Mission

Mission, Goals and Objectives
Response to Budgetary Planning Questions
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The School offers the Master of Library Science (MLS) degree on the Indianapolis campus as well as courses for completion of school media and public librarianship certification and joint degree programs with SPEA, Law, Philanthropic Studies, Medical Informatics, and History. The Indianapolis MLS program is jointly accredited with the Bloomington MLS program by the American Library Association. Full re-accreditation was granted in 2005 to continue through 2012.

The Indianapolis program has responsibility for development and delivery of SLIS graduate courses through distance education including the use of the Virtual Indiana Classroom, OnCourse and the Internet.


The Indiana University School of Library and Information Science is committed to fostering excellence and innovation in the education of information professionals, the creation of new knowledge, and service to a diverse society in a dynamically changing global information environment.

To this end, it has adopted these statements to further define the mission:

To educate students, through library and information science courses, mentoring and field experiences, for fulfilling careers; professional leadership; lifelong learning; social responsibility; and technological mastery.
To contribute new knowledge and advance science through library and information science research, with a particular interest in user-centered approaches; social, behavioral, and technological perspectives; interdisciplinary collaboration; and the role of information in society.

To serve, in keeping with our responsibilities as professionals, our state and local constituencies; the library and information science profession; and society, by promoting universal information access.

To create a climate within the School that fosters intellectual engagement, openness and exploration, respect, support, and diversity.

To meet the challenge of a complex, changing and interconnected world through ongoing dialogue, scholarly communication, civic engagement, and self assessment.


- In cooperation with SLIS at IUB, hosted a successful re-accreditation review and have received full re-accreditation for the MLS program in association with IUB through 2012.
- Approved, established and now advertising new joint degree programs between the SLIS MLS and graduate certificates or degrees with SPEA, Law and Philanthropic Studies. A dual masters with Medical Informatics is on track for approval by 2006.
- Established and met with on a regular basis a master’s program Advisory Council with members representing SLIS-Indianapolis Alumni and the library professions and employers in the state.
- Approved joint governance document with SLIS at IUB, as well as promotion and tenure guidelines and annual review guidelines for salary decisions at SLIS-Indianapolis.
- Hired ten full-time faculty, several involved in campus committee service for planning and evaluation, graduate academic affairs, affirmative action, public relations, civic engagement, and faculty governance.
- Established training sessions for teaching improvement and distance education delivery for full-time and adjunct faculty.
- Established a regular symposium series in cooperation with the Indianapolis Marion County Public Library to address literacy and philanthropic issues related to public library community service.
- Established a regular delivery of graduate courses over interactive television and the Internet.

Doubled Annual Numbers - 2001 to 2005

- Annual number of students taking classes per semester has increased from 250 to 340 (projected to 500 by 2008)
- MLS degrees awarded from 67 to 111 (projected to 140 by 2008)
- Number of courses delivered annually increased from 35 to 90
- Number of courses delivered over interactive television or the Internet has increased from 2 to 18
- Amount of dollars won for teaching, service, research, or fellowships has increased from $70,000 to $300,000
- Student scholarship dollars received from competitive sources outside of SLIS have increased from $3,000 to $65,000 annually.
- Percentage of minority students has increased from 2% of 250 to 6% of 340 (goal of 8% of 500 by 2008)
- 90% of graduates placed in Indiana libraries, a steady number not likely to change.

Goals and Objectives
I. A. Teaching and Learning. Encourage development of more online and field experience components within existing courses, and infuse more technology applications to information services and management problem-solving across the curriculum. (Ball, Tilley)

Online and Field Experience

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame: 2006 - 2008

Actions taken for 2004-2005:

Since 2001, all full-time faculty hires have proven abilities and interests in using online and field experience components as part of their course delivery. Five of ten hires now deliver at least one course completely online.

Evidence of Progress for 2004-2005:

Since 2004, three sessions have been held between full-time and adjunct faculty members at SLIS. Most faculty have received individualized training in use of OnCourse, VIC and other technologies. This sets the foundation for future training sessions and adoption of technologies on a wider basis over the next three years.

Activities planned for 2005-2006:

a. Double the number of courses that effectively use OnCourse or field experience activities. (Ball, Tilley)

b. In cooperation with the IUPUI Center for Teaching and Learning, offer training sessions for full-time and adjunct faculty in methods for effective use of OnCourse applications and field experience options. (Ball, Tilley)

c. Demonstrate options for wider technology applications to full-time and adjunct faculty. (Ball, Schilling, Tilley)

I. B. Teaching and Learning. Integrate more leadership for civic engagement and public service issues as well as a philosophy of civic professionalism across the core curriculum, especially in management courses. (Preer, Schilling)

Leadership for Civic Engagement

Campus Planning Theme: Teaching and Learning, Civic Engagement
Secondary Goals:
Sub Unit:

Actions taken for 2004-2005:

Three SLIS faculty members have become active participants in IUPUI Civic Engagement committees and retreats.

