## Table of Contents

**Required Information**  6

Required Information  7  
1. Unit and Chief Administrative Officer  7  
2. Parent Institution, Chief Executive, and Chief Academic Officer  7  
3. Accrediting Agency for the Parent Institution  7  
4. Name and brief description of programs  7  

**Standard I: Mission, Goals, and Objectives**  11  
Standard I.1  12  
Standard I.2  16  
Standard I.3  18  

**Standard II: Curriculum**  21  
Standard II.1  24  
Standard II.2  27  
Standard II.3  28  
Standard II.4  32  
Standard II.5  34  
Standard II.6  36  
Standard II.7  37  

**Standard III: Faculty**  41  
Standard III.1  42  
Standard III.2  44  
Standard III.3  45  
Standard III.4  47  
Standard III.5  50  
Standard III.6  52  
Standard III.7  54  
Standard III.8  55
Table of Contents

Standard IV: Students 57
Standard IV.1 58
Standard IV.2 61
Standard IV.3 63
Standard IV.4 63
Standard IV.5 66
Standard IV.6 69

Standard V: Administration and Finance 72
Standard V.1 73
Standard V.2 74
Standard V.3 75
Standard V.4 77
Standard V.5 78
Standard V.6 79
Standard V.7 80
Standard V.8 80

Standard VI: Physical Resources and Facilities 81
Standard VI.1 82

Conclusion 86
Conclusion 87

Tables, Figures, and Lists 89
Table 1.1 SLIS programs reflect ideals of Standard I.2 90
Table 2.1 New courses and workshops introduced since 2005 92
Table 2.2 SLIS courses address content areas of Standard II.2 94
Table 2.3 SLIS courses addressing ALA core competences 95
Table 2.4 Required and electives courses map to MLS program goals 96
Table 2.5 Required and elective courses map to MIS program goals 97
Table 2.6 Comparison of MIS curriculum before and after 2007 98
Table of Contents

Table 2.7 SLIS courses with prerequisites 100
Table 2.8 Dual degrees, specializations, certifications, and number of graduates 102
Table 2.9 Essential and recommended courses for MLS career paths 105
Table 2.10 shows with required and recommended courses for students interested in these career paths 108
Table 2.11 Core, required, and specialization elective courses for specializations in Archives and Records Management, Rare Books and Manuscripts, and Music Librarianship 110

List 1: Examples of leadership development from SLIS courses 111
List 2: Examples of class projects that contribute to the larger community 112
List 3: Examples of relevant research addressed in SLIS courses 113
List 4: Examples of integration of technology from SLIS courses 114
List 5: Examples of consideration of needs of diverse society from SLIS courses 115
List 6: Examples of responses to a rapidly changing field from SLIS courses 116
List 7: Examples of commitment to professional growth from SLIS courses 117
List 8: SLIS courses added, removed, renamed 118

Table 3.1 SLIS full time, tenured and tenure-track faculty, fall 2005-fall 2011 121
Table 3.2 Full-time lecturers and adjunct program directors / coordinators, fall 2005-fall 2011 124
Table 3.3 Part time, non-tenure track faculty, fall 2005-fall 2011 125
Table 3.4 SLIS doctoral students who have taught SLIS courses, fall 2004-fall 2011 133
Table 3.5 Country of origin of current full time faculty 136
Table 3.6 Current full time faculty by gender and campus 136
Table 3.7 Courses and research interests of full time lecturers and tenure-track faculty fall 2005-fall 2011 137
Table 3.8 Number of publications and presentations by SLIS faculty 2005-2011 143
Table 3.9 Externally funded research projects on which SLIS faculty were principal investigator / co-principal investigator, 2005-2011 144

Table 4.1 Master’s degrees granted, 2005-2011 149

Figure 4.1 Enrollment in Master’s Degree Programs 150
Figure 4.2 SLIS Bloomington - Resident/nonresident students (Fall 2011) 151
Figure 4.3 SLIS Indianapolis resident and non-resident students, fall 2011 152
Figure 4.4 Ethnic backgrounds of SLIS masters’ degree students, fall 2011 153
Figure 4.5 Gender of SLIS master’s students 154
Table of Contents

Figure 4.6 Enrollment in all SLIS degree programs – fall 2011  155
Figure 4.7 Number of internships, fall 2005-summer 2011  156
Table 5.1 Financial and administrative staff salaries 2005/2006-2010/2011
(fringe benefits range from 35% to 42% in addition) 157
Table 5.2 SLIS financial support for student activities, 2005-2010  158
Table 5.3 Sources of SLIS income by year, 2005/2006 - 2010/2011 159
Table 5.4 SLIS support for LIS research and education, 2005/2006-2010/2011  160
Table 5.5 SLIS General Funds FY 2011  161
Table 5.6 Comparative faculty salaries for the academic 2009-2010, based on ALISE data 162

Supporting Materials  163
Appendix 1.1 Memorandum Of Understanding  167
Appendix 1.2 SLIS Governance Document  171
Appendix 1.3 Minutes of Faculty Meetings  178
Appendix 1.4 Minutes of Faculty Policy Council Meetings  204
Appendix 1.5 IU SLIS Yearly Planning Cycle  219
Appendix 1.6 SLIS Strategic Plan  222
Appendix 2.1 CSC Meeting Minutes  230
Appendix 2.2 Notes of faculty discussion of MLS curriculum  261
Appendix 2.3 Logic Model for Evaluation of SLIS Master’s Degree Programs  265
Appendix 2.4 Using Social Technologies to Foster Collaboration and Community Building in Face-To-
Appendix 2.5 List of Special Topics Courses  279
Appendix 4.1 Student Groups and Student Chapters of Professional Associations  282
Appendix 4.3 Examples of Alumni Job Success  324
Appendix 4.4 Minutes of SLIS Alumn Association Board Meeting  348
Appendix 6.1 Computing Facilities  382
Required Information
Required Information

1. Unit and Chief Administrative Officer

School of Library and Information Science (SLIS)
Debora Shaw, Dean and Professor

2. Parent Institution, Chief Executive, and Chief Academic Officer

Indiana University
Michael A. McRobbie, President
Lauren Robel, Interim Provost of the Bloomington Campus
[Dean Shaw reports to the Provost]

3. Accrediting Agency for the Parent Institution

Higher Learning Commission of the North Central Association of Colleges and Schools

4. Name and brief description of programs

**Master of Library Science**
The Master of Library Science (MLS) is a 36-graduate-credit-hour program designed to meet the challenges of our profession. Students in the program are introduced to the roles and functions of libraries in contemporary society. They become familiar with key policy issues and technological trends, and with how these issues and trends affect libraries and information centers of all kinds. Students learn to manage and evaluate collections, respond to the information needs of patrons, and use technology to improve access to information. Students who complete the program are prepared for careers in library administration, public services, technical services, reference services, and collection development at public, school, academic, and special libraries. The MLS is offered on Indiana University’s Bloomington and Indianapolis campuses. The number of graduates each year is typically about 130 in Bloomington and a bit above 100 in Indianapolis.

**Master of Information Science**
The Master of Information Science (MIS) program is a 42-graduate-credit-hour program designed to prepare students for lifelong careers in designing, managing, and consulting about information and communication technologies (ICT) and services in public, corporate, and nonprofit settings. The program couples best practices training in the management and use of ICT with exposure to current information management and systems research; there is a strong emphasis on essential career development skills including written and oral communication, team building, analysis, and critical thinking that are necessary for assuming management positions in business, nonprofit, academic, and government organizations. The MIS is offered on the Bloomington campus; typically about 25 students graduate each year.

**Historical Background**

Indiana University has offered library science education since 1930. The master’s degree in library science has been continually accredited by the American Library Association since 1951/52; the information science master’s degree since its introduction in 1995. The content and delivery of these programs have changed remarkably over these decades, but the school’s commitment to professional education remains steadfast.
that prepares and challenges students as they prepare to become leaders in the field is a reliable constant. The regular opportunities to report to the ALA on the programs’ developments provide an interesting time line of how the education of information professionals continues to evolve.

In 1951 the Master of Arts with a major in library science was offered by the Division of Library Science in the School of Education. In 1966 the School of Education relinquished control of the program and the university created the Graduate Library School; in 1980 the school was officially renamed the School of Library and Information Science (SLIS). The delivery of master’s degree programs has also evolved with the times. State-wide interest in the 1970s encouraged the school to offer courses on seven of Indiana University’s eight campuses (only Kokomo was omitted) and in Cincinnati, Ohio. This attempt to cover the map was scaled back so that the school could offer more robust programs in fewer locations – leading to today’s configuration: a fully supported Master of Library Science (MLS) program offered in Bloomington and Indianapolis, with distance education options, and the equally well supported Master of Information Science (MIS) in Bloomington.

As of fall 2011, the school has 24 full-time faculty members, eight of whom are appointed on the Indianapolis campus and 16 on the Bloomington campus.

Preparation of Program Presentation

This Program Presentation is the result of discussion and collaboration involving all tenured and tenure-track faculty members, several adjunct faculty, the dean, associate deans, and various members of the administrative staff and the student body on both the Bloomington and Indianapolis campuses. The Steering Group oversaw the work of the six committees dealing with each of the standards: Debora Shaw (Dean), Tomas Lipinski (Executive Associate Dean SLIS Indianapolis), and Pnina Fichman (Associate Professor, SLIS Bloomington). Blaise Cronin (Professor SLIS Bloomington) chaired the Steering Group while he was Dean of the School.

• Standard I: Mission, Goals, and Objectives
  Jean Preer (Chair, Professor, SLIS Indianapolis), Cassidy Sugimoto (Assistant Professor, SLIS Bloomington), Oliver Chen (Associate Professor, SLIS Indianapolis), Staša Milojević (Assistant Professor, SLIS Bloomington)

• Standard II: Curriculum
  Noriko Hara (Chair, Associate Professor, SLIS Bloomington), Marilyn Irwin (Associate Professor, SLIS Indianapolis), Ron Day (Associate Professor, SLIS Bloomington), Joel Silver (Curator of Books, Lilly Library), Cynthia Geiger (MIS and MLS dual degree student, SLIS Bloomington)

• Standard III: Faculty
  Hamid Ekbia (Chair, Associate Professor, SLIS Bloomington), Susan Herring (Professor, SLIS Bloomington), Alice Robbin (Associate Professor, SLIS Bloomington), Andrea Copeland (Assistant Professor, SLIS Indianapolis)

• Standard IV: Students
  Rachel Applegate (Chair, Associate Professor, SLIS Indianapolis), Rhonda Spencer (Director of Admissions and Placement, SLIS Bloomington), Elin Jacob (Associate Professor, SLIS Bloomington), Ying Ding (Assistant Professor, SLIS Bloomington), Phil Bantin (Director, IU Archives), Barbara Albee (Lecturer, SLIS Indianapolis), Crystal Wagner (MLS student, SLIS Indianapolis)

• Standard V: Administration and Financial Support
  Howard Rosenbaum (Chair, Associate Dean, SLIS Bloomington), Sarah Burton (Director of Finance and Administration, SLIS Bloomington), Katherine Schilling (Associate Professor, SLIS Indianapolis), Carol Choksy (Lecturer, SLIS Bloomington and SLIS Indianapolis), Melanie Hollcraft (Director of Finance, SLIS Indianapolis)
A series of meetings and other special activities guided the preparation:

- Preliminary design work for the Program Presentation began in summer 2010.
- The faculty and administrative staff held a mini retreat in fall 2010 to discuss preparations for the next reaccreditation exercise and to define the elements of the Plan for Program Presentation.
- The Program Presentation has been on the agenda of the School’s faculty meetings and several Faculty Policy Council meetings since fall 2010.
- The committees for each of the standards met and drafted sections of the presentation in fall 2010 and spring 2011.
- The faculty and administrative staff mini retreat on March 30, 2011 reviewed initial outlines.
- The School’s Alumni Board, members of which are drawn from across the country, has provided input and advice in all its meetings since fall 2010.
- SLIS alumni have contributed to discussion of the program goals and objectives in particular, as well as the entire program presentation.
- MLS and MIS Advisory Boards provided feedback and suggestions during spring 2011.
- Professionals who have supervised internships and hired SLIS graduates have provided feedback and suggestions throughout the preparation.
- Faculty have provided ongoing review of the Program Presentation.

- Faculty, adjunct faculty, staff, current students, student organizations, alumni, and friends reviewed the January 2012 version and provided corrections and additional suggestions.

Changes Since Previous Review

Correspondence with the Committee on Accreditation since 2005 has focused on four topics. Each of these is addressed at various points in the program presentation. For convenience, the relevant developments are:

Planning Process

The SLIS faculty approved a yearly planning cycle in 2007 and a five-year strategic plan in 2009. The Planning Timetable, formulated by the Long Range Planning Committee, includes several mechanisms to collect advice and concerns from faculty, students, alumni, members of the profession, and anyone else interested in the school. SLIS administrators provide annual reports on the indicators of progress outlined in the strategic plan. (Chapter I discusses the development and implementation of the planning process; Chapter II describes curricular developments guided by that process.)

School of Informatics and Computing - Impact on MIS Degree

A 2006 review of the School of Informatics noted potential misunderstanding about the options for studying information and technology at Indiana University. The campus website’s listing of academic majors presents the prospective students with the various options and links to program websites for more information.

The School of Informatics provided additional disambiguation when it changed its name to School of Informatics and Computing in 2009. Adding “and Computing” helps to distinguish it and its programs from the School of Library and Information Science. SLIS faculty members continue to collaborate with colleagues from the School of Informatics and Computing and several other academic units, making the
most of opportunities for interdisciplinary research that a university affords (see Chapter III).

**Recruiting Diversity**
SLIS faculty members represent quite a range of academic perspectives and cultural backgrounds (Table 3.1, Full time, tenured and tenure-track faculty; Table 3.5, Country of origin of current full time faculty; Table 3.6, Current full time faculty by gender and campus). The cultural diversity among SLIS students is increased by the intentional delivery of courses to place-bound students in urban locations; SLIS has also benefited from the IMLS-funded Indiana Librarians Leading in Diversity (I-LLID) project (see Chapter IV, section Nature of the Student Body).

**Faculty/Student Numbers and Advising**
The number of SLIS faculty has increased slightly (one additional position in Indianapolis) since the 2005 review. Experienced and highly-regarded information professionals whom SLIS employs part time to teach and direct specialized programs provide valuable additional support (see Table 3.2). These program directors and lecturers are especially helpful advising students and also in keeping the specialization areas up-to-date with ongoing changes in the field. Two developments also support students in choosing appropriate plans of study: making example career paths, with recommended courses, available on the SLIS website (see Chapter II, Student Advising) and renumbering SLIS courses to make explicit which are foundational and advanced courses, and their interconnections (see Chapter II, Developing New Courses, Renaming and Removing Courses from the Curriculum).

**Looking Ahead**
Indiana University is committed to professional education, as is evident in its schools of business, dentistry, education, health and physical education, informatics and computing, journalism, law, medicine, nursing, optometry, public and environmental affairs, and social work. The School of Library and Information Science reflects the university’s commitment to research and to broad access to education. Even though the school’s footprint on various campuses has changed over the years, the faculty have pursued academic excellence and prepared SLIS graduates for careers as capable, adaptive leaders in the evolving landscape of the information professions.
Standard I: Mission, Goals, and Objectives
Standard I: Mission, Goals, and Objectives

Standard I.1

A school’s mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

The School of Library and Information Science (SLIS) is an autonomous unit within Indiana University. SLIS determines its mission, goals, and objectives within the university’s broad mission, working with the university’s economic model of responsibility centered management. Indiana University organizes several of the professional schools as “core” schools: with a dean based on one campus but offering courses on additional campus(es). In addition to SLIS, core schools include the School of Education, School of Informatics and Computing, School of Journalism, and School of Public and Environmental Affairs. In SLIS’s case, the dean is based on the Bloomington campus and an executive associate dean manages the school’s program on the Indianapolis campus. *

The programs on the two campuses share a common curriculum, apply the same admissions criteria, and share governance of the school through its elected Faculty Policy Council and the school’s various committees. The Bloomington and Indianapolis programs each control their own budgets, hire faculty, and make decisions related to promotion and tenure. Tenure is campus-based. As the chief administrative officer, the dean is ultimately responsible for the effective management of the school’s human, physical, and financial resources and has final approval on hiring decisions on both campuses. The executive associate dean in Indianapolis reports both to the school’s dean at IU Bloomington (IUB) and to the Chancellor of Indiana University Purdue University Indianapolis (IUPUI). The faculty as a whole, that is, faculty in both the Bloomington and Indianapolis programs, approves curricular changes and proposals for new degrees and programs.

What may appear to be a complex or cumbersome structure actually serves this school well. As detailed in other chapters (particularly Chapter IV on student recruitment), the differentiated missions and perspectives of the two campuses allow SLIS to recruit and educate students from a variety of backgrounds. Since 2008, both the dean and the executive associate dean at Indianapolis have changed but the commitments to collegial interaction and faculty governance have remained and the administrative structure has allowed the school to work effectively within the university’s ever-changing administrative environment.

Mission

The school’s mission and the operation of its masters’ programs on the Bloomington (MLS and MIS) and Indianapolis (MLS) campuses are determined within the context of the mission of Indiana University as a whole and the campus-specific missions of IUB and IUPUI. The Indiana University mission statement, approved by the University Trustees in 2005, declares:

INDIANA UNIVERSITY is a major multi-
campus public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical, and technological education. Indiana University’s mission is to provide broad access to undergraduate, graduate, and continuing education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services. Indiana University seeks to create dynamic partnerships with the state and local communities in economic, social, and cultural development and to offer leadership in creative solutions for 21st century problems. Indiana University strives to achieve full diversity, and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom.

Indiana University functions as one university with multiple campuses rather than as a university system. To differentiate the missions of the various IU campuses, each has adopted its own Vision, Mission, and Values statement. The mission of Indiana University Bloomington, approved by the Bloomington Faculty Council on April 19, 2005, and approved by the Board of Trustees on November 4, 2005, states:

Bloomington is the flagship residential, doctoral-extensive campus of Indiana University. Its mission is to create, disseminate, preserve, and apply knowledge. It does so through its commitments to cutting-edge research, scholarship, arts, and creative activity; to challenging and inspired undergraduate, graduate, professional, and life-long education; to culturally diverse and international educational programs and communities; to first-rate library and museum collections; to economic development in the state and region; and to meaningful experiences outside the classroom. The Bloomington campus is committed to full diversity, academic freedom, and meeting the changing educational and research needs of the state, the nation, and the world.

IUPUI has adopted the following Mission, and Vision Statements (Mission Statement approved 2005; Vision Statement approved 2002):

The MISSION of IUPUI Indiana University-Purdue University Indianapolis (IUPUI), a partnership between Indiana and Purdue Universities, is Indiana’s urban research and academic health sciences campus. IUPUI’s mission is to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement. By offering a distinctive range of bachelor’s, master’s, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.

The VISION of IUPUI is to be one of the best urban universities, recognized locally, nationally, and internationally for its achievement.

In pursuing its mission and vision, IUPUI provides for its constituents excellence in Teaching and Learning, Research, Scholarship, and Creative Activity, Civic Engagement, Locally, Nationally, and Globally with each of these core activities characterized by collaboration within and across disciplines and with the community, a commitment to ensuring diversity, and pursuit of best practices.

SLIS faculty reviewed and revised the school’s mission statement in conjunction with the strategic plan, which was adopted in 2009. This statement was
subsequently reviewed at a February 2011 meeting of the Faculty Policy Council and discussed again at a faculty retreat on March 30, 2011. The faculty proposed changes to the statement; the school’s Alumni Board reviewed the draft and provided suggestions; and the resulting statement, which reflects the mission of the Bloomington and Indianapolis campuses and their shared interest in teaching, research, and service, was adopted on September 14, 2011.

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

To accomplish this mission, the school’s goals are:

To prepare socially responsible graduates for fulfilling careers characterized by ethical practice, professional values, analytical skill, leadership, and lifelong learning;

To contribute knowledge and advance theory by working from cognitive, social, behavioral, cultural, and technological perspectives; fostering on interdisciplinary collaboration; and cultivating an appreciation for the role of information in society;

To serve our students, our state and local constituencies, society, and the library and information science profession; and

To model a climate of intellectual engagement, openness, integrity, and respect within the school.

**Governance**

Within the School of Library and Information Science, the responsibility for determining the school’s direction is vested in the dean in consultation with faculty and, in some cases, with students and alumni. The broad framework for these respective roles is set out in the school’s Governance Document. The document is formally reviewed every three years; it was most recently reviewed, revised, and approved in fall 2010. (Appendix 1.2 SLIS Governance Document)

According to the Governance Document, the dean articulates the school’s mission and works closely with the Faculty and their elected representatives, the Faculty Policy Council (FPC), in developing strategy, formulating policy, and setting both long- and short-term objectives. (Governance document 4.1 Role of the Dean) The FPC advises the dean on faculty policy issues, initiates actions, proposes policies, brings items for discussion to meetings of the faculty, holds informational and deliberative meetings, and recommends the creation of ad hoc committees and task forces. (Governance Document 3.1 Faculty Policy Council Role). In addition, the school has an ad hoc Long Range Planning Committee to advise the dean and the Faculty Policy Council.

Rights and responsibilities of the faculty include formulation of the school’s academic mission; the structure of faculty governance; curricular matters; and the creation, reorganization, merger, and elimination of academic programs. In addition, the faculty plays a consultative role in matters related to facilities and budgets and in the appointment and review of the school’s academic officers. (Governance Document 2. Faculty Rights and Responsibilities)

**Faculty Policy Council**

The three members of the Faculty Policy Council are elected by secret ballot of the entire faculty and represent different constituencies: the Bloomington faculty, the Indianapolis faculty, and an at-large member elected by the SLIS faculty as a whole (Governance Document 3.2 Faculty Policy Council Membership). Members serve rotating terms of three years. A mem-
ber may serve two consecutive terms, but then must have at least one year without service before being eligible to serve again. In the event of a vacancy, a secret ballot of the appropriate faculty group determines a replacement to fill the remainder of the term. The FPC selects its own Chair.

The Faculty Policy Council represents the faculty as a whole before university bodies and in working with the dean of the school. The FPC also initiates actions, proposes policies, brings items for discussion at faculty meetings, holds informational and deliberative meetings for the faculty as a whole, and recommends the creation of ad hoc committees and task forces. The council also serves as the school’s Budgetary Review Committee and its Grievance Committee. It advises the dean on faculty policy issues, diversity issues, and short- and long-term planning; works with the dean to review the performance of associate deans every four years; oversees review of the school’s governance document; and appoints the school’s representatives to campus faculty councils when the school’s elected member is not able to serve.

Minutes of faculty meetings are available in Appendix 1.3; minutes of Faculty Policy Council meetings are available in Appendix 1.4.

Planning on Two Campuses

The dean, associate deans, and the Faculty Policy Council are responsible for carrying out planning and policy activities for the school as a whole, with advice from the ad hoc Long Range Planning Committee. The programs on the two campuses undertake planning according to campus-specific procedures and practices. In Bloomington, the campus’s commitment to responsibility centered management (see Chapter V) is evident. The dean presents school plans and budget projections to campus administrators and faculty representatives from the campus at an annual budget conference. The open-ended discussion focuses on school priorities and connections with campus and university initiatives. Although the specifics vary from year to year, topics of interest to the campus typically include student recruitment and enrollment and faculty research productivity. In Indianapolis, each academic unit presents detailed goals every year, with specific objectives and timetables for completion. At the beginning of each academic year, SLIS faculty in Indianapolis conduct a one day retreat to brainstorm about program needs and priorities. In fall 2010, they formulated a set of goals to be accomplished, specific objectives, and a timetable for completion.

On October 16, 2007, the SLIS faculty approved an IU SLIS Yearly Planning Cycle. The Planning Timetable, formulated by the Long Range Planning Committee, identified activities during the year that involved planning functions. These were arranged chronologically in a planning cycle, which assigns responsibility for various planning functions to professional staff, committee chairs, the associate dean in Bloomington, the executive associate dean in Indianapolis, and the dean. Planning is thus a year-round function involving all the constituencies of the school. It is integrated into the school’s structure and schedule and is synchronized with the school’s year-round calendar of activities. The planning process emphasizes information gathering, sharing, and coordination among the dean and the associate deans, the SLIS Faculty Policy Council, standing committees, and the professional staff on both campuses. Responsibility for planning resides in the SLIS office or committee most directly connected to decision making in a given area.

