Mission

The School of Library and Information Science, Indianapolis

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.

BACKGROUND/current events:
There are three issues of great importance to the SLIS in Indianapolis, a core school.

a) Declines in enrollment
   These are due to many factors, including a recession in public-sector jobs and increased strain on professional education.

b) Development of an online MLS program
   Passed at the campus level, October 2012

c) Merger with the School of Informatics (and Computing).
   Initially raised in the New Academic Directions document of 2011, then set in motion in April of 2012.
   Faculty met all summer 2012 to discuss the implications of this move, including greater curricular autonomy for the MLS as offered in Indianapolis.
   Administrative and faculty governance reorganization is proceeding through 2012-2013. Faculty supported the merger in a vote in Aug. 2012.
   IU Board of Trustee vote, for this to take effect July 1, 2013, passed in October 2012.
   Dean Shaw and others have sent letters to all alumni and spoken at alumni events; School websites have information prominently posted.
All of these pose new challenges in teaching, research and service, as well as opportunities. SLIS Indianapolis faculty have been extraordinarily collaborative within this quickly changing context.

Basic information:

Principal: Dr. WLSIS School, M. Day. Ph. D.
Fulltime Faculty – Indianapolis
Barbara Albee, M.L.S., Lecturer
Hsin-liang Chen, Ph.D., Associate Professor
Andrea Copeland, Ph.D., Assistant Professor
Marilyn M. Irwin, Ph.D., Associate Professor
Annette Lamb, Ph.D., Senior Lecturer and Professor for Online Development
Tomas Lipinski, J.D., Ph.D., Professor (end date, 12/31/12)
Xi Niu, Ph.D., Assistant Professor (start date, 8/1/12)
Katherine Schilling, Ed.D., Associate Professor
Jingfeng Xia, Ph.D., Assistant Professor

Fulltime Staff – Indianapolis
Stephanie Binney, Recorder
Melanie Hollcraft, Director of School Finances
Monique Sims, Senior Administrative Assistant (end date, 6/15/2012)

The Indianapolis campus offers the Master of Library Science (MLS) degree as well as courses leading to the completion of the School of Library and Information Studies (SLIS) (http://www.slis.iupui.edu/programs/school.asp) and Indiana public librarianship certifications (http://www.slis.iupui.edu/programs/other/plib.asp). A number of joint degree (MA History, MA Philanthropic Studies, MS Health Informatics, and J.D.) and joint certificate programs with SPEA (Nonprofit Management, Public Management and Executive Certification) are offered. A combination of MLS and certificate of Library Technology Management Specialization is available as well.

The Indianapolis MLS program is jointly accredited with the Bloomington MLS program by the American Library Association. During Spring of 2012 a team visited both campuses and reviewed the Program Presentation (self-study report). The ALA Committee on Accreditation voted in June 2012 to renew accreditation through 2019 (normal seven year time span), recognizing that Indiana University offers three programs: the MLS in Bloomington, the MLS in Indianapolis, with coordinated curriculum but independent faculty, faculty appointments and budgets.

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.

Goals and Objectives of the Indiana University Master of Library Science Program

The Master of Library Science (MLS) program prepares students to become reflective practitioners who connect people and communities with information.

Upon completion of the MLS program, graduates are prepared to:

Assist and educate users
• Analyze and identify the information needs of diverse communities of users
• Educate users and potential users to locate, use, and evaluate information resources and tools
• Analyze and evaluate information systems and services in a variety of settings

Develop and manage collections of information resources
Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users.
Manage, evaluate, and preserve physical and virtual collections of information resources.
Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources.

Represent and organize information resources
Understand and apply principles of representation and organization.

Manage and lead libraries and other information organizations
Perform basic managerial functions, including planning, budgeting, and performance evaluation.
Communicate effectively to a variety of audiences.
Apply theories of organizational behavior and structure.

Use research effectively
Design, conduct, interpret, and take action based upon research and evaluation.

Deploy information technologies in effective and innovative ways
Implement and evaluate information and communication technologies for efficiency, usability, and value to users.

Approach professional issues with understanding
Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication.
Anticipate emerging trends and respond proactively.