Evidence of Progress for 2004-2005:

By 2007 show increase in frequency of quality experiences, presentations and assignments in core curriculum related to civic engagement and professionalism. (Preer, Schilling)
Activities planned for 2005-2006:

Establish civic engagement as a primary area for curriculum review, especially in the core curriculum. (Preer, Schilling)

I. C. Teaching and Learning. Establish a high quality, graduate track for delivery of school library media certification online. (Callison, Lamb, Tilley)

Online School Media

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:

Actions taken for 2004-2005:

In 2002, Carol Tilley was hired to serve full-time as SLIS coordinator for distance education within the State of Indiana and to coordinate delivery of interactive video courses to South Bend, Fort Wayne, and Gary.

In 2003 Annette Lamb was hired as full-time coordinator for online course development. She, and three other SLIS faculty members, have developed and tested ten, 3-credit courses that meet the requirements for school library media certification in any state.

Three adjuncts have learned how to effectively deliver these online courses.

SLIS at Indianapolis has been an active partner since 2004 in a consortium for delivery of online courses by 14 ALA-accredited programs.

Evidence of Progress for 2004-2005:

Since 2001 the number of students who complete school library media certification through the Indianapolis program has increased from 20 annually to 60 in 2005.

Enrollment and successful placement of school library media students should reach 150 annually by 2008.

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Activities planned for 2005-2006:

SLIS at Indianapolis, in partnership with the College of Information at Florida State University, will establish a special consortium of graduate programs offering online graduate courses in school library media certification. (Callison, Lamb, Tilley)

Beginning with the Fall 2006 term, students who hold a valid teaching license and meet graduate admission requirements set by SLIS, will have the option to complete school media certification completely online.

The potential for adding new students is 100 - 150 new out-of-state and 50 in-state graduate students above the current
I. D. Teaching and Learning. Develop additional joint degree programs. (Applegate, Irwin)

Academic Collaboration

Campus Planning Theme: Teaching and Learning, Best Practices, Collaboration
Secondary Goals:
Sub Unit:

Actions taken for 2004-2005:

Since 2004, SLIS has gained approval on several joint degree programs: dual masters with philanthropic studies, dual MLS and JD, dual certificate in nonprofit management with SPEA.

In January 2005, a proposal for a dual masters between SLIS and Medical Informatics will be submitted to the Graduate Affairs Council.

A dual degree between SLIS and history approved in 1988 now involves a dozen students annually. These new dual programs, combined, should bring an additional twenty graduate students to the SLIS program in Indianapolis by 2008. (Schilling, Irwin)

Evidence of Progress for 2004-2005:

The number of SLIS students at Indianapolis enrolled in a joint degree program shall increase from 10 in 2005 to 50 in 2008.

Activities planned for 2005-2006:

Explore potential collaborative academic relationships with other IUPUI units which do not have joint degrees with SLIS. (Irwin, Applegate)

Negotiate joint degree programs that will address a market need and further define a differentiated mission from SLIS-IUB. New joint degree possibilities include museum studies, higher education assessment and leadership, special need audiences and services to individuals with a disability. (Applegate, Irwin)

II. A. Civic Engagement. Establish a Civic Engagement plan for SLIS-Indianapolis. (Preer, Schilling, Callison)

Plan for Wider Civic Engagement

Campus Planning Theme: Civic Engagement, Collaboration
Secondary Goals:
Sub Unit:
Time Frame: 2006 - 2007

Actions taken for 2004-2005:

Three SLIS faculty members became active participants in Civic Engagement committees and retreats in 2005.
Civic Engagement has been added to the SLIS promotion and tenure document and the annual salary review document as an important factor in evaluation of faculty performance.

SLIS-Indy faculty have established active service roles in Indianapolis in cooperation with the Indianapolis-Marion County Public Museum and the Indiana Library Federation.

Evidence of Progress for 2004-2005:

Establish a broad plan by 2007. (Preer, Schilling)

Increase frequency of civic engagement activities in core curriculum.

Maintain frequency of at least two public seminars on literacy with the Indianapolis Marion County Public Library annually.

