragement of Innovation in Teaching

Extensive support services for teaching are available through the University's Center for Research and Learning on Teaching (CRLT). This unit provides a wide array of workshops for faculty to assist them in conducting more effective class discussion, multicultural sensitivity, and numerous other aspects of teaching. CRLT will also provide individual sessions to schools, as for example their visit to SI in fall to conduct a workshop on multicultural issues. The University Library's Knowledge Navigator Center provides extensive

instruction in the use of online tools and other instructional technology. The School also provides some travel support for faculty to attend conferences to enhance their instruction.

Assistant Professor Derrick L. Cogburn serves on the advisory board of the CRLT, and has served as an invited speaker at a number of their events to showcase and disseminate research on learning and teaching to faculty and doctoral students. Cogburn's work on innovative teaching has been recognized internationally, most recently by his receipt of his status as a ComputerWorld Honors Award Laureate (formerly the Smithsonian Innovation Award).

Encouragement of Innovation in Research

Incentives for research are provided through both formal and informal means. For example, annual merit salary increases are determined after careful evaluation of a faculty member's accomplishments in the three areas of research, teaching, and service. Junior faculty receive extensive guidance from the associate dean for research in their research. This assistance is also available to other faculty as well.

The School invests considerably in support services to assist faculty in their research. The School's research administration, the associate dean for research, and other key staff are involved in the research process. Staff assist faculty in tasks such as proposal preparation (including conformance with proposal guidelines, budget development, editing, proposal assembly, signature gathering, biographical sketches, cost sharing, distribution of copies and submission of proposal). Once the grant is secured, staff assist in financial administration of the grant and budget tracking, personnel hiring and administration, grant reporting and communication with program officer. The associate dean for research works to secure necessary space, human resources, and computing needs. The associate dean and his staff work to identify emerging research opportunities, and the research administrator regularly tracks and sends out announcements of opportunities. The Media Services staff maintains the School's research Web site and prepares brochures which highly profile research activities.

The School offers a generous start up package to all new faculty hires to assist them in jump-starting their research agenda. Most packages include the following: up to four months of summer salary to be used in the first two summers of their appointment; a standard office furniture package including a computer; financial resources set up for the new faculty to use as they see fit for equipment, travel, graduate student support, and other costs that emerge from their research (amounts vary depending on factors such as type of research).

Provision of a Stimulating Learning and Research Environment

The faculty's research activities benefit students in a number of ways. Faculty incorporate their research into their teaching. Faculty also hire students at both the MSI and doctoral level to assist in their research as graduate student research assistants or as hourly workers. Students are also welcome to attend meetings of the larger research teams such as the regularly scheduled seminars of the CREW (Collaboratory for Research on Electronic Work) and STIET (Socio-Technical Infrastructure for Electronic Transactions) groups. Faculty frequently give presentations on their work to the SI community.

Encouragement of Innovation in Service

Service to the profession and society is an important focus of the School. The faculty are encouraged to integrate their service activities with their teaching and research. The Practical Engagement workshop courses, such as Cultural Heritage Outreach, Information Technology for Small Nonprofit Organizations, and Dot.com Incubators, provide an excellent means for faculty to provide service-based learning.

C 16 : Faculty

University of Michigan School of Information COA Program Presentation

STANDARD III.3: The school has policies to recruit and retain faculty from multicultural, multiethnic, and multilingual backgrounds.

The School pursued efforts at cluster hires for African-American scholars at two research universities — an attempt was made for a joint hire with Public Policy for two African-American faculty members, and another attempt at a joint hire with Education for a group of four scholars, as well as an attempt to recruit an African-American female senior research scientist faculty member. In 2000, the School appointed a new African-American faculty member and one faculty member of Indian descent, and in 2002, two Asian-Pacific faculty members originally from Korea and China. The University’s Office of the Provost provides support services and financial incentives in the recruitment and retention of under-represented minority faculty.

STANDARD III.3: Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

The School’s personnel policies and procedures are readily available from the University’s and School’s Web sites. These include policies on promotion and tenure, appointments, and other related areas. In addition, the School’s policies are contained in a faculty handbook available online (si.umich.edu/intranet/faculty-handbook.htm).

STANDARD III.4: The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations

Faculty Effectiveness in Teaching

Appendices C 1 and C 2 show faculty areas of expertise and courses they teach.

Table C 6 below gives summary ratings in teaching evaluations for courses from winter 1999, when standardized forms were first established, to winter 2002. The ratings are on a five-point scale.

Table C 6: Teaching Evaluation Scores (Mean Scores)

Evaluative Measure	Terms							
	F '02	W '02	F '01	W '01	F '00	W '00	F '99	W '99
"I learned a great deal from this course."	4.37	4.17	4.39	4.33	4.5	4.13	4.3	4.58
"Overall, this was an excellent course."	4.31	4.24	4.38	4.1	4.3	4.13	4.29	4.25
"Overall, the instructor was an excellent teacher."	4.32	4.3	4.5	4.31	4.4	4.33	4.25	4.47

Faculty Service in Professional Organizations and Venues

Faculty vitae show their extensive participation in professional organizations. In addition, the following examples illustrate recent highlights of activities in professional organizations and service activity.

Table C 7: Faculty and Professional Organizations and Venues

Faculty	Professional Organizations and Venues
Daniel E. Atkins	Internet 2 Corporate Advisory Committee National Science Foundation (NSF) Blue Ribbon Panel
Francis X. Blouin	Committee on the Future of Information Artifacts Council on Library and Information Resources
Derrick L. Cogburn	Executive Director, GIIC (Global Information Infrastructure Commission) Africa International Studies Association; recent member, executive committee of the section on International Communications American Political Science Association; member, section on Information, Technology and Politics
Karen M. Drabenstott	(ALA) Frederick G. Kilgour Award Committee, member and chair, 1999-2001 <i>Library High Tech</i> Editorial Board member
Joan C. Durrance	ALA accreditation site visitor Reviewer, <i>Reference & User Services Quarterly</i> Medical Library Association Task Force on Health Information Literacy
Paul Edwards	Nominating Committee, Society for the History of Technology
C. Olivia Frost	Task force to advise Library of Congress on education for metadata and cataloging
Margaret Hedstrom	OCLC/RLG working group on the Attributes of Trusted Digital Repositories
Maurita Holland	Michigan Library Association Leadership Task Force
John L. King	Member, Advisory Committee for the Directorate of Computer and Information Science and Engineering, National Science Foundation
Jeffrey MacKie-Mason	Nominating Committee, ACM SIG on Electronic Commerce Board of Directors, TPRC, Inc.
Gary M. Olson	Chair, Doctoral Consortium, Computer-Human Interaction 2002
Judy S. Olson	National Research Council Committee on Research Issues in Remote Collaboration
Dragomir Radev	Association for Computational Linguistics Publications Chair and Webmaster Human Language Technology Advisory Committee

C 18 : Faculty

University of Michigan School of Information COA Program Presentation

Paul Resnick	Member, Saguaro Seminar on Civic Engagement in America CTCNet Advisory Board
Victor Rosenberg	American Society for Information Science and Technology Board of Directors
Marshall Van Alstyne	Co-chair of Workshop on Information Systems Economics 2002
Elizabeth Yakel	Society of American Archivists Task Force on Revising the Graduate Archival Education Guidelines

The faculty's extensive expertise in technology is evidenced in their teaching, research and service, and is illustrated in faculty vitae.

STANDARD III.5: For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.

SI Faculty have a distinguished record in research and are exceptionally strong in funded research and publication. The faculty CVs and brief biographies show their qualifications and accomplishments.

Appendix C 5 focuses on key areas of research in the School. Examples of faculty research and publication in each area are included on the CD-ROM.

STANDARD III.6: The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds,

Intellectual diversity is a key feature of the SI mission and a hallmark of faculty strength. Appendix C 1 shows faculty degrees and institutions as well as the discipline areas represented by faculty.

Since SI faculty are intellectually diverse and have come up through different academic cultures, a continuous goal is the mutual understanding of these sometimes disparate cultures. On an individual basis, faculty work together in team-teaching some of the Foundations courses, and also collaborate on research and service projects. On a school-wide basis, faculty hold regular seminars to present their research. Recently, the School appointed an associate dean for academic strategy, who has as one of his primary responsibilities, the intellectual integration of the School's different disciplines.