Goals and Objectives

BEST PRACTICES

Student learning outcomes assessment
Campus Planning Theme: Teaching and Learning, Best Practices
Secondary Goals:
Sub Unit:
Time Frame: 2010-2015

Actions taken for 2011-2012:

The School continues to implement the ePortfolio structure for program-level student outcomes assessment. All incoming students from Fall 2011 on have been advised about the requirement to complete the portfolio by graduation, and how to begin building it from their first, core courses.

Bloomington and Indianapolis SLIS administrators collaborated on a new design for a post-graduation survey (summer 2012, design phase).

The proposal for an online MLS included an assessment program consisting of post-graduation surveys, annual surveys of all students regarding curricular preferences, pre-post testing in core courses, and the ePortfolio for summative evaluation.

Evidence of Progress for 2011-2012:
Data from the previous post-graduation survey, which was primarily qualitative in nature, was compiled and sent to the American Library Association Committee on Accreditation as part of a report on student learning outcomes assessment. All core courses were mentioned in the "what courses were particularly valuable to you" section.

A chapter on the ePortfolio design was published in Advances in Librarianship, volume 35, Contexts for Assessment and Outcomes Evaluation in Librarianship.

---

**Activities planned for 2012-2013:**

Workshops for students and advising for advisors on completion of portfolios will receive extra emphasis as this year will see the first students who will complete their degrees with the requirement for the ePortfolio.

---

**CIVIC ENGAGEMENT**

- **SLIS places a strong emphasis on professional service, both locally and nationally**
  - **Campus Planning Theme:** Civic Engagement
  - **Secondary Goals:**
  - **Sub Unit:**
  - **Time Frame:**

---

**Actions taken for 2011-2012:**

Faculty continue to serve the practitioner community through talks at local, state and regional association meetings; to serve on editorial boards (e.g. Library Quarterly) and as officers and contributors to professional organizations (e.g. president of the Midwest chapter of the Medical Library Association; judges for the Association of Library and Information Science Educators’ Garfield dissertation award and methodology award).

---

**Evidence of Progress for 2011-2012:**

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.

---

**Activities planned for 2012-2013:**

Faculty will continue to value and participate in service activities for the librarian community, particularly but not exclusively in Indiana.

However, the greatest challenge and opportunity will be to integrate our service opportunities, for both faculty and students, with those of the School of Informatics (and Computing) as we merge. SOI(C) is already involved in many community activities.

---

**COLLABORATION**

- Work on exploring collaborative opportunities with our new colleagues in the School of Informatics and Computing.
Campus Planning Theme: Collaboration
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2011-2012:

Evidence of Progress for 2011-2012:

Activities planned for 2012-2013:

A Curriculum Ideas Committee with SLIS and SOI members reviewed courses in search of new opportunities (such as disabilities adaptations) and overlap (such as human-computer interaction).

SLIS and SOI combined part of their Fall 2012 faculty retreats to get to know more about areas of specialty.

Health sciences information, information-seeking behavior, library systems, public library IT needs, and digital memory are only the most obvious areas in which to continue existing collaborations and develop new ones, according to the goals of the merger.

**DIVERSITY**

Increase student diversity

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

Actions taken for 2011-2012:

Dr. Jean Preer, a founding member of the SLIS-Indianapolis faculty, retired in June of 2012, and a Diversity Scholarship fund was established in her honor.

Library staff, people who work in libraries but are not at the professional level with an MLS, are considerably more diverse than those with an MLS. SLIS and the Ivy Tech Library Technical Assistant program have been working with the Bachelors of General Studies to provide a professional development path leading from clerical positions in libraries up to the professional level.

Evidence of Progress for 2011-2012:

The Diversity Scholarship fund reached full funding to begin awarding small scholarships (development continues).
A Memorandum of Understanding was designed, primarily by Susan Mannan of Ivy Tech, director of the state-wide LTA program.

Development of the MLS as available entirely online will help those candidates who are place-bound but desire an Indiana University MLS.

Activities planned for 2012-2013:

Continue fundraising for the Diversity Scholarship; formalize application procedures and award criteria.