Increase the frequency of outreach and professional development to small rural public libraries in Indiana.

Increase the portion of internship experiences that deals specifically with civic engagement.

Activities planned for 2005-2006:

Provide information to the SLIS faculty concerning IUPUI civic engagement activities and policies. (Preer)

Identify current and planned courses that might be enhanced by greater infusion of civic engagement activities and philosophy. (Preer)

Reach agreement as to appropriate levels and methods of civic engagement to be undertaken by SLIS-Indy and the appropriate support and rewards associated with such actions (annual review, promotion and tenure, annual salary review). (Callison)

Establish a collaborative role with the IUPUI School of Education and outreach to the Indianapolis Public Schools. (Irwin, Callison)

Increase collaborative engagement with the Indiana State Library to provide support for professional development in small and rural Indiana public libraries. (Callison, Irwin)

III. A. Scholarship and Research. Increase grant applications, publications and presentations. (All Tenure Track Faculty)

A Culture for Funding and Publication

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit:

Time Frame: 2005 - 2008

Actions taken for 2004-2005:
Over the past two years, SLIS has collaborated with other units to secure nearly $2 million in funds from the Institute for Museums and Library Services (IMLS). One project involves $900,000 in scholarship funds for doctoral students in cooperation with IUB School of Education, and a second involves $900,000 in development of online tutorials in “outcomes-based evaluation” in cooperation with IUPUI museum studies. (Irwin, Callison, Applegate, Tilley)

Since 2004, each tenure-track faculty member has published at least one refereed journal article and have made at least one refereed national presentation annually.

Of the current six tenure-track faculty, three international presentations haven been delivered over the past six months, and each has been invited to present at a national conference between November 2005 and January 2006.

Evidence of Progress for 2004-2005:

Maintain at least one refereed publication and one invited national presentation annually by each tenure-track faculty member.

Increase grant applications from two annually to four annually by 2007.

Increase total grant requests from $1 million annually to $2 million annually by 2007.

Activities planned for 2005-2006:

Increase the research and grant application culture of the SLIS faculty at IUPUI by holding regular meetings to discuss potential research options and grant activities with relevant researchers on campus. (Ball)

Inventory and document SLIS faculty research interests and publications. (Ball)

Seek joint applications for grants to support scholarship, teaching and research. (Ball, Callison, Irwin)

Establish a national conference on Health Information Literacy in cooperation with the IUPUI School of Nursing and Medical Informatics. (Schilling)

Establish a national conference on Inquiry and Learning for Life involving national researchers from museum studies, information literacy, science education, and literacy. (Callison)

Expand Student Conference Participation and Publications

Campus Planning Theme: Research, Scholarship and Creative Activity, Best Practices, Civic Engagement

Secondary Goals:
Sub Unit:
Time Frame: 2005 - 2008

Actions taken for 2004-2005:

SLIS has encouraged graduate students to attend state and national conferences, providing special funding to about ten students annually.

Two SLIS students presented papers at national conferences in 2005.
Four SLIS students have published articles in state or national journals since 2004.

Evidence of Progress for 2004-2005:

By 2007, increase the number of SLIS students attending professional conferences from 20 annually to 40 annually. (Callison, Irwin)

By 2008, increase the number of SLIS students presenting at professional conferences from 2 annually to 6 annually. (Callison, Irwin)

By 2008, increase the number of SLIS students who have submitted manuscripts for publication in state or national journals from four to eight annually. (Callison, Irwin)

Activities planned for 2005-2006:

Increase the number of SLIS students who attend state and national conferences to present papers. (Irwin, Callison)

Encourage SLIS students to submit papers, poster sessions, and panel presentations at regional, state and national professional conferences by increasing team projects in classes and independent projects mentored by faculty. (Irwin, Callison)

Encourage submission of quality student papers to state and national journals through class assignments and presentations. (Irwin, Callison, Applegate)

III. B. Research and Scholarship. Collaborate with University Library faculty on research and scholarship. (Applegate, Schilling)

Collaboration with University Library

Campus Planning Theme: Research, Scholarship and Creative Activity, Best Practices, Collaboration

Secondary Goals:

Sub Unit:


Actions taken for 2004-2005:

David Lewis, Dean of University Libraries (UL) and Daniel Callison, Executive Associate Dean of SLIS, have requested their faculty to seek cooperative projects in research and scholarship, especially work which will lead to effective evaluation and improvement of library information services.

Since 2003, several SLIS faculty members have participated in the design and implementation of student surveys and library use observations as well as evaluation of the new Information Commons Area.

