Mission

Goals and Objectives

[See the document attached.]

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

Actions taken for 2009-2010:

Since 2001, all full-time faculty hires have proven abilities in using online components as part of their course delivery. Ten of eleven full time faculty members now deliver at least one course completely online, including a visiting assistant professor, visiting lecturer, and three new tenure track assistant professors. In 2009-2010, 13 sections of 11 courses were offered online in the fall and summer and 10 sections of eight courses in the spring for a total of 37 sections of 29 courses offered online. Furthermore, all full- time and many adjunct faculty members use Oncourse as a component of their face-to-face classes in blended instruction to include online discussions, communication between classes with the instructor, group work, and submission of assignments.

A pilot study of the ePortfolio assessment tool revealed that some students can complete the full Master of Library Science program with only basic technology competencies if they elect to take courses that do not provide those skills. While a number of technology-rich learning opportunities are provided, the results informed the faculty of the need to infuse technology into other courses, particularly in the required core classes.

During 2009-2010, the Indianapolis program conducted a pilot study of the use of an ePortfolio to assess student learning outcomes for programmatic review. The results of the study indicated that the ePortfolio is relatively easy for students to use, faculty can readily determine whether students have mastered the goal area, and the resulting data can provide information about areas of strength and weakness to support ongoing program review and improvement. Because SLIS is a core school and participation will be needed from all students to get quality data, the School will need to adopt a student learning outcomes assessment tool as a graduation requirement and determine how to implement the
Graduates of the School have historically taken leadership positions and received numerous honors. This year, Michael Witt, a 2006 SLIS Indianapolis graduate and interdisciplinary research librarian at Purdue University, has been named a Fulbright Scholar. He will lecture and conduct research at the Bibliotheca Alexandrina from January to May 2011. Also, Kristin Stout, a 2007 SLIS Indianapolis graduate, was named a 2010 Emerging Leader by the American Library Association.

Evidence of Progress for 2009-2010:

Full-time and adjunct faculty members will make more innovative use of Oncourse and increase the infusion of technology applications within their courses. An ePortfolio system will be adopted to assess student learning outcomes and a plan will be developed for implementation for students admitted for fall 2011. Students entering the program will have stronger academic records, alumni will hold leadership positions, and additional fellowships will be available to support students.

Activities planned for 2010-2011:

Activities Planned for 2010-2011

- Enhance ongoing faculty use of Oncourse.
- Increase options for wider course integration of technology applications such as blogs, wikis, and eBooks.
- Adopt and implement an ePortfolio system for assessing student learning outcomes
- Use the Impact IUPUI campaign and grants to raise funding for fellowships to recruit and retain outstanding students.
- Review and expand our recruiting and marketing efforts.

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

The seven tenure track faculty members of SLIS have actively engaged in research and scholarship to contribute 14 published, 12 accepted, and numerous submitted referred articles. They have also had research presentations accepted at numerous national and international library and information science conferences, including the Association for Library and Information Science Education, American Society for Information Science and Technology, DigCCurr Symposium, and World Conference on Educational Multimedia.

During the year, the Association for Library and Information Science Education awarded Dr. Katherine Schilling one of five Best Conference Paper awards for her presentation entitled, “Improving an Online MLS Course through Multimedia
Enhancement.” Dr. Jean Preer was awarded the 2009 Greenwood Public Group Prize for Best Book in Library Literature by the American Library Association for *Library Ethics* (Libraries Unlimited, 2008). Dr. Preer was also selected to participate in the summer 2009 Fulbright-Hays Group Project: Understanding Kenya through Service and Partnership.

**Evidence of Progress for 2009-2010:**

Increased acceptance of publications and presentations and funding of grants will be evidence of progress.

**Activities planned for 2010-2011:**

**Activities Planned for 2010-2011**

- New and continuing faculty members will be assisted in identifying funding sources and in grant writing to support their scholarship and research.
- Peer review and editing support of proposals and publications will be encouraged.
- All faculty members will be encouraged to participate in campus activities related to scholarship and research.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

**Actions taken for 2009-2010:**

**Actions Taken in 2009-2010.**

A pilot study of the ePortfolio assessment tool revealed that some students can complete the full Master of Library Science program with only basic technology competencies if they elect to take courses that do not provide those skills. While a number of technology-rich learning opportunities are provided, the results informed the faculty of the need to infuse technology into other courses, particularly in the required core classes.

During 2009-2010, the Indianapolis program conducted a pilot study of the use of an ePortfolio to assess student learning outcomes for programmatic review. The results of the study indicated that the ePortfolio is relatively easy for students to use, faculty can readily determine whether students have mastered the goal area, and the resulting data can provide information about areas of strength and weakness to support ongoing program review and improvement. Because SLIS is a core school and participation will be needed from all students to get quality data, the School will need to adopt a student learning outcomes assessment tool as a graduation requirement and determine how to implement the tool across the Bloomington and Indianapolis campuses.