STANDARD III.6: [Faculty show] ability to conduct research in the field,

The SI faculty's core strengths in research are reflected in the brief biographies, CVs which describe our faculty's extensive research records. In calendar year 2001, the School was awarded \$8,055,178 in funding from sponsored research, as indicated in Appendix C 4. The award diversification of the sponsored research portfolio is evidenced through the research activity across the faculty, with twenty-two project directors, and fifty active grants from twenty sponsors. Growth is indicated through comparison with two years ago, when the School had 35 active grants, with 15 sponsors and 17 project directors. The range of grant activity is shown in Appendix C 5, which shows grant titles, project directors, and sponsoring agencies.

STANDARD III.6: [Faculty have] specialized knowledge covering program content.

The academic areas of the MSI program are reflected very well in the faculty's backgrounds. Appendices C 1 and C 2 show faculty expertise in relation to School program areas. Table C 2 shows coverage of teaching areas.

The impact of SI teaching on the LIS curricula of other schools is demonstrated through a recent citation study done by Wallace Koehler. This study looks at publicly accessible online syllabi of US LIS programs to determine which faculty were most frequently cited.

Of the 4,669 different names, a few authors rose to the fore. These included SI Professor Jeffrey MacKie-Mason, who ranked sixth in the list (counting variant spellings of his name). Other frequently cited SI faculty included Furnas, Resnick, Durrance, Yakel, and Hedstrom as authors whose works are most frequently cited in the syllabi of ALA-accredited LIS programs.

STANDARD III.6: In addition, they demonstrate skill in academic planning and evaluation, have a substantial and pertinent body of relevant experience,...

Examples of leadership in academic planning are shown in faculty vitae, and in addition we provide these highlights:

- Faculty have taken on leadership roles in creating and adding to the School's innovative new curriculum program. This is reflected over the School's recent history. Professor Karen M. Drabnstott chaired the CRISTAL-ED (Coalition on Reinventing Information Science, Technology and Library Education) efforts leading to the School's reinvention of the LIS curriculum in the SILS program, which culminated in the development of SI's new curriculum. Shortly after the creation of the new School, the School's curriculum committee, under the leadership of Michael Cohen, crafted the new curriculum plan, which was eventually agreed upon by the faculty and the graduate school. Jeffrey MacKie-Mason was the key creator of the School's innovative Information Economics, Management and Policy program. Professors Cohen and Finholt are leading the School's efforts to develop an undergraduate program in partnership with the College of Literature, Science, and the Arts.
- Assistant Professor Derrick L. Cogburn serves on the advisory boards for the Undergraduate Research Opportunity Program (UROP) and the Center for Research on Learning and Teaching (CRLT), and chairs the faculty advisory board for the South Africa Initiatives Office (SAIO). In this latter capacity, he has continued the tradition of other SI faculty members, especially Hedstrom and Wallace, in strengthening the research and outreach collaborations with South Africa, particularly the University of Fort Hare.
- At the Residential College, Associate Professor Paul Edwards has played a leadership role as chair of the Science, Technology & Society Program (STS). In this capacity he handled significant administrative duties related to curriculum development and implementation, faculty hiring and supervision, promotion of the newly-launched program, and long-range planning. At the University level, he led the University of Michigan-wide Science, Technology & Society Program planning group from 1999-2001 and serves as director of the now-established program. This leadership role has involved many kinds of effort, including fund-raising, and his efforts produced a four-year program development plan.

STANDARD III.6: [Faculty] interact with faculty of other disciplines...

SI is by its very nature multidisciplinary, comprising faculty from many disciplinary backgrounds. In addition, faculty have joint appointments in units including computer science, Psychology, Political Science, Business, Economics, Public Policy, and interact with their colleagues in these departments. Research partnerships are currently ongoing with faculty in various disciplines as evidenced in Table C 8.

Table C 8: Examples of Multidisciplinary Partnerships

Faculty	Partnering Units
Suresh Bhavnani	School of Public Health
Karen M. Drabenstott	School of Art and Design
Margaret Hedstrom	Department of Electrical Engineering and Computer Science
John L. King	Deans and academic administrators at the University of Michigan
Dragomir Radev	Department of Electrical Engineering and Computer Science, Department of Linguistics, Business School, Medical School

Faculty also teach with colleagues in other units. For example, the following SI faculty teach courses with colleagues in other units or directly in those units:

Francis X. Blouin	Department of History
Michael D. Cohen	School of Public Policy
Paul Edwards	Residential College
Jeffrey MacKie-Mason	Department of Economics, Department of Electrical Engineering and Computer Science
Judy S. Olson	Business School
Dragomir Radev	Department of Electrical Engineering and Computer Science, Department of Linguistics
Victor Rosenberg	Department of English
Marshall Van Alstyne	Department of Electrical Engineering and Computer Science

Faculty also serve on University committees with faculty from other fields.

Professor Jeffrey MacKie-Mason leads the STIET (Socio-Technical Infrastructure for Electronic Transactions) fellowship enterprise, a multidisciplinary research and training program. Institutional partners are SI, Business, Economics, Computer Science, and Industrial Operations and Engineering.

Assistant Professor Dragomir Radev leads the U-M Distinguished Faculty and Graduate Student Seminar in Computation, Language, and Information. This seminar is funded by the Office of the Vice President for Research at the University of Michigan with support from the School of Information, the Department of Electrical Engineering and Computer Science, and the Department of Linguistics.

STANDARD III.6: [Faculty] maintain close and continuing liaison with the field.

Faculty vitae show examples of faculty service which keeps in touch with the field. The examples also demonstrate international involvement and impact. Boundary spanner examples show how faculty contribute to fields outside their immediate disciplinary areas — for example, Assistant Professor Marshall Van Alstyne’s two years of service as lecturer for the UCLA Senior Fellows Program, and Jeffrey MacKie-Mason’s work on Pricing Electronic Scholarly Information, supported by the Council on Library Resources.

Many SI faculty members are engaged in service with key impact in the information world, as shown by the following examples:

- Daniel E. Atkins chairs a blue ribbon National Science Foundation (NSF) board on cyberinfrastructure and recently testified at the White House on his committee’s findings.

- Douglas Van Houweling is the CEO of the University Corporation for Advanced Internet Development (UCAID), responsible for Internet2.
- Margaret Hedstrom serves on the National Digital Strategy Advisory Board, advising Library of Congress (LC) on development of a \$100 million initiative in Digital Information and Preservation Infrastructure. She has been working at a strategic level with NSF and the Library of Congress to increase significantly the amount of funding available for digital archiving research, and she received funding from sources including NSF, the NSF Directorate for Computer and Information Science and Engineering (CISE), and LC to organize and run a workshop on this topic.
- Jeffrey MacKie-Mason testified and prepared an expert report for a settlement hearing on the class-action suit against Microsoft. His testimony was quoted in the *New York Times*, *Washington Post*, and two dozen other papers. He has testified about harm to consumers from Microsoft's behavior in cases pending in five states. He recently gave invited testimony on conflicts between patent law and antitrust law before the U.S. Department of Justice and the U.S. Federal Trade Commission.
- Joan C. Durrance's research on help-seeking in digital environment and outcome-evaluation research involves close connection with the public library field through site visits, and Karen M. Drabentstott's research on interactive multimedia for library-user education also involves close contacts with participating libraries.
- * Paul Resnick's comprehensive study of Internet filtering software found that libraries, schools, and parents can bar access to pornographic Internet sites without necessarily blocking important access to health information. He and a team of researchers also found that setting Internet filters to their most restrictive levels will indeed keep computer users from seeing many health sites — and will give only marginally better protection against pornography than the least restrictive setting tested.