Because of different planning requirements at Bloomington and IUPUI, a unified SLIS planning cycle helps to foster collaboration between the two campuses. The associate dean (Bloomington) handles general coordination, receiving reports from committees, staff members, faculty, and other sources. Following this planning cycle, the dean and associate dean annually gather and synthesize data on progress in achieving objectives. Their findings inform committees in measuring progress and adopting action steps in the fall of each academic year. Progress reports submitted in spring are incorporated in
the dean’s and executive associate dean’s State of the School presentations at a spring faculty meeting. Throughout the year, faculty share their ideas and concerns with the associate dean, Faculty Policy Council, and appropriate committees. (Appendix 1.5 IU SLIS Yearly Planning Cycle)

The school’s strategic plan was developed during the spring of 2009 and the faculty approved the 2009-2014 Strategic Plan on May 4, 2009, with the understanding that it would be implemented through the planning process. (Appendix 1.6 SLIS Strategic Plan) Before its approval, drafts of the plan were distributed among faculty and administrative staff for comments and suggestions; a final draft version was submitted to the school’s Alumni Board for comment and discussion.

The plan’s eight Strategic Objectives include: 1) raising the overall quality and diversity of the student body, 2) expanding and strengthening the school’s research base, 3) increasing the impact of faculty research, 4) investing in human capital, 5) offering a rigorous, relevant, continuously updated curriculum, 6) establishing and delivering an online MLS degree, 7) augmenting and diversifying the school’s revenue base, and 8) investing in physical and IT infrastructure. Various objectives are assigned to SLIS standing committees and staff for implementation; the dean and executive associate dean report annually on progress achieved.

Standard I.2

Program objectives are stated in terms of student learning outcomes to be achieved and reflect...
Standard I: Mission, Goals, and Objectives

- 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 of the Indiana University Master of Information Science Program (November 14, 2011)

The Master of Information Science (MIS) program prepares students to become reflective practitioners in careers involved in designing, managing, and consulting about information technologies and services in public, corporate, and nonprofit organizations.

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

Demonstrate understanding of research necessary for careers as information professionals

- Apply appropriate strategies, tools, and technologies to represent, organize, and manage data and information
- Apply appropriate theories and empirical evidence for effective leadership, management, and collaboration
- Use critical thinking to evaluate information, technology, and services problems and challenges
- Synthesize and interpret relevant research findings for use in ICT project management

Adopt socio-technical and user-centered approaches to studying and working with information and communication technologies (ICT)

- Understand the management and organizational structures of information organizations
- Utilize effectively the theoretical and practical bases of information organization,
Standard I: Mission, Goals, and Objectives

architecture, storage, retrieval, and delivery systems
- Apply techniques from human-computer interaction, systems analysis, programming, and database design to analyze user needs and information systems in social and organizational settings
- Develop innovative solutions to address information, technology, and services problems and challenges

Work effectively within and across a variety of information settings and contexts
- Communicate effectively, orally and in writing, with a variety of audiences
- Identify information and technical resources that will support an organization’s activities
- Analyze, evaluate, and manage ICT to support organizational activities and work practices
- Demonstrate knowledge of relevant concepts and theories of organizational behavior for managing people, information, and technology in public and private sector organizations

Participate successfully and responsibly in the information professions
- Explain socio-economic, cultural, policy, and ethical issues involved in the design, development, management, and use of ICT
- Engage in life-long learning, making effective use of the range of information resources (research and popular writings, professional organizations) that support information work

The program objectives are reflected throughout the SLIS master’s degree programs. Table 1.1 lists the more evident or frequently encountered examples of how the SLIS programs connect with the specific items in Standard I.2.

Standard I.3

Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

The school’s mission statement and the master’s programs’ goals and objectives appear on the SLIS website and in the school’s bulletin. These statements have been reviewed and discussed by faculty and in consultation with the school’s Alumni Board (officially, the Board of Directors of the Indiana University School of Library and Information Science Alumni Association) and program advisory boards. The Alumni Board represents former students and graduates of the school; its purpose includes “to further the educational interests of the School of Library and Information Science the alumni individually and collectively” (Constitution, Article II). The Board elects members to “fairly represent a broad range of graduating class years, as well as encourage diversity” (Constitution, Article V). Current members of the Alumni Board are:

**SLIS Alumni Board**
Jacob Nadal (MLS 2001) President
Preservation Officer, UCLA Library, Los Angeles, CA

James Wiser (MLS 2002) Immediate Past President
Statewide California Electronic Library Consortium, Los Angeles, CA

Patricia Court (MLS 1977) Membership Chairperson
Law Library, Cornell University, Ithaca, NY

William J. Crowe (Ph.D. 1986) Special Assistant to Dean of Libraries, University of Kansas, Lawrence, Kansas
Carrie Donovan (MLS 1999)  
Instructional Services Librarian, Indiana University Libraries, Bloomington

Tamara Schnell (MLS 1992)  
Director, Library Technical Services, Lincoln Land Community College. Springfield, IL

Rachel Slough (MLS 2010)  
Librarian, University of Wisconsin - La Crosse

The Alumni Board meets twice a year, usually alternating between Bloomington and Indianapolis. Many members attend in person; others participate via teleconferencing. Meetings minutes are available in Appendix 4.4.

The dean and program directors invite accomplished professionals from the state to serve on the advisory boards for the MLS and MIS programs; the members are selected to provide a range of organizational and institutional perspectives, representative of the variety of professional positions SLIS graduates will hold. Current advisory board members are:

**MLS Advisory Board**
- Brenda Johnson, Dean of Libraries, Indiana University
- Sara Laughlin, Director Monroe County Public Library
- David W. Lewis, Dean, IUPUI University Library
- Beverly Martin, Director, Johnson County Public Library
- James L. Mullins, Dean of Libraries, Purdue University

**MIS Advisory Board**
- Ron Walker President, Bloomington Economic Development Corporation, IN
- Bill West, Vice President, Option Six, Bloomington, IN
- Cairril Mills, Cairril.com Design & Marketing, Inc., Bloomington, IN
- Pat East, President and CEO, Hanapin Marketing, Bloomington, IN
- Marina Krenz, President, Suso Technology Services Inc., Bloomington, IN
- Kent Holaday, Associate Consultant, Eli Lilly & Co., Indianapolis, IN

Serious faculty involvement in developing more intentional assessment of student learning began with faculty discussions in 2009-2010, particularly in meetings of the Faculty Policy Council and the Curriculum Steering Committee. Various faculty members experimented with ways to assess student learning during the academic year and over the summer; approaches included student portfolios, pre- and post-tests, and student self-assessment. Mindful of the differing expectations of such assessments on the two campuses, the SLIS Curriculum Steering Committee used these experiments as a basis for recommending the assessment procedures described in Chapter II, section on Implementation of assessment of student learning.

These assessments supplement the other ways in which SLIS gathers data to evaluate student learning. Faculty members’ reflective teaching practices and discussion among those responsible for different sections of a course, or for electives that build on required courses, also assess student understanding. Student perspectives are available from, for example, “pizza with the dean” sessions and surveys conducted by the Curriculum Steering Committee (Chapter II, section on Reports of curriculum assessments by the Curriculum Steering Committee). Comments on student preparation also come from the Alumni Board, the Advisory Boards for the two master’s degree programs, internship supervisors, alumni, and employers/potential employers of SLIS graduates. As noted in the SLIS yearly planning cycle, the associate dean in Bloomington is the recipient of these bits of advice, which are reviewed and implemented as appropriate. Broader suggestions may be incorporated into the charge to the Curriculum Steering Committee; more specific matters may be discussed with the faculty member(s) involved and/or with the dean or executive
Standard I: Mission, Goals, and Objectives

associate dean. Examples such as the renumbering of courses (*Chapter II. Developing New Courses, Renaming and Removing Courses from the Curriculum*) and the creation of the Career Services Office (*Chapter IV.2*)

* Note: In fall 2007 Indiana University President Michael McRobbie constituted a Core School Operations Review Committee to regularize the operation of schools with programs on both the Bloomington and Indianapolis campuses. Dean Blaise Cronin and Professor Jean Preer, faculty member in the Indianapolis program, represented SLIS on the committee. Following the recommendations in the review committee’s report, then Dean Cronin and Associate Dean Marilyn Irwin in Indianapolis signed a Memorandum of Understanding between the Bloomington and Indianapolis Campuses of the [Indiana University] School of Library and Information Science, dated July 28, 2008. (*Appendix 1.1 Memorandum of Understanding*)
Standard II: Curriculum
Standard II: Curriculum

Introduction to Degrees Offered

The School of Library and Information Science offers four degrees: the Master of Library Science, the Master of Information Science, the Specialist in Library and Information Science, and the Doctor of Philosophy in Information Science. This presentation focuses on the Master of Library Science and the Master of Information Science degrees, for which reaccreditation is sought. The other degree programs contribute to the long-term success of the masters’ programs and the high quality educational environment the school provides. The post-master’s degrees help to attract and retain faculty whose commitment to research enriches the intellectual environment for all students and faculty; these programs are described briefly before a more detailed discussion of the master’s degree programs.

The Doctor of Philosophy in Information Science (Ph.D.), an interdisciplinary, research-oriented degree offered on the Bloomington campus, emphasizes the advancement and dissemination of new knowledge, both basic and applied. The Ph.D. program at SLIS is distinctive because it promotes social science approaches to understanding information and information technologies in human contexts, integrating the investigation of relevant knowledge from information science and the behavioral sciences with appropriate research methods. Because only nine courses are required, and working with the chair of his or her committee, each doctoral student is able to design an individualized program of study that can be tailored to meet the requirements of his or her specific research interests.

The Specialist in Library and Information Science (SpLIS) program is a post-master’s degree offered on the Bloomington campus; it provides the opportunity for concentrated study in a subject area of particular interest. SpLIS students, who have previously earned a master’s degree in library and/or information science, complete an additional 30 credit hours of graduate course work, of which at least half must be taken in SLIS. Students enter this program both to update their professional knowledge and to develop further their professional expertise. They work closely with their faculty advisors to design programs of study to meet their career needs.

The Master of Library Science (MLS) and Master of Information Science (MIS) are the school’s two degrees provided at the master’s level; both are designed to prepare graduates for careers as information professionals. The Master of Library Science is offered on the Bloomington and the Indianapolis campuses; the Master of Information Science is offered on the Bloomington campus. Both master’s degrees offer a range of specialization and certification options. The curricula for these programs consist of core and elective courses designed to provide students with foundational perspectives and advanced options that encourage depth and breadth in supplemental areas of knowledge. The programs are designed to:
1. enable students to acquire the fundamental principles of librarianship and information science,
2. present students with a wide range of technological skills and functional understandings,
3. ground these in an appreciation for and understanding of the appropriate theoretical foundations of library and information science, and
4. support the broader aims of preparing information professionals to understand the resource needs of, and work effectively with, diverse communities of users. Students have five years to complete their masters’ degrees.

Current descriptions and syllabi for all SLIS courses are available on the SLIS website. Semester schedules dating back to Summer I 1999 are available as well, although not all the syllabi will be found, particularly prior to 2002.

Requirements for the Master of Library Science

The Master of Library Science degree requires completion of 36 credit hours of graduate course work in SLIS. In addition, each student must acquire the basic computer-based information skills needed both for SLIS courses and throughout a professional career. To demonstrate acquisition of this technical base, the student must complete (or receive a waiver for) SLIS 401 Computer-Based Information Tools before nine credit hours of SLIS course work have been completed. Although the three undergraduate credit hours do not count toward the MLS degree, S401 is a prerequisite for many of the graduate-level courses in the SLIS curriculum and a graduation requirement for MLS students.

PREREQUISITE

• S401 Computer-Based Information Tools

FOUNDATION: (Each course is 3 credit hours, for a total of 15 credit hours)

Choose one course from each area:
Assist and Educate Users
• S501 - Reference
Develop and Manage Collections of Information Resources
• S502 - Collection Development and Management
Represent and Organize Information Resources
• S503 - Representation and Organization
• S504 - Cataloging

Requirements for the Master of Information Science

The Master of Information Science degree requires completion of 42 credit hours of graduate course work in SLIS. From its inception, the MIS program has required more graduate credit hours because of the combination of theoretical and technical skills the students acquire. The decision to make this a longer program than the MLS was based on extensive faculty discussion and advice from potential employers and the MIS Advisory Board. The curriculum has been designed to provide a sound conceptual foundation for developing leadership-oriented careers in the information professions and enabling students to develop expertise in one or more specific areas, including the programming skills needed throughout a professional career.

Students who enter the MIS program are expected to have a basic level of computer literacy, meaning a familiarity with basic applications that will be used throughout SLIS coursework and which are taught in S401 Computer-Based Information Tools. MIS students are not required to take this course, but may take the class if they so choose.

Manage and Lead Libraries and Other Information Organizations
• S551 - Library Management
• S552 - Academic Library Management
• S553 - Public Library Management
• S671 - School Media

Use Research Effectively
• S506 - Introduction to Research
• S519 - Evaluation of Information Systems
• S505 - Evaluation of Resources and Services

ELECTIVES: (21 credit hours) any 500- or 600-level SLIS course
the director of the program), or waived if a student has current and relevant programming experience.

PREREQUISITE: Technological literacy (or S401)

FOUNDATION (Each course is 3 credit hours, for a total of 21 credit hours)

- S510 - Introduction to Information Science
- S511 - Database Design
- S513 - Organizational Informatics
- S515 - Information Architecture
- S516 - Human-Computer Interaction
- S556 - Systems Analysis and Design
- Programming Requirement: SLIS S517 - Web Programming, S656 - Information Technology Standardization, two 1.5 credit programming workshops (such as PHP, AJAX, or Python), or a graduate level programming course in another IU department, with the approval of the program director.

ELECTIVES (21 credit hours): any 500- or 600-level SLIS course, up to 6 credits from other IU schools or departments

Standard II.1

The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

Curricular Goals and Objectives and the Planning Process

Introduction and Overview

The goals and objectives for the master’s degree programs are derived from the mission of the school, stated succinctly in the SLIS Strategic Plan (Strategic Plan 2009-2014): The Indiana University School of Library and Information Science is committed to 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.

With respect to the curriculum, an overarching goal of the programs is to help students understand both the significance of information in contemporary society and the roles played by libraries, information organizations, information systems, services, and technologies in building and sustaining communities. Toward this end, SLIS faculty are committed to developing and delivering courses that, in the long term, will help our graduates influence professional thinking and practice across the information professions. The faculty will continue to provide intellectual leadership through innovative teaching, active service and original research. There is in place a continuous review and implementation process for revision and improvements to the SLIS curriculum.

Most relevant here is Strategic Objective #5: Offer a rigorous, relevant, and continuously updated curriculum. Libraries and the information professions are transforming in the 21st century and Library and Information Science education must proceed apace. It is clear that the global information society is upon us and much conventional wisdom about how to work with information and related technologies in this environment is challenged on a daily basis. It is imperative that these fundamental shifts in the information economy are taken into account in the LIS curriculum, so that SLIS graduates will have the knowledge and skills to secure employment in all sectors of the economy. “Critical thinking and adaptability will be keys to success in an age of continuous change, serial careers, and digital transformation” (Strategic Plan, 2009). In developing the curriculum, “we will ensure that our academic standards and grading practices are exemplary… [and] will monitor emerging trends in the wider marketplace and identify opportunities for developing” new courses, “new specializations and certificates, which will be launched in-house or on a partnership basis” (Strategic Plan, 2009).

Eleven actions were described that have relevance for
Standard II: Curriculum

the master’s degree programs:

- Undertake biennial reviews of both the MLS and MIS degree programs to ensure currency and conformance of the core curriculum with professional expectations and market needs
- Explore approaches to learning outcomes assessment
- Develop new tracks/clusters within and across our degree programs to provide the background, skills and experiences that will allow our graduates to compete for jobs in the information professions
- Encourage faculty to revise existing courses and develop new courses and workshops to incorporate advances in technology and work practices in the information professions
- Provide students with conceptual and technological skills sets that are current and competitive
- Explore and encourage opportunities for service learning
- Make greater use of internships (local, national and international), service learning, and extra-curricular opportunities to augment basic professional education and training
- Strengthen ties to the professional and business community and increase interaction between our students, practitioners and the world-at-large
- Gather informal feedback from stakeholder and advisory groups
- Review and refine existing dual and joint degree programs
- Identify new program development opportunities on both campuses

These were accompanied by nine selective indicators of progress

- Re-accreditation by ALA in 2012
- Employment rates and levels of remuneration of our graduates
- Number of internships completed
- Extra-curricular opportunities undertaken
- Number of new and revised course offerings in curriculum
- Positive comments in student course evaluations
- Number of service learning opportunities for students
- Successful launch of new dual/joint degree programs, certificates and/or specializations on both campuses
- Number of students applying to programs

The following sections discuss the goals and objectives of the two master’s degree programs and SLIS’s planning process as it relates to the curriculum, focusing primarily on the work of the Curriculum Steering Committee

MLS/MIS Goals and Objectives

Both the MLS and MIS degree programs have program-specific goals and objectives that were developed by the faculty and are periodically reviewed and approved by the faculty, the latest rounds of which were in spring and fall 2011. The main goals for the two degree programs are described below; full listings of goals and objectives are presented in Tables 2.4 and 2.5, where they are matched to required and elective courses the contents of which correspond to specific goals and objectives.

The MLS program prepares students to take leading roles in libraries and other information organizations, contribute to the discussion of key policy issues, and keep abreast of technological trends. Upon completion of the MLS program, graduates are prepared to:

- Assist and Educate Users
- Develop and Manage Collections of Information Resources
- Represent and Organize Information Resources
- Manage and Lead Libraries and Other Information Organizations
• Use Research Effectively
• Deploy Information Technologies in Effective and Innovative Ways
• Approach Professional Issues with Understanding

The MIS degree program prepares students for careers in designing, managing, or consulting about information technologies and services, in public, corporate, and nonprofit organizations. Upon completion of the MIS program, graduates are prepared to:

• Demonstrate understanding of research necessary for careers as information professionals
• Adopt socio-technical and user-centered approaches to studying and working with information and communication technologies (ICT)
• Work effectively within and across a variety of information settings and contexts
• Participate successfully and responsibly in the information professions

Curriculum Steering Committee and the Planning Process

Ongoing systematic planning that affects the curriculum is carried out primarily by the Curriculum Steering Committee (CSC); the Faculty Policy Council and other faculty members contribute as well, throughout the annual planning cycle. The curricula, including goals and objectives, are the subject of ongoing review and revision by the faculty with the assistance of student representatives from the MLS, MIS and Ph.D. programs serving on the Curriculum Steering Committee. The CSC typically meets once a month during the academic year to review proposals for new courses, consider new and revised specializations and dual degree programs, and discuss issues relevant to the curriculum of all SLIS degree programs, with the exception of the doctoral program (which is the responsibility of the Doctoral Program Steering Committee).

The dean appoints the Curriculum Steering Committee’s members and chair, taking into account each individual’s expertise and preferences as well as the needs of the school. The committee has proportional representation of faculty from both campuses, with four faculty members from Bloomington and two from Indianapolis; the chair is one of these faculty members. The MLS and MIS program directors and the associate deans on both campuses are ex-officio members of the committee. Four student representatives serve on the committee: one MLS student from Bloomington, one MLS student from Indianapolis, one MIS student, and one doctoral student. The committee’s primary responsibility is the development and review of all SLIS degrees (except the doctoral program); dual degree, specialization, and certification programs; and all SLIS courses (graduate and undergraduate, and SLIS courses that are cross-listed with other departments and/or with the doctoral program). Student members solicit general student comments on curricular matters annually in the spring through a face-to-face meeting in Bloomington and an online survey in Indianapolis; as of spring 2012, the survey will also be used in Bloomington in place of the meeting.

A typical review cycle begins with a faculty member (full time or adjunct) submitting to the committee a proposal for a new course, a new or revised specialization or dual degree program, or a policy change (such as raising the minimum acceptable grade for a required course to count toward graduation). An iterative process follows with comments and suggestions from the committee and responses from the person(s) submitting the proposal until the committee has decided that the proposal is ready to be brought forward (or it is withdrawn). The CSC chair then presents the proposal for faculty review and vote at a faculty meeting. A similar process is in place for policy revisions. The faculty as a whole review and vote on proposed policy changes, new courses, new and revised specializations and dual degree programs.

Since 2005, the Curriculum Steering Committee and the full faculty have approved 22 new courses
taught under the L597/S604 Topics in Library and Information Science (3 credit) course heading, three new classes that received their own numbers, and 25 workshops taught under the L595/S603 Workshop in Library and Information Science (1.5 credit) course heading. The course numbering system was changed in Fall 2007, which is why courses are listed with L-numbers and S-numbers in this report. The Topics class number is typically used to test courses that are taught two or three times and, if there is sufficient student interest, then receive their own numbers. This approach grows the curriculum deliberately, over time. Workshops are typically offered until the instructor, often an adjunct who is a local professional or a doctoral student, decides not to teach them or student interest wanes. Workshops provide a way to respond quickly to changes in technology or practices in the information professions, giving students cutting edge skills, knowledge, and experiences. No more than six credits of workshop courses may count toward a SLIS master’s degree.

Table 2.1 New courses and workshops introduced since 2005.

Minutes of the Curriculum Steering Committee meetings from 2005 through 2011 are available in Appendix 2.1

Other Sources for Curriculum Review and Planning

The Faculty Policy Council meets regularly to discuss policy matters in SLIS. Some of the topics discussed at the FPC meetings have been relevant to the curriculum, such as long-term plans for distance education and student learning outcomes assessment; these issues are referred to the Curriculum Steering Committee when appropriate. (See Chapter 1, section on FPC)

One outcome of faculty participation in the SLIS planning cycle, coordinated by the associate dean (Bloomington) is the identification of suggestions for curricular changes (content and policy) and areas in which new courses, specializations, or dual degrees should be considered. The associate dean discusses minor changes with the faculty members involved. The dean and associate dean conduct an initial review of proposed changes with broader impact and recommend appropriate items to the Curriculum Steering Committee for discussion, review, and proposals to the faculty. (See Chapter 1: Planning on Two Campuses)

Standard II.2

The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

Curricula

SLIS offers a wide and changing array of courses that, taken as a whole, covers the information life cycle as described in Standard II.2. With some 70 courses, most of which are offered annually and about 40 at least twice annually, and with a changing mix of technical and practically-oriented workshops, master’s degree students have many choices as they work with their advisors to chart a path toward their career goals. All courses are listed on the SLIS website and all current course syllabi are available by clicking through the course title. Each course page contains the description of the course from the school’s bulletin as well as the current and older syllabi. Full course schedules are available from 1999 through 2012, although older syllabi may not always be available. The required foundation courses for both degree programs are offered at least annually, with many offered two and three times and in multiple sections during the academic year.
Standard II: Curriculum

Organization of the Curricula

The MLS curriculum, uniformly adopted across both campuses, and the MIS curriculum are continually reviewed and adjusted to prepare graduates to meet the challenges of the evolving information professions. Table 2.2 lists how the content areas in Standard II.2 are addressed in the programs’ core courses and examples of electives where these topics feature as well. This assessment is based on the courses’ stated learning objectives and contents. The table demonstrates that SLIS students on both degree programs have multiple opportunities to read about, reflect on, and work through problems and examples drawn from the entire life cycle of recordable information and knowledge.

Another way to visualize the broad professional preparation in the SLIS master’s programs is by mapping the ALA’s Competences to specific courses. The competencies are addressed in required classes, electives, and throughout the program as well as in extracurricular activities. Table 2.3 shows the coverage of these competencies in SLIS courses.

The master’s degree programs are also internally consistent, with required courses and electives designed to meet the program’s goals and objectives. Tables 2.4 and 2.5 map required and elective courses to the goals for each degree.

Standard II.3

Courses and Other Learning Opportunities

Professional preparation and socialization for successful careers in the information professions require far more than formal exposure to course content during the hours a class meets. The SLIS masters’ programs are broad in scope and provide students with many types of opportunities to learn and experience more about their chosen career paths. Workshops, speakers, opportunities for service learning, active student groups, career panels, and résumé reviews, for example, occur throughout the academic year (and some extend into summers as well). Each component of the standard will be discussed in turn, to illustrate with extent to which MLS and MIS students can gain diverse and well rounded experiences while enrolled.

Standard II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services

At the opening orientation sessions for each newly admitted cohort (January, June, and August) students are reminded that they are being prepared to become leaders in their chosen fields. In coursework, in sessions with professionals participating in career and résumé review panels, and in advising sessions, students learn about the importance of professional responsibilities and obligations to participate in and improve their local, regional, national, and (where appropriate) international organizations and communities. In several courses, students learn about the various codes of ethics that help define the information professions including the ALA Code of Ethics, the Association for Computing Machinery Code of Ethics and Professional Conduct, the American Society for Information Science and Technology Professional Guidelines, and the Society of American Archivists Code of Ethics for Archivists. SLIS students learn about and are encouraged to join one or more of the active student groups in the school (Appendix 4.1 lists SLIS student groups and chapters of professional associations). (List 1: Examples of leadership development from SLIS courses.)