Indiana University’s School of Library and Information Science has a well-established reputation for quality education. We will continue to ensure that our admissions criteria and recruitment practices are rigorously and consistently applied.

**Evidence of Progress for 2009-2010:**
Full-time and adjunct faculty members will increase the infusion of technology applications within their courses. An ePortfolio system will be adopted to assess student learning outcomes and a plan will be developed for implementation for students admitted for fall 2011.

Activities planned for 2010-2011:

Activities Planned for 2010-2011

- Increase options for wider course integration of technology applications such as blogs, wikis, and eBooks.
- Adopt and implement an ePortfolio system for assessing student learning outcomes

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

Actions Taken in 2009-2010

The first five Indiana Librarians Leading in Diversity (I-LLID) Indianapolis fellowship recipients completed the requirements for the Master of Library Science. The federally funded fellowships from the Institute for Museum and Library Services are offered in partnership with the Indiana State Library. The grant is designed to increase the number of underrepresented librarians in Indiana through 30 fellowships given to students across three years. Fellowship recipients can attend the Indianapolis or Bloomington programs.

Dr. Hsin-liang (Oliver) Chen joined the faculty in July 2009, increasing the male and Asian-American representation on the predominantly white, female SLIS faculty.

Evidence of Progress for 2009-2010:

Fellowship recipients in the I-LLID program will continue to receive support through completion of their Master of Library Science degree, and additional resources will become available to sustain the fellowship program beyond its grant funding termination date. The new hire made to begin August 2011 will be from an underrepresented population.

Activities planned for 2010-2011:

Activities Planned for 2010-2011

- Continue to work with the Indiana State Library’s diversity fellowship program, including provision of partial support for the for the fellowships and co-sponsorship of a Career Fair scheduled for March 2011 to help place the
fellowship students in the field.

- Use the Impact IUPUI campaign to raise funding targeted for fellowships to recruit and retain outstanding students from underrepresented populations.
- Seek to add one additional underrepresented faculty member.

**Campus Planning Theme: Civic Engagement**

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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**Actions taken for 2009-2010:**

**Action Taken in 2009-2010**

SLIS has a history of encouraging students, staff, and faculty to participate in civic engagement, service learning, and extra-curricular activities to support their community and the profession. Students in the program engaged in over 11,150 hours of service learning during 2009-2010, with activities that included developing an online cataloging system, youth programming, digitization, information literacy instruction, cataloging, reference service, and a range of other contributions to school, public, academic, and special libraries throughout Indiana.

Students, staff, and faculty participated as a SLIS team for the Susan G. Komen Race for the Cure, led by Stephanie Binney, a SLIS staff member. The team exceeded its goal by raising over $1800 to support breast cancer research.

The SLIS student organization, Association for Library and Information Science Students (ALISS) participated in the Pages for Prisoners project. Over 100 books were collected to contribute to the program.

Dr. Rachel Applegate was asked to serve as a team chair for the Corps of Peer Reviewers of the Higher Learning Commission North Central Association, and Dr. Marilyn Irwin was chosen as chair of an External Review Panel by the American Library Association. Both groups review institutions for accreditation.

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**Evidence of Progress for 2009-2010:**

Students will be placed in a broader range of internship placements, and course-based service learning opportunities will be documented on student transcripts. Ongoing civic engagement activities will continue, including participation in campus-wide events.

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**Activities planned for 2010-2011:**

**Activities Planned for 2010-2011**

- Make greater use of internships (local, national and international), service learning, and extra-curricular opportunities to augment basic professional education and training
- Encourage documentation of service learning on student transcripts.
- Faculty, staff, and students will continue to be encouraged to participate in civic engagement, including involvement in campus events such as the IUPUI Day of Caring and Make a Difference Day.
Campus Planning Theme: Collaboration
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2009-2010:

Actions Taken in 2009-2010

In cooperation with school, public, academic, and special libraries throughout Indiana, students in the program engaged in over 11,150 hours of service learning during 2009-2010, with activities that included developing an online cataloging system, youth programming, digitization, information literacy instruction, cataloging, reference service, and a range of other contributions these libraries.

In partnership with the Indiana State Library, the program offered fellowships funded by the Institute for Museum and Library Services to 30 Master of Library Science students, and the first five Indiana Librarians Leading in Diversity (ILLID) Indianapolis fellowship recipients completed the requirements for the Master of Library Science. The grant is designed to increase the number of underrepresented librarians in Indiana through the three year fellowship program. Fellowship recipients can attend the Indianapolis or Bloomington programs.

Evidence of Progress for 2009-2010:

Collaborative research and grant projects will increase for faculty, and students will engage in a greater range of field-based learning options. Faculty members will continue to offer presentations at conferences sponsored by others (e.g., Indiana Library Federation Conference) where professional development credits are offered.