The faculty's impact on the field is international in scope, as shown by the following examples:

- Judy S. Olson teaches in the Master of Business Informatics (MBI) program at the Rotterdam School of Management in the Netherlands.
- John L. King is on the Advisory Committee for the College of Information Technology, United Arab Emirates University. He is also on a research advisory panel for the Copenhagen Information Technology University, and was the Canon Visiting Professor at Nanyang Business School, in Singapore.
- Margaret Hedstrom serves on the Experts Committee on IT Issues and Long-Term Archiving for the Swedish Ministry of Culture. She is also on the Advisory Board for a UK project to develop standards and best practices for digital preservation.
- David Wallace consulted with the South Africa History Archives on their promotion of access to Information Act project. He also gave an invited address at the Conference for Judicial Officers on the Promotion of Administrative Justice Act and Access to Information Act in South Africa.
- Paul Resnick gave a keynote address to a European Commission Conference on Human and Social Capital in the Knowledge Society.
- Derrick L. Cogburn is a visiting professor at the University of the Witwatersrand in Johannesburg, South Africa, where he serves on the faculty of management in the Graduate School of Public & Development Management. His distributed seminar on Globalization and the Information Society contributes to the master's in information technology and telecommunications policy. He leads the Collaboratory on Technology Enhanced Learning Communities (CoTelCo), a social science

C 22 : Faculty

University of Michigan School of Information COA Program Presentation

collaboratory that brings together faculty, staff, and students from six universities (three from the United States and three from South Africa). Cogburn founded GIIC Africa and was the African regional director for the Global Information Infrastructure Commission (GIIC). He also directed the Center for Information Society Development in Africa (CISDA) at the South African CSIR (Council for Scientific and Industrial Research).

STANDARD III.6: The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.

The School of Information is an exciting and dynamic environment in which intellectual discussion and activity take place at a pace which is at times breathtaking. There is an abundance of presentations organized or presented by faculty and their students, and often hard decisions as to which of many events to attend in a given time span.

During the academic year, the associate dean for research holds informal faculty seminars on a monthly basis prior to the monthly faculty meetings. These seminars are an opportunity for individual faculty members to present their current research topic with their colleagues. The tone of the seminar is informal and allows for discussion, feedback and interaction amongst all the faculty members.

Regular seminars and lecture series include the student Human-Computer Interaction group called MOCHI (Michigan Ohio Computer-Human Interaction), and the seminars held by the STIET (Socio-Technical Infrastructure for Electronic Transactions) and CREW (Collaboratory for Research on Electronic Work) groups. The CREW seminar is a weekly meeting of CREW faculty and students that features a lecture by a CREW member or a researcher in a prominent area from the University of Michigan or beyond. The lecture series is open to anyone in the School. Topics in the past year have included electronic voting and ballot design, a discourse analysis of an interview with Stephen Hawking, a workshop on the design of online surveys, a discussion of the history of technology using the German Autobahn as an example, and a paper on the use of personal digital assistants by college students. External speakers have included: Jonathan Grudin (Microsoft), Mick Couper (University of Michigan Institute for Social Research), and Brian Athey (Visible Human Project). Professors Rosenberg and Rezmierski coordinated a major interdisciplinary lecture series on Privacy in the Information Age. At the John Seely Brown lecture series, Lawrence Lessig gave the keynote address.

Throughout the year, numerous brown bags, seminars, and lectures are given by faculty.

The School has an active calendar of lectures and presentations open to students and the general public. The following is a selected list of events highlighting activities that took place in the three months of the fall 2002 term, and is typical of activity taking place at the School. A full list is available at intel.si.umich.edu/cfdocs/si/events/events-coa-02-titles.cfm.

September 2002

- Dale Fitch, assistant professor, School of Social Work, speaking on "From Data to Intelligence: Introducing the Intelligent Organization." His presentation examined the business uses of technology and applied the concepts and principles to the human service delivery system.
- Marcia J. Bates, professor, UCLA Department of Information Studies, speaking on "Toward an Integrated Model of Information Seeking and Searching." Professor Bates also gave a talk entitled "On Documents and Antelopes: The Information and Curatorial Sciences."
- Mick Couper, senior associate research scientist, University of Michigan Survey Research Center, speaking on "Designing (Good) Web Surveys."

October 2002

- Christie Brandau and Becky Cawley of the Library of Michigan speaking on “Digital Partnerships,” the varied partnerships and initiatives in building MeL, the state’s digital library.
- Walt Scacchi of the Institute for Software Research at the University of California-Irvine, speaking on “Understanding the Requirements for Developing Open Source Software Systems.” He presented an initial set of findings from an empirical study of socio-technical processes, system configurations, organizational contexts, and interrelationships that give rise to open source software.
- Pindiwe Ndungane, nhlanganiso dladla, and Pearl Nkosi from the University of Fort Hare in South Africa, speaking on “University of Fort Hare Centre for Applied Information and Communication Studies Initiative.” They discussed an initiative, which seeks to provide an enabling environment for research, learning, and community service in order to support the development and positioning of South Africa in the international family of digitally able nations.
- Elizabeth M. Daley, dean of the School of Cinema-Television and executive director of the Annenberg Center for Communication at the University of Southern California, speaking on “Screen as Vernacular: Expanding Concepts of Literacy.”
- University of Michigan President Mary Sue Coleman; Robben Fleming and James J. Duderstadt, former presidents; and Homer A. Neal, former interim president, speaking at a Presidential Panel Discussion on “The Implications of Expanded Concepts of Literacy for Higher Education.”
- Associate Professor Hideo Mabuchi of the California Institute of Technology, MacArthur Award winner, speaking on an innovative method for using multimedia to develop strategies for teaching quantum physics.

November 2002

- Maurice J. (Mitch) Freedman, ALA president, speaking on “Better Salaries, Pay Equity, and Other Library Issues.”
- Susan McGlamery of the Los Angeles Metropolitan Library Cooperative, speaking on “24/7 Virtual Reference.”
- Jessica Litman, professor of law at Wayne State University, where she teaches courses in copyright law, Internet law, and trademarks and unfair competition, and author of the recently published book, *Digital Copyright* (Prometheus Books 2001).

In fall 2002, Professor George Furnas was appointed to lead the faculty in discussions with a view toward achieving greater intellectual coherence and integration in the SI community.

STANDARD III.7: Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

The associate dean for professional programs works with the faculty to determine what courses will be taught, when, and by whom. This is done on a collaborative basis, and in making assignments for delivery of the curriculum, the needs of the curriculum are the highest priority. Assignments are made with a view toward making the best match of faculty teaching strengths and curriculum priorities.

C 24 : Faculty

University of Michigan School of Information COA Program Presentation

The normal teaching load in the School consists of three, three-credit courses per academic year. Other instructional activities include supervising independent study, overseeing practical engagement, and advising MSI and Ph.D. students. Assistant professors are released from teaching one course in each of their first two years of employment. Faculty members with grant funding can negotiate release time to allow time for research activities. Such buyouts will require two full months of academic year salary per course, and must be coordinated with the associate dean for professional programs so that no critical teaching needs are going unmet.

Students receive counseling at the beginning of each term and as needed for the course of the term. All members of the governing faculty serve as advisors, and assignments attempt to match students' interests with those of their advisors. Faculty teaching loads allow time for research, professional development, and professional service. When governing faculty are not available due to reduced teaching loads, sabbatical and other leaves, etc., courses are covered where possible by adjunct faculty.

One area that we have flagged for attention is in human-computer interaction. Although there are a number of faculty in this area, many have reduced loads due to administrative appointments, joint appointments with other schools, or teaching responsibilities in other areas of the curriculum. As a result, class sizes in this area tend to be very large. We are making efforts to address this problem through recruitment of additional adjunct faculty in this area and by recruiting new faculty.

Table C 2 and Appendix C 1 show faculty teaching assignments and demonstrate faculty strengths related to curriculum needs.

STANDARD III.8: Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

The School of Information maintains a carefully developed system for evaluation of faculty, consistent with policies and guidelines from the University. We describe the major review processes which provide for systematic evaluation of the faculty.

Faculty Annual Reports. Each year, faculty prepare an extensive report on their activities in teaching, research, and service for the academic year. Faculty submit their annual activity report and an up-to-date CV to the dean. The associate dean for research provides a summary of research performance within the unit, and the associate dean for professional programs provides input on matters of teaching performance. The reports are reviewed by the dean and the two associate deans, and the dean makes the merit salary determinations. The dean later meets with each faculty member to discuss their performance and goals for the coming year.

Third-Year Reviews. Assistant professors are reviewed annually and also undergo extensive review in March of their third year. The Promotion and Tenure Committee conducts the review. The review process requires the faculty member to develop a statement of their teaching, research and service goals and accomplishments and to relate these to the School's mission and the School's criteria for promotion. This review provides guidance to a junior faculty member on their progress and will assist them in thinking through their research, teaching, and service agenda.

Review for Promotion and Tenure. In making decisions on the retention and advancement of members of the SI community, the major criteria are excellence in research, teaching, and service. The usual expectation is that achievement in these areas is sustained throughout the period of time under review, but special consideration can be given to unusual accomplishments with high impact.