The development of library and information professionals who will assume an assertive role in providing services also can be fostered through educational experiences outside the traditional classroom. Many SLIS students are able to gain practical experience from prior work or through employment in local libraries and information centers; an internship frequently offers an additional important opportunity to acquire first-hand, practical knowledge of a particular aspect of librarianship or information systems work.
Standard II: Curriculum

Students complete 18 or more graduate credit hours in SLIS before enrolling in the internship; this ensures that they have an adequate background to perform professional-level duties (with supervision). All SLIS interns are supervised by information professionals and complete at least 60 hours on the job for each credit hour earned. MIS students may take up to 6 credits of internship; MLS students may take up to 3 credits unless they are in a specialization requiring additional internship hours. Internship guidelines are readily accessible to SLIS students as well as internship supervisors. Chapter IV, Student Participation in the Learning Experience. Self-designed learning provides statistics and examples of internship placements.

Service learning is another important pedagogical strategy for developing library and information professionals with a strong service orientation. According to Indiana University’s Center for Innovative Teaching and Learning (2011),

By combining academic theory with practical real-life experience, service-learning provides students with a broader and deeper understanding of the course content, fosters their sense of civic engagement, and sharpens their insights into themselves and their place in the community. The concept is a simple one: students provide service in their community that is directly connected to their academic coursework and the community provides an educational experience for the student.

SLIS faculty have arranged service learning opportunities for many years and several SLIS courses provide students with the chance to put their skills and knowledge into practice for a wide range of clients—from for-profit businesses, to non-profit organizations, to state library systems. This service learning orientation toward class projects that contribute to the larger community is evident in List 2: Examples of class projects that contribute to the larger community.

Standard II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields

SLIS faculty members are among the most productive researchers in library and information science and are committed to integrating current research into their courses. This includes their own work and relevant research from LIS and cognate disciplines. It is important that students become accustomed to reading, appreciating, and making use of research in their work lives and understand that research relevant to their professions is part of a continually evolving tradition. (List 3: Examples of relevant research addressed in SLIS courses).

Standard II.3.3 integrates the theory, application, and use of technology

A major theme throughout the SLIS masters’ curricula is the importance of understanding, theoretically, empirically, and practically, the complex relationships among people, information, the technologies they design and use, and the social and organizational settings in which people use them (libraries, public and private sector organizations, homes, out in public). Discussions about theories, applications, and uses of technology are integral in many courses (List 4: Examples of integration of technology from SLIS courses).

Standard II.3.4 responds to the needs of a diverse society including the needs of underserved groups

This relates to theme II.3.2 because the body of knowledge about people, information, and technology evolves in concert with the changes occurring in technological and global society. Whether considering the implications of Library 2.0 and 3.0 for the delivery of information services or for collection development, or understanding the ways information and communication technologies influence complex organizations, SLIS faculty are continually responding to major shifts in the information professions in their research and teaching. This theme is present in
Standard II: Curriculum

S505 Evaluation of Resources and Services, S510 Introduction to Information Science, S512 Information Systems Design, S532 Information Architecture for the Web, S556 Systems Analysis and Design, S552 Digital Libraries, and S685 Electronic Records Management, all of which have been briefly described above. In addition, consider List 5: Examples of consideration of needs of diverse society from SLIS courses.

Standard II.3.5 responds to the needs of a rapidly changing technological and global society.

The welcome message on the SLIS website reads, “Where others see barriers and boundaries we see opportunities for interaction and integration.... we’ll expect you to critically evaluate the research literature of the field, demonstrate your analytic skills and justify the positions you take.” (http://slis.iu.edu/) SLIS students see these opportunities in many courses; List 6: Examples of responses to a rapidly changing field from SLIS courses.

A relevant program responding to the needs of underserved populations is the Indiana Librarians Leading in Diversity (I-LLID) MLS Fellowship. In June 2008 the State Library announced receipt of a $1 million grant from the Institute for Museum and Library Services for recruiting and educating 30 ethnically/racially diverse students for this fellowship project (see Chapter IV Nature of the Student Body).

Standard II.3.6 provides direction for future development of the field.

Fields advance in several ways; for LIS, two of the most important are the publishing of research that has practical as well as intellectual relevance and its incorporation into the preparation of students who shape the information professions through leadership and service. SLIS faculty are engaged in a wide range of research that provides direction for future development of the field including, but not limited to: library ethics, the mapping of scientific growth and development, the evolution of information science as a discipline, the analysis of social networks, accessibility of e-reader technologies, the analysis of open access practices, the development of digital libraries, studies of the library workforce, the role of information and communication technologies in personal health records, and the quality of online question and answer sites compared to traditional library reference services. Much of this work, as well as research by other eminent scholars in the field, is incorporated into SLIS classes, connecting students with cutting edge research in library and information science. This approach helps students to become critical readers of research and also provides them with a sense of the future directions in our field. In many classes, students use current and classic research in library and information science and cognate fields in weekly readings and as for their assignments and term projects. Examples can be seen, for instance, in the reading lists and assignments in the syllabi for S506 Introduction to Research, S510 Introduction to Information Science, and S516 Introduction to Human-Computer Interaction, described above. (Course syllabi are available online.)

Students who seek to study topics that are not currently provided in regular courses have the opportunity to work more closely with faculty on independent study courses, either S601 Directed Readings or S602 Directed Research. These independent studies are customized to fit students’ needs. Each year, many of these independent study projects, as well as projects from other classes, result in workshop, conference, or journal papers and publications Chapter IV. Student Participation in the Learning Experience. Self-designed learning provides examples of topics addressed through directed readings and directed research.

Time must pass before the career trajectories of graduates become clear. There are, however, some early indicators. In recent years, several graduates have distinguished themselves as ALA Emerging Leaders (17 SLIS alumni have been so honored since the program began in 2007) and as Library Journal Movers and...
Shakers (15 SLIS alumni in the past 10 years). Graduates have become leaders, holding senior administrative positions in public, academic, school, special, and government libraries. Many other graduates have made successful careers in academia, industry, government, and the not-for-profit sector. Examples of positions SLIS alumni have held are found on the MLS alumni and MIS alumni pages.

Standard II.3.7 promotes commitment to continuous professional growth.

SLIS seeks to remain one of the top-ranking programs in the nation; faculty and graduates influence professional thinking and practice and SLIS students have numerous opportunities to understand both the significance of information in contemporary society and the roles played by libraries, information systems, services, and technologies in building and sustaining communities. Students learn about the importance of life-long learning and continual growth and development in their professional careers in two ways. The first is through classwork and the second is through activities taking place outside of class. (List 7: Examples of commitment to professional growth from SLIS courses.)

Beyond the classroom, students are encouraged to participate in one or more of the active student chapters of professional organizations and other student groups. Nine organizations have active student groups at SLIS, including the student chapter of the American Library Association, which won student chapter of the year for 2011, having previously won in 2005 (see Chapter IV, Student Organizations and Policies on Student Affairs for the list of all student groups). Student organizations provide networking, scholarship, conference, and job placement information and receive modest funding from SLIS. All of the groups have faculty advisors, but it is the students who organize and present the group’s professional and social activities. Professional activities have included an annual career panel, co-sponsored by several of the student groups, technology talks, workshops and demonstrations, résumé review sessions, and panel discussions with professionals.

The Chi Chapter of Beta Phi Mu offers an annual Award for Student Scholarship. The award-winning work is available from the chapter’s website as the award description notes; student work nominated in 2010 and 2011 is available as a supplement to this review for reaccreditation.

Description of Changes in the Curriculum Since the Last Accreditation Review

No major changes have been made to the MLS curriculum since the last accreditation review. The faculty reviewed the MLS curriculum during the 2007-2008 academic year and agreed to keep the MLS curriculum unchanged (see Appendix 2.2 for the notes from these meetings).

The review considered core areas for the program and determined that the six stated in the program goals were accurate and adequate reflections of needs current at that time. The participants then considered course options for fulfilling these goals and decided to retain the current mix of required course or choice between a limited number of course options. Students’ abilities to complete well-planned programs of study and the needs of employers were primary considerations.

The MIS curriculum has changed since 2005. The MIS Program Director led a series of faculty open meetings that culminated in a revised MIS curriculum, reflecting recent changes in workforce. Table 2.6 shows how the curriculum was changed.

Table 2.6 Comparison of MIS curriculum before and after 2007

Specific courses and workshops that have been added, renamed, or removed from the curricula are described in the discussion of Standard II.7.
Standard II: Curriculum

Standard II.4

The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

General Information on Course Scheduling

In their 2005-2006 review of course numbers, titles and prerequisites, the SLIS faculty aimed to provide a structure that would make the recommended sequencing evident (see Developing New Courses, Renaming and Removing Courses from the Curriculum). As a result, students generally have a sense of the requirements and options for their studies and a notion of how the pieces will fit together. Faculty advisors, ready online access to syllabi, advice from fellow students and adjunct faculty, and schedules for upcoming semesters also assist students in planning their programs of study.

SLIS Bloomington maintains a long-range schedule of course offerings to assist in student planning. Students at both campuses can view schedules for current and upcoming semesters (Bloomington courses and IUPUI courses); students taking distance-delivered courses from the Indianapolis campus have a reliable schedule of online courses.

Course prerequisites also provide structure and guidance. Table 2.7 shows how introductory and required courses provide a basis for more advanced electives.

Joint Degrees and Specializations

SLIS offers an exceptional array of joint or dual degree programs to support the student who wants to pursue subject content expertise while working toward a master’s degree in library science or information science. SLIS capitalizes on the unique strengths of Indiana University by partnering with other high profile departments and schools on the IU campuses to offer a master’s degree in a particular content area in combination with the master of library science or information science. These programs offer advantages to students with subject-area backgrounds or interests.

Specialization options within SLIS also provide ways for a student to focus on a particular aspect of information studies and have that area of specialization reflected on the transcript. Table 2.8 lists and links to the descriptions of the dual degrees, specializations, and certificate programs available to SLIS students. It also shows the number of graduates in each area since 2005.

In general, joint degree programs combine the core requirements of the MLS or MIS with those of the other degree program, frequently specifying certain elective courses within the specialization area. SLIS’s joint degree programs typically require fewer total credits than would be necessary if the student were to pursue the two degrees separately. Although admission to a dual degree program requires separate admission to both SLIS and to the department or school responsible for the second degree, initial application for specializations is made through SLIS. Both degrees must be awarded simultaneously.

The dual MLS/MIS degree program combines the librarianship focus of the MLS degree with the technological information management focus of the MIS. The dual MLS/MIS requires 60 credit hours of coursework, including the core courses for both the MLS and the MIS programs.

Joint degree programs and specializations assist in recruiting students, especially in areas such as music and art librarianship, where opportunities for employment are very competitive. For example, MLS students in the music specialization work with librar-
ians at Indiana University’s renowned Jacobs School of Music; recent graduates have accepted positions as music librarians at the Interlochen Center of the Arts and the University of Oregon. Students who specialized in rare books and special collections have positions as: Assistant Curator, Modern Books and Manuscripts, Harvard University; Catalog Librarian, Yale Center for British Art; and Rare Book Cataloger, Folger Shakespeare Library. Graduates with the specialization in art librarianship have recently accepted positions as Art and Design/Information Literacy Librarian, Louisiana State University and as Catalog/Reference Librarian, Indianapolis Museum of Art.

Some students are interested in both SLIS masters’ degrees to prepare for the myriad and changing demands of the information professions. The Master of Information Science/Master of Library Science dual-degree program allows completion of both the MIS and the MLS with 60 credit hours of course work rather than the 78 hours required if the degrees were taken separately. In addition to the SLIS S401 prerequisite, students complete: 15 credits of MLS foundation courses, 21 credits of MIS foundation courses, and 24 credits of electives selected in consultation with the student’s advisor. Students in the joint MIS/MLS program anticipate employment in libraries and information centers where knowledge of technological information management and resource delivery is required. Recent placements include a reference librarian at a regional library, a taxonomist at a medical device manufacturer, and a learning resources coordinator at an academic library.

Dual master’s degree programs are valuable to students pursuing careers as academic librarians. Because many academic institutions seek librarians with subject expertise, the combination of the MLS and an advanced degree in a specific subject area can give the graduate an advantage in securing an academic library position.

The school has strong recruiting relationships with academic advisors and subject librarians in these areas. For example, students with art history backgrounds may come to SLIS even if they do not formally focus in art librarianship or with the dual MLS/MA Art History. They may have heard of our reputation through alumni connections at ARLIS/NA. The numbers in Table 2.8 show how many people graduated in each dual degree or specialization but do not fully reflect the synergy and importance of the relationships with these other units for recruiting and retaining students.

In addition to the formal, university approved dual degree and specialization programs connected with the masters’ degrees, SLIS offers coursework and advising support to meet the guidelines for the state-approved certification programs in School Library/Media (27 credit hours plus S401) and Public Library (9 or 15 credit hours plus S401). Because SLIS does not award the certificates, there is no record of how many students pursue these tracks.

**Student Advising**

Each SLIS student is assigned a faculty member as his or her academic advisor upon admission. At Bloomington, important first contacts are Director of Admissions and Placement, Rhonda Spencer, and Admissions Services Coordinator Jill Clancy. Administrative Assistant Stephanie Binney fills this role for Indianapolis students. SLIS administrators (dean, associate deans, and program directors) are also sources of advice and counsel. Specialization advisors provide guidance on their areas to any interested student; they are assigned as faculty advisors to incoming students who express interest in the specialization and to students who choose the specialization after they begin their studies.

An extensive orientation book and beginning-of-semester, in-person orientation provide initial and general advising for MLS and MIS students. The Bloomington and Indianapolis campuses have their own orientation and booklets for master’s students and their websites have generous amounts of information. All SLIS students are advised upon admission to
contact their faculty advisors, but some make initial course selections with the information easily available online and consult advisors after they have matriculated. The degree requirements, in particular, are helpful as admitted students begin planning their courses of study (MLS; MIS). Chapter IV, Programs of Study discusses advising and support in more detail.

As students progress through their programs, they also consult example career paths (which include recommended SLIS courses), compiled with advice from alumni, particularly recent graduates. The MLS example careers include:

- Academic Librarian
- Public Librarian
- Reference Services
- Bibliographic Instruction
- Children and Young Adult
- Collection Development and Management
- Cataloging / Technical Services
- Library Systems/Automation
- Government Documents
- Law Librarianship
- Health Sciences

Table 2.9 shows the essential and recommended courses for students interested in these career paths.

MIS students prepare for an impressively wide array of careers, with the result that recommending generally advisable paths through the curriculum is difficult. The MIS career page describes several example careers and discusses how these connect with the MIS degree requirements. Areas of potential employment identified are:

- Policy making; Social Implications of Information and Information Technology
  - National policy
  - Standards and regulations
  - Copyright
  - International regulations
  - Consumer protection

Table 2.10 shows with required and recommended courses for students interested in these career paths.

Standard II.5

When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.

In addition to concentrations made possible by the selection of core and elective courses, SLIS offers eleven formalized specializations for students interested in particular areas of the information professions. The nine specializations within the MLS and two within the MIS are:

Specializations within the MLS:
- African Studies Librarianship
- Archives and Records Management Specialization

- Privacy
- Consulting; Counseling
- Education; Training
- Continuing education
  - Instructional systems; computer-aided instruction
  - Distributed education
- Development
  - Long-range planning
  - Product development
- Information Dissemination
  - Selective dissemination
  - Agenda setting
  - Electronic Publishing
  - Mass communication channels
- Business Entrepreneurship
- Marketing and Sales
  - Market research
  - Promotion
  - Advertising

Table 2.9 shows the essential and recommended courses for students interested in these career paths.
• Art Librarianship Specialization
• Chemical Information Specialist
• Children’s and Young Adult Services Specialization
• Digital Libraries Specialization
• Library Technology Management
• Music Librarianship Specialization
• Rare Books and Manuscripts Librarianship Specialization

Specializations within the MIS:
• Chemical Information Specialist
• Digital Libraries Specialization

Example: Focus on Rare Books and Manuscripts Specialization

The Specialization in Rare Books and Manuscripts is a long-standing and consistently popular specialization, with 30 graduates in the past 5 years. What began as the Specialization in Special Collections was approved by SLIS faculty in March 1998. In April 2005 it was divided into specializations in Archives and Records Management and in Rare Books and Manuscripts.

Specializations are structured so that they include 1) the required courses for the master’s degree, 2) courses core to the specialization, and in some cases, 3) elective courses, which are chosen by students in consultation with their advisors. Table 2.11 shows as examples the MLS specializations in Archives and Records Management, Rare Books and Manuscripts, and Music Librarianship.

The Specialization in Rare Books and Manuscripts is fortunate to address an area in which a professional organization has developed and published its statement of knowledge or competencies. A number of specialization courses correspond to various sections of the document on “Competencies for Special Collection Professionals,” prepared by the Task Force on Core Competencies for Special Collections Professionals under the auspices of the Rare Books and Manuscripts Section of ACRL/ALA.

Joel Silver, Assistant Director and Curator of Books at Indiana University’s Lilly Library, directs the Specialization in Rare Books and Manuscripts. He spearheaded the development of the specialization, advises students, and assists in course scheduling in this area. Mr. Silver’s courses on Rare Book Librarianship (S583), Descriptive Bibliography (S684), and Reference Sources for Rare Books (S683) are mainstays for students in the specialization. Other librarians from the Lilly Library also make their expertise (and the Library’s collections) available to students in this specialization. Lori Dekydtspotter, Rare Books Cataloger, teaches History of Libraries (S580); Cherry Williams, Curator of Manuscripts, teaches Manuscripts (S584) and The Book to 1450 (S680); Erika Dowell, Public Services Librarian, teaches The Book 1450 to the Present (S681). Various outside specialists have been recruited to teach Preservation (S582), most frequently Jacob Nadal, SLIS graduate and now Preservation Officer, UCLA Library.

Specializations typically require a three-credit-hour internship (180 hours of on-site work) in the area of the specialization. Many students in the Rare Books and Manuscripts Librarianship specialization have completed internships at Indiana University’s Lilly Library, where they worked on projects related to collection development, cataloging, reference services, digitization, exhibitions, and conservation. Arrangements have also been made for students to do internships at other institutions, including the Indiana Historical Society; the Folger Shakespeare Library; the Morgan Library and Museum; and the Watkinson Library, Trinity College. Rare Book and Manuscripts students have also done internships with well known antiquarian bookselling firms, including Maggs Bros. Rare Books (London) and James Cummins Bookseller (New York).

Some students in the related Archives and Records Management specialization have interned at, for example, the Smithsonian Institution; the National
Baseball Hall of Fame and Museum in Cooperstown, New York; a regional archives of the National Archives; Yellowstone National Park archive and museum; Woods Hole Oceanographic Institute; and a Native American tribal archive.

Standard II.6

The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.

The Master of Library Science is offered in two locations and many required and elective courses are offered in more than one mode (face-to-face, web-based, and two-way interactive video and audio). Oversight by the faculty as a whole and the Curriculum Steering Committee helps to maintain consistency in the offerings and conformity with the ALA standards. The most important quality control device is individual faculty members’ commitment to providing a strong, broad-based preparation for SLIS students. Chapter I describes the school’s extensive integration through committees and governance; this support underpins curricular consistency for the MLS.

Since 1990, SLIS has taken advantage of evolving telecommunication capabilities, initially relying on a one-way video, two-way audio system and now using Virtual Indiana Classroom (VIC) and Polycom technologies (for two-way video and audio). These closed system broadcasts allow a faculty member to interact with students in classrooms across the state, with both visual and audio modalities. Most of the distance education courses have migrated to web-based delivery using the Oncourse course management system developed at Indiana University and nationally available as Sakai.

Almost all the school’s distance education offerings originate on the Indianapolis campus; Bloomington offers a small number of specialized electives—such as S604 Topics: AJAX and S621 Audio and Video Sources; until recently, SLIS participated in a consortium that offered courses in archives and record management (via VIC) such as S585 Records Management; S604 Topics: Technology Issues in Archives; S604 Topics: Public Programming for Historical Organizations & Archives; and S604 Topics: Advanced Appraisal for Archives.

Many students on the Indianapolis campus are part-time and many commute long distances to reach the campus; therefore, SLIS Indianapolis offers more distance-delivered courses to meet students’ needs. From fall 2010 through summer 2011, nearly half the SLIS Indianapolis credit hours were from distance-delivered courses (51% in person, 49% web and VIC courses). All but one of the required courses for the MLS degree are available online or via VIC with synchronous broadcasts to VIC classrooms at Indiana University campuses in Gary, South Bend, Fort Wayne, and New Albany. The SLIS strategic plan includes offering the MLS fully online by 2014, pending approval by the Indiana Commission on Higher Education.

Eight courses have been offered via VIC (S401 Computer-based Information Tools, S501 Reference, S502 Collection Development and Management, S504 Cataloging, S551 Library Management, S554 Library Systems, S571 Materials for Youth, and S671 School Media).

Twenty courses are offered online using web-based delivery (S401, S501, S504, S532 Information Architecture for the Web, S533 Online Searching, S551, S553 Public Library Management, S571, S574 Information Inquiry for School Teachers, S603 Workshop: Electronic Materials for Children and Young Adults, S603 Workshop: Grant Methods for Educators and Librarians, S603 Workshop: High Tech Learning, S603 Workshop: Flash, S603 Workshop: Teaching and Learning at a Distance, S604 Topics: Consumer Health Informatics, S604 Topics: Leadership Forum, S621 Audio and Video Sources, S622 Resources and Technologies for People with Disabilities, S640 Seminar in Intellectual Freedom, and S671). These
courses are primarily taught by full-time faculty at Indianapolis.

SLIS Indianapolis also offers hybrid courses that combine online content with traditional (face-to-face) learning. S401 Computer-based Information Tools and S505 Evaluation of Resources and Services are offered in this format.

Maintaining Consistency in Distance Education

Distance education has been a topic of discussion among SLIS faculty members since 1997, when former SLIS Dean Blaise Cronin chaired a university committee to review distributed education. Faculty Policy Council minutes record discussions of moving to web-based delivery (from VIC) beginning in 2007-2008 (see Appendix 1.2 for the meeting minutes). The development of the school’s strategic plan (2008-2009) provided additional opportunities for discussion as part of the decision to make online delivery of the MLS a strategic objective.

Quality assurance for online and VIC courses is exactly the same as the evaluation processes used in face-to-face courses. Students complete the same course evaluation questionnaire at the end of each semester to ensure that students’ feedback will be incorporated into the school’s planning activities. An example of how student feedback induced changes in course delivery came with the Archives and Records Management Specialization. SLIS participated in a consortium to offer advanced topics courses via VIC. However, the lack of interaction with some instructors and the difficulty in coping with different semester calendars at the various schools impeded students’ learning. As a result, the specialization director is working with the associate dean to increase the number of electives offered on site.

Standard II: Curriculum

The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students’ achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

As described in Chapter I, information is gathered from formal and informal interactions with various constituencies interested in keeping the curriculum up to date. The school’s planning cycle (Appendix 1.5) identifies the associate dean, Bloomington, and ultimately the dean, as the funnel to synthesize comments from advisory boards, alumni, employers, internship supervisors, prospective students, and others. Reports and suggestions are reviewed each spring and incorporated in the State of the School report, discussed at faculty meetings, referred to the Curriculum Steering Committee, or handled directly with the faculty involved, as appropriate.

Evaluation of Teaching

Students enrolled in each course that SLIS offers are asked to evaluate the course at the end of each term. The survey instrument, based on one used since the 1980s, includes 18 Likert-scale questions and three open-ended questions. In pursuit of efficiency, the Bloomington course evaluation (both Likert and open-ended questions) was conducted online in Fall 2004. The response rate plummeted, so the paper version of the Likert questions (which can be answered on a scan sheet) was revived in Spring 2007; the open-ended questions continue to be handled online. Because the paper-based course evaluation is conducted during class time, the response rate is generally high. These questions relate to teaching methods, instructor effectiveness, course content, and assignments. In Bloomington, the associate dean reviews all course evaluations and the dean reviews evaluations
for courses taught by full-time faculty members. Even though the evaluations relate to specific courses and instructors, this review provides information for the school’s planning activities discussed in Chapter I.

The Indianapolis program uses a paper evaluation form with Likert and open-ended questions. In face-to-face classes, students have time during class to complete the evaluation. Students in distance-delivered courses receive the evaluation forms with prepaid return envelopes. The executive associate dean reviews all evaluations for SLIS Indianapolis courses and summarizes the information for the dean so it can be incorporated into the planning activities.

Some untenured faculty members have peer review of their teaching. At Indianapolis, this is required for their tenure dossier. Peer review of teaching is discussed further in Chapter III.

Assessments by the Curriculum Steering Committee

The Curriculum Steering Committee oversees the master’s degree curricula. The committee reviews new course proposals and curricular changes as needed. During Spring 2011, the committee charged faculty members who teach the MLS and MIS core courses with reviewing course content for consistency and preparing learning objectives that connect with the program goals and apply to the course as offered in both Bloomington and Indianapolis.