Evidence of Progress for 2004-2005:

By 2007, at least two cooperative projects involving faculty members from UL and SLIS will be presented at a state or...
national conference.

By 2008, at least one cooperative project shall be funded by external dollars for research and development.

Activities planned for 2005-2006:

Organize regular meetings between UL and SLIS-Indianapolis faculty to showcase research ideas and projects. (Applegate)

Inventory joint interests. (Applegate)

Establish teams for the purpose of seeking external funding. (Applegate, Callison)

IV. A. Best Practices. Increase the diversity of the SLIS student body and faculty. (Callison, Irwin, Hollcraft)

Diversity in Faculty:

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** 2003 - 2007

Actions taken for 2004-2005:

Nine of the ten full-time faculty at SLIS are female.

Among the 25 adjunct faculty, three are African-American, two are Asian-American, and one is Latin-American.

Evidence of Progress for 2004-2005:

Seek and hire as many visiting and adjunct faculty members as possible from qualified minority applicants. (Callison)

Activities planned for 2005-2006:

There are no plans for additional tenure-track faculty hires at SLIS during the next two years.

There will likely be openings for two visiting faculty members and up to six additional adjunct faculty over the next two years.

Diversity in Student Population

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:**

**Time Frame:** 2002 - 2008

Actions taken for 2004-2005:
The percentage of the SLIS-Indy student population from ethnic minority groups has increased from 3% in 2001 to over 6% in 2005. This is actually a four-fold increase as overall enrollment has increased 70%.

Special brochures and websites are used to promote national scholarships targeted at minority students.

Scholarship funding from the Indianapolis Library Foundation and from the American Association of Librarians over the past two years has provided $90,000 in support of six Black-American students to attend SLIS.

SLIS students received over $50,000 in competitive scholarship dollars in 2004 - 2005.

Evidence of Progress for 2004-2005:

By 2008, the diversity of the SLIS student population will increase from 2002 in terms of larger portions of the population being from these groups: ethnic minority (native American, African American, Asian American, Latin or Mexican American), international, physical disability, male, high scholarship potential. Increase each group by 2% or higher from 2004 levels.

Increase the amount of competitive scholarship dollars won by SLIS-Indianapolis students from $50,000 in 2004 to $100,000 in 2007.

Activities planned for 2005-2006:

Continue to distribute literature and make presentations to promote the need for more individuals from minority ethnic groups to enter the library and information science professions. (Callison, Irwin)

Promote scholarships from state and national organizations that target minority students. (Callison, Irwin)

IV. B. Best Practices. Conduct a Campus-Based Program Review. (Applegate, Schilling)

Program Review:

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: 2006 - 2008

Actions taken for 2004-2005:

SLIS-Indy faculty were instrumental in providing a quality Program Presentation and hosting a constructive team visit leading to re-accreditation of the SLIS programs at Bloomington and Indianapolis by the American Library Association in 2005.

Evidence of Progress for 2004-2005:

Gather and analyze data and present recommendations by 2007. (Applegate, Schilling)
Incorporate selected recommendations with the new SLIS university-wide Strategic Plan. (Callison)

Activities planned for 2005-2006:

Conduct a campus-based Program Review starting with the professional accreditation self-study and report. (Applegate, Schilling)


Electronic Portfolios

Campus Planning Theme: Teaching and Learning, Best Practices
Secondary Goals:
Sub Unit:
Time Frame: 2006 - 2008

Actions taken for 2004-2005:

Initial examination of software for electronic-portfolio development. (Schilling, Applegate)

Evidence of Progress for 2004-2005:

By 2007, consider adoption of electronic portfolio assessments for determining exemplary graduate performance in SLIS and awarding such as part of graduation.

Activities planned for 2005-2006:

Explore the use of Sakai’s e-portfolio software and other professional software to manage student portfolio documents. (Schilling)

Establish criteria and models for acceptable student e-portfolio products and involve SLIS-Indianapolis faculty in selection of examples of acceptable student products. (Applegate, Schilling)

Map progression of e-portfolio development in order to establish a system that will recognize levels of required student performance and exemplary student performance. (Schilling, Applegate)

Fiscal Health

*** Fiscal health report for 2005-06 is attached as PDF file.***
Reallocation Plan

Other Question(s)

Doubling goals. In what ways has and will your responsibility center contribute to the Chancellor’s doubling goals for enrollment (retention and graduation rates and degree conferrals), research and scholarship (grants and contracts), and civic engagement (service learning, internships, community collaborations)?