In consideration for promotion and tenure, the quality of research is evidenced by articles in refereed publications of established quality, books and chapters that receive sufficient critical acclaim, graphic and aural media of recognized significance, software or other technical accomplishments judged by peers as original and intellectually important, grants from agencies that employ peer review, and invited presentations at major professional meetings. Membership on editorial boards of major journals, participation in the peer review process at federal funding agencies, major prizes or awards for research accomplishments, and attainment of office in research societies constitute collateral evidence of excellence in research. Letters from external reviewers at peer institutions, and from others who are recognized authorities in the area of research, form a significant element of the evaluation.

In promotion and tenure reviews, as well as in third-year reviews, teaching effectiveness is measured in a variety of ways. Formal instruction is assessed through formal course evaluations, classroom visits by colleagues, and invited commentaries from past and present students. Advising and mentoring effectiveness is assessed through evidence of the number of students, their progress, and invited commentaries. Course development, curriculum planning, and instructional innovation is demonstrated through course materials and related documentation. Teaching awards or other comparable recognition would also be important. Feedback on teaching effectiveness are sought through internal peer review.

Student Involvement in the Faculty Evaluation Process

Students provide feedback on faculty primarily through course evaluations. Each course is evaluated at the end of the term through evaluations which have a standardized form, with customized questions possible as well. The statistics for each course are generated by the University's Office for Educational Assessment. The deans review the evaluations and summaries thereof, and this information is used for curriculum fine-tuning as well as decisions on individual faculty merit increases. Summaries of the Foundations evaluations are provided to faculty who teach in the Foundations as well as to the Curriculum Committee. The evaluations are also included in the assessment of teaching for third year reviews, as well as reviews for promotion and tenure. The promotion and tenure review includes evaluation of course evaluations, and feedback from selected students. In addition, the SI Student Association provides feedback to the deans on overall issues related to courses and the curriculum, as well as other student issues. Feedback on the faculty as a whole is given through exit surveys and focus groups. Students can also direct their concerns individually to the deans. Students also serve on committees which involve evaluation of various aspects of the School's programs.

Summary and Conclusions

The School's hallmark feature is its large complement of high achieving faculty from diverse discipline areas. The School's focus on multidisciplinary work, as emphasized in its mission statement, is reflected in the composition of its faculty, extent of joint appointments and the coverage of areas of research, teaching and service of the faculty. In addition, SI faculty are boundary spanners, with work that creates an impact on their own fields as well as related information fields and communities. While the strength in multidisciplinary achievement is one of the School's hallmark features, there are challenges in covering some of the specialization areas, given the breadth of scope of the MSI curriculum, coupled with the need for coverage of foundation courses, evolving undergraduate initiatives, the partial nature of some joint appointments, and the need for several faculty to divide their time between SI teaching and other academic units or their administrative responsibilities.

The School's Mission statement highlights user-centered work, and this is reflected in the teaching, research, and service of SI faculty. The School's place in a research institution places priority on research strength. Research accomplishments of the faculty are stellar and the School makes an extensive investment in support for research available to its faculty.

The School's research investment ties in with its goal of being a small school with a big impact. If the School is to remain relatively the same size, with modest allowances for growth, it must bring in funding to help sustain its financial viability. At the same time, the need to recruit premier research faculty means that expertise focused primarily or solely on teaching and practice will not meet the standards needed for appointment and promotion and tenure at the University. Instead, the dimensions of practice must be incorporated through other means, such as research and teaching and service which bring faculty into collaborations with practitioners, through adjunct faculty whose background is primarily in practice, and through other partnerships with the world of practice. The School is fortunate to have adjunct faculty with distinguished records in professional practice and who have long-standing relationships with the School.

The School's focus on engagement, as emphasized in its mission statement, is reflected in the priority that it attaches to research, teaching and service. The Office for Academic Outreach, the Practical Engagement Program, the Community Information Corps, and the Alliance for Community Technology are key examples of how SI has provided formal and lasting structures to facilitate service initiatives. The School, through its partnerships with foundations and community partners, has provided unique and ground-breaking opportunities for its faculty to participate in engaged research, teaching and service. Faculty have worked with librarians and archives to offer learning opportunities for SI students which provided capacity building service for partners in South Africa, Native American communities and other partners. Faculty research in Botswana is tackling key problems in information communication among AIDS researchers. While most faculty work with doctoral students in their research, faculty also engage MSI students as research assistants, and hourly assistants, as well as in independent study.

SI faculty are leaders in their fields, with national and international impact on their own immediate fields. They are pioneers in many areas of their respective information fields. The presence of so many engaged researchers, who are leaders in their fields and have liaisons with other top researchers, who are engaged in the study and teaching of information issues of interest to scholarly and general audiences, and who are service-oriented and focused on the impact of their research on people and society, creates a stimulating intellectual environment. Opportunities for discussion on an informal basis are augmented by the many seminars, brown bags, symposia, and public lectures in which SI and outside faculty present their research.

The mission statement themes of collaboration and team work are also reflected in faculty research, teaching, and service, and also form part of the formal research program in collaborative computer-assisted work for which the School is especially well known. Faculty also incorporate teamwork in their pedagogical methods.

The spirit of collaboration underlies much of the spirit of SI faculty life, as faculty from diverse disciplines work hard to understand each other's culture, and academic standards and traditions. The overall collegial environment has brought the faculty through a number of challenging periods, as for example the transition period in which faculty worked to define an understanding of LIS in the new broadened SI, and its intellectual niche in the new program. In the past few years, new faculty hires have been made in LIS, archives, computer science, and economics and faculty have worked hard to evaluate faculty candidates in these areas, and understand and appreciate the contributions, and measures of academic achievement in these areas. Similarly, this process has been reflected as faculty in archives, LIS, computer science, history of technology, and economics have been reviewed for promotion. Although the School has made impressive strides in understanding and working together with faculty across disciplines, it regards academic integration as a continuing challenge and both a challenge and attraction for its faculty. Recently, in recognition of the importance of academic integration and its implications for the School's direction-setting for the future, the School established a formal administrative position: associate dean for academic strategy.

The SI approach to faculty hiring has been to attract the best candidates possible in the area of information or in very broadly defined areas. The School has been reluctant to make appointments in specific sub-areas of a discipline. As a result, the School's faculty is of the highest academic caliber. At the same time, issues of staffing courses in specific topic areas need to be addressed, primarily through adjunct appointments.

Once appointed to the School's governing faculty, SI faculty members undergo systematic and extensive review. This includes annual reviews for all faculty, third year reviews for junior faculty, and promotion and tenure reviews. Along with self-assessment, and external peer review, student assessment of faculty effectiveness forms an important feature of evaluation of faculty. At the close of each semester, students are asked to confidentially provide their views on such questions as course load, instructor's effectiveness, instructor's availability, and the value of the course. Student assessment is also valued by the faculty which is used to shape revisions of Foundations and other courses and overall program goals.

Appendix C 1

Governing Faculty: Degrees, Research Interests, and Teaching Areas

Note: This list includes (by appointment category) only faculty and research scientists who teach on a regular basis, have taught recently, or are scheduled to teach. The list includes current courses that faculty have taught or have indicated that they have an interest in teaching. The list excludes courses that are no longer offered.