Each spring, the student members of the Curriculum Steering Committee host an open forum for student discussion of the master’s programs. The student conveners prepare a written summary of the discussion for the Curriculum Steering Committee (including the two associate deans who serve as ex officio members). The student-only events provide advice and feedback on course selection, course scheduling, and teacher effectiveness. In 2008, the Indianapolis students implemented an online survey instead of an open forum, as a way to increase participation. In Spring 2011, students in Bloomington also replaced the face-to-face forum with an online survey. In 2011, 75 students in Bloomington and 90 in Indianapolis responded to the surveys. These participation rates are significantly higher than the number of people who attended the face-to-face open forums in the past. Written summaries were given to the associate deans for both campuses, the directors of MIS and MLS programs, and the dean. The results of the surveys in Spring 2011 were also discussed with SLIS Alumni Board members.

Major accomplishments resulting from these surveys over the past two years include modifications of the schedule of course offerings, addition of new courses, creation of a career services office in Bloomington, and increased communication with adjunct faculty. Students by and large comment favorably on the career services provided as SLIS Bloomington, the expanded course offerings at both campuses, and the opportunity to take distance-delivered courses from SLIS Indianapolis.

Assessment of Student Learning

In 2009 and 2010, the Curriculum Steering Committee, faculty meetings, and Faculty Policy Council deliberations devoted considerable time to questions of assessing student learning at the program level. In order to examine how well SLIS is achieving student learning objectives and to meet the standards for accreditation by the American Library Association, the school has determined that student learning outcomes assessment will be undertaken in line with its Logic Model of Program Evaluation (see Appendix 2.3) and using the following strategies:

1. The process of outcomes-based assessment will involve students in the MLS programs on both campuses and in the MIS program on the Bloomington campus. The review will include data from all students taking core courses in either degree program.

2. Measures of understanding when students begin
and when they complete a core course (e.g., pre- and post-tests) will be used for core courses in the MLS program on both campuses and for core courses in the MIS program on the Bloomington campus. These assessments will be conducted at least once every five years for the five graduate-level core course areas: Each year, data collection will focus on one goal and its respective core courses.

3. In addition, students graduating from the Indianapolis campus will submit ePortfolios. The ePortfolio will consist of items selected by the student from work completed in core courses and in electives that address program goals. Students may include projects, papers, and tests, including pre- and post-tests shared with the Bloomington campus. Through careful advising, the student will be aware of which elective courses address program goals.

Multiple measures will be employed for data triangulation and because of differing campus expectations. Note Outcomes and program goals common to both campuses will be measured; and data gathered by these means will be used for program improvement on both campuses. For example, findings from the review of ePortfolios can assist in determining which program goals should be assessed more frequently.

During summer and fall 2010, three courses (S502, S503 and S506)—two courses from Bloomington and one course from Indianapolis—piloted several variations on the pre- and post-test approach to assess student learning. The goals were to test the assessment methods and to discover what information would be gained. The participating faculty members reported on their experiences and findings for the Curriculum Steering Committee. The committee recommended, and the faculty approved, expanding the pre- and post-tests of student learning to three additional courses (S501, S516, and S510) on both campuses in Fall 2011. Over the summer the instructors for these courses devised assessments plans, in consultation with Lisa Kurz from the Center for Teaching and Learning.

In addition to the school-wide experiment with pre- and post-tests, SLIS Indianapolis faculty members conducted a pilot test of student learning outcome assessment using ePortfolios in the fall of 2010. These faculty members discussed their findings with the Curriculum Steering Committee; notably, they identified weaknesses with technology among the students who participated in the pilot and agreed to incorporate more advanced technology use in the future (see Copeland’s paper in Appendix 2.4 for example).

Developing New Courses, Renaming and Removing Courses from the Curriculum

Special topics courses allow students to select electives that focus on emerging trends, connect directly with their areas of professional interest, and develop technical skills. Courses covering material new to the curriculum or reflecting special interest and expertise are typically offered as workshops or special topics courses. Students may count up to six credits of workshop courses (S603 - Workshop in Library and Information Science) toward the master’s degree; special topics (S604 - Topics in Library and Information Science) may be repeated as needed. Recent examples of workshops include: grantwriting, storytelling, podcasting, text processing with perl, and Internet marketing. Special topics addressed have covered: legal issues in libraries, audio preservation, advanced appraisal for archives, consumer health informatics, and social networking technologies and libraries. A list of special topics courses taught since 2005 is available (see Appendix 2.5).

In 2005 the Curriculum Steering Committee proposed a renumbering for all SLIS courses, moving from L-numbers to S-numbers. The intent was to give required courses lower numbers and to make relationships among courses more evident. The faculty revised the proposal and approved the renumbering in Spring 2006. Now, for example, the foundational nature of required courses such as S501 Reference and S502 Collection Development and Management
is readily evident to incoming students. Another example is that reference/sources electives are clustered in S520s and S620s. In addition, during the renumbering efforts, over 50 courses were renamed (see the list below) to communicate the course content to students more effectively. The new courses numbers have been in effect since Fall 2007.

Since 2005, fifteen new courses have been added to the curriculum. Most were originally offered as topics courses and subsequently integrated into the regular curriculum. The migration of topics courses into regularly-taught elective courses is an important mechanism by which SLIS capitalizes on faculty strengths to keep the curriculum up to date. In addition, some courses are no longer relevant to current professional practice; eleven such courses have been removed from the curriculum since 2005. (List 8: SLIS courses added, removed, renamed.)
Standard III: Faculty
Standard III: Faculty

Standard III.1

The school has a faculty capable of accomplishing program objectives. Fulltime faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

Full-time Faculty

Historically, SLIS has recruited faculty with diverse educational, research, and ethnic backgrounds. This is definitely the case today, with faculty members who represent nine different disciplines, nine countries of origin, and a broad range of teaching and research interests. In the last seven years, a total of 30 full-time faculty members have taught at the school; during that time, seven new faculty joined the school in Bloomington and four joined in Indianapolis. As of fall 2011, the school has 24 full-time faculty members (as defined by its Governance Document, see Appendix 1.2), eight of whom are appointed on the Indianapolis campus and 16 on the Bloomington campus (Table 3.1 lists all full-time faculty members and their credentials). When the program was reviewed for reaccreditation in 2005, the respective head counts were 7 and 16. A search is currently underway to recruit up to two faculty member to the Indianapolis campus. These would be hires in anticipation of retirements.

Under Indiana University’s budgeting procedures (Responsibility Center Management, see Chapter V), the school does not have a fixed number of faculty lines at either campus; the availability of funds (coupled with felt need) determines whether the school will enter the hiring market. Campus budgets are separate and funds from one are not used to hire at the other. All current members of the school’s full-time faculty (and also some professors emeriti) are members of the University Graduate School, and all tenured faculty members are eligible to chair doctoral research committees. The University Graduate School provides detailed information on nomination procedures, eligibility, selection criteria, and graduate faculty members’ rights and responsibilities at Indiana University:

All 24 faculty members hold doctoral degrees (an Ed.D., Ph.D., or D.S.Sc.). Some hold more than one: Cronin has a doctorate (Ph.D.) and a higher doctorate (D.S.Sc.) in information science, as well as an honorary doctorate (D.Litt.); Lipinski and Preer have both a Ph.D. and a J.D. There is a wide range of degree-granting institutions represented in Table 3.1; the 16 institutions from which current faculty members graduated include some of the nation’s most distinguished private (George Washington University, Syracuse University, Boston University) and public research universities (Indiana University, State University of New York, University of Arizona, University of California at Berkeley and Los Angeles, University of Illinois, University of North Carolina at Chapel Hill, University of Pittsburgh, University of Wisconsin at Madison), as well as highly respected international institutions (University of Kaiserslautern, Queen’s
University of Belfast, Nanyang Technological University in Singapore). Fourteen faculty members have doctoral degrees in library and information science; the remaining ten have academic backgrounds in American civilization, anthropology, cognitive science, comparative literature, computer science, education, English, law, linguistics, and political science. This diverse array of disciplinary affiliations enables the school to provide a roster of programs and courses that a smaller school, or one with a more homogeneous faculty, simply would not be able to deliver. The school’s disciplinary diversity is very much a distinguishing feature, one that enriches the range of academic and professional perspectives to which students are exposed during the course of their studies. It also means that the school is well positioned to deliver the MLS on both campuses and MIS degrees in Bloomington.

SLIS continues to benefit from the opportunities of its location on two campuses. In Indianapolis, the unique aspects of a metropolitan campus have helped to develop specializations in school media (a nationally recognized program with credits accepted toward the MLS), youth services, public librarianship, health information services, planning and philanthropic development, and law and copyright. SLIS at Bloomington benefits from the university’s strong commitment to, and leadership on that campus in: digital humanities, computing technology, rare books and archives, music librarianship, art librarianship, cyberinfrastructures, and chemical information, among others.

**Lecturers and Program Directors**

SLIS is fortunate to have ongoing commitments from experienced and highly-regarded information professionals to teach and direct specialized programs. Two are currently appointed (as lecturer and senior lecturer) at SLIS Indianapolis; three direct specialization areas at SLIS Bloomington. Table 3.2 lists these faculty members. They are especially helpful in course planning and student advising, where their combination of experience and perspective help assure that SLIS programs connect with ongoing changes in the field.

Directors for specialized programs on the Bloomington campus include practicing professionals with appropriate background and skills. Joel Silver (J.D.), who is Librarian and Curator of Books in the Lilly Library, is the Director of SLIS’s Rare Books and Manuscripts Librarianship Specialization; Philip C. Bantin, Director of University Archives, is Director of the Archives and Records Management Specialization. He has worked as a professional archivist for more than 30 years and is the author of Understanding Data and Information Systems for Recordkeeping (Neal Schuman, 2008). Dana Backs, Director of the Specialization in Children’s and Young Adult Services, has been a children’s and youth services librarian, branch manager, and system-wide coordinator at the Public Library of Cincinnati and Hamilton County, Wake County Public Library (Raleigh, NC), and Durham County (NC) Public Library. Taemin Kim Park, East Asian Cataloger in the Indiana University Libraries, is the Coordinator for Bibliographic and Electronic Access Courses. These remunerated roles ensure a degree of continuity and commitment that goes well beyond that associated with a typical part-time or adjunct appointment.

**Visiting Scholars and Adjunct Faculty**

The school also benefits from the contributions of Visiting Scholar Elisabeth Davenport, Senior Fellow Charles H. Davis, and active Professor Emeritus Thomas E. Nisonger, who teach courses and seminars, work with individual master’s and doctoral students, and stimulate research collaborations. In addition, the school is able to recruit as adjunct faculty seasoned professionals working for Indiana University in various units including the University Libraries (recipient of ACRL’s 2010 Excellence in Academic Libraries Award for the university division), and University Archives. Adjunct faculty with appropriate degrees and practical backgrounds in library and information science come from a variety of other public, private, and voluntary sector organizations, including public,
special, and academic libraries, both large and small (see Table 3.3). Support from Bloomington’s Monroe County Public Library (a Star Library in Library Journal’s 2009 Index of Public Library Service) has been particularly strong.

Several students in the SLIS doctoral program teach courses in or close to their areas of specialization (see Table 3.4).

In addition to tenured, tenure-track, and adjunct faculty, doctoral students also contribute to teaching at SLIS. This both helps doctoral students develop as future faculty members and provides master’s students with a wide range of courses and workshops on technical topics such as programming (e.g., PHP, XML, Python) and broader and “hot” topics that may not be covered in the core curriculum (e.g., social networking, information privacy and freedom, emerging technologies and libraries).

The broad range of expertise, educational background, and teaching and research interests represented by SLIS faculty enables the school to effectively accomplish its program objectives as laid out in relevant documents for the MIS and MLS programs. As the remainder of this section illustrates, there is a clear mapping between program objectives, the courses offered, and the expertise and background of the faculty who teach these courses.

Standard III.2

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

Within both the parent institution and school (on both campuses), promotion in rank and the granting of tenure are typically awarded for demonstrable excellence in either research or teaching. Indiana University has an additional option, known as the “balanced case,” in which a candidate may present “evidence of balanced strengths that promise excellent overall performance of comparable benefit to the university. In such cases, we expect near-excellence in all three categories [research, teaching and service].” In Bloomington, the Vice Provost for Faculty and Academic Affairs maintains institutional guidelines on tenure and promotion; in Indianapolis this is the responsibility of the Office of Academic Affairs. In recent years SLIS faculty members have been promoted and tenured for excellence in research and teaching; the university also accepts tenure cases on the basis of excellence in teaching and a balanced case of near-excellence in research, teaching, and service; tenure or promotion at either campus also requires at least a satisfactory level of service.

Because Bloomington is the flagship campus, it is expected that a faculty candidate’s research accomplishments and/or potential will be of primary consideration. But a genuine interest in students, along with evidence of an ability to teach effectively, matters greatly in determining whether to extend an offer to hire or to grant promotion and tenure. On occasion, candidates with strong research credentials have not been pursued or hired either because of concerns about their teaching skills or an apparent lack of commitment to students and the classroom.

At Indianapolis, where the basic teaching load is heavier (three courses each semester as opposed to two at Bloomington), somewhat less emphasis is placed on research and scholarship than on teaching. Indianapolis teaching loads are managed, however, so that each faculty member has no more than two course preparations per semester and there is a course reduction when the semester includes the heavy demands of distance delivery online or through interactive television. On the Indianapolis campus, civic engagement with the city and state is also expected of candidates for tenure and promotion.

Faculty on both campuses are committed to
developing and maintaining a stimulating learning environment. One way this occurs is through the integration of current and cutting edge research into classes. Another approach is to connect assignments with the world of practice through publications: Students in S501 (Reference), for example, research and write pathfinders that they are encouraged to publish (some have). In S524 (Scientific and Technology Information), students work with the instructor (a science librarian) on a semester long project that has resulted in two published articles co-authored by the entire class. Student groups in S643 (The Information Industry: Digital Entrepreneurship) connect their work to practice by developing prototypes and business plans for innovative digital businesses. As discussed in Chapter II (section on standard II.3.1), several courses are oriented around problem-based and service learning. Howard Rosenbaum received two awards in 2005 that recognized his innovative approach to teaching: Indiana University’s Frederic Bachman Lieber Memorial Award and the Lilly Award to Create New Entrepreneurship-Oriented Courses and Seminars Encouraging Entrepreneurial Thinking and Action. In 2011 he received the American Society for Information Science and Technology’s Thomson Reuters Outstanding Information Science Teacher Award. In 2006 ALISE honored Professor Jean Preer’s contributions through teaching with the Award for Teaching Excellence in Library and Information Science.

SLIS faculty have an equally strong commitment to developing a stimulating research environment. This is evident in the expectation that faculty will engage in experimentation and innovation, whether the focus is teaching (e.g., Howard Rosenbaum’s award from the Center for Teaching and Learning for the pedagogical use of podcasting), research (e.g., Katy Börner’s work on maps of science, Susan Herring’s work on new media and online communication, Hamid Ekbia’s work on games for health), or service (e.g., Marilyn Irwin’s work overseeing the Indiana Librarians Leading in Diversity fellowship program [see Chapter IV Nature of the Student Body]).

Standard III: Faculty

Standard III.3

The school has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

Affirmative Action and Equal Opportunity

Indiana University is an affirmative action employer. It requires that all employment announcements advertised outside the university contain, at a minimum, the wording “Indiana University is an Equal Opportunity/Affirmative Action Employer.” The University Affirmative Action Office clearly asserts IU’s commitment to equal opportunity, diversity, and equity. The school has a practice of advertising open faculty positions in a variety of outlets to reach a diverse audience, including the ALA Black Caucus website.

Indiana University has long been committed to providing equal opportunity to its academic and work settings and opposing discrimination and harassment on its campuses. The university believes a rich diversity of people and points of view enhances the quality of the education and work experience. IU established the Office of Affirmative Action [Bloomington] and Office of Equal Opportunity [Indianapolis] to provide leadership for the university’s commitment and efforts to promote institutional equity and a diverse university community. These Offices provide counseling, advice, and information to university administrators, deans, department heads, faculty, staff, and students in their efforts to create a diverse and inclusive learning and work environment free of discrimination and harassment.

Although the designated offices are charged with ensuring the university’s compliance to federal, state, and local affirmative action and equal opportunity laws, providing affirmative action and equal opportunity is the shared responsibility of the entire IU community. This integrated approach to equal opportunity and diversity means that all students, faculty, staff,
and visitors should find hospitable and equitable treatment in every program and facility on every campus at Indiana University. The Office of Affirmative Action’s handbook, Academic Recruitment and Search Guide: Achieving a Diverse Faculty provides detailed advice on faculty recruitment, screening, interviewing, and selection techniques (hardcopy available on file). The IUPUI Office of Equal Opportunity maintains resources to provide similar support. Before an academic unit, such as SLIS, can make an offer to a candidate, the campus affirmative action office will have been provided with details of the number of individuals considered, the number short-listed (including those interviewed off-site) and, finally, the number invited to campus for interview. Applicants will have been requested to provide information on their ethnic backgrounds to the campus office (not to the academic unit engaged in recruiting), although they are not obliged to do so. Offers to hire cannot be made without the prior approval of the campus Affirmative Action/Equal Opportunity Office (and also of the Vice President for Academic Affairs [Bloomington] or the Dean of the Faculties/Faculty Appointments and Advancement [Indianapolis]).

As Table 3.5 demonstrates, the school has a culturally, ethnically, and linguistically diverse full-time faculty, with nine countries of origin currently represented.

Table 3.6 shows the school’s gender profile; the overall female-to-male ratio is 16:13; the ratios for Bloomington and Indianapolis are 11:9 and 5:4, respectively. Of the four individuals holding the rank of full professor on the Bloomington campus, three are female (Börner, Herring, and Shaw). At SLIS Indianapolis, one male, the Executive Associate Dean and one female faculty member (Preer) hold the rank of full professor.

Detailed information on the University’s procedures for recruiting, reappointing (on an annual basis), tenuring, promoting, and terminating faculty are to be found in the Academic Handbook, along with information on grievances and dispute resolution procedures. In the case of a local grievance, the faculty member concerned may take his or her complaint to the school’s elected Faculty Policy Council (FPC), and from there, if necessary, proceed to the next level in the system (Bloomington or Indianapolis Faculty Council, Affirmative Action, or Vice Provost for Faculty and Academic Affairs, or Dean of the Faculties, as appropriate). Individual academic units are responsible for developing salary policy guidelines (to operate in conjunction with the Trustees’ recommendations); SLIS faculty have developed different guidelines for Bloomington and Indianapolis. SLIS has its own guidelines regarding the criteria and procedures for tenure and promotion, which are required to dovetail with the general university guidelines. SLIS Bloomington and SLIS Indianapolis have slightly different emphases in their guidelines, reflecting the different missions of the two campuses (hard copies of both sets of campus and school guidelines are available for consultation). Campus-level offices (Vice Provost for Academic Affairs/Dean of Faculty) also retain copies of these unit-level policies.

**Faculty Evaluation**

Each faculty member meets with the Dean or Executive Associate Dean for an annual review; these meetings are required for tenure-track and tenured faculty below the rank of full professor. These meetings supplement the written Faculty Annual Review report (See section III.8 Faculty Annual Reviews) and give the faculty member the opportunity to represent his or her strongest case based on quality of performance in teaching, research, and service. Annual salary increments are based on these reviews. Although the processes are similar, the actual amount of funding available for annual salary increases may differ between the two campuses because budget allocations are campus-specific. In general, salary increases across both campuses have averaged three to five percent annually over the past five years (although the university had 0% increases in 2010). Annual reviews are discussed in more detail in Section Standard III.8. Specific procedures for the annual reviews are
available from the Vice Provost for Faculty and Academic Affairs (Bloomington) and the Office of Academic Affairs (Indianapolis).

Standard III.4

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

Subject Expertise

As one would expect at a major research university, full-time faculty on both campuses are active in research. The discussion in Section III.5 presents evidence of the school’s contributions to the scholarly base of the field and the profession. To summarize, faculty in many cases are among the most knowledgeable and recognized individuals in their specialties. This is reflected in the number of research grants awarded to the school, the extent, variety, and impact of the faculty’s published research and the number of keynote and invited presentations delivered by faculty, both nationally and internationally. As a result, students are routinely exposed to the best of current thinking.

Faculty are encouraged to teach courses that most strongly align with their areas of research and scholarship, or that best allow them to showcase their teaching capabilities (Table 3.7 has information on courses taught by the faculty). One benefit of having a relatively large full-time faculty (ably supported by a corps of adjunct faculty with demonstrable, specialist skills), is that instructors are teaching what they are best qualified to teach.

Instructional Support

When a faculty member needs instructional support, experiences classroom difficulties, or seeks a new approach to a particular pedagogic challenge, the Center for Innovative Teaching and Learning stands ready to help (CITL in Bloomington, CITL in Indianapolis). The center is supported by University Information Technology Services in conjunction with campus partners (Office of Academic Affairs and University Libraries in Indianapolis, Provost’s Office in Bloomington). It is dedicated to providing faculty with a full range of instructional support—from teaching consultation, assessment, and evaluation, to multimedia design, digital media production, and service learning opportunities. At Indianapolis, the Center is located in the same University Library building with the SLIS program. Recently, experts from the Center have been helpful in guiding SLIS’s implementation of the assessment of student learning outcomes as understood on each campus.

Indianapolis is also the home campus for the development of Oncourse, the online course management system used across all IU campuses. Many faculty members on both campuses use this system for electronic discussions, access to outside content experts, linking to additional readings, posting assignments in advance, and computing grades.

Instructional Technology

Historically, Indiana University has been highly ranked in terms of its technological infrastructure. The University Information Technology Services (UITS) develops and maintains a modern information technology environment throughout the university in support of IU’s vision for excellence in research, teaching, outreach, and lifelong learning. UITS provides a high-speed campus network with wireless access, central web hosting, a rich selection of free and low-cost software for personal use, tools and support for instruction and research, and supercomputers for data analysis and visualization. Recent examples of this commitment to leadership in information technology include:

- the 2011 Kuali Mobility Enterprise (IU, Cornell, and Cambridge) to develop next generation tools
that will connect mobile devices to a variety of campus systems

- Selection of Citrix Systems to help deliver and support virtual technologies, effectively creating a “Personal Cloud” where users can access applications and data as an on-demand service — anytime, anywhere, and on any PC, Mac, tablet or smart phone

- National Science Foundation support for the Data to Insight Center (D2I), a division of IU’s Pervasive Technology Institute, to study data provenance—or the process of ensuring the history and quality of stored and archived data

The school (at both campuses) provides each faculty member with desktop computing and applications software; equipment is replaced at least every three years and software is upgraded as new editions are released. The school has an adequate technology budget (see Chapter V) and annually escrows $20,000 to fund this initiative. Incoming faculty may request start-up funds from the school to support their work. In sum, IU is a technologically up-to-date institution, in which SLIS faculty are well resourced and kept routinely aware of advances in information processing and communication technologies.

### Teaching Effectiveness

Faculty recruitment and retention efforts aim to hire (and retain) the requisite expertise in the range of subjects SLIS courses cover. Thorough understanding of the subject matter is essential to effective teaching. Table 3.7 demonstrates the congruence between faculty research and teaching areas.

Adjunct faculty with appropriate knowledge and experience add to the roster and extend the range of courses offered. As noted in the section on Visiting Scholars and Adjunct Faculty, many librarians from the Indiana University Libraries teach as SLIS adjunct faculty. Evidence of their expertise is provided in a recent report that ranked the IU ninth, nationally, in the contributions of academic special librarians to the literature of their fields (Hardin, A. & Stankus, T. (2011). Producing articles for academic special librarians. Information Outlook, 15(5) 19-21, 35).

As discussed in Chapter II, each SLIS course is evaluated by the enrolled students at the end of each term. The survey addresses teaching methods, instructor effectiveness, course content, and assignments. The Associate Dean (Bloomington) and Executive Associate Dean (Indianapolis) review all course evaluations; their summaries feed into the school’s planning activities discussed in Chapter I. In these end-of-term evaluations, students find SLIS faculty and adjuncts to be effective teachers; not surprisingly, those teaching elective courses (where class sizes are smaller and topics are close to students’ career goals) frequently receive higher scores.