Activities planned for 2010-2011:

Activities Planned for 2010-2011

- Continue to explore collaborative research options with colleagues at IUPUI, IU-B, and throughout the community and profession.
- Strengthen ties to the professional and business community and increase interaction between our students, practitioners and the world-at-large.
- Evaluate the School’s role as a provider of continuing professional development options.

Fiscal Health

Reallocation Plan

Other Question(s)

1. Please describe faculty/staff participation in the planning process in your unit. What factors strongly influence your budget and planning priorities? Please give examples, which might include attracting and retaining undergraduates, strengthening graduate programs, building collaborative partnerships, increasing diversity in faculty and student populations.
The Executive Associate Dean writes the first draft of the SLIS plan. The draft is then sent via email to all faculty members in the School with input sought for additions, corrections, and deletions. Individual faculty and staff members were also consulted one-on-one to finalize the wording of the plan. The final document for this reporting year was then submitted to Dean Blaise Cronin and the incoming Executive Associate Dean, Dr. Tomas Lipinski for their approval.

Two major factors influence the development of budget and planning priorities: attracting high quality graduate students to the program and enhancing the quality of faculty research productivity.

2. How do the plans within your unit align with the President’s Principles of Excellence and the Chancellor’s Guideposts? Please describe your process for integrating your unit’s plans with those of the campus.

The SLIS plan aligns with the Principles of Excellence and Guideposts in the following ways:

a. An Excellent Education
   i. Encourage development of more online components within existing courses.
   ii. Infuse more technology applications to information services and management problem-solving across the curriculum.
   iii. Assess student learning outcomes to inform programmatic review.
   iv. Raise the overall quality of the student body by using the Impact IUPUI campaign to raise funding for fellowships to recruit and retain outstanding students and by reviewing and expanding our recruiting and marketing efforts.

b. An Excellent Faculty and Excellence in Research
   i. Engage in research, scholarship, and creative activity that informs library and information practice.
   ii. Raise the overall productivity of faculty members in research, scholarship, and creative activity by providing assistance to faculty in the identification of funding sources, peer review and editing support for proposals and publications, and encouragement to participate in campus activities related to scholarship and research.

c. Excellence in Engagement and Economic Development
   i. Make greater use of internships (local, national and international), service learning, and extra-curricular opportunities to augment basic professional education and training.
   ii. Encourage documentation of service learning on student transcripts.
   iii. Faculty, staff, and students will continue to be encouraged to participate in civic engagement, including involvement in campus events such as the IUPUI Day of Caring and Make a Difference Day.

d. Excellence in Advancement
   i. Engage in the IUPUI Impact campaign to raise resources to support student fellowships and faculty research.

e. Building for Excellence
   i. Explore the potential for adding space in proximity to the SLIS offices to provide a lounge for SLIS graduate students.
   ii. Continue to be on the watch for potential space that might be available.
   iii. Continue to explore expansion of the online course option to minimize the need for additional classroom space.

f. The Centrality of Information
   i. As a leading field in the area of information technology, the students and faculty engage in this area of learning and research on a daily basis. SLIS plans to continue to update and expand learning and research in this area in areas such as open source technology, social networks, intellectual property, accessibility for people with disabilities, and digital community repositories.

g. Responsible Stewardship of Indiana University Resources
   i. As a program only in its ninth year on the IUPUI campus with a budget that is independent of the Bloomington program, SLIS has viewed itself as a “start-up” enterprise in Indianapolis with very
3. What longer-term trends (5-10 years) exist in your discipline/field that will affect your unit?

In spring 2012, the School will receive a visit from an accreditation team from the American Library Association. An immediate goal is to receive another seven year accreditation.

In the long-term, the career outlook for graduates is slow-improving with the aging of the current workforce and increased need for technology and information related education driving demand tempered by a slow-recovering economy and shrinking public sector. Competition for students, especially in online markets will be intense as more schools enter this market. A natural reaction may be to concentrate on niche markets, playing upon historical strengths of the SLIS IUPUI and exploring innovative new areas such as e-library services, digital archiving and repositories, etc.

4. If the University experiences further budget cuts, what existing and emerging programs/initiatives in your unit will be your highest priorities?

Currently, the School offers the Master of Library Science degree that, for the most part, can be applied to positions in school, public, academic, and special libraries; therefore, there are no specific academic programs or initiatives that could be eliminated. Deep cuts in the budget could result in the elimination of faculty positions and could mean that the number of students admitted to the program may need to be reduced or a greater number of classes are taught by adjunct faculty members.

Another option would be to severely reduce faculty support for research. In a field where there are few grants available to fund research and travel to present the results of that research, this latter option could be a severe limitation to faculty research productivity.