Name and Position	Education	Teaching and Research Interests	Teaching Assignments
<i>Faculty with Sole Appointment at SI (21 FTE)</i>			
Suresh K. Bhavnani <i>Assistant Professor</i>	BArch, University of Bombay; MS in architecture, UCLA; Ph.D. in computational design and human-computer interaction, Carnegie Mellon University	Strategic use of complex computer systems, with applications to training and design; information retrieval on the Web	Search and Retrieval Learning to Teach the Strategic Use of Complex Computer Applications Use of Information
Yan Chen <i>Associate Professor</i>	BA, Tsinghua University; Ph.D. in economics, California Institute of Technology	Experimental economics; mechanism design; voting theory; public finance	Choice and Learning Microeconomics for Information Professionals
Michael D. Cohen <i>William D. Hamilton Collegiate Professor of Complex Systems</i>	BA in history, Stanford University; Ph.D. in social science, University of California-Irvine	Processes of learning and adaptation within organizations; complex systems; organizational decision making	Information Technologies in Small Nonprofit Organizations Social Systems and Collections Seminar in Organizational Studies (ICOS)

<p>Karen M. Drabentstott <i>Professor</i></p>	<p>BA in history of art, Johns Hopkins University; MLS, Ph.D. in information and library studies, Syracuse University</p>	<p>Subject searching in online catalogues; subject access to visual resources collections; subject authority control; enhancing bibliographic databases using a library classification</p>	<p>Online Searching and Databases Integrated Media Production Visual Persuasion</p>
<p>Joan C. Durrance <i>Professor</i></p>	<p>BA, University of Florida; MS in library science, University of North Carolina; Specialist Certification, University of Wisconsin; Ph.D. in library science, University of Michigan</p>	<p>Community information systems and services; community roles of public libraries; evaluation; professional practice; information behavior and the reference interview</p>	<p>Issues in Public Libraries Community Information Corps Professional Practice in Libraries and Information Centers Use of Information Outcome-Based Evaluations of Programs and Services</p>
<p>C. Olivia Frost <i>Professor and Associate Dean for Professional Programs</i></p>	<p>BA in German literature, Howard University; MLS, University of Oregon; MA in German languages and literatures, Ph.D. in library science, University of Chicago</p>	<p>Intellectual access to information; information searching behavior in a networked environment; organization and retrieval of networked and digital information; classification to facilitate browsing; visual images in digital libraries</p>	<p>Cultural Heritage Outreach Organization of Information Resources</p>

C 30 : Faculty

University of Michigan School of Information COA Program Presentation

<p>George Furnas <i>Professor</i></p>	<p>AB in cognitive psychology, Harvard University; Ph.D. in cognitive psychology, Stanford University</p>	<p>Information access and visualization; multivariate statistics; statistical semantics; filtering; multitrees; space-scale diagrams</p>	<p>Design in a Mosaic of Responsive Adaptive Systems (MoRAS) Information Visualization Ph.D. Student Seminar Search and Retrieval</p>
<p>Margaret Hedstrom <i>Associate Professor</i></p>	<p>BA, Grinnell College; MS in library science and MA in history, Ph.D. in history, University of Wisconsin</p>	<p>Management and preservation of electronic records; digital preservation strategies; impact of electronic communications on organizational memory and documentation; remote access to archival materials; cultural preservation and outreach in developing countries</p>	<p>Access Systems for Archival Materials Doctoral Proseminar Preserving Information Problems in Archives Administration Social Systems and Collections</p>
<p>Maurita Peterson Holland <i>Associate Professor and Assistant to the Dean for Academic Outreach</i></p>	<p>BM in music literature, AMLS, University of Michigan</p>	<p>Special libraries and information centers; knowledge management; distance-independent learning; technology-assisted community networks and programs</p>	<p>Information Resources and Services Management of Specialized Information Services Digital Librarianship</p>

<p>John L. King <i>Professor and Dean</i></p>	<p>BA in philosophy, MS, Ph.D. in administration, University of California-Irvine</p>	<p>Design and development of socio-technical information infrastructures in complex organizational settings; technical and institutional co-evolution of standards and technical infrastructure in global land-line and cellular telephony; technical and institutional foundations of global electronic commerce</p>	
<p>Jeffrey K. MacKie-Mason <i>Arthur W. Burks Collegiate Professor of Information and Computer Science</i></p>	<p>AB in environmental policy, Dartmouth College; MA in public policy, University of Michigan; Ph.D. in economics, Massachusetts Institute of Technology</p>	<p>Economics of information technology and content; telecommunications; industrial organization; public finance</p>	<p>Choice and Learning Information Networks Policy Microeconomics for Information Professionals Ph.D. Student Seminar</p>
<p>Gary M. Olson <i>Paul M. Fitts Collegiate Professor of Human-computer interaction; Associate Dean for Research</i></p>	<p>BA in psychology, University of Minnesota; MA, Ph.D. in psychology, Stanford University</p>	<p>Applied cognitive science; human-computer interaction; computer-supported cooperative work</p>	<p>Choice and Learning Computer-Supported Cooperative Work Ph.D. Student Seminar Research Methods</p>

C 32 : Faculty

University of Michigan School of Information COA Program Presentation

<p>Dragomir R. Radev <i>Assistant Professor</i></p>	<p>BA in computer science, University of Maine; MS, Ph.D. in computer science, Columbia University</p>	<p>Natural language processing; digital libraries; computational linguistics; information retrieval; artificial intelligence</p>	<p>Concepts of Information Retrieval Language and Information Natural Language Processing Search and Retrieval Database Application Design</p>
<p>Paul Resnick <i>Associate Professor</i></p>	<p>BS in mathematics, University of Michigan; MS, Ph.D. in electrical engineering, Massachusetts Institute of Technology</p>	<p>Reputation systems; sociotechnical capital</p>	<p>Community Information Corps Seminar eCommunities: Analysis and Design of Online Interaction Environments Dot.Org Incubator Programming II Understanding Networked Computing</p>
<p>Soo Young Rieh <i>Assistant Professor</i></p>	<p>BA and MA in library and information science, Ewha Womans University; Ph.D. in information systems and structures, Rutgers</p>	<p>Human judgment and decision-making on the Web; information-seeking strategies in Web search engines; query reformulation patterns in Web searching; evaluation of interactive information retrieval systems; user-librarian interaction in end-user search environments</p>	<p>Evaluation of Systems and Services Information-Seeking Behavior Use of Information</p>

Victor Rosenberg <i>Associate Professor</i>	BA in English literature, MS in information science, Lehigh University; Ph.D. in library science, University of Chicago	Information retrieval; information policy; technology in the humanities; entrepreneurship	Entrepreneurship in the Information Industry Research and Technology in the Humanities Seminar on Information Policy
Thomas P. Slavens <i>Professor</i>	AB, Phillips University; M Div, Union Theological Seminary in the City of New York; AM in library science, University of Minnesota; Ph.D. in library science, University of Michigan	Reference; history of books and printing; history of libraries	History of Books and Printing History of Libraries; Resources of Information in the Humanities Resources of Information in the Social Sciences
Marshall W. Van Alstyne <i>Assistant Professor</i>	BA in computer science, Yale University; MS in information technology, Ph.D. in information technology and economics, Massachusetts Institute of Technology	Information economics; measurement and management of information capital	Choice and Learning Electronic Commerce Information Economics
Douglas E. Van Houweling <i>Professor</i>	BS in government, Iowa State University; Ph.D. in government, Indiana University	Information systems planning and management; strategic planning; simulation models of political and public policy processes; economic models of politics; technology assessment	The Development and Future of the Internet

C 34 : Faculty

University of Michigan School of Information COA Program Presentation

David A. Wallace <i>Assistant Professor</i>	BA in anthropology, State University of New York-Binghamton; MLS, State University of New York-Albany; Ph.D., University of Pittsburgh	Computerization of government records; strategies for preserving electronic records of collaborative processes; U.S. government information secrecy and classification/ declassification policies	Appraisal of Archives Management of Electronic Records Social Systems and Collections Understanding Records and Archives: Principles and Practices
Elizabeth Yakel <i>Assistant Professor</i>	AB, Brown University; AMLS, Ph.D. in information, University of Michigan	Recordkeeping practices; representation and categorization of archival records; access to archival information on the World Wide Web; use and user needs	Access Systems for Archival Materials Preserving Information Understanding Records and Archives: Principles and Practices
Faculty with Joint Appointment, with Half or More Appointment at SI (3.32 FTE)			
Mark S. Ackerman <i>Associate Professor</i>	BA in history in the social sciences, University of Chicago; MS in computer and information science, Ohio State University; Ph.D. in information technologies, Massachusetts Institute of Technology	Human-computer interaction; computer-supported cooperative work; sociology of information; organizational memory; digital libraries; multimedia information systems; sociology of programming	Research Methods
Daniel E. Atkins <i>Professor Director, Alliance for Community Technology</i>	BS in electrical engineering, Bucknell University; MSEE, Ph.D. in computer science, University of Illinois	Computer architecture; collaboratories; digital libraries	Community Information Corps Seminar Digital Libraries