Each fall semester the school offers a workshop on teaching for faculty and adjunct faculty. Topics addressed recently include: the legal implications of the use of social media in the classroom, techniques for effective grading, and accessibility services for people with disabilities available at Indiana University Bloomington. Occasionally SLIS administrators learn of problems with course delivery, for example through student comments, feedback from student fora sponsored by the Curriculum Steering Committee (see Chapter II), or end-of-semester course evaluations. Often the Associate Dean, as a more experienced instructor, can resolve the problem and improve pedagogy by meeting with the instructor. When needed, campus instructional resources are also used (see Section Instructional Support). Many faculty members also take part in the Scholarship of Teaching and Learning program offered by the Center for Innovative Teaching and Learning. In 2009 Associate Dean Rosenbaum and SLIS IT Director Mark Napier received a SOTL Leadership Award for their study of “The Effects of Podcasting on Teaching, Learning and Technical Support in a Hands-on Technical Computer Literacy Course” (SLIS S401).
Professional Connections

The school’s faculty contribute to a wide range of professional bodies, including (but not limited to):

- American Association for Public Opinion Research (AAPOR)
- American Association for the Advancement of Science (AAAS)
- American Association of Geographers
- American Association of University Professors (AAUP)
- American Library Association (ALA)
- Association for Library Collections & Technical Services (ALCTS)
- Association of College and Research Libraries (ACRL)
- Association of Specialized and Cooperative Library Agencies (ASCLA)
- Library Research Round Table (LRRT)
- Reference and User Services Association (RUSA)
- American Medical Informatics Association (AMIA)
- American Political Science Association (APSA)
- American Society for Information Science and Technology (ASIST)
- American Sociological Association (ASA)
- American Statistical Association
- Association for Asian Studies
- Association for Computers and the Humanities
- Association for Computing Machinery (ACM)
- Association for Educational Communications and Technology
- Association for Information Systems (AIS)
- Association for Institutional Research
- Association for Library and Information Science Education (ALISE)
- Association for Literary and Linguistic Computing (ALLC)
- Association of American Medical Colleges (AAMC) Group on Educational Affairs (GEA)
- Association of Internet Researchers (AoIR)
- Canadian Health Libraries Association (CHLA)
- Chartered Management Institute (CMI)
- Cognitive Science Society (CSS)
- Education and Innovation in Economics and Business Network (EdINeBE)
- Indiana Library Federation (ILF)
- Indiana Health Sciences Librarians Association (IHSALA)
- Institute of Information Scientists
- International Association for Computing and Philosophy
- International Association for the Distribution of the Information Society (IADIS)
- International Communication Association (ICA)
- International Network for Social Network Analysis (INSNA)
- International Pragmatics Association
- International Society for Historical Linguistics
- International Society for Knowledge Organization (ISKO)
- International Society for Scientometrics and Informetrics (ISSI)
- International Society for Technology in Education
- Library Association
- Medical Library Association (MLA)
- Modern Language Association (MLA)
- National Association of Scholars (NAS)
- North American Serials Interest Group (NASIG)
- North American Society for the Study of Romanticism
- North American Victorian Studies Association
- Ohio Valley Group of Technical Services Librarians (OVGTSL)
- Popular Culture Association
- Royal Society of the Arts
- The Society for Digital Humanities / Société pour l’étude des médias interactifs
- Society for Text and Discourse (STD)
- Society for Textual Studies
- Society for the Social Studies of Science (4S)
- Society of Woman Geographers
- Strategic and Competitive Intelligence Professionals (SCIP)
Faculty involvement in professional associations and organizations goes well beyond participation as members or office holders. By way of illustration, several SLIS faculty members act as editors of journals or other publications produced by professional societies. Blaise Cronin is the Editor-in-Chief, and Debora Shaw the Associate Editor, of the Journal of American Society for Information Science and Technology (JASIST). Cronin was the Editor (with Debora Shaw as Associate Editor) of the Annual Review of Information Science and Technology for ten years between 2000 and 2010. Susan Herring is the past Editor (2004-2007) of the Journal of Computer-Mediated Communication and currently edits Language@Internet. Hamid Ekbia is an Associate Editor of The Information Society, and served as the forum editor of the same journal between 2007 and 2010.

Faculty members have held elected office and provided service through professional organizations. Blaise Cronin received the Award of Merit, the highest honor from the American Society for Information Science and Technology, in 2006. Jean Preer has chaired the ALA History Round Table and served as secretary/treasurer of the ALISE Board of Directors, 2009-2012. Howard Rosenbaum was the Program Co-Chair for the 2010 iSchool Conference; he also co-chaired the Philosophy in Information Systems track and Social Issues in Information Systems track at the America’s Conference for Information Systems. Pnina Fichman and Howard Rosenbaum are co-chairs of the Social Theory in Information Systems minitrack at AMICS; and they are co-organizers of ASIST’s annual Social Informatics Research Colloquium and leaders of the ASIST Special Interest Group for Social Informatics. Cassidy Sugimoto is Chapter Assembly Director and member of the Board of Directors for ASIST. She and Staša Milojević are co-founders of the ASIST (non-virtual) Special Interest Group for Metrics. Elin Jacob has co-organized the annual conference of the International Society for Knowledge Organization. Katy Börner and, most recently, Ying Ding, have organized NSF-funded workshops for researchers studying information visualization. Hamid Ekbia and Howard Rosenbaum are co-organizing the NSF-funded Doctoral Colloquium for the 2012 iConference.

Several faculty members are actively involved with local and state level library and information science groups, such as the Indiana Library Federation; Jean Preer has recruited SLIS students to participate in the Federation’s Legislative Day activities. Katherine Schilling is President-Elect of the Midwest Chapter of the Medical Library Association. Many faculty members (e.g., Applegate, Copeland, Cronin, Ekbia, Lipinski, Rosenbaum) have spoken to local groups or local chapters of national professional associations.

Faculty members also organize regular talk series and forums at the school and campus. Alice Robbin, the Co-Director of Rob Kling Center for Social Informatics, and Katy Börner, the Director of Center on Networks and Complex Systems, organize talk series by renowned scholars from around the world, who also spend time with students and share their research with them.

Standard III.5

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

Research Activity and Support

Indiana University is a major research university and, as such, a commitment to research and scholarly endeavor is an institutional expectation. That expectation applies to all academic units, including professional schools. Over the last decade, SLIS has assiduously developed its research infrastructure and culture, hiring many junior scholars with immense potential. Many Bloomington faculty members now receive summer (research) salaries, discretionary funds, or facilities support of one kind or another to
leverage their talents. These funds can range from $3,000 to $20,000 per annum.

As noted above, Blaise Cronin received the 2006 Award of Merit from the American Society for Information Science and Technology. Jean Preer’s contributions have been honored with the 2007 Justin Winsor Prize for Excellence in Library History Research from the Library History Round Table of the American Library Association and the 2009 Greenwood Publishing Group Award for Best Book in Library Literature for Library Ethics. Table 3.8 lists the number of publications and presentations by each current faculty member from 2005 through 2011.

Research Rankings


In the last five years, SLIS faculty members have lectured at some of the world’s leading universities (e.g., Peking University, City University London, Oxford University, Stanford University, Cornell University, University of North Carolina at Chapel Hill, and the Katholieke Universiteit Leuven in Belgium). More recently, Meho and Sugimoto (2009) looked to citing authors’ institutional affiliations as a way to assess the scholarly impact of a research domain at the institutions. The authors contend that this assessment can show “the relative scholarly productivity of the citing institution in research areas relevant to the subject domain” (p. 2504). IU ranked second (behind University of North Carolina Chapel Hill) in the table of institutions most citing information science research (Meho, L.I., & Sugimoto, C.R. (2009). Assessing the scholarly impact of information studies: A tale of two citation databases—Scopus and Web of Science JASIST, 60(12), 2499-2508).

External Funding

Faculty members have strengths in various research domains (which may change during the course of a career) and the school benefits from a diversity of scholarly personae. A review of SLIS faculty curricula vitae reveals a spectrum of research and a record of sustained scholarship (variously scientific, social scientific, and humanistic in character and method). Research ranges from laboratory- and field-based studies through monograph and textbook production to the scholarship of pedagogy; moreover, every faculty member is intellectually engaged and scholastically active. The CVs of even the most recently minted Ph.D.s (Liu, Milojević, Sugimoto) show exceptional evidence of early scholarly productivity. Some of the research activity translates directly to funding from external resources.

Since the school’s previous site visit in 2005, SLIS faculty have received more than $8 million in support from national agencies (e.g., National Endowment for the Humanities, National Institutes of Health, National Science Foundation) vendors, private foundations (e.g., Bill & Melinda Gates Foundation, James S. McDonnell Foundation), and other sources (e.g., Indiana State Library, OCLC, Inc.). Table 3.9 provides a record of research funding secured by faculty
members over the course of the last five years. Indiana University’s rate for indirect cost recovery for 2011-2012 is 55%. Since 2007, SLIS income from indirect costs on external grants has averaged more than $400,000 annually.

Standard III.6

The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and evaluation, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

Academic Backgrounds

As has been noted (Section on Full-Time Faculty), and shown in Table 3.1, all members of the full-time faculty hold advanced degrees, awarded by some 16 different universities (13 in the U.S., one in the U.K., one in Germany, and one in Singapore). These terminal degrees represent more than a dozen academic disciplines and, in many cases, were earned from some of the finest public and private universities. Faculty diversity is reflected not only in the number of degree-granting institutions and the array of disciplinary backgrounds, but also in the disciplinary and methodological range of research areas and projects.

Faculty members belong to a truly impressive range of professional and academic organizations (see Section on Professional Connections). Collectively, the faculty possesses a wealth of academic expertise and professional experience; this, combined with the professional knowledge of the adjunct and visiting faculty, ensures that all aspects of the curriculum can be covered credibly; and that reading lists for many courses will include research by SLIS faculty. A number of faculty members worked in the profession early in their careers before moving into academia. This blend of academic and professional know-how is essential in a graduate professional program.

Consulting Experience

Also pertinent in this context is the fact that faculty members have over the years acted as consultants to a large number of organizations, nationally and internationally (e.g., NordFosk, U.S. National Research Council, National Institutes of Health, National Science Foundation). Regional and state-level consulting has included: the Indiana Economic Development Corporation; Chicago Public Schools; Regenstrief Institute - Indiana Transforming Healthcare Research Initiative, Medical Informatics Engineering; and the Redlands Institute project on Libyan spatial data infrastructure. Faculty expertise in library-related areas has been provided to: Carmel Clay Public Library, Hancock County (IN) Public Library, Hussey-Mayfield Memorial Library (Zionsville, IN), Putnam County (IN) Public Library, Southeastern Oklahoma State University Library, Eastern Mennonite University (Harrisonburg, VA), Minnesota State Library, Ford House (Grosse Pointe Shores, Michigan), Colby College, Monroe County (IN) Public Library, Indiana University Pennsylvania Library, Lance Middle School (Kenosha, WI), Evanston (IL) Public Library, Glenbrook North High School (Northbrook, IL), Metropolitan Library System (Burr Ridge, IL), Wisconsin Library Association Foundation, and Shorewood Public Library (Milwaukee WI). Working with major organizations (both public and private sector) such as these indicates the range of interest in SLIS faculty expertise in organizational planning, performance evaluation, and other domains.

Connections with Academic and Professional Constituencies

One benefit of this intellectually eclectic faculty is that the building of connections with other units happens almost as a matter of course. Some faculty mem-
bers hold adjunct appointments in other units such as Informatics (Börner), Linguistics (Herring), and English (Walsh). Börner, Ding, and Ekbia are core faculty members of the Cognitive Science Program. Additionally, Börner is an Affiliate of the Biocomplexity Institute in Bloomington and Walsh is a partner in IU’s Institute for Digital Arts and Humanities.

The resulting social interactions and intellectual synergies are, of course, intrinsically valuable, but they also add real value to the school’s curriculum. Faculty who are outer-directed and disposed to collaborate (formally or informally) with colleagues in other units will inevitably be exposed to new ideas and new ways of looking at the world. As a result, students in the classroom encounter an even greater range of perspectives and, in some cases, ideas, insights and methods that would otherwise not come to their attention. As an institution, Indiana University is strongly committed to the position that research supports and informs teaching.

The school maintains contact with the profession and the world of practice in a variety of ways. Many faculty members are active members of professional organizations such as ALA, ALISE, ASIST, and both MLA’s and some hold (or have recently held) elective office (see Section on Professional Connections). Faculty members are invited speakers at library and information science conferences, both nationally and internationally; they also contribute frequently to the professional (as well as the scholarly) literature of the field. Each year the school has a presence and hosts receptions at the Indiana Library Federation and American Library Association annual conferences (see Chapter IV, Student Recruitment, Retention, and Communication). The Indianapolis-based faculty, in particular, have ties with the professional community in the greater metropolitan area and also further afield, specifically as a result of its outreach and distance education efforts in South Bend, Fort Wayne, and Gary in the northern part of the state. The school’s distance education program, delivered from the Indianapolis campus by the same faculty members who teach there in traditional mode, intentionally targets individuals working in libraries who find attending classes at either Bloomington or Indianapolis impossible because of work or family circumstances. The school’s efforts at outreach are a direct response to local professional demand.

Close ties exist on both campuses between the school and the university library. The Dean of University Libraries (based in Bloomington) and the Dean of the IUPUI University Library serve on the MLS Advisory Board. Many IU librarians from both campuses are, or have been, adjunct professors in the school. Every academic year, many students find either paid employment or internship opportunities in IU libraries, thus gaining invaluable practical experience and an opportunity to ground theory in material practice. The IUPUI University Library funds, in collaboration with SLIS at Indianapolis, six graduate assistant positions, each employed 20 hours a week.

SLIS has been an active partner in the IU Digital Library Program (DLP) since it was started in 1997. Several SLIS students are or have been employed by the program, either as interns or in full-time positions. John Walsh is Editor of the DLP’s Swinburne Project, a digital collection (or virtual archive) devoted to the life and work of Victorian poet Algernon Charles Swinburne. Walsh also partners with the Institute for Digital Arts and Humanities on The Chymistry of Isaac Newton, a digital scholarly edition of the alchemical writings of Isaac Newton, of which only a fraction has been previously edited and published.

The School also has connections with the local business and not-for-profit community that benefit the MIS degree program. The MIS Advisory Board is composed of local entrepreneurs involved in information technology businesses (search engine optimization, internet branding and marketing, web services, digital corporate training, economic development) who meet with the Dean and Director of the MIS program to discuss the goals, objectives, and direction of the program and review the MIS curriculum. Many
of the service learning opportunities (see Chapter II, Standard I.3.1) involve clients from local business and not-for-profit organizations, generating useful relationships between SLIS faculty and the professional community.

Being a large, two-campus school, SLIS is well equipped to provide a portfolio of program options to meet the needs of its segmented markets. In addition, the school can assemble a faculty whose mix of teaching and research skills fosters a genuinely diverse intellectual environment. Given that freedom of speech, pluralism and openness are central tenets of the library and information science professions, it is appropriate that the school admits and accommodates a spectrum of personal and professional worldviews. At SLIS, librarians, computer scientists, political scientists, information scientists, legal scholars, cognitive scientists, linguists, and others stimulate and learn from one another. Regular talks and brown bag seminars, as well as events organized by student organizations also ensure that faculty and students (both master’s and doctoral) are routinely engaged in healthy and sometimes robust debate about ideas, issues, and ideologies. This flow of ideas has encouraged formal and informal collaboration (faculty with faculty; faculty with students) and resulted in many co-authored papers and presentations, not just within the school but also with other academic units (e.g., Education; Health, Physical Education and Recreation; History and Philosophy of Science; Medicine; Nursing).

Some faculty members (e.g., Applegate, Irwin, Preer, Shaw) have been participating members of accreditation site visiting teams for the ALA, which ensures some first-hand familiarity with this particular form of program evaluation. Applegate has been a peer reviewer for the Higher Learning Commission, Indiana University’s regional accrediting agency.

Standard III: Faculty

Standard III.7

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

The curriculum is the engine of the master’s programs. It has been carefully built over the years, and is subject to continuous fine-tuning based on developments in the field, new knowledge arising from research and scholarship in library and information science and cognate fields, and feedback from the marketplace—from students, advisory boards, alumni, and employers. Faculty members are hired because they have expertise in one or more subject area embedded in the school’s curriculum, along with an interest in the history and future evolution of the field. Table 3.7 shows the courses taught by full-time faculty members and their research interests. To the greatest extent possible, the Associate Deans—who schedule SLIS classes—match courses with professors, taking into account the faculty member’s capabilities and preferences, without losing sight of the curricular imperative. The Associate Deans review student evaluations for every course taught in order to provide quality assurance. Newly recruited faculty on both campuses automatically receive a one-course reduction in their first semester and where possible faculty are given the option of teaching two sections of the same course in order to minimize their preparation time. In some cases, faculty members are provided with a classroom teaching assistant (TA), in addition to the services of a graduate assistant (GA). The Associate Deans, and the Director of Admissions in Bloomington, work to distribute the teaching (and counseling) load as equitably as possible, given the inevitable constraints.

Faculty annual reviews (See next section) with the
Dean or Executive Associate Dean provide another opportunity to ensure that faculty members, junior and senior, are allocating their time and effort effectively. Untenured faculty members have similar discussions with their faculty mentors/mentors, who are members of the Promotion and Tenure Committee.

**Standard III.8**

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

**Faculty Annual Reviews**

The University requires that all faculty members submit a Faculty Annual Report online. All tenure-track and tenured faculty members below the rank of full professor also have an in-person meeting with the unit executive officer to discuss their performance; full professors may request such a meeting if they wish. In Bloomington these annual reviews are conducted by the Dean; both the Dean and the Associate Dean take part in the review sessions. In addition, the Promotion and Tenure Committee provides mentors who help guide untenured faculty; each year this committee recommends to the Dean whether to reappoint untenured faculty. At the Indianapolis campus, the Executive Associate Dean assigns mentors for untenured faculty members; these may be tenured SLIS faculty or tenured faculty from other units on the campus; the Executive Associate Dean also conducts the annual review meetings with faculty (authority is delegated by the Dean).

Annual reviews of faculty take place in the spring. Discussion focuses on the faculty member’s teaching, research, and service contributions during the prior calendar year and plans for the future. These meetings provide an opportunity to assess the quality, quantity, and impact of an individual’s scholarly or research activities, evaluate his or her teaching related activities, and review service contributions to the school, campus, university, and the professional community.

The annual reports, discussion at annual review meetings, and course evaluations form the basis for assessment of each faculty member’s contributions for the preceding year. On the Bloomington campus, the Dean and Associate Dean review these sources of information independently and rate each faculty member’s performance rated as “excellent,” “good,” “satisfactory,” or “unsatisfactory,” (the same classification used in making promotion and tenure decisions within both the school and the university). Tenured and untenured faculty members are evaluated separately, so that faculty members are compared to their peers. Points are awarded for performance as follows: 3 for “excellent,” 2 for “good,” 1 for “satisfactory” and 0 for “unsatisfactory.” Equal weighting is given to teaching, research, and service. This procedure has been in use since 2004.

A similar annual review and salary review process is in place at Indianapolis. The reviews are conducted by the Executive Associate Dean and written reports are submitted to the Dean and the IUPUI Dean of the Faculties Annual assessment of job performance is translated into a point system and ultimately an annual salary adjustment. Criteria, as at Bloomington, are similar to those traditionally held in most academic environments based on ratings in teaching, research, and service at levels of unsatisfactory, satisfactory, near excellent, and excellent/outstanding. Expected performance levels are defined by the Executive Associate Dean to support the program’s campus mission, and promotion and tenure guidelines.

**Review of Adjunct Faculty**

Adjunct faculty are evaluated after each course taught through both the regular process of student feedback and additional review by the associate dean at the respective campus. Regular, full-time faculty members provide guidance in course planning, delivery, and student evaluation at either campus when necessary;
regular faculty oversight in the required courses is key to maintaining consistent preparation for the advanced courses that will build on the core. In general, adjunct faculty are held to the highest standards and this is reflected in their evaluations.

**Review of the Dean**

Academic deans on the Bloomington campus are reviewed in their fifth year, and every fourth year thereafter. The review is conducted by a committee chaired by an outside faculty member (on the last occasion for SLIS, it was a named professor from the Kelley School of Business) appointed by the Provost in consultation with the Bloomington Faculty Council. The Bloomington Faculty Council review policy is available online.

Associate deans are reviewed by the Dean and the Faculty Policy Council every four years (see the school’s Governance Document, Appendix 1.2). In conducting these reviews, the Faculty Policy Council seeks advice from the faculty adjunct faculty, and the school’s librarians, professional staff, and technical employees.

**Teaching Awards**

The Indiana University Trustees support an annual Trustees Teaching Award, which recognizes faculty members whose performance as teachers is in the top 6% of the faculty. For SLIS, this typically means one award per year. The Associate Dean, who oversees teaching assignments, and the Chair of the Faculty Policy Council select the recipient. Faculty teaching is assessed on several criteria: a pedagogical focus on student learning results/outcomes; encouragement of critical thinking; demonstration of versatility, creativity and innovation in teaching strategies; engagement in continuous revision to maintain currency of course content; positive student evaluations for teaching; and positive peer evaluations for teaching. Additionally, the reviewers may consider how well the faculty member demonstrates leadership in curriculum and/or course development, directs master’s and doctoral students enrolled in individual readings or research, mentors new faculty to help them develop their teaching, publishes research or gives presentations bearing on teaching, or demonstrates grantsmanship bearing on classroom/applied teaching.

The Indianapolis campus offers a similar Trustees Teaching Award opportunity. Any full-time SLIS faculty member at Indianapolis becomes eligible for consideration after successful completion of three years of full time teaching.

Recent recipients of the award are:
- 2007: Noriko Hara and Lokman Meho
- 2008: Pnina Shachaf
- 2009: Debora Shaw, Jingfeng Xia
- 2010: Elin Jacob
- 2011: Hamid Ekbia
Standard IV: Students
Standard IV: Students

Standard IV.1*

The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school’s mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain students who reflect the diversity of North America’s communities. The composition of the student body is such that it fosters a learning environment consistent with the school’s mission and program goals and objectives.

Administrative Policies

The SLIS faculty as a whole formulates, reviews, and revises policies for student recruitment, admission, financial aid, placement, and other matters. Committees of the faculty, including the Admissions and Scholarship Committee, the Curriculum Steering Committee (CSC), and the Faculty Policy Council (FPC) discuss proposed changes and bring proposals to faculty meetings for further discussion and decision. Examples of this formulation and review process include:

- Requirement for students to arrange reliable Internet connections: reviewed by CSC, voted on by faculty, and added to the school’s Bulletin in 2010.
- Change in grade requirement for a core course to count toward the master’s degree (minimum grade changed from C to B-): reviewed by CSC, voted on by faculty, and added as a program requirement for students matriculating in fall of 2011.
- Creation of dual degree programs with the Department of Central Eurasian Studies specialization in Children’s and Young Adult Services, which were reviewed by CSC, voted on by faculty, and added to the program in 2010.
- Revision of existing specializations, such as Digital Libraries and Archives, reviewed by CSC, voted on by faculty, and added to the program in 2009.
- Renumbering SLIS courses to provide greater topical and level consistency, initiated in CSC discussions with faculty, reviewed by CSC, and approved by the faculty in fall 2006 (see Chapter II, section Developing New Courses, Renaming and Removing Courses from the Curriculum).

As outlined in Chapter I, SLIS is what Indiana University terms a “core school,” with a presence on the university’s two core campuses. The school reflects each campus’s mission, to serve different populations and purposes. SLIS Bloomington is oriented toward a mainly residential, full-time, and often out-of-state and international student population. SLIS Indianapolis focuses on primarily an Indiana-based and employed population. The SLIS Admissions and Scholarship Committee applies the school’s admissions standards consistently across the two campuses.

All SLIS students construct their programs of study of following the same policies. Examples of how students find assistance in moving through the program include:
• The unified SLIS internship website provides consistent advice and interns, regardless of their home campus, with the same procedures, expectations, and due dates.
• Both campuses provide administrative support and offer required and elective courses in the summer, so that summer functions as an equal “third semester” for the students taking classes year round.

Data Resources at Indiana University

SLIS is fortunate to have the support of Indiana University’s world-class technology infrastructure (see Chapter VI). Support of student and alumni data needs begins with the “eApp” online admissions application. Current students’ registration and financial aid activities are handled through PeopleSoft’s Student Information System (SIS). The Advancement Information System maintains alumni and donor records. Data move seamlessly from one stage to the next as a student progresses through the program. SLIS has access to reports and support from institutional offices. Data for the charts included in this report were compiled with assistance from the IU Office of University Planning, Institutional Research, and Accountability.

Student Recruitment, Retention, and Communication

The school’s website is a portal for prospective students; the overall SLIS website has information on admission and links to sites specific to SLIS at each campus. From these campus-specific sites, prospective students can investigate career options, look at course offerings and syllabi, contact the school, and apply for admission.

SLIS news stories on the websites help prospective students appreciate the activities of current faculty and students and gain a sense of the range of careers that alumni are pursuing with their SLIS degrees. From December 2005 through December 2010 (five years) SLIS published 1,156 news stories. They have been reposted on university listservs and publications, professional listservs, and the SLIS Facebook page (established June 2009).

SLIS recruitment efforts build on connections with the university, professional associations, alumni, and employers. Rhonda Spencer, Director of Admissions and Placement, has been at SLIS for 14 years. Her extensive experience helps the school’s recruitment efforts to reach potential students at the point of inquiry (or need) – for example by mailing recruiting materials to undergraduate career counselors at regional universities. SLIS alumni and professional associations also help reach the people who are likely to encounter students interested in careers as information professionals. Participation in association directories of educational programs, such as the RBMS’s Educational Opportunities: A Directory is an example.