Finalize MOU concerning Ivy Tech/LTA, BGS, and MLS development path. Market this opportunity to Indiana library staff.

In effect, the merger of the School of Library and Information Science and the School of Informatics will create a more-diverse school. SLIS is currently at about 60% male while SLIS is at 80% female. The women of SLIS and the men of Sol--both involved in technology, future-oriented professional preparation--should reinforce that both genders are welcome participants in information technology development.

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Research that serves the library and information science fields, with an emphasis on improvement of end-user outcomes.

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2011-2012:

The focus of SLIS research and creative activity is in application to practice or translational research. Areas have been broad and include characteristics of academic libraries; evaluation of a recently adopted statewide, open source online integrated library system; design of a community-based digital repository prototype for a public library; representation of people with disabilities in literature for young adults; development of health information portal prototypes; library ethics; and trends in institutional repositories in academic libraries.

A second annual research day in collaboration with University Library/IU Librarians was held in the spring.

Evidence of Progress for 2011-2012:

Faculty continue to be active publishers in both practitioner and research-prestigious journals, with more than 2 publications per faculty member, notable given the relatively heavy teaching load (relative to Bloomington core-school counterparts and to new colleagues in Sol).

Activities planned for 2012-2013:

One faculty member is currently being evaluated for promotion (associate professor) and tenure, Dr. Jingfeng Xia. Dr. Xia's Scholarship and creative activity Semester 3-4 B2.0.6 includes the development of a...
Andrea Copeland is proceeding towards tenure. She received a DRIVE grant to assist in data collection for a qualitative research project.

During 2012-2013 faculty will continue their normal efforts, but also begin to plan for life within the School of Informatics (and Computing). SLIS has not had dedicated grant staff so that faculty have had to do all grant preparation themselves. Already Informatics grant staff have included SLIS faculty in notifications of research opportunities. Key areas identified by the merger groups include bioinformatics, the human interface, and social informatics/the role of information in social interactions.

SLIS students in a research methods course will hold a poster session, and the annual research collaboration with the University Library will proceed (spring).

**TEACHING AND LEARNING**

- **Excellent professional preparation in librarianship** Through mission differentiation the Indiana University School of Library and Information Science location in Indianapolis has focused on non-traditional and distance forms of program delivery in order to serve students throughout Indiana (and elsewhere.)

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

  **Actions taken for 2011-2012:**

  Faculty continued to transition courses into online format, including one of the last remaining required components. Through peer reviews and other informal methods, faculty share pedagogical methodologies.

  During 2011-2012 the Bloomington and Indianapolis campuses engaged in extensive coordination and documentation of program outcomes and objectives for core courses in preparation for specialized accreditation (which was achieved). Meetings were held among faculty and adjuncts; and also with alumni and employers.

  **Evidence of Progress for 2011-2012:**

  Enrollments in online courses are outpacing those in face to face formats.

  The American Library Association reaffirmed accreditation for another seven years, based on rigorous examination of student learning outcomes and their assessment in conjunction with ALA standards.

  **Activities planned for 2012-2013:**

  Movement of the Online MLS proposal through the approval process. As of October, approved by the Graduate Affairs Committee at IUPUI.

  Marketing of the availability of the Online MLS, establishing a reasonable schedule for students to follow. The MLS-Indianapolis has had no marketing plan and very few marketing activities in the last several years. The current drop in enrollment is due, at least in part, to the lack of marketing efforts.
enrollments is partly due to secular factors such as the decline in public sector employment and also simply due to neglect in marketing. The SoIC has a well-established communication department and the MLS will benefit from their expertise (as well as suffering some loss of top-level visibility).

Conversion of further elective courses and planning for the assistance of Informatics IT / learning support staff.

Establishment of a constitution for the merged School, to include curricular independence for the MLS in Indianapolis (that is, no longer controlled from Bloomington). This will allow for the development of an MLS which is optimized for campus strengths (e.g. in health sciences and also in public and school librarianship).

Further exploration of cross listing, co-teaching, and sharing of elective courses among graduate programs in the combined School of Informatics and Computing.

Fiscal Health

Reallocation Plan

Other Question(s)