<p>Derrick L. Cogburn <i>Assistant Professor</i></p>	<p>BA in history/ political science, University of Oklahoma; MA, Ph.D. in political science, Howard University</p>	<p>Global information and communications policy; electronic commerce regime formation; computer-supported cooperative work; globally distributed collaborative learning; collaboratories; international development</p>	<p>Global Electronic Commerce: Information Policy and Strategy</p> <p>Globalization and the Information Society</p>
<p>Paul N. Edwards <i>Associate Professor</i></p>	<p>BA, Wesleyan University; Ph.D. in history, University of California at Santa Cruz</p>	<p>History, politics, and cultural aspects of computers, networks, artificial intelligence, global environmental change, and computer models of climate and other Earth systems</p>	<p>Doctoral Proseminar</p> <p>History of Computers and Networks</p> <p>InfoCulture: Theory and Methods in the History and Sociology of Information Technology</p> <p>Ph.D. Student Seminar</p> <p>Systems, Networks, and Webs</p>
<p>Judy S. Olson <i>Richard W. Pew Collegiate Professor of Human-computer interaction</i></p>	<p>BA in mathematics and psychology, Northwestern University; Ph.D. in experimental psychology, University of Michigan; postdoctoral fellow, Stanford University</p>	<p>Human-computer interaction; computer- supported cooperative work</p>	<p>Evaluation of Systems and Services</p> <p>Ph.D. Student Seminar</p> <p>Use of Information</p>

C 36 : Faculty

University of Michigan School of Information COA Program Presentation

Faculty with Joint Appointment, with Primary Appointment in Another Unit (0.15 FTE)

William P. Birmingham <i>Associate Professor</i>	BS in electrical engineering, MS in electrical engineering/ computer engineering, Ph.D. in electrical engineering, Carnegie Mellon University	Intelligent agents; concurrent engineering; electronic commerce; expert systems; distributed design; digital libraries; music and engineering	
Edmund H. Durfee <i>Professor</i>	AB in chemistry and physics, Harvard University; MS, Ph.D. in computer science and engineering, University of Massachusetts	Distributed artificial intelligence; cooperative robotics; digital libraries; computational information economics	

Primary Appointment Outside SI (0.00 FTE)

Francis X. Blouin <i>Professor, and Director of the Bentley Historical Library</i>	AB, Notre Dame; MA, Ph.D. in history, University of Minnesota	Archival issues from an international perspective	Archives Practicum Problems in Archives Administration
Elliot Soloway <i>Professor</i>	BA in philosophy, Ohio State University; MS, Ph.D. in computer and information science, University of Massachusetts-Amherst	Use of technology in education; developing software that takes into consideration the unique needs of learners; technology-embedded curricula for school-based programs	

Research Scientist Appointment at SI (2.00 FTE)

Thomas Finholt <i>Senior Associate Research Scientist</i>	BA in history, Swarthmore College; Ph.D. in social and decision science, Carnegie Mellon University	Collaboratory systems; computer communication technology; distance learning; design of collaborative computing environments	Ph.D. Student Seminar
Stephanie Teasley <i>Senior Associate Research Scientist</i>	BA in psychology, Kalamazoo College; Ph.D. in psychology, University of Pittsburgh	Social and cognitive processes in collaboration; user needs	Use of Information

Appendix C 2

Non-Governing Faculty with Teaching Responsibilities

Includes adjunct faculty who currently teach courses for 2002-03 academic year.

Name and Position	Education	Teaching Assignments
<i>Adjunct Faculty (3.97 FTE)</i>		
Sandra Bartlett <i>Adjunct Lecturer</i>	AD, North Central Michigan College; BA, Michigan State University; MS, Ph.D., University of Michigan	Programming I (Java) Programming II (Java)
Gail Beaver <i>Adjunct Lecturer</i>	BA, Nazareth College; MA, University of North Carolina; AMLS, University of Michigan	Instructional Design for Information Skills Current Issues in School Libraries Storytelling
Jack Bernard <i>Adjunct Lecturer</i>	JD, University of Michigan	Intellectual Property and Information Law
Tom Brinck <i>Adjunct Lecturer</i>	MS, Stanford University; MA, University of Michigan	User-Interface Design
Clare Canham-Eaton <i>Adjunct Lecturer</i>	BS, AMLS, University of Michigan	(Responsible for administering school media program)
Susanna L. Davidsen <i>Managing Director, Internet Public Library; Associate Director for Academic Outreach and Practical Engagement Programs, SI; and Adjunct Lecturer</i>	BA, AMLS, University of Michigan	Business Information Resources Government Documents Practical Engagement Workshop: Advanced Digital Librarianship Practical Engagement Workshop: Digital Librarianship
Bonnie A. Dede <i>Adjunct Lecturer</i>	AB, MA, AMLS, University of Michigan	Organization of Multimedia Information Resources Organization of Information Resources
Matthew Kuofie <i>Adjunct Assistant Professor</i>	BA, University of Ghana; Ph.D., Oakland University	Programming I (Java)

Margaret A. Leary <i>Director and Librarian, University of Michigan Law Library</i>	BA, Cornell; MA, University of Minnesota School of Library Science; JD, William Mitchell College of Law	Legal Information
S. Alan McCord <i>Adjunct Lecturer and Director of Operations Management, University of Michigan Information Technology Central Services</i>	BS in natural resources- environmental education, University of Michigan; MA in education, Ph.D. in instructional technology - computer-based education, Wayne State University	Managing the Information Technology Organization
Barbara Mirel <i>Adjunct Lecturer</i>	BA, DA, University of Michigan; MA, Eastern Michigan University	Information Visualization
Peter Morville <i>Adjunct Lecturer</i>	BA in English Literature, Tufts University; MILS, University of Michigan	Information Architecture
Darlene Nichols <i>Adjunct Lecturer</i>	AMLS, University of Michigan	Social Sciences Information
Thomas E. Powers <i>Adjunct Professor</i>	BA, MA, Wayne State University; AMLS, University of Michigan	Archives Practicum
Virginia Rezmierski <i>Adjunct Associate Professor</i>	BS, Syracuse University; Ph.D., University of Michigan	Information Ethics and Policy Information Technology, Emerging Law, and Applied Policy
Colleen Seifert <i>Adjunct Professor</i>	BA, Gustavus Adolphus College; MA, M.Phil., Ph.D., Yale University	Fundamentals of Human Behavior
Margaret T. Taylor <i>Adjunct Lecturer</i>	AB in English literature, University of Michigan; MA in English literature, MLS, UCLA; Ph.D. in library science, University of Michigan	Collection Development and Management Media for Children and Young Adults
Harold W. Tuckett <i>Adjunct Lecturer</i>	BA, University of Michigan- Flint; AMLS, University of Michigan	Online Searching and Databases

C 40 : Faculty

University of Michigan School of Information COA Program Presentation

Primary Appointment Outside SI (0.0 FTE)

Steven P. Abney
Associate Professor

BA in Classical Studies and
Linguistics, Indiana; Ph.D. in
Linguistics, MIT

Natural Language
Processing

Visiting Faculty (2.0 FTE)

Vladislav Fomin
Visiting Assistant Professor

Dipl.Eng. Econ (MSc.)
and MBA, University of
Latvia; Lic.Phil. Econ and
Ph.D. Econ, University of
Jyväskylä

Course proposal pending

Robert L. Frost
Visiting Associate Professor

BA in history and
philosophy, Grinnell
College; MA, Ph.D.,
University of Wisconsin

Women and Technology

Research Scientist Appointment at SI (0.25 FTE)

Terry E. Weymouth
Associate Research Scientist

BA in education, MS
in computer science,
University of Nebraska;
Ph.D. in computer science,
University of Massachusetts

Design of Complex
Web Sites

Faculty in Other Units Teaching Courses Cross-Listed with SI (0.15 FTE)

Keith Breckenridge
Adjunct Lecturer

BA, University of
Witwatersrand; Ph.D.,
Northwestern University

Directed Area Studies:
Information Technology,
and Work

Barry Fishman
Assistant Professor

AB, Brown University; MS,
Indiana University; Ph.D.,
Northwestern University

Learning Technologies
Across the Content Areas

Christopher Quintana
Assistant Research Scientist

BS in biological sciences,
University of Texas at El
Paso; MS in computer
science and engineering,
University of Michigan