Since the 2005 reaccreditation review, SLIS has worked to recruit a more diverse group of students. Initiatives include recruiting a culturally diverse Alumni Board, selecting DeLoice Holliday as Diversity Liaison for Admissions and Alumni Relations, and working to recruit minority students at the campus, university, and CIC (Committee on Institutional Cooperation - university consortium) levels. The IMLS-funded Indiana Librarians Leading in Diversity (I-LLID) project is another example (see section Nature of the Student Body). Here again the collaboration of SLIS faculty and staff on both campuses with regional librarians is evident; Marcia Smith-Woodard, the project’s prime mover, is the Institutional Grant Consultant at the Indiana State Library. I-LLID students were so pleased with their experience that, on their own initiative, they nominated Ms. Smith-Woodard for the Special Services Award from the Indiana Library Federation.

SLIS Network, the alumni magazine, is published twice a year. Recent issues (since fall 2009) are also available online. The magazine’s goal is to encourage alumni interest in, and support of, the school. The
SLIS alumni listserv and receptions at professional conferences have a similar function; the school’s alumni play an active role in recruiting students, providing internships opportunities, mentoring, and assisting in job placement. Building alumni relations has long been a priority – a way for the school to get advice and feedback, and also to reach potential new students who work with or know SLIS alumni. Since 2005 SLIS has held alumni receptions at more than 60 events nationwide, ranging from the American Library Association, Association of American Law Librarians, and the Public Library Association to the Ohio Valley Group of Technical Services Librarians, the Indiana Library Federation, and the Kentucky Library Association.

Persistence rates for master’s students in both degree programs and on both campuses is consistently above 90%, often considerably higher. The high retention rate is evidence that the school’s admission requirements and procedures are working well. Table 4.1 shows the numbers of graduates from 2005 through 2011.

SLIS has been intentional in developing and maintaining a mix of support structures to assist students entering and working through their master’s degree programs. The SLIS website’s links to information, for example about financial aid and student jobs, assist students investigating their options. Faculty advisors and SLIS administrative staff often receive initial inquiries and help applicants and enrolled students work through the steps for application, program planning, and registration. Other resources help students accomplish the move to professional status: student chapters of professional associations (see Appendix 4.1), workshops by the University Libraries and University Information and Technology Services and the SLIS Career Services Office (see section on Standard IV.2) are examples.

SLIS administrators and staff monitor statistics on enrollment to gauge the number and range of courses to offer. The university’s responsibility-centered approach to budgeting (see Chapter V) means that steady enrollment is important to the school’s financial well-being. Enrollment numbers and trends are critical input for the school’s planning process (see Chapter I). Figure 4.1 shows the enrollment in both master’s degree programs on both campuses. Figures 4.2 and 4.3 show the trends for Bloomington and Indianapolis, respectively.

Nature of the Student Body

The school has adopted a broad definition of diversity:

The Indiana University School of Library and Information Science (SLIS) strives to make all students feel welcome. Saying that we value diversity is a way to say that we want students to feel welcome—all students—from all backgrounds. We want to create an educational atmosphere that is inviting, respectful, and that values human dignity and individuality.

SLIS seeks to attract and support students with diverse backgrounds from the state, the nation, and internationally. The flexible scheduling and online offerings provided at the Indianapolis campus allow place-bound students to pursue an MLS; this is especially helpful for students from the more culturally diverse areas of the state—particularly Northwest Indiana (Gary area)—and is also useful for example, for support staff from the Indianapolis Marion County Public Library system.

The Indiana Librarians Leading in Diversity (I-LLID) project has provided substantial support for students from diverse backgrounds. The project is endorsed by
the Indiana State Library’s Diversity Advisory Council, Academic Libraries of Indiana, Administrators of Large Public Libraries in Indiana, the Indiana Black Librarians Network, the Indiana Library Federation, and the Indiana Special Libraries Association. Funded through a $1 million IMLS grant running from 2008 through 2011, I-LLID awarded 30 fellowships to students (10 at Bloomington, 20 at Indianapolis). Scholarship recipients received tuition, an annual stipend, and funding to attend professional conferences; recipients agreed to work in an Indiana library for at least two years after graduation. As of August 2011, twelve I-LLID graduates have been placed in professional positions. One of these new librarians, employed at the Indiana School for the Blind, had been working with a student for several months before she noted that, like herself, her librarian was African American. Associate Professor Marilyn Irwin, who directed SLIS’s part in I-LLID remarked, “One of my goals was to have a corps of multicultural librarians so children from diverse backgrounds could see themselves reflected in the librarians. It didn’t dawn on me that [these] students wouldn’t immediately have that same degree of recognition.”

As with overall enrollment trends, information on SLIS students’ ethnic backgrounds and gender feeds into the school’s planning cycle (see Chapter I) and provides feedback on student recruitment efforts. Figure 4.4 shows the ethnic backgrounds of SLIS master’s degree students over the past five years. The impact of I-LLID in increasing the number of U.S. students from diverse backgrounds is clear.

Figure 4.4. Ethnic backgrounds of SLIS master’s degree students

Enrollment in SLIS master’s programs continues to be predominantly female. The past five years’ data (Figure 4.5) show an increase in the percentage of male students (21% to 27%). This occurs in sync with a small decline in the percentage of students in the MIS program (Figure 4.1). The recent decline in international students reflects a national trend; it appears to be reversing with 2011 data.

Figure 4.5. Gender of SLIS master’s degree students

Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.

The school and university are moving away from printed documentation, relying instead on electronic sources that are archived regularly. Providing this information on the web greatly increases its accessibility to the general public, prospective students, current students, faculty, and alumni. The school provides accurate and accessible information through its bulletin, which the university maintains and makes available; what used to be a print publication is now primarily distributed online (SLIS Bloomington 2011-2013 Bulletin, SLIS IUPUI Bulletin). SLIS also finds online delivery the more effective way to provide easy access to accurate and up-to-date information. The school’s websites are the key delivery vehicle.

As described in the Section on Student Recruitment, SLIS’s web presence is comprehensive and coordinated. The campus-specific sites provide information on the school and on the programs available at each site. Each campus’s site links to the other campus, and to the shared SLIS Home web page.

- Program goals and objectives and curricula (degree requirements):
  - Bloomington MLS program
  - Indianapolis MLS program
  - MIS program
- Information on faculty:
Facility information is linked through the “People” heading on each website. The standard content – name, title, degree, courses taught, research interests, and link to the faculty member’s homepage. Faculty members can update their own profiles.

- Admission requirements:
  - Bloomington admission requirements
  - Indianapolis admission requirements

- Financial aid:
  - Bloomington financial aid
  - Indianapolis financial aid

- Practical information for student life on each campus is also provided, such as the Indianapolis student survival wiki and a Bloomington Orientation Guide.

- Criteria for evaluating student performance:
  - Bloomington student evaluation
  - Indianapolis student evaluation
  - The SLIS faculty have adopted and follow a uniform definition of letter grades, posted publicly and either incorporated into syllabi or linked from them. Full syllabi are available for all courses taught, with information about assignments, textbooks, and other requirements.

- Assistance with placement:
  - Bloomington placement assistance
  - Indianapolis placement assistance
  - The SLIS-JOBS-L listserv has approximately 500 subscribers, both current students and alumni. Postings include job and internship descriptions, career fair announcements, and other relevant items. The moderators monitor sources tailored to Bloomington and Indianapolis as well as lists that receive both local and national position announcements. On occasion SLIS offers programs and workshops for job seekers, such as résumé writing and interviewing skills; advisors also assist students in preparing materials for job applications. The student group of the Special Libraries Association has held annual “round robin” résumé review sessions open to all SLIS students.
  - In 2010 the school established a SLIS Career Services Office in Bloomington. Master’s students, in particular, had asked for guidance and a way to pool their knowledge as they begin their professional careers. The student career analysts (hourly employees) post position announcements, provide sources for guidance, conduct practice interviews, and maintain the career pages on the SLIS websites, which provide links to job ad aggregators that cover library and information science. The Career Services Office has space that can be reserved for telephone or Skype interviews or student group meetings. This office is an example of how data gathered from various sources for the school’s planning activities work together: student comments to faculty and administrators as well as suggestions from the surveys by the Curriculum Steering Committee provided evidence of the need, to which the SLIS administration responded. At Indianapolis, career guidance is provided via websites, through contacts with advisors and adjunct professors who have ties to the practitioner community, and with co-curricular sessions on career paths and on job-hunting skills. The Chi Chapter of Beta Phi Mu International Honor Society hosts an annual Career Forum, among other student support initiatives.

- Other policies: The websites also provide details on dual degree programs, with links to the collaborating schools and departments; university support services through the Registrar (which supports the university’s instructional mission with course registration, transcripts, etc.); university libraries; Oncourse, the university’s online collaboration and learning service; and OneStart, the portal for online services.
Standard IV: Students

Standard IV.3

Standards for admission are applied consistently. Students admitted to a program have earned a bachelor’s degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program’s goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

Admission Practices

Admission standards for the Master of Library Science program on both campuses and for the Master of Information Science program in Bloomington are identical. Applicants are accepted if they have at least a 3.0 GPA (out of 4.0) for their total undergraduate program (or 3.2 in graduate courses), three letters of recommendation, and an acceptable essay addressing career goals. Applicants provide evidence their undergraduate GPA from an accredited U.S. institution or the foreign equivalent; equivalency is evaluated with assistance from the campus office for international admissions. Applicants with GPAs below 3.0 may submit GRE or GMAT scores as evidence of capacity to learn at the graduate level. These applicants may also provide an explanation of unusual circumstances in their educational preparation in their essays on career goals.

International applicants must also submit TOEFL (Test of English as a Foreign Language) test results (100-internet based, 250-computer-based, or 600-paper-based) and GRE (Graduate Record Examination) scores (minimum of 500 verbal, 500 quantitative, and 4.5 writing) or GMAT (Graduate Management Admission Test) scores (minimum 31 in each area).

Students are admitted and can matriculate three times a year: in August, January, and June. In Bloomington, the director of admissions coordinates the admission process; in Indianapolis the executive associate dean oversees the process, which is handled by the admissions staff. In both cases staff members apply the same standards. Exceptional cases or appeals of denials are referred to the SLIS Admissions Committee members on each campus. Denial on one campus constitutes denial on both.

Successful applicants are accepted as regular students, as non-degree-seeking students, or as degree-seeking students on probation. Non-degree-seeking students who are subsequently accepted into a master’s degree program can transfer up to six credits of SLIS course work toward their degrees. Figure 4.6 shows the number of students enrolled in all categories and degree programs on both campuses.

Figure 4.6. Enrollment in all SLIS degree programs (Fall 2010)

Detailed information on admission practices is available to the external reviewers through the SLIS administrative offices in Bloomington and Indianapolis.

Standard IV.4

Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

Coherent Programs of Study

Several resources help SLIS students construct coherent paths through their master’s degree programs:
program goals align with required courses, assuring that all students gain a broad understanding of the field
• specializations require targeted courses (or a choice from a carefully developed list of courses), which prepare these students to be effective in more specific career paths
• elective courses provide opportunities for exploration as well as specialization
• career guides on the SLIS suggest courses that will help students prepare for specific careers
• general advice and academic advisor input support students as they progress through the program.

Chapter II provides details on MLS and MIS program outcomes, mapping of core and elective courses to program outcomes, and the range of available specializations and dual degrees. In each case, required courses provide a basic, common foundation to all students pursuing a degree.

In 2005 the Curriculum Steering Committee and ultimately the entire faculty were involved in the complete renumbering of SLIS courses (see Chapter II, Section Developing New Courses). Faculty members encountered many instances of student confusion about course sequencing and undertook this bold step in response. “Of course they can figure out that L524-Information Sources and Services should be taken in the first semester of the MLS program – we tell them so” changed to observations of how easily incoming students understood the importance of taking S501 - Reference in the first semester. Student comments in surveys by the Curriculum Steering Committee were a major impetus to reviewing course titles and renumbering all courses.

The Curriculum Steering Committee reviews all specialization and dual degree requirements, which are subsequently approved by the faculty as a whole. Each specialization has a director, either a full time SLIS faculty member or an experienced adjunct who is a specialist in the particular field. The director generally advises the majority of students in the specialization and maintains contacts with employers and others knowledgeable in the field. When appropriate, the director proposes updates and revisions to the requirements as the field changes; proposals flow through the Curriculum Steering Committee and then to the faculty as a whole for approval. Differences in specializations between campuses rest upon the resident expertise to teach advanced courses and the availability of specialized resources and opportunities in Indianapolis and Bloomington. Requirements do not differ between campuses.

Elective courses allow students to pursue their individual interests. Because no one is required to complete a specialized degree, all students have great potential flexibility beyond the fifteen credits (5 courses) of core requirements for the MLS degree and the 21 credits (7 courses) required for the MIS. Some elective courses are offered frequently (two or three times a year), and others less, according to students’ expressed demand and past enrollment numbers. The Curriculum Committee’s annual surveys of students on each campus feed into this planning process, giving the associate deans information about student interests. Semester schedules are available a year in advance, allowing students to plan how best to take advantage of courses that are offered less frequently.

Special topics and workshop courses are added to the schedule to respond to student needs. For example, the Indianapolis campus developed a Consumer Health Informatics course and the Bloomington campus offered one on public library programming. Students who come to the program with extensive library experience or from a career outside of the field appreciate the opportunity to pursue advanced studies through specialized electives. This approach to complementing, rather than duplicating, a student’s strengths and interests, is possible because the faculty have specifically chosen not to prescribe more courses or credit hours for all students.

The SLIS web-based career guides offer advice about
designing a useful set of courses to meet a student’s needs and career goals. The websites also provide advice about courses that will be particularly useful for students interested in different areas, such as technical services, academic librarianship, and children’s services (see Chapter II, Student Advising). Students also seek advice from their advisors which courses to take, and how to fit together the required, prerequisite, and elective courses. Although advising is not technically required, it is readily available. Advisors meet with students in person, by telephone, via e-mail (especially useful for students living in other parts of the state). Advisors’ notes can be added to a student’s SIS (online) academic record, thus allowing advice to be shared among the student, administration, and others involved in the student’s success. Advisors are specifically involved in internship applications, which require an advisor’s signature that the internship suitably addresses that student’s educational and career goals.

Evaluation of Student Achievements

All courses incorporate evaluation, some of it tied to the learning outcome goals to be achieved in the course. Syllabi include clear and relevant descriptions of both course content and of how student work will be evaluated. Faculty members often supplement these descriptions with more specific requirements and expectations for assignments. A range of goals, appropriate to the different courses, is assessed, using a variety of methods. Evidence of student achievement is provided, for example, in teamwork, oral presentations, written papers, tests/exams, and computing projects. The course instructor selects appropriate means of evaluation: rubrics describing expectations for assignments, written or oral feedback, and resubmission of drafts are some of the methods used to provide the instructor’s assessment to the student. In addition to oral and hand-written feedback, the On-course course management system supports an online gradebook, which provides additional ways to record feedback for students.

The faculty-approved grade definitions are used in all courses that receive letter grades. Internship supervisors have explicit guidelines as well.

The Chi Chapter of Beta Phi Mu presents an annual Award for Student Scholarship to a master’s student from class work nominated by SLIS faculty members. The chapter Executive Board evaluates the papers and projects on their contributions to scholarship in library and information science. Winning papers are available on the Chi Chapter’s website. Faculty members have compiled other examples of outstanding student work. These are available to external reviewers at a password-protected site.

Guidance, Counseling, and Placement

Upon admission, each SLIS student is assigned a faculty member as his or her academic advisor, who is generally selected with consideration of the career goals and interests expressed in the student’s application. The advisor’s name and e-mail address are provided in the acceptance letter. This faculty member helps orient students to librarianship and information science professions, acts as an initial welcoming contact, and can (and usually does) continue as the student’s academic advisor. Students consult their advisors about course selection and career planning. A common point of contact is pre-registration advising, especially as students move beyond the required courses and start to fit their emerging career plans with the options for elective courses. Advisors also discuss career options, review résumés, and provide references when appropriate. Specialization directors and coordinators, who are experienced and highly-regarded information professionals, advise students in their areas and also provide essential connections to internships, professional networks, and the “understood” knowledge of their areas of specialization (see Chapter III, Lecturers and Program Directors).

Extensive orientation materials are mailed to newly admitted students and SLIS staff work with them prior to their arrival on campus. The school provides
information on early registration, setting up computer accounts, acquiring ID cards, initial course planning, and becoming acquainted with the campus and town. In-person orientation sessions provide general information about the school and campus, library resources, and information technology. In the fall semester, faculty members present additional introductory sessions on their teaching areas. Students regularly comment on the approachability and helpfulness of SLIS faculty and staff. Rhonda Spencer, Director of Admissions and Placement, emphasizes that the school’s statement on diversity is the basic approach for all interactions with the public: “we want students to feel welcome— all students—from all backgrounds.”

Listservs provide postings of available jobs; Indiana employers know that SLIS represents an excellent, low-cost way to attract strong candidates. On each campus, student groups (and others, such as the Chi Chapter of Beta Phi Mu) hold workshops on topics such as résumé writing, careers in different areas or interviewing skills. SLIS websites also present career information, as well as listings of and links to the most important and largest job source sites (Bloomington job links and Indianapolis job links).

The IU course management system, Oncourse, includes a personal files space (“My Workspace”) and an electronic portfolio creation tool. These allow students to create presentation portfolios with stable, accessible links that can be provided to potential employers. Access to Oncourse and these resources remains active for five years after graduation. Students also tap into the network of SLIS alumni, who are generous with their time and advice in their roles as adjunct faculty, internship supervisors, advisors to student groups, speakers at career forums, and in myriad other ways. SLIS alumni have a distinguished record of contributions to the field (see Appendix 4.2) and students can read examples of recent job successes on the SLIS website. SLIS News stories also include alumni profiles.

Standard IV: Students

The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

Student Participation in the Learning Experience

Students participate in defining their learning experiences through: 1) course selection and planning, 2) committee membership, 3) structured feedback (surveys, forums, teaching evaluations), 4) student organizations (see Student Organizations and Policies on Student Affairs), and 5) self-designed learning (independent studies, etc.).

Course selection and planning

As graduate students in a professional program, SLIS students have demonstrated considerable familiarity with academic programs and an ability to seek out educational opportunities that will fit their needs. Application essays describe a wide range of interests and, from their first orientation session, SLIS faculty and staff try to encourage students to consider and explore new challenges and career options. Working within the requirements for the degree program and any areas of specialization, each student chooses which courses to take, from which instructors, and in which sequence. These decisions are typically made after reviewing information on course content and scheduling from the SLIS website, in consultation with faculty advisors, through discussion with peers, and with advice from mentors beyond the classroom – practicing professionals, SLIS alumni, adjunct faculty, and others.

Committee membership

Master’s students are participating members of two SLIS committees: the Curriculum Steering Committee and the Information Technology Committee. Each committee has one MLS student member from...
Indianapolis, one MLS student member from Bloomington, one MIS student member (from Bloomington), and one doctoral student. These students are full members of the committees, receiving all background materials and commenting on matters before the committee. Committee meetings may be entirely in-person, teleconferenced between the two campuses, or with telephone participation; this flexibility makes it easier for more people to participate, helping to ensure that discussions incorporate multiple perspectives.

**Structured feedback**

Student members of the Curriculum Steering Committee manage the annual solicitation of student comments about curricular matters. For many years the Bloomington campus has had in-person open forums supplemented by e-mail comments; the Indianapolis campus has used online surveys with open-ended questions. The Bloomington campus adopted the online format in 2011. Response rates have been high for the online survey, with 42 in 2009 then 75 in 2010 and a total of 165 in 2011 (75 Bloomington, 90 Indianapolis). Responses are anonymous; the student CSC members compiled the results and remove any wording that might identify the respondent.

The report on the survey goes to the CSC, which includes the associate deans on each campus. Topics addressed include both cross-school and campus-specific issues. A frequent suggestion is for more frequent offerings of one course or another; the associate deans use this student feedback in conjunction with historical enrollment data to plan for future semesters. S401, the basic computer skills course for MLS students, is another frequent topic. S401 is a program requirement, intended to ensure that all MLS students achieve a level of proficiency with computing technology that will allow them to more easily handle technological requirements in advanced courses. The course’s form and content have varied slightly between the campuses, reflecting different computer systems in use, the typical skills possessed by incoming students, when new software is adopted, and the need for an online version the course in Indianapolis. The 2011 revision of the course integrates feedback from the student survey, as outlined in the SLIS planning process. The associate deans also pay close attention to survey results that reflect on instructors’ teaching effectiveness and course content.

**Self-designed learning**

Students can incorporate self-designed learning experiences into their programs through internships, directed readings, and directed research. Internships are not required, but many students use this experience to step from the classroom into the working world. Identifying an appropriate placement helps the student develop skills in reading position announcements, applying for a position, and interviewing with a potential supervisor. Students are not allowed to enroll in an internship with their current employers, which means that the placement will provide additional professional perspective. MLS students typically complete three-credit-hour internships (180 hours of work); those enrolled in some specializations, the dual MIS/MLS program, and the MIS program may count up to six credit hours of internship toward their degrees, allowing for two different significant experiences. Figure 4.7 shows the number of internships completed each year since 2005.

**Figure 4.7 Number of Internships (Fall 2005- Summer 2011)**

SLIS students have interned at various organizations including academic and research libraries (Library of Congress, Butler University Library, Cambridge University Library, University of Louisville Art Library, Kinsey Institute, Lilly Library), public libraries (e.g., Ellettsville Public Library, Monroe County Public Library, Mooresville Public Library), museums (e.g., Rock and Roll Hall of Fame, Indianapolis Museum of Art-Stout Reference Library, Wiley House Museum, Corcoran Gallery of Art Library, Chicago Institute of Art), government agencies (e.g., CIA, National Archives Records Administration, the Korea Institute of Science and Technology Information, Pentagon
Library), non-profits (Aspen Music Festival Library, Eppley Institute for Parks and Public Lands, Indiana Landmarks Foundation, National Collegiate Athletic Association Library, Indiana Chamber of Commerce Library), and for-profit businesses (e.g., Finish Line, James Cummins Bookseller, Genentech IT Department, Solution Tree, Maggs Brothers Rare Books). Internship projects have included programming for youth in school and public libraries, providing information literacy instruction in school and academic libraries, building an online catalog system for a special collection, digitizing in several archives and special collections, offering reference and cataloging services in all types of libraries, developing on online loyalty program for a company’s ecommerce division, processing archival collections, developing exhibits for libraries and museums, and analyzing intelligence information.

Directed Readings (S601) and Directed Research (S602) courses allow students to receive academic credit for individualized study. They work one-on-one with faculty members to investigate areas of particular interest, building upon groundwork from previous courses. The topics and nature of the work vary with the student’s background and interests. For example:

Directed Readings (S601)

• A student who completed S571 Materials for Youth did directed readings on graphic novels.
• A student specializing in archives did a readings course on electronic records in archives, focusing on the State of Washington’s system.
• A student with background in African American history and rare books conducted readings on African American rare book collecting.

Directed Research S602

• After taking the evaluation of services and human-computer interactions courses, a student conducted a full-scale usability test for the major redesign of a university library website.
• Courses in public library management and research methods prepared a student to do research on a library’s bookmobile services.
• A student with experience in web design and a background in folklore prepared an informational exhibit and digital pathfinder to be displayed in conjunction with a national meeting of the American Folklore Society.

Student Organizations and Policies on Student Affairs

The co-curricular component of the learning experience is closely coordinated with various student organizations. The Association of Library and Information Science Students (ALISS) is the primary student organization in Indianapolis; the Bloomington campus has student chapters of several professional organizations, reflecting various student interests and specializations. State chapters of national organizations such as the American Society for Information Science and Technology and the American Association of School Librarians advertise their activities and involve students at both campuses. Both the SLIS-based student chapters and the state/regional professional chapters provide programming to respond to student interests and needs.

The ALA Student Chapter was named the 2011 Student Chapter of the Year; an honor it earned in 2005, as well (in 2006 the IU chapter was the national runner-up). In announcing the 2011 award, Leo Lo, chair of the jury noted, “the committee was impressed with the great turnouts to most of your events, an impressive number of Emerging Leaders in your chapter, and a good mix of technologies used in communication, especially posting meeting videos to the Facebook page.” Lo went on to explain that the “chapter leadership has also demonstrated strong continuing involvement with state and national organizations.”

The chapter leadership and members’ enthusiasm raised the membership in IU ALA-SC by 44%. Ap-
proximately 540 participants attended 20 events sponsored or co-sponsored by the student group, including a Bloomington Night Life Tour, a panel on volunteer opportunities, Nighttime IU Observatory Tour, and a Career Panel co-sponsorship with Beta Phi Mu-Chi Chapter.

