Mission

Mission, Goals and Objectives
Response to Budgetary Planning Questions
November 4, 2005

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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 Mission of the School (2005)

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 continue 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

1. 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 2005-2006:

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 2005-2006:

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 2006-2007:

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)

1. 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 2005-2006:

Three SLIS faculty members have become active participants in IUPUI Civic Engagement committees and retreats.
Evidence of Progress for 2005-2006:

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 2006-2007:

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 2005-2006:

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 2005-2006:

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.

Activities planned for 2006-2007:

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 330 (nearly all in-state) by 2007.

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 2005-2006:

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 2005-2006:

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 2006-2007:

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 2005-2006:

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 2005-2006:

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 2006-2007:

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-Theme:
Time Frame: 2005 - 2008

Actions taken for 2005-2006:

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 have 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 2005-2006:

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 2006-2007:

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 2005-2006:
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.

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**Evidence of Progress for 2005-2006:**

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)

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**Activities planned for 2006-2007:**

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)

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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:**

**Time Frame:** 2005 - 2007

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**Actions taken for 2005-2006:**

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 2005-2006:

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 2006-2007:

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:

Actions taken for 2005-2006:

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 2005-2006:

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

Activities planned for 2006-2007:

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:
Secondary Goals:
Sub Unit:
Time Frame: 2002 - 2008

Actions taken for 2005-2006:

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 2005-2006:

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 2006-2007:

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)

Check ‘Program Review’
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: 2006 - 2008

Actions taken for 2005-2006:

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 2005-2006:

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 2006-2007:

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 2005-2006:

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

Evidence of Progress for 2005-2006:

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 2006-2007:

- 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 2006-07 is attached as PDF file.

Currently, the SLIS program at Indianapolis has an approximate reserve of $275,000 in general funds and $125,000 in technology funds. The 2006-2007 budget is based on no growth in enrollment, and an 8% increase in tuition. The balance for this fiscal year should be a surplus of approximately $30,000. This projection is based on the current executive associate dean leaving as of December 31, to be replaced by a current fulltime faculty member, and no increase in faculty lines for this fiscal year. The healthy status of the financial reserve, the slight decline of 1 to 2% in enrollment should still allow for hiring a new fulltime, tenure track faculty member at the rank of assistant or associate in 2008.

Reallocation Plan

Other Question(s)

1) 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 confrerrals), research and scholarship (grants and contracts), and civic engagement (service learning, internships, community collaborations)?

Since 2002, SLIS has doubled the number of annual graduates awarded the MLS degree. For the next two to three years, this number will level at approximately 100 MLS degrees awarded annually until new dual programs result in a 10% to 15% growth by 2010.

2) Diversity: What actions have you taken and what results have you achieved in retaining and graduating a diverse student body; enhancing diversity in research, scholarship, and creative activity; and recruiting, developing, and supporting diverse faculty and staff?

SLIS has participated in recruitment of minority students through graduate fairs and campus visits. In 2001, 3% of the SLIS student enrollment was classified as minority. In 2006 the enrollment had increased by 70% over 2001, and the total percentage of minority students had doubled to 6%. Two SLIS students have received the national Spectrum scholarship from the American Library Association, an award of $5,000 for one year.

SLIS continues to seek faculty members at the adjunct, visiting and tenure track ranks. Eight minority faculty serve on adjunct or visiting status, five more than in 2001.

3) Campus collaboration: In what ways has your unit collaborated with other units to enhance teaching and learning and/or research and scholarship? What plans do you have to strengthen collaborative activities in coming years?

SLIS is in the second year of a national collaborative project with the IUPUI Museum Studies program. A $900,000 project was financed by the Institute for Library and Museum Services in 2004 for the development of online tutorials in long range planning and evaluation. This product will be completed next year under the guidance of principal investigator Liz Kryder-Reid with programming development from SLIS faculty Annette Lamb, Rachel Applegate, and Katherine Schilling. A new joint dual masters degree is likely to result from this cooperative project.

SLIS associate professor Marilyn Irwin coordinates the implementation of a $600,000 fellowship grant for four doctoral students in school media and curriculum. Although these student attend course work at IU Bloomington, part of their program calls for gaining experience in innovative instruction through online and interactive televised delivery through the SLIS IUPUI program.

A new dual degree between SLIS (MLS) and health informatics was approved in 2006. Developed by SLIS assistant professor Katherine Schilling and Informatics professor Anna McDaniel, this program will be fully launched in January 2007 and is expected to attract 15 to 20 new students annually to SLIS.
SLIS continues as a collaborative member of the computer consortium with the School of Education, Social Work, and Physical Education.

Research and evaluation projects have been developed in cooperation with the University Library. These have led to initial grant funding of $30,000 and projected grant applications of approximately $100,000. Assistant professor Rachel Applegate, who has coordinated most of these efforts, will deliver four invited papers at national conferences through March 2007 because of these projects.

Cooperative efforts with the Indiana State Library and the Indiana Library Association to fund leadership internships across Indiana will lead to a three year grant application of approximately $650,000 in December.

4) International scholarship: How extensively are faculty in your school involved in research on international topics or in collaborations with international colleagues? Please cite some examples.

Three of the six tenure-track faculty in SLIS have given invited presentations recently overseas. These include national conferences in Portugal (Katherine Schilling), South Korea (Mary Alice Ball) and Australia (Jean Preer). There continues to be interest from these faculty members to become further engaged in international cooperation for research and recruitment of graduate students in library science. David Lewis, University Library Dean, has also expressed interest in collaborating with SLIS on joint faculty appointments to attract qualified international faculty to IUPUI on a visiting or tenure-track basis.

5) Internationalization of curriculum: How extensive are international perspectives and content in curricula in your school? Are international perspectives present in the core requirements for undergraduate degrees? Are there degree or certificate programs with an international emphasis? Do you have study abroad programs?

At the current time, SLIS does not have program elements that address these questions. We do have several faculty who have a great deal of interest in development of such international outreach for our School and in cooperation with the University Library.