Principals of Software
Design for Learning

Catherine Reischl
Clinical Assistant Professor

Media for Children and
Young Adults

Charles Reynolds
Senior Associate Librarian

Music Bibliography

Appendix C 3

Faculty and Service Activities

Faculty	Service Activity
Daniel E. Atkins	Accreditation Committee, Dean's Advisory Committee, Curriculum Committee
Suresh Bhavnani	Undergraduate Committee
Francis X. Blouin	On sabbatical
Yan Chen	Curriculum Committee
Derrick L. Cogburn	Master's Committee
Michael D. Cohen	Undergraduate Committee, Dean's Advisory Committee, 3/2 Program Committee, Tailored coordinator
Karen M. Drabenstott	Accreditation Committee, Curriculum Committee, faculty liaison to ALA student chapter
Joan C. Durrance	Accreditation Committee, Dean's Advisory Committee, LIS coordinator (on sabbatical fall '02)
Paul Edwards	Curriculum Committee
C. Olivia Frost	Accreditation Committee, Curriculum Committee, Dean's Advisory Committee, Doctoral Committee, Master's Committee
George Furnas	Curriculum Committee, Dean's Advisory Committee, Intellectual Integration coordinator, HCI coordinator (fall '02)
Margaret Hedstrom	Dean's Advisory Committee
Maurita Holland	Accreditation Committee, Undergraduate Committee, LIS coordinator (fall 02), faculty liaison to SLA student chapter
John L. King	Dean's Advisory Committee
Jeffrey MacKie-Mason	Doctoral Committee, STIET Executive Committee, IEMP coordinator
Gary M. Olson	Research Committee, Dean's Advisory Committee (on leave fall '02)
Judy S. Olson	Doctoral Committee (winter '03), Dean's Advisory Committee, HCI coordinator (on leave fall '02)
Dragomir Radev	Doctoral Committee, 3/2 Program Committee
Paul Resnick	SI North Committee, Dean's Advisory Committee
Soo Young Rieh	Doctoral Committee
Victor Rosenberg	Master's Committee, SI Student Association advisor, faculty liaison to ASIST student chapter
Marshall Van Alstyne	Doctoral Committee
David Wallace	Curriculum Committee, ARM coordinator
Elizabeth Yakel	Master's Committee, ARM coordinator

Appendix C 4

Sponsored Research Activity

	1999	2000	2001
Amount of funding awarded	Approximately \$12 million awarded since 1998	Approximately \$5.9 million awarded in FY 00 alone	For FY 01 (7/1/00-6/30/01) the total awarded was \$6,687,698. For CY 01 (1/1/01-12/31/01) the total awarded was \$8,055,178.
Number of active grants	35 active grants with 15 sponsors and 17 project directors	49 active grants from 22 sponsors with 19 project directors	50 active grants in the past year from 20 sponsors with 22 project directors

Note: Figures for 2002 were not available at the time this report was compiled.

Appendix C 5

Grants Awarded by Sponsoring Institution

Date	Title	Institution	Investigator
4/1/1997	Invitational Workshop on Research Agenda for Distributed Knowledge Work Environments	National Science Foundation	Daniel E. Atkins
5/1/1997	Digital Library Collaborative Working Groups	National Science Foundation	Daniel E. Atkins
5/1/1997	Alliance for Community Technology (ACT)	W.K. Kellogg Foundation	Daniel E. Atkins
6/1/1997	JSTOR	JSTOR	Daniel E. Atkins
7/1/1997	Organizational Facilitation of Job — Related Learning: A Cognitive Science of Work Force Development	Russell Sage Foundation	Gary M. Olson
10/1/1997	Title IIB Library Education and Human Resource Development Program (Master's)	Department of Education	C. Olivia Frost
10/1/1997	National Computational Science Alliance	National Computational Science Alliance	Gary M. Olson
10/1/1997	Mars Mission	W.K. Kellogg Foundation	Daniel E. Atkins
1/1/1998	A Study of Geographically Distributed Product Development	Lucent Technologies Foundation	Thomas Finholt
1/1/1998	Steelcase Collaboratory for Research on Electronic Work (CREW) Fellowship	Steelcase, Inc.	Gary M. Olson
2/15/1998	A Proposal for an International Cancer and AIDS Research and Education (ICARE) Net Demonstration at the Annual Meeting of the U.S. Japan AIDS Panel	John D. Evans Foundation	Stephanie Teasley
2/15/1998	Ford Accelerated Solutions Center Evaluation	Ford Motor Company	Stephanie Teasley
3/1/1998	Request For Supplement To: Positioning the University of Michigan Digital Library (UMDL) to be a National Resource for All Schools	National Science Foundation	Daniel E. Atkins
4/1/1998	Evaluation and Assessment of a Brainscience Collaboratory	Pritzker Foundation	Thomas Finholt

C 44 : Faculty

University of Michigan School of Information COA Program Presentation

5/1/1998	Digital Library Collaborative Working Groups — Supplement	National Science Foundation	Daniel E. Atkins
6/1/1998	Expanding the Options: Strategies for Preserving Electronic Records of Collaborative Processes	National Archives and Records Administration	Margaret Hedstrom
6/1/1998	Social Intelligence About Social Dilemmas	National Science Foundation	Paul Resnick
9/1/1998	Center for AIDS Research Computer Core: Collaboration Technology	Northwestern University	Stephanie Teasley
9/1/1998	Digital Library (DL) Collaborative Working Groups: Supplement Russian DL	National Science Foundation	Daniel E. Atkins
10/1/1998	Collaborative Knowledge — Work Environments for Team Science: The Space Physics and Aeronomy Research Collaboratory (SPARC)	National Science Foundation	Daniel E. Atkins
10/1/1998	Help-Seeking in an Electronic World	Institute of Museum and Library Services	Joan C. Durrance
10/1/1998	National Computational Science Alliance	National Computational Science Alliance	Gary M. Olson
10/1/1998	Supplemental Budget Request For SPARC-KDI: Activity Capture Technology for the Archiving and Dissemination of Discipline-Specific Lectures and Advanced Training Materials	National Science Foundation	Daniel E. Atkins
10/1/1998	Augmentation: Implementation of an Electronic Workshop Interface for Global, Multiuser, Space Weather Data Analysis	National Science Foundation	Daniel E. Atkins
11/1/1998	Information and Productivity	Intel Corporation	Marshall Van Alstyne
11/1/1998	Enriching Intra-Action Space with Densely Graphical Computing	Intel Corporation	George Furnas
12/1/1998	The Effects of Computer Mediation of the Development of Trust: A Web-Based Experiment	National Science Foundation	Michael Cohen
1/1/1999	Organizational Effectiveness: The Value Of Collaboration Tools for Complex Group Work	Steelcase, Inc.	Judy S. Olson

1/1/1999	Competition in Product Space for a Multiagent Information Goods Economy	International Business Machines Corporation	Jeffrey MacKie-Mason
1/1/1999	A Study of Geographically Distributed Product Development	Lucent Technologies	Thomas Finholt
1/1/1999	Steelcase/Collaboratory for Research on Electronic Work (CREW) Fellowship	Steelcase, Inc.	Gary M. Olson
3/15/1999	CAREER: Measuring Information's Contribution: Research on Value and Productivity	National Science Foundation	Marshall Van Alstyne
3/25/1999	Internet Public Library Contract to UMI	UMI Company	Nathaniel Borenstein
4/1/1999	Cultural Heritage Preservation Technology: Proposal for Workshops for Michigan Native Americans	Microsoft, Inc.	Maurita Holland
5/1/1999	Information Architecture Technology Support	ERIM International, Inc.	Joseph Hardin
5/15/1999	Enriching Interaction Space with Densely Graphical Computing	National Science Foundation	George Furnas
6/1/1999	Community Support Systems: Information Systems That Use and Replenish Social Capital	W.K. Kellogg Foundation	Paul Resnick Joan C. Durrance
6/5/1999	Work on Personal Identification System	Los Alamos National Laboratory	Terry Weymouth
7/1/1999	IBM Partnership Award	International Business Machines Corporation	Jeffrey MacKie-Mason
7/1/1999	Enhancing Capacity for Computer Network Based Communication and Collaboration in the Native American Higher Education Initiative	W.K. Kellogg Foundation	Daniel E. Atkins
7/1/1999	Phase II Core Funding for the Alliance for Community Technology	W.K. Kellogg Foundation	Daniel E. Atkins
7/20/1999	Models, Data, Technology and Politics	National Science Foundation	Paul Edwards
9/15/1999	The Design of Reputation Systems	National Science Foundation	Paul Resnick
9/15/1999	Seeing is Believing: The Value of Video for Remote Work	National Science Foundation	Judy S. Olson