SLIS Student Groups Include:

- ALISS Association of Library and Information Science Students
- American Library Association (ALA) - Student Chapter
- American Society for Information Science and Technology (ASIST) - Student Chapter
- Association for Computing Machinery (ACM) - Student Chapter
- Children’s and Young Adult Library Services Student Group
- Progressive Librarians Guild (PLG) - Student Chapter
- Society of American Archivists (SAA) - Student Chapter
- Special Libraries Association (SLA) - Student Group
- Students of Music Librarianship Group

Funding for programming is supported by all-campus student fees and school resources. A small amount of funding for student travel to professional meetings is available via organizational scholarships and from the school. Students also volunteer at the Indiana Library Federation annual conference; this conference is often held in Indianapolis, only two blocks from the IUPUI campus.

At Bloomington, SLIS students are active participants in the campus-level Graduate and Professional Student Organization, which provides academic support, community, advocacy, and resources for graduate students. Appendix 4.1 lists SLIS student groups and chapters of professional associations.

As discussed in the subsections on Committee Membership and Structured Feedback, SLIS student representatives are active participants in committee deliberations and all students are encouraged to participate in student opinion surveys. In addition to the annual survey conducted by the students on the Curriculum Steering Committee, students have provided useful suggestions and perspective on specific topics – for example, in response to an e-mail request for comments on the revision of the goals and objectives for the master's degree programs.

**Standard IV.6**

The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

**Assessment of Student Learning**

Assessment of student learning occurs both within courses and as a component of program evaluation. Suggestions from students, faculty members, alumni, employers, and others interested in the next generation of information professionals are funneled through the Curriculum Steering Committee. As a steering committee, the CSC considers issues such as the required grade for core courses, prerequisites for courses, or new courses to be developed and added to the curriculum. Proposals developed and debated within the CSC move forward to the faculty as a whole for discussion and decision.

In program evaluation, the school assesses the achievements of students with respect to the stated learning outcomes for each program. Student participation in this assessment is an expectation of their degree program. This occurs in two forms:

- On both campuses, students in required
Students deposit evidence of their skills within the assessment matrix (organized by program goals), which is part of an Oncourse worksite. The cells of the assessment matrix contain instructions orienting students to the program goals and the process of documenting their accomplishments. For each learning outcome, students select items (documents, websites, projects, papers, etc.) that represent mastery of that outcome. These can come from required courses, elective courses, or internships.

From the student perspective, each has his or her own matrix. From the administrative side, these cells can be aggregated by matrix outcome (row), so that a reviewer can see all artifacts (with commentary) submitted for each goal. Reviewers can access all or a random selection of student work relevant to each program goal. Because the portfolio is a graduation requirement, the achievements of all students—strong and weak, memorable and less distinctive—are included. The ability to select a random sample makes the evaluation process both reasonably representative and yet not an undue burden.

For each program goal a faculty reviewer can easily download the items submitted, then assess the extent to which the desired goals are being achieved (and documented). Areas of strength and weakness can be addressed, for example by program or course changes. Data from the assessment include both a numeric rubric scale (not demonstrated, deficient, minimal, outstanding) and comments. Practitioners can also be involved in the review, to reflect the needs of the profession; students will be involved in Curriculum Steering Committee review of the results of the analysis with subsequent program improvements. A pilot project in 2009-2010 showed the workability of this approach and the faculty approved the pre-post tests in core courses and ePortfolio at Indianapolis structure in fall of 2010.

**Evaluation Process**

SLIS has been able to take advantage of its two-campus status with respect to assessment of student learning. The Indianapolis campus has a culture and commitment to this kind of assessment and the SLIS faculty members from that campus have led efforts within the school to investigate measures that would
be appropriate for SLIS students. Those discussions and the experiments they encouraged provided a head start for SLIS Bloomington faculty when that campus decided to require similar assessments.

The dual approach SLIS has adopted reflects differing campus expectations; the intention is that the combination of e-portfolios and pre-/post-tests will provide complementary perspectives to demonstrate where SLIS is succeeding in its educational mission and where attention is needed (See II.7 Assessment of Student Learning for more detailed discussion of assessment of student learning). So far, students have willingly taken part in these assessment activities. All SLIS faculty members are involved as well – from both campuses, both master’s degree programs, and those responsible for required courses and the electives that build on the foundation laid in the required courses. Findings from the assessments of student learning feed into the school’s annual planning cycle managed by the dean and associate deans (see Appendix 1.5). The procedures will continue to evolve as faculty members gain experience with the assessment methods and funnel findings into ongoing course development. These assessments, coupled with the other sources of information developed through ongoing planning activities, will help to guide the continuing evolution of the courses and the programs.

*Note: Data for this chapter were compiled with assistance from the IU Office of University Planning, Institutional Research, and Accountability (UPIRA). Current semester data were developed using the University Registrar’s Office queries through the IUIE (Indiana University Information Environment). Data management analysts from the Registrar’s office run the queries and produce data SLIS uses for the Students section of the ALISE (Association for Library and Information Science Education) Annual Statistical Report. SLIS benefits from Indiana University’s progressive approach to the collection and security of student data.
Standard V: Administration and Finance
Standard V: Administration and Finance

Standard V.1

The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

The School of Library and Information Science is one of 13 schools at Indiana University Bloomington. SLIS also operates on the Indiana University Purdue University at Indianapolis (IUPUI) campus. This section describes the school’s administration on both campuses.

SLIS has been in continuous operation at Indiana University since 1949. The university’s first organized library science curriculum, a program for the preparation of school librarians, was offered by the School of Education in the summer of 1930. In 1938 this curriculum was expanded and made available in the regular school year as well as during the summer session. In 1947 the Division of Library Science was established within the School of Education. A basic undergraduate curriculum in library science concerned with the fundamental processes common to all types of libraries was offered as a minor within the four-year program leading to the Bachelor of Arts or Bachelor of Science degree in the College of Arts and Sciences or to the Bachelor of Science in Education degree in the School of Education.

A five-year program leading to the Master of Arts with a major in library science, granted by the Graduate School, was created in 1949, and a Ph.D. program in library and information science was established in 1964. In 1966 the Trustees of Indiana University established the Graduate Library School and the professional degree Master of Library Science (MLS), replacing the Master of Arts degree granted by the Graduate School. The Specialist degree program was added to the curriculum in 1978. In 1980 the school was officially renamed the School of Library and Information Science (SLIS). The addition of the Master of Information Science (MIS) degree in 1995, changing the name of the Ph.D. degree to “Information Science” in 1998, and the establishment of the Graduate Certificate in Information Architecture in 2005 reflect the school’s continuing commitment to change.

School’s Autonomy

The school’s faculty determine the intellectual content that defines the School of Library and Information Science; the Curriculum Steering Committee, currently chaired by Noriko Hara, manages this activity. The committee, which includes faculty, doctoral students, and MLS and MIS students, reviews proposals for new courses and specializations (and changes to existing specializations), new dual degrees (and changes to existing dual degrees), and major changes in existing courses. The committee also undertakes periodic reviews of the curricula for the two master’s degree programs. Curricular review is also the responsibility of the directors of these two programs, Ronald Day (MLS) and Howard Rosenbaum (MIS). The doctoral
curriculum is the responsibility of the Doctoral Program Steering Committee, currently chaired by Susan Herring, director of the doctoral program.

The SLIS dean is ultimately responsible for the hiring of new faculty. Each search is handled by an ad hoc search and screen committee appointed and charged by the dean. After receiving its charge, the search and screen committee develops and disseminates a position description and engages in searches to identify suitable candidates. The committee makes arrangements for candidates to come to SLIS to give formal presentations and interview with faculty and students, and, in the case of a candidate for whom an offer with tenure might be made with the Vice Provost for Faculty and Academic Affairs. At the conclusion of a candidate visit, the committee solicits evaluations of the candidate from the faculty and students who participated in the interviews and/or who attended the presentation. At the end of a search, the committee provides the dean with a ranked list of suitable candidates. Typically, three outcomes are possible: the dean selects a candidate from the list, decides not to fill the position, or reconstitutes the committee and charges them with another search. Some 16 searches have been conducted since 2005, resulting in 13 new faculty hires including Tomas Lipinski, the executive associate dean at SLIS Indianapolis.

The faculty and administration work together on the selection and admission of students. Procedures for the two master’s degree programs and the specialist program are described in Chapter IV (see Admission Practices, in particular). Students interested in the Ph.D. program complete an Indiana University Graduate Application for Admission and include a current résumé, a chronology detailing that activities from high school graduation to the present, and a writing sample. The Doctoral Program Steering Committee conducts an initial screening, removing applications that do not meet the minimum requirements outlined in the school’s doctoral program admission policy. It reviews the applications and assesses possible connections between an applicant’s research interests and those of the SLIS faculty. Applications for which there seem to be a reasonable fit are made available for full faculty review; if two faculty members respond positively to a particular application and indicate that they would be willing to work with the applicant, an offer of admission is made. Financial aid decisions are made by the Committee and vary according to the available budget and presence of scholarships and awards.

Support from the University

Indiana University provides the school with resources and administrative support. As Table 5.1 shows, funding for SLIS administrative and technical staff salaries over the last seven years ranged from $338,737 (2005-2006) to $748,566 (2010-2011).

Chapter VI describes the physical facilities and technology that support SLIS faculty, students, and staff. Budgeting and financial support are discussed in detail in the section of this chapter on Financial Support.

Standard V.2

The school’s faculty, staff, and students have the same opportunity for representation on the institution’s advisory or policy-making bodies as do those of comparable units throughout the institution. The school’s administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

Representation on Institutional Bodies

SLIS is more than adequately represented in IU advisory and/or policy-making bodies. SLIS Dean Debora Shaw participates in deans’ monthly meetings with the Provost and has chaired or participated in university level advisory or policy-making bodies including the campus Promotion and Tenure Committee and the Bloomington Faculty Council. Associate Dean Howard Rosenbaum participates in associate deans meet-
SLIS Administration

The school’s administrators have title, salary, status, and authority comparable to administrators of similar units. The school’s Executive Officer is Dean Debora Shaw. The dean is the chief administrative officer of the school and reports to the Interim Provost of the Bloomington campus; this reporting line is the same for other core schools (Education, Informatics and Computing, Journalism, Public and Environmental Affairs) as well as professional schools and colleges based only on the Bloomington campus (e.g., College of Arts and Sciences, Law, Music). Dean Shaw’s main responsibilities are to provide academic leadership, articulate the mission of the school, facilitate the conduct of research, maintain a strong funding base, and ensure that agreed-upon policies and strategies are implemented in timely fashion. She is a member of the Bloomington Academic Deans Council. She has oversight responsibility for all of the school’s activities and is ultimately responsible for the effective management of its human, physical, and financial resources on both campuses. The dean works closely with the faculty, particularly through the Faculty Policy Council, in developing strategy, formulating policy, and setting both short- and long-term objectives. The dean appoints chairs and members of the standing and ad hoc committees, taking into account
each individual’s expertise and preferences as well as the school’s needs. The dean chairs all regular meetings of the full faculty and provides an annual report on the state of the school, typically at a spring faculty meeting.

Professor and Dean Debora Shaw’s research focuses on information organization and information seeking and use. Her work has been published in the Journal of the American Society for Information Science and Technology, the Journal of Documentation, Library & Information Science Research, and First Monday, among others. Dr. Shaw served as President of the American Society for Information Science (1997), and has also served on the Society’s Board of Directors. She has been affiliated with the Annual Review of Information Science and Technology as a chapter author, indexer, and subsequently associate editor from 1986 through 2011. She is currently Associate Editor for the Journal of the American Society for Information Science and Technology. Dr. Shaw received bachelor’s and master’s degrees from the University of Michigan and Ph.D. from Indiana University. She was on the faculty at the University of Illinois before joining Indiana University. Dr. Shaw served as interim dean of the school from August 2003 through June of 2004.

Dr. Blaise Cronin served as dean of SLIS from July 1991 to July 2003 and again from July 2004 to December 2010. In 1999, Professor Cronin was named Rudy Professor of Information Science, a permanent appointment. Dr. Cronin received his Master of Library Science and Ph.D. in Information Science from The Queen’s University of Belfast; he was awarded the DSSc from The Queen’s University of Belfast and D. Litt (honoris causa) from Queen Margaret University College, Edinburgh. During his tenure as dean, Professor Cronin served on many campus and university-wide committees, including the University Information Technology Services Advisory Committee, while maintaining a high profile nationally and internationally as a teacher, researcher, and consultant. He is one of the most widely published and highly cited scholars in the field. He was the editor of the Annual Review of Information Science and Technology and is currently Editor-in-Chief of the Journal of the American Society for Information Science and Technology.

Dr. Howard Rosenbaum was appointed associate dean in January 2007 and reappointed in January 2011. He is responsible for scheduling courses on the Bloomington campus and is closely involved in the annual faculty review and evaluation processes in Bloomington. Associate Dean Rosenbaum participated in the 2010-2011 Academic Leadership Fellows Program, designed by the Committee on Institutional Cooperation to enhance the leadership and managerial skills of faculty who have demonstrated exceptional ability and administrative promise. Dr. Rosenbaum also serves on the Indiana University Bloomington Campus Curriculum Committee, the Budget Roundtable, the Associate Deans Advisory Committee, and the Vice President for Research’s Advisory Committee. He received the American Society for Information Science and Technology’s 2011 Information Science Teacher of the Year award.

Dr. Tomas Lipinski joined the SLIS Faculty as Professor and Executive Associate Dean of the SLIS Indianapolis program in January 2010. Dr. Lipinski holds a doctoral degree from the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign and a J.D. from Marquette University Law School. He also earned a Master of Library and Information Science degree from the School of Library and Information Science at the University of Wisconsin-Milwaukee, where he subsequently served as professor and director of the MLIS program. At IUPUI, he has served on the Program Review and Assessment Committee and is a member of the Committee of Associate Deans. Dr. Lipinski currently serves on the Copyright Subcommittee of the American Library Association’s Office of Information Technology Policy and is incoming Chair of the ACRL Copyright Discussion Group. He is an active member of the American Society for Information Science.
Science and Technology. Executive Associate Dean Lipinski succeeds Marilyn Irwin (who served 2007-2010) and Daniel Callison (2001-2007).

Associate Professor Marilyn Irwin served as Executive Associate Dean for SLIS at Indianapolis from 2007 through 2010. Among other accomplishments, she was instrumental in securing IMLS funding for the Indiana’s Librarians Leading in Diversity (I-LLID) program. Before joining the SLIS faculty in 2002, Dr. Irwin directed the Center for Disability Information and Referral at the Indiana Institute on Disability and Community. Since she stepped away from the administrative position, her expertise on disabilities and information needs, especially assistive technologies has continued to be in demand.

Encouraging Faculty and Student Development

The environment at SLIS encourages collaboration and prepares students for professional careers. The deans’ and associate deans’ effectiveness in this effort can be seen in the faculty research activity productivity (see Chapter III, for example Table 3.7 on externally funded research). SLIS administrators lead by example and through administrative support for faculty initiatives. Faculty interaction with cognate academic units is evident from SLIS faculty members’ adjunct appointments with other schools and departments including the School of Informatics and Computing, the Department of Cognitive Science, the Department of English, and the Department of Linguistics. The school is committed to assisting students in building professional connections; annual financial support is shown in Table 5.2.

SLIS supports student activities in other ways as well, notably with faculty advisors to student groups (Appendix 4.1) and through the Career Services Office (Chapter IV.2). The school’s robust internship program for MLS and MIS students (S605 Internship in Library and Information Science) also helps student transition into professional careers; the associate deans oversee internship procedures (Chapter IV, Self-designed learning). In addition, faculty on both campuses create course assignments that require interaction with LIS professionals, local business people, and people working in the public sector and not-for-profit organizations. Those assignments provide students with experiences in interviewing, observing, working with, and writing about real world people, institutions, and problems and sometimes working on projects for external clients; some of these service learning experiences lead to internships and professional opportunities. Students gain a greater appreciation of library and information science as well as valuable experience in the information professions.

Standard V: Administration and Finance

The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

The administrative support staff provides essential assistance for the dean, the two associate deans, and the faculty and students. As of fall 2011, the SLIS-funded staff positions include:

- Director of Admissions and Placement (Spencer)
- Director of Finance and Administration (Burton)
- Director of Finance and Student Services (IUPUI) (Cole)
- Director of Information Technology (Napier)
- Development Officer (half time) (Martin)
- Accounting and Research Services Assistant (Smith)
- Administrative Secretary and Payroll Coordinator (Kennedy)
- Admissions Services Coordinator and Recorder (Clancy)
• Assistant Director of Information Technology (Gallant)
• Manager of UNIX/Web Applications (Cole)
• Manager of Web Services (Wray)
• Administrative Secretary (2) (IUPUI) (Binney, Sims)

At Indiana University, SLIS’s status as a school means that it has responsibility for functions that might be handled centrally in other institutions. For example, SLIS staff provide instructional support, manage the paperwork that accompanies admissions to and graduation from the various degree programs, assist with grant applications (particularly budgeting), and manage and maintain a complex information technology infrastructure. SLIS staff carries out these functions with alacrity and efficiency, contributing to the school’s success. Through involvement in the many events that take place at SLIS, the staff participates actively in the life of the school; staff members assist in events welcoming new students, help with logistics and publicity for speaker and faculty position candidates, assist in faculty travel arrangements, and engage in other articulation work that supports the lively intellectual life of the school.

SLIS pursues its mission effectively, using decision-making procedures outlined in its Governance Document. As described in detail in Chapter I, SLIS governance is the mutual responsibility of the dean and the faculty (Chapter I, Governance).

Faculty participation, through the standing and ad hoc committees, provides opportunity for various voices to be heard and supports effective decision making. The Faculty Policy Council (FPC), an elected group of three faculty members, represents the faculty as a whole in working with the dean on faculty policy issues and representing the faculty to campus and university bodies. The school’s unified yearly planning cycle (adopted in 2007) and strategic plan (approved in May 2009) also facilitate coordination and implementation of initiatives approved by the faculty (see Chapter I, Planning on two Campuses).

The school’s governance document requires faculty review of the document every three years. These opportunities also feed into the ongoing opportunities for improvement that emerge from individual faculty suggestions, committee recommendations, advice from alumni and employers, student comments and evaluations, and other sources identified in the SLIS planning document.

Standard V.5

The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school’s program of teaching, research, and service.

Financial Support

The budgetary system in place at Indiana University is “responsibility center management” (RCM). Implemented in 1990, RCM is based on three principles:

• all costs and income attributable to each school or other academic units should be assigned to that unit;
• appropriate incentives should exist for each academic unit to increase income and reduce costs to further a clear set of academic priorities;
• all costs of other units should be allocated to the academic units.

The university provides support in addition to the revenue generated by the academic unit. Operating under RCM, SLIS has generated revenues ranging between $3,693,878 (2005/2006) and $7,177,788 (2010/2011) based on the number of credit hours taken in the school. Institutional support from IU has ranged
between $8,551,837 (2006/2007) and $10,634,692 (2010/2011) (see Table 5.3). This income has allowed the school to develop and maintain LIS education in accordance with the general principles set forth in the Standards.

As of the fall 2011 semester, SLIS has 24 full-time tenured and tenure-track faculty members (see Table 3.1). These are joined in their teaching responsibilities by 5 full-time lecturers and program directors/ coordinators (Table 3.2) and more than 60 adjunct lecturers (Table 3.3). The budget for full-time faculty teaching has ranged between $2,243,789 (2005/2006) and $2,509,273 (2010/2011); during this period the budget for adjunct faculty teaching has ranged from $204,954 (2005/2006) to $287,273 (2010/2011). Tenured and tenure-track faculty members are each given a research fund from the school, the amount of which varies, to support research and travel; These funds are reviewed and renewed annually. Many faculty members also secure additional funding through external sources. The school’s administrative staff is also critical to the success of SLIS’s teaching, research, and service activities; the budget for administrative support has ranged from $409,578 (2005/2006) to $678,718 (2010/2011) (see Table 5.4).

Table 5.5 provides a summary of SLIS general funds on both campuses for 2011. Tuition accounts for slightly more than 80% of the school’s income; compensation and student aid make up a nearly equivalent percentage of expenses. Assessments (which the university categorizes as negative income) are the “taxes” paid for university and campus support (ranging from the university president’s office to libraries and computing, to grounds keeping). These account for about a quarter of the school’s budget (slightly lower in Bloomington than in Indianapolis).

School and university funding has underwritten ongoing improvement of instructional resources and facilities, ranging from new whiteboards in classrooms to the SLIS Information Commons (Bloomington) and Student Commons (Indianapolis). Other improvements include improved information technology infrastructure, and digital resources (see Chapter VI), including the upgrading of equipment in two labs and the PhD common area, new chairs and tables in the classrooms, and a steady addition of digital and non-digital resources, such as the video conferencing technology added to Room 036 in Bloomington in summer 2011. The levels of funding have been adequate for the school to engage on continual improvement; for a school of its size, SLIS has adequate income from a variety of sources to support its mission.

Standard V.6

Compensation for a program’s executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Salaries

SLIS salaries are in line with IU average salaries for the executive officers, faculty, and administrative staff. IU typically lags toward the bottom of Big Ten institutions, the peer group for the Bloomington campus. IUPUI campus salaries typically are in the lowest quartile of the campus’s 12 peer institutions. Using 2010 ALISE data, Table 5.6 compares SLIS salaries with those responding to the ALISE statistical survey as a whole and with the midwest region; associate professor salaries are comparable to ALISE midwest, but well below the averages in other categories.

Salary increases for are determined by the dean (for Bloomington) or executive associate dean (Indianapolis), based on each faculty member’s annual review (see Chapter III, Faculty Evaluation for details). The university trustees set a general range for percentage increases and other constraints within which salaries are allocated to the faculty. Salaries for new faculty hires are negotiated by the faculty member and the dean/executive associate dean.
Standard V: Administration and Finance

Standard V.7

Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

Institutional Funds for Travel and Student Aid

Funds for research, travel, and leaves with pay are similar to those in cognate schools and departments at Indiana University. Funds available for research, including institutional funds and summer research support, have ranged from $144,992 (2007/2008) to $267,681 (2010/2011); funds for faculty and administrative travel have ranged from $70,250 (2009/2010) to $120,047 (2007/2008) (see Table 5.4). University policies on sabbatical and other leaves are administered in Bloomington by the Vice Provost for Academic Affairs and in Indianapolis by the Office of Academic Affairs.

Student financial aid comes from gifts and endowments from alumni and friends of the school, from external funding for special projects (the IMLS funding for Indiana Librarians Leading in Diversity is an example - see Chapter IV, section Nature of the Student Body). SLIS also funds student merit scholarships from the school’s budget. Funding from these various sources and is sufficient, although not as extensive as anyone would wish. In 2005/2006, $670,490 was available to support 94 master’s students and 19 specialist and doctoral students. In 2010/2011, this figure was $1,230,074, supporting 107 master’s students and 25 specialist and doctoral students (see Table 5.4).

Standard V.8

The school’s planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

Planning and Evaluation

The school’s development and use of its planning and evaluation activities are described in Chapter I (section Planning on Two Campuses). The yearly cycle provides periodic reviews of the range of school activities – both objectives accomplished and where more work is needed. Along the way, and at year’s end, information on what worked and what did not triggers suggestions for improvements to administrative policies, fiscal policies, and policies for financial support, as well as governance and curricular issues. For example, the Governance Document names the Faculty Policy Council as the school’s Budgetary Review Committee. As the (new) dean and (new) executive associate dean prepared for campus budget hearings in spring 2011, they realized that a school-level budget committee does not provide the detailed insight and perspective required at each campus level. The dean and executive associate dean will propose new procedures, based on discussions with the FPC and other faculty members, as well as counterparts in other academic units. The proposal will be reviewed and revised by the FPC and the faculty as a whole before a vote is held on adoption. Policies on student financial assistance are reviewed by the director of admissions and placement, the Admissions Committee, and the dean (and executive associate dean, if for the Indianapolis campus). Policies regarding support provided through external grants always involve the faculty member(s) responsible for those awards; policies regarding fellowships established by alumni include discussion with the Indiana University Foundation, the holder of any gift agreement that stipulates the donor’s intent for the gift.
Standard VI: Physical Resources and Facilities
Standard VI: Physical Resources and Facilities

Standard VI.1

The physical and technical facilities differ on the two campuses. Therefore, the description of the school’s physical resources and facilities are discussed first for the Bloomington campus and then for the Indianapolis campus.

A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives. Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school’s program, regardless of the forms or locations of delivery.

Physical Facilities

Bloomington

SLIS Bloomington occupies a section of the Wells Library building on central part of the Bloomington campus. This allows the school to collocate all the major physical spaces of an academic unit—faculty offices, classrooms, administrative offices, technology, server rooms, computer labs, and research labs. This proximity helps provide a cohesive and collegial environment, encouraging collaboration and community-building among faculty and students in the school. In addition to its symbolic import, the location of the school in the middle of campus allows SLIS faculty and students to teach, study, and conduct research with colleagues in nearby academic buildings. Being physically in the Wells Library building supports a close association with the University Libraries, including the Digital Library Program, the Institute for Digital Arts and Humanities, and the Office of University Archives and Records Management, all of which are housed in the Wells Library.