- Graduation Rates. SLIS granted 119 master of library science degrees in Indianapolis in 2004 – 2005, about a 70% increase over 67 granted in 2000-2001. It is unlikely the 119 number will double within the next three years, but it is likely SLIS will grant twice the number of MLS degrees in 2008 as it did in 2001. The increase since 2001 is based on new scheduling of courses more frequently on week-ends and over distance delivery. The projected increase in degree awards is based on program advancements for dual degrees and dual certifications in law, medical informatics, museum studies, nonprofit management, philanthropic studies, and a full online school media certification track. These programs have the potential to attract up to 150 new students (above the current 350 level) to SLIS annually. 90% of those admitted to the MLS program complete the degree, and nearly 90% of the graduates take professional library jobs in Indiana. This means 80 to 100 professionals placed in the Indiana professional job ranks annually at an average salary of $40,000. It is unlikely there is need to improve on these numbers.
  - SLIS Ranking in master degrees granted in 2004 – 2005 at IUPUI:
    - Business 382
    - Social Work 168
    - Education 133
    - SLIS 119
    - SPEA 95
    - Nursing 92
    - Medicine 70
    - Liberal Arts 60
    - Engineering 49
    - Informatics 39
    - Law 36
    - Music 15
    - Continuing Study 13
    - Health Rehab. 11
    - PE Tourism 2
    - Herron Art 1
    - Journalism 0
  - The awarding of 119 degrees at the master’s level places the IUPUI program above the national average of 95 degrees awarded by an ALA-accredited program in North America. Bloomington awarded 139 MLS degrees last year, just twenty more than at Indianapolis.

- Research – Grants and Contracts. Since 2001, SLIS has won or played an active role in awards totaling nearly $2 million. Funding has come from the Institute for Library and Museum Services. Nearly one million has been for scholarships to fund doctoral students in school media education and curriculum in cooperation with the School of Education in Bloomington. Nearly one million is for a three year project with IUPUI Museum Studies in the development of an online training program in “outcomes-based evaluation” to be launched nationally next year. Other funding has been for national conferences developed through SLIS. Three internal and two external research grants have totaled about $10,000. These awards were won with three full-time tenure track faculty. With double that number of tenure track faculty onboard, it is likely that SLIS will apply for nearly $4 million dollars in grant funding by 2008.

- Civic Engagement. SLIS has been a longtime leader in placement of graduate interns in library and information industry for
the past 20 years. Over 80 interns are placed annually in Indiana schools, public libraries, archives, corporate centers and medical facilities. New to the SLIS Goals and Objectives is the plan to further define and enrich the School’s civic engagement over the coming three years. SLIS has engaged area library leaders in providing a series of lecture events on literacy and has provided leadership to the professional library associations in the state. A new plan for civic engagement may lead to revision of core curriculum and greater awareness of civic engagement opportunities. The specific areas of measurement, however, have yet to be defined.

Diversity. What actions have you taken and what results have you achieved in diversifying your student body (particularly in improving the success rates of minority students) and your faculty and staff?

- Recruitment of Minority Students. Over the past three years, because of specific contacts and fellowship funding from the Indianapolis Public Schools and the American Library Association, over $90,000 in scholarships have helped to increase the percentage of our student minority population from 3% to over 6%. Because of the growth in enrollment, this is actually a four fold increase from 5 minority students to 22 minority student enrolled this year. Through development of our own literature, visits to academic and public libraries and an increased sensitivity in the profession, it is likely the number of minority students in SLIS will increase more by 2008.
- Faculty and Staff. Five of six of the tenure track appointments in SLIS are women. We continue to seek faculty from the ethnic minority pool, but the competition for these individuals is very high. To date, four African-Americans, two Asian-Americans, and one Latino have served recently as adjunct faculty members. These numbers are likely to increase, but not double by 2008 without additional funding to increase incentives to attract quality applicants.

Campus coordination and cooperation. Are you willing to work with an adjudicative group in resolving conflicts in course and program offerings in the spirit of reducing campus duplication and overlap? If so, what forum or format would be most helpful to you? Please cite examples of your cooperation with other units in resolving such conflicts.

- Yes, representatives from SLIS have served on campus committees to help address some of these issues. Our graduate program is rather unique in the audience it serves. There are areas of cooperation and joint support with some units in the professional studies arena on campus and we have established joint degree and certificate programs with those units. We have had no conflicts concerning courses, certificates or degree offerings.

4) What actions have you taken to promote the retention of all students, and in particular, individuals who would diversify the student body, e.g., ethnic, racial, and gender minorities?

5) What uses are you making of the student technology fee?