C 46 : Faculty

University of Michigan School of Information COA Program Presentation

10/1/1999	Victor Rosenberg Intergovernmental Personnel Act (IPA)	Department of Commerce, Other	Victor Rosenberg
10/1/1999	Emulation Options for Digital Preservation: Technology Emulation as a Method for Long-Term Access and Preservation of Digital Resources	National Science Foundation	Margaret Hedstrom
11/1/1999	Enriching Interaction Space with Densely Graphical Computing	Intel Corporation	George Furnas
11/1/1999	Information and Productivity	Intel Corporation	Marshall Van Alstyne
1/1/2000	A Study of Geographically Distributed Product Development	Lucent Technologies	Thomas Finholt
2/1/2000	Empowering Information and Communication Technology Leadership in the Native American Community	W.K. Kellogg Foundation	Daniel E. Atkins
2/1/2000	User Experience Certification Program	AT&T Corporation	Judy S. Olson
6/1/2000	Web Site Development and Ongoing Tracking Project: Philanthropy, Volunteerism, and Organizational Effectiveness	W.K. Kellogg Foundation	Daniel E. Atkins
6/1/2000	Knowledge Management Trend Analysis Report: Report Development, Scanning and Ongoing Tracking	W.K. Kellogg Foundation	Daniel E. Atkins
7/1/2000	IBM Partnership Award	International Business Machines Corporation	Jeffrey MacKie-Mason
8/11/2000	Gates Library Intern Program	Bill & Melinda Gates Foundation	Maurita Holland
8/15/2000	NEESGRID: A Distributed Virtual Laboratory for Advanced Earthquake Experimentation and Simulation (Scoping Study)	University of Illinois	Thomas Finholt
9/1/2000	Requirements Analysis for Information Technology and Application Service Provision Among Member Organizations of the Council of Michigan Foundations	Charles Stewart Mott Foundation	Thomas Finholt
9/1/2000	ITR:SOC/IM: Sustainable and Generalizable Technologies to Support Collaboration in Science	National Science Foundation	Gary M. Olson

9/1/2000	Start-Up Funds for the Behavioral Science Component of the Waterford Project	John D. Evans Foundation	Gary M. Olson
9/1/2000	User Experience Certification Program	AT&T Corporation	George Furnas
9/1/2000	Exploration of New Approaches to Sustainable Infrastructure for Information Sharing	National Science Foundation	Michael Cohen
9/1/2000	Computational Markets for Decentralization of Complex Time-Dependent Activities	National Science Foundation	Michael Wellman
9/1/2000	ITR/IM: Data Fusion Across Multiple Text Streams: A Common Theory	National Science Foundation	Dragomir Radev
10/1/2000	Developing a Digital Opportunity Fund — Phase 2 of .us Domain Name	W.K. Kellogg Foundation	Daniel E. Atkins
10/1/2000	How Libraries and Librarians Help	Institute of Museum and Library Services	Joan C. Durrance
10/30/2000	A Joint Degree in E-Commerce	Intel Corporation	Jeffrey MacKie-Mason
11/1/2000	Information and Productivity	Intel Corporation	Marshall Van Alstyne
11/1/2000	Enriching Interaction Space with Densely Graphical Computing	Intel Corporation	George Furnas
1/1/2001	Geographically Distributed Product Development	Lucent Technologies	Thomas Finholt
1/1/2001	Community Information Corps and Fellows Program	David and Lucile Packard Foundation	Paul Resnick
4/6/2001	Improving Researchers Access to Primary Sources on the Internet	U-M Rackham Graduate School	Elizabeth Yakel
5/1/2001	Perspectives And Information for a Balanced Approach to Information and Communications Technology	W.K. Kellogg Foundation	Paul Edwards
5/15/2001	Conferencing Capability Among the Waterford Project Sites	The Waterford Project	Gary M. Olson
7/3/2001	New Options for Youth Through Engaged Institutions Initiative	W.K. Kellogg Foundation	Daniel E. Atkins
8/1/2001	ITR: Understanding Open Software Communities, Processes and Practices: A Socio-Technical Approach	National Science Foundation	Mark Ackerman

C 48 : Faculty

University of Michigan School of Information COA Program Presentation

8/1/2001	Collaborative Research: Field Studies of Organizational Memory and Information Reuse	National Science Foundation	Mark Ackerman
8/1/2001	NEESGRID: (Network For Earthquake Engineering Simulation): A Distributed Virtual Laboratory for Advanced Earthquake Experimentation and Simulation	University of Illinois	Thomas Finholt
9/1/2001	ITR/PE+AP Strategic Positioning in Information Product Space	National Science Foundation	Edmund Durfee
9/1/2001	An Assessment Project for Application Service Providers Focused on Nonprofits	NPower	Thomas Finholt
9/1/2001	Socio-Technical Infrastructure for Electronic Transactions	National Science Foundation	Jeffrey MacKie-Mason
9/21/2001	USSSP Ocean Drilling Program	Texas A&M University	Peter Knoop
10/1/2001	George E. Brown Jr. Network for Earthquake Engineering Simulation "NEES" Consortium Development Project	CUREE Organization	Thomas Finholt
10/1/2001	Evaluating the Effectiveness of Interactive Multimedia for Library User Education	Institutes of Museum and Library Services	Karen M. Drabentstott
10/15/2001	Planning Grant to Investigate the Incorporation of Born Digital Records into a FOIA Request Processing System	University of Michigan Office of the Vice President for Research	David Wallace
10/30/2001	Privacy in the Information Age Lecture Series	University of Michigan Office of the Vice President for Research	Victor Rosenberg
11/13/2001	U-M Science, Technology and Society Program (STS)	University of Michigan Office of the Vice President for Research	Paul Edwards
1/1/2002	Effect of Internet Filters on Access to Health Information	The Henry J. Kaiser Family Foundation	Paul Resnick
2/1/2002	Planning Grant to Investigate the Incorporation of Born Digital Records into an EFOIA Request Processing System: Current Practice and Promising Technologies	National Science Foundation	David Wallace

2/4/2002	Understanding Distributed Collaborative Knowledge Work Between Developed and Developing Countries	Microsoft, Inc.	Derrick L. Cogburn
2/21/2002	MI Kids, MI Teachers, and MI Information Technology Leaders: Exploring, Creating, and Using Knowledge Effectively	University of Michigan	John King
2/25/2002	CAREER: Augmenting Expertise Networks	National Science Foundation	Mark Ackerman
4/1/2002	Geochemical Investigations of the Paleocene/Eocene Boundary, Paleogene Hydrothermal Activity, and the Paleooceanographic Record of Manganese Nodules	Boise State University	Peter Knoop
4/1/2002	Proposal for a Workshop to Develop a Research Agenda on Digital Archiving and Preservation	National Science Foundation	Margaret Hedstrom
4/15/2002	Workshop: Human-Computer Interaction Doctoral Research Consortium	National Science Foundation	Gary M. Olson
4/30/2002	CARAT/Rackham Gazzale: Agent-Based Simulations in the Study of Competition Between Boundedly Rational Agents	University of Michigan	Jeffrey MacKie-Mason
5/1/2002	Community Information Corps	Microsoft, Inc.	Paul Resnick
5/8/2002	CHIME	University of Michigan	C. Olivia Frost
6/27/2002	Educational Innovation: The Strategic Use of Complex Computer Systems	Carnegie Mellon University	Suresh Bhavnani
7/1/2002	Workshop on "Effective Tools and Methodologies for Teaching Natural Language Processing and Computational Linguistics"	National Science Foundation	Dragomir Radev
7/19/2002	North American participation in the NSF-DELOS Working Group on Digital Archiving and Preservation	National Science Foundation	Margaret Hedstrom
7/23/2002	A Proposal to Intel for an "SI North Lab"	Intel Corporation	Gary M. Olson
7/25/2002	Knowledge Management and Productivity Heuristics (Knowledge MPH)	Intel Corporation	Marshall Van Alstyne

C 50 : Faculty

University of Michigan School of Information COA Program Presentation

8/1/2002	Human Agent Speech Interface Architecture	Soar Technologies	Dragomir Radev
9/1/2002	Supplement to "Seeing is Believing"	National Science Foundation	Judith Olson
9/16/2002	Scholarship Grant Application for Schools and Library and Information Science	Bill & Melinda Gates Foundation	C. Olivia Frost
10/1/2002	Approaches for Understanding Community Information Use: A Framework for Identifying and Applying Knowledge of Information Behavior in Public Libraries	Institute of Museum and Library Services	Joan C. Durrance
10/21/2002	Information Diffusion Models with Application to Intellectual Property and Social Welfare	University of Michigan Office of the Vice President for Research	Marshall Van Alstyne