In addition, SLIS faculty and students take advantage of the university’s rich technology infrastructure, including the I-Light optical network, research computing facilities housed in a new state-of-the-art data center in the Cyberinfrastructure Building, and Oncourse, the IU implementation of the SAKAI open source learning and collaboration software project. University Information Technology Services (UITS) also provides diverse central hardware platforms such as large-scale distributed memory systems and large-memory symmetric multiprocessing (SMP) systems. The Big Red Cluster—IU’s high-performance computing system—is a 512-node distributed shared-memory cluster, designed around IBM’s BladeCenter JS21. IU’s massive data storage system (MDSS) makes available to IU researchers a total storage capacity of roughly 4 petabytes.

As of October 2011, 13,686 square feet in the Wells Library is under SLIS’s direct control. This space is allocated to administrative offices, 15 faculty offices, 3 classrooms, 1 seminar room, 1 conference room, 1 student computer lab, a computer teaching lab, a Ph.D. student lab, the Digital Culture Lab, the Cyberinfrastructure for Network Science Center, and the Career Services Center. The SLIS area includes an 88-seat lecture hall, for which the campus is responsible, that is used by SLIS and other units around campus. All tenured and tenure-track faculty have
individual offices within the school. There is sufficient space for administrative functions, and students have access to excellent computing facilities, specialized library collections and services (upstairs in the Wells Library), and spaces for both group and individual study.

In addition to the school’s dedicated facilities, SLIS students and faculty have easy access to computing and library facilities in the Wells Library building, including the recently expanded Information Commons, providing students access to nearly 350 computers, wireless connectivity and 24x7 open hours, as well as several computer classrooms. In August, 2008, the university completed its Wi-Fi upgrade, providing faster wireless access from virtually every point on campus. This expansion of computing infrastructure facilitates mobile access to the university network.

The school has invested considerable effort and money over the past decade in renovating and upgrading SLIS facilities. This has alleviated some of the most pressing space problems, particularly by converting previously under-used study space to a third classroom. The school’s three classrooms and the seminar room accommodate most SLIS classes, weekly research talk series, faculty meetings, qualifying paper proposals and doctoral defenses, and scholarship and job interviews. The seminar classroom has recently been equipped with a state of the art video conferencing system that will allow easy communication with other similarly equipped classrooms including one at SLIS Indianapolis. The occasional need to find non-SLIS classrooms for additional classes does not present problems. The school maintains its own 28-seat computer teaching lab, which is used by a number of SLIS courses. During times when the lab is not in use as a classroom, it is open to SLIS students.

The SLIS Library collections have been fully integrated with the Wells Library general collections. The space formerly used for reserved readings has been remodeled to accommodate SLIS’s growing professional technology staff. These renovations and others—including refurbishing and updating the doctoral students’ office/lab area, placing permanently-installed computers and media players in all classrooms, upgrading the computer server room, installing a video conference room, and creating efficient storage spaces—have mitigated the problems of inadequate classroom computing facilities, inappropriately equipped classrooms, and inefficient working spaces.

Indianapolis

SLIS in Indianapolis is located on the third floor of the University Library building. The SLIS area has 8 faculty offices, an office for graduate assistants, a room for staff members, and a conference room. A large, multi-function student lounge is under construction. Every SLIS office is equipped with at least one computer, a printer, and a telephone. The main office has a fax machine, a copy machine, and a scanner. The computers for administrative staff and graduate assistants are equipped with office productivity and graphic software. Because of limited space, three offices for faculty and graduate assistants are located outside the main office complex; these separated offices are on the same floor and within a short walking distance. These offices have equipment and software identical to what is used in the main office area.

This shared working area helps promote communication among faculty members, facilitating collegial collaborations in research, instruction, and service. The central location for administrators, staff, and faculty also promotes efficiency and facilitates frequent interaction between faculty and students. The inauguration of the student commons in 2012 will allow more frequent, informal contacts between faculty members and all other SLIS students. This student commons will house a presentation center with multimedia devices, such as a sounding system, a smart board to conduct interactive communications, computer stations and outlets for laptops, small study carrels, a scanner, and a printer. The commons has been designed to support SLIS students who undertake various learning activities.
Being located in the University Library building has many advantages. The library building is relatively new; when it was dedicated in 1994, it was considered one of the most technologically sophisticated libraries and high technology centers in North America. The library offers many state-of-the-art technologies and services to SLIS students, faculty, and staff, including more than 300 public computer stations that provide access to campus electronic resources, the catalog systems of regional academic libraries, the Internet, and the latest in software and applications. The library’s Program of Digital Scholarship and the Technical Services Department are particularly useful for SLIS. The Center for Teaching and Learning and the Office of the Vice-Chancellor for Research are also located in the University Library; they have been supportive of the learning, teaching, and research activities of SLIS Indianapolis faculty and students.

The University Library is located at the center of the campus, which increases SLIS faculty and students’ proximity to other campus units such as the Informatics and Communications Technology Complex, the Campus Center with conference rooms and other multi-functional resources, the Herron School of Art and Design, and IUPUI Help Desk. The campus is adjacent to downtown Indianapolis, providing easy access to many state and city sponsored cultural facilities closely related to the training of library and information professionals. For example, the Indiana State Library, the Indiana Historical Society, Indiana State Museum, and Eiteljorg Museum of American Indians and Western Art are all within easy walking distance of the University Library. These institutions have provided numerous employment and internship opportunities for SLIS students.

SLIS Indianapolis uses the university’s rich technology infrastructure in support of teaching, learning, and research. The university-provided wireless coverage in most areas on campus, including the library and most classroom buildings allows SLIS students to make effective use of their laptop computers. The IT Help and Oncourse support for instruction are other examples of UITS infrastructure that supports information technology university-wide. This consistent, high-level support provides SLIS faculty and students on both campuses with software and hardware, data storage options, web publishing capability, multimedia utilities, training opportunities, security protection, policy enforcement, and access to a sophisticated scholarly cyber-infrastructure.

VI.2 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

Instructional and Research Facilities

Bloomington
SLIS Bloomington provides excellent access to technology for both students and faculty. All SLIS students have access to high-end computers in computer labs, providing more than 50 workstations (combination PC and Mac). These labs support a common suite of software applications listed on the SLIS website.

In addition to the computer labs that are open to all SLIS students, the school supports a doctoral student office/lab with 12 computers (number has doubled in recent years) and several research office/labs that support collaborative research projects. Students and faculty have access to several shared and dedicated servers for general computing and specialized research. All computers in the school are on a three-year life-cycle replacement plan. The seminar room has a state-of-the-art video conferencing system for use in distance education and meetings of committees whose members are on both campuses.

Indianapolis
SLIS Indianapolis provides both face-to-face and web-based courses to meet student needs. Classrooms for on-campus instruction are assigned to accommodate SLIS pedagogical approaches. Most classes are offered in the University Library building; when classes
need to be held in other buildings, they are within walking distance. All classrooms are internet connected and about 95% also have multimedia facilities including video and audio tools. SLIS Indianapolis purchased the instructional equipment that has been installed in the University Library classrooms and is maintained by the library. Other special-purpose rooms in the library, such as the 100-seat auditorium, are generally available if needed.

The school has a small conference room in the office area, which is equipped for distance teaching and learning. Instructor(s) in the conference room use a polycom unit for live, visual contact with students in several distant locations. Currently, the interactive video course (VIC) system connects SLIS Indianapolis to several locations in the state including Gary, South Bend, Fort Wayne, and New Albany. In each of these cities, SLIS has an agreement with the local IU campus that provides SLIS students with necessary facilities and internet connections. All these remote locations have compatible polycom units. This delivery mode has allowed SLIS to offer quality instruction, which students consistently rate high.

SLIS has developed several web-based courses, which are especially convenient for students who have full- or part-time jobs or live far from the campus. As of early 2011, some 29 courses were offered online, including most of the core courses. The Oncourse learning and collaboration software supports SLIS online courses and has a 24/7 on-call service, provided by Helpnet Technology Services at IUPUI. The Center for Teaching and Learning also provides assistance, with appointment-based, walk-in, and telephone support.

Many online SLIS courses make extensive use of virtual library services such as online databases, e-textbooks, and e-reserve materials. The campus has been active in initiating e-resource support for online instruction. In addition, SLIS faculty have explored alternative technologies such as websites, social technologies, web-based audio and video, as well as online productivity and collaborative tools to support online courses.

**Standard VI: Physical Resources and Facilities**

VI.3 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school’s program.

**Libraries, Technology, Staff, and Facilities**

Appendix 6.1 provides detailed information about information technology at each campus.
Conclusion
Conclusion

This program presentation highlights SLIS’s strengths and accomplishments, for example the grounded curricula for both master’s degrees and the range of specializations and dual degrees that prepare students for a variety of professional careers. The faculty responsible for these robust curricula have diverse academic and cultural backgrounds, and a relevant mix of professional and theoretical perspectives.

Areas for continued improvement are also evident; program review and assessment are increasingly prominent concerns within the profession and for Indiana University. The SLIS strategic plan will be reviewed periodically and enhanced to reflect emerging practices and needs. The yearly planning cycle has seen a few iterations since its adoption in 2007 and is becoming part of the school’s collective memory. Faculty members are now regularly assessing and analyzing student learning outcomes. The methods will assuredly be used with improved understanding in coming semesters and the findings will be incorporated into broader program assessments. In addition, the school will continue to explore and implement ways to measure and report success after graduation, as a component of overall program evaluation.

The Indiana University School of Library and Information Science draws on the strength and vitality of students, faculty, staff, alumni, and the profession at large as it anticipates how the field will develop and contributes to that evolution. Historically, SLIS has demonstrated considerable flexibility in response to changes in university priorities. In the 1970s and ‘80s, SLIS faculty taught courses on most of IU’s regional campuses. In 2001 SLIS responded to requests from IUPUI to base the MLS program more firmly on the Indianapolis campus. The Higher Learning Commission, which accredits Indiana University, “recognizes that change at institutions of higher learning is constant and it supports change to improve educational quality.” The ongoing evolution that is an essential part of academic life and institutional structures can offer ways to strengthen further the School of Library and Information Science.

The school’s commitment to professional education is its historic core. Collaboration with friends, professional colleagues, and alumni is evident throughout this program presentation, for example: the SLIS Alumni Board, Chi Chapter of Beta Phi Mu, Advisory Boards for the MLS and MIS programs, and generosity of myriad information professionals who have taught, supervised, and advised SLIS students. In addition, over the past six months, top administrators from the Indiana State Library have met with Dean Shaw to offer their advice. In December, she and Ronald Day, Director of the MLS program, discussed the needs of research libraries with four directors of ARL libraries: Brenda Johnson (Indiana University), James Mullins (Purdue University), Susan Gibbons (Yale University), and Brian Schottlaender (University of California San Diego).

In its report to the Committee on Accreditation, the 2005 External Review Panel noted that Indiana University’s School of Library and Information Science is located on two campuses that “have somewhat separate yet intertwined purposes and values” (p. 6). A single school with feet on two different turfs is
necessarily structurally complex. Such a school adjusting to changes in academic life, campus and university expectations, and a rapidly evolving profession surely challenges external reviewers and accreditors in 2012. We appreciate the care and attention that go into this review and stand ready to respond to questions as they arise.

Conclusion
Tables, Figures, and Lists
Table 1.1 SLIS programs reflect ideals of Standard I.2

| I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management | Mission of the school  
Goals and objectives of MLS and MIS  
Strategic objective #5  
Syllabi for required courses  
Elective courses  
Specializations within masters’ degrees |
|---|---|
| I.2.2 the philosophy, principles, and ethics of the field | Mission statement - goal #1  
Goals and objectives of MLS and MIS  
Course syllabi |
| I.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations | Strategic objective #5  
Program requirements - mix of required and elective courses  
Specializations within masters’ degrees  
Dual degree programs  
Adjunct faculty with specialized expertise |
| I.2.4 the value of teaching and service to the advancement of the field | Mission statement - goal #3  
Strategic objectives #5, #6  
Faculty and adjunct faculty as role models  
Teaching and service awards  
Student chapters of professional organizations  
Service learning opportunities in elective courses |
Table 1.1 SLIS programs reflect ideals of Standard I.2

| Standard I.2.5 | Mission statement - goal #2  
|                | Strategic objectives #2, #3, #5  
|                | Faculty research activity  
|                | SLIS doctoral program  
|                | I.2.6 the importance of contributions of library and information studies to other fields of knowledge  
|                | Mission statement generally  
|                | Strategic objective #3  
|                | Nationally prominent faculty members  
|                | Dual degree programs  
|                | Research collaborations with colleagues outside SLIS, some involving students  
| Standard I.2.7 | Mission statement - goal #4  
|                | Strategic objectives #2, #5  
|                | Faculty’s academic diversity  
|                | Sponsored lectures/talk series  
|                | Dual degree programs  
|                | Course syllabi  
|                | Course readings  
| Standard I.2.8 | University mission  
|                | Strategic objectives #1, #5, #6  
|                | Elective courses  
|                | Course syllabi  
| Standard I.2.9 | Mission statement  
|                | Goals and objectives of MLS and MIS  
|                | Strategic objectives #5, #8  
|                | Course syllabi  
|                | Elective courses  
| Standard I.2.10 | Mission statement  
|                 | Strategic objectives #1, #3  
|                 | Service learning opportunities in elective courses  
|                 | Advisory boards  

SLIS PROGRAM PRESENTATION | 91

INDIANA UNIVERSITY
SCHOOL OF LIBRARY AND INFORMATION SCIENCE
Table 2.1 New courses and workshops introduced since 2005

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Titles</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>L597 Advanced Bibliographic Control</td>
<td>LS</td>
</tr>
<tr>
<td></td>
<td>L597 Semantic Web (became S636)</td>
<td>LS/IS</td>
</tr>
<tr>
<td></td>
<td>L597 Structural data mining and modeling</td>
<td>IS</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>L597 Digital Image Collections</td>
<td>LS</td>
</tr>
<tr>
<td></td>
<td>L597 Political Economy of Information and Communication</td>
<td>LS/IS</td>
</tr>
<tr>
<td></td>
<td>L597 Statistics for Information Science and Usability</td>
<td>IS</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>L595 PHP/PostgreSQL</td>
<td>IS</td>
</tr>
<tr>
<td></td>
<td>L595 Data Cleaning &amp; Management</td>
<td>IS</td>
</tr>
<tr>
<td></td>
<td>L595 Library Public Relations</td>
<td>LS</td>
</tr>
<tr>
<td></td>
<td>L595 Copyright and IP for Information Professionals</td>
<td>LS/IS</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>L595 Early Literacy</td>
<td>LS</td>
</tr>
<tr>
<td></td>
<td>L597 Content Analysis for the Web (became S642)</td>
<td>IS</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>L597 Computerization Movements</td>
<td>IS</td>
</tr>
<tr>
<td></td>
<td>L597 Digital Humanities (will become S655)</td>
<td>LS</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>L595 Digitizing Materials</td>
<td>LS</td>
</tr>
<tr>
<td></td>
<td>L595 Metadata Object Description Schema (MODS)</td>
<td>LS/IS</td>
</tr>
<tr>
<td></td>
<td>L595 Search Engine and Internet Marketing</td>
<td>IS</td>
</tr>
<tr>
<td></td>
<td>L595 Grantwriting</td>
<td>LS</td>
</tr>
<tr>
<td></td>
<td>L595 Storytelling</td>
<td>LS</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>S604 The Philosophy and Critical Theory of Information</td>
<td>LS/IS</td>
</tr>
<tr>
<td></td>
<td>S690 Capstone in Information Architecture</td>
<td>IS</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>S603 Agent-based modeling techniques</td>
<td>IS</td>
</tr>
<tr>
<td></td>
<td>S603 Encoded Archival Description (EAD)</td>
<td>LS</td>
</tr>
<tr>
<td></td>
<td>S603 Grantwriting for Public Libraries</td>
<td>LS</td>
</tr>
<tr>
<td></td>
<td>S603 Grantwriting for Academic Libraries</td>
<td>LS</td>
</tr>
<tr>
<td></td>
<td>S603 Podcasting</td>
<td>LS/IS</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>S604 Modeling/Simulation of Social/Organizational Behavior</td>
<td>IS</td>
</tr>
<tr>
<td></td>
<td>S604 Audio Preservation Principles and Practice</td>
<td>LS</td>
</tr>
<tr>
<td></td>
<td>S635 Ontologies</td>
<td>LS</td>
</tr>
</tbody>
</table>
Table 2.1 New courses and workshops introduced since 2005

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Titles</th>
<th>Offered by</th>
</tr>
</thead>
</table>
| **Summer 2009** | S603 Introduction to Geographic Information  
                              S603 AJAX  
                              S603 Emerging Technology & Libraries  
                              S603 FLEX  
                              S603 Public Library Programming | LS/IS, IS, IS |
| **Fall 2009** | S604 Metadata & Semantics  
                              S604 Reference Sources for Medieval Manuscripts | LS/IS, LS |
| **Spring 2010** | S603 Advanced Storytelling  
                               S604 Online Social Networks | LS, LS/IS |
| **Summer 2010** | S603 Python | IS |
| **Spring 2011** | S604 Scholarly Communication  
                             S604 Digital Curation | LS/IS, LS |
| **Summer 2011** | Socia Networking | LS/IS |
| **Fall 2011** | S514: Social Aspects of Information Technology  
                                 S603: Processing Manuscript Collections  
                                 S604 Information Networks  
                                 S604 Health Information Management  
                                 S604 Web Programming II | IS, LS, LS/IS, IS |
| **Spring 2012** | S603 Drupal  
                             S603 Tools for Information Architecture  
                             S604 Legal Issues for Information Management  
                             S604 Classification and Business Processes | LS/IS, IS, LS/IS, LS/IS |
### Table 2.2 SLIS courses address content areas of Standard II.2

<table>
<thead>
<tr>
<th>Course Content Area</th>
<th>MLS Core Courses</th>
<th>MIS Core Courses</th>
<th>Electives (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>information and knowledge creation</td>
<td>S501, S502</td>
<td>S510, S517</td>
<td>S532, S541, S550, S580, S640, S652, S656</td>
</tr>
<tr>
<td>communication</td>
<td>S551, S552, S553, S671</td>
<td>S510, S513</td>
<td>S512, S514, S543, S554, S583, S650, S651, S653, S654, S655</td>
</tr>
<tr>
<td>identification, selection, acquisition</td>
<td>S502</td>
<td>S510, S513</td>
<td>S523, S524, S525, S526, S531, S571, S581, S582, S583, S584, S621, S622</td>
</tr>
<tr>
<td>organization and description, storage and retrieval</td>
<td>S503, S504</td>
<td>S510, S511, S515</td>
<td>S533, S534, S554, S581, S582, S631, S632, S633, S634, S635, S636, S635, S636, S637, S684, S685</td>
</tr>
<tr>
<td>preservation</td>
<td>S502</td>
<td>S511</td>
<td>S571, S581, S582, S584, S621, S652</td>
</tr>
<tr>
<td>analysis, interpretation, evaluation, synthesis, dissemination</td>
<td>S505, S506, S556</td>
<td>S510, S513, S516, S519</td>
<td>S512, S514, S515, S520, S541, S542, S543, S544, S555, S602, S640, S641, S642, S643, S661</td>
</tr>
<tr>
<td>management</td>
<td>S551, S552, S553, S671</td>
<td>S510, S513</td>
<td>S514, S554, S583, S650, S651, S653, S654, S655, S685</td>
</tr>
</tbody>
</table>
Table 2.3 SLIS courses addressing ALA core competences

<table>
<thead>
<tr>
<th>ALA Competence</th>
<th>MLS core courses</th>
<th>MIS core courses</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S505</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S505, S519</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Reference and User Services</td>
<td>S501, S591</td>
<td>S516</td>
<td>S520, S521, S522, S523, S524, S525, S526, S533, S572, S573, S574, S622, S623, S629, S671, S672</td>
</tr>
<tr>
<td>7. Continuing Education and Lifelong Learning</td>
<td>S501, S573, S574</td>
<td>S510</td>
<td>S605</td>
</tr>
<tr>
<td>8. Administration and Management</td>
<td>S519, S551, S552, S553, S671</td>
<td>S510, S513</td>
<td>S541, S542, S554, S583, S643, S650, S651, S653, S654, S655</td>
</tr>
</tbody>
</table>
### Table 2.4 Required and electives courses map to MLS program goals

<table>
<thead>
<tr>
<th>Goal and Objectives</th>
<th>SLIS Courses (required courses underlined)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assist and educate users</td>
<td>S501, S510, S521, S522, S523, S524, S525, S526, S533, S672, S571, S572, S573, S574, S622, S623, S672</td>
</tr>
<tr>
<td>~ Analyze and identify the information needs of diverse communities of users</td>
<td></td>
</tr>
<tr>
<td>~ Educate users and potential users to locate, use, and evaluate information resources and tools</td>
<td></td>
</tr>
<tr>
<td>~ Analyze and evaluate information systems and services in a variety of settings</td>
<td></td>
</tr>
<tr>
<td>• Develop and manage collections of information resources</td>
<td>S502, S554, S571, S581, S582, S584, S585, S621, S622, S652, S684</td>
</tr>
<tr>
<td>~ Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users</td>
<td></td>
</tr>
<tr>
<td>~ Manage, evaluate, and preserve physical and virtual collections of information resources</td>
<td></td>
</tr>
<tr>
<td>~ Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources</td>
<td></td>
</tr>
<tr>
<td>• Represent and organize information resources</td>
<td>S503, S504, S515, S520, S531, S533, S631, S632, S633, S634, S635, S636, S656, S684, S685</td>
</tr>
<tr>
<td>~ Understand and apply principles of representation and organization</td>
<td></td>
</tr>
<tr>
<td>• Manage and lead libraries and other information organizations</td>
<td>S513, S551, S552, S553, S554, S556, S583, S602, S650, S651, S653, S654, S655, S671</td>
</tr>
<tr>
<td>~ Perform basic managerial functions, including planning, budgeting, and performance evaluation</td>
<td></td>
</tr>
<tr>
<td>~ Communicate effectively to a variety of audiences</td>
<td></td>
</tr>
<tr>
<td>~ Apply theories of organizational behavior and structure</td>
<td></td>
</tr>
<tr>
<td>• Use research effectively</td>
<td>S505, S506, S519, S556, S602</td>
</tr>
<tr>
<td>~ Design, conduct, interpret, and take action based upon research and evaluation</td>
<td></td>
</tr>
<tr>
<td>• Deploy information technologies in effective and innovative ways</td>
<td>S401, S511, S512, S516, S517, S532, S554, S556, S637, S643, S652, S656</td>
</tr>
<tr>
<td>~ Implement and evaluate information and communication technologies for efficiency, usability, and value to users</td>
<td></td>
</tr>
<tr>
<td>• Approach professional issues with understanding</td>
<td>S501, S502, S513, S514, S541, S542, S550, S555, S580, S640, and many other elective courses</td>
</tr>
</tbody>
</table>
### Goal and Objectives

<table>
<thead>
<tr>
<th>SLIS Courses (required courses underlined)</th>
</tr>
</thead>
</table>
| **• Demonstrate understanding of research necessary for careers as information professionals**  
~ Understand current practices and historical perspectives on the creation, acquisition, representation, organization, dissemination, and use of information  
~ Develop appropriate information management strategies and policies for organizations  
~ Adopt technical, economic, cognitive, psychological, and social perspectives as needed to undertake and enhance these activities |
| S510, S513, S514, S515, S543, S544, S643 |
| **• Adopt socio-technical and user-centered approaches to studying information and communication technologies (ICT)**  
~ Understand the management and organizational structures of information organizations  
~ Utilize effectively the theoretical and practical bases of information organization, architecture, storage, retrieval, and delivery systems  
~ Apply techniques from human-computer interaction, systems analysis, programming, and database design to analyze user needs and information systems in social and organizational settings  
~ Develop innovative solutions to address information, technology, and services problems and challenges |
| S510, S511, S512, S514, S515, S516, S517, S519, S534, S543, S544, S556, S643 |
| **• Work effectively within and across a variety of information settings and contexts**  
~ Communicate effectively, orally and in writing, with a variety of audiences  
~ Identify information and technical resources that will support an organization's activities  
~ Analyze, evaluate, and manage ICT to support organizational activities and work practices  
~ Demonstrate knowledge of relevant concepts and theories of organizational behavior for managing people, information, and technology in public and private sector organizations |
| S511, S512, S513, S519, S532, S534, S541, S640, S643 |
| **• Participate successfully and responsibly in the information professions**  
~ Explain socio-economic, cultural, policy, and ethical issues involved in the design, development, management, and use of ICT  
~ Engage in life-long learning, making effective use of the range of information resources (research and popular writings, professional organizations) that support information work |
| S510, S513, S514, S541, S542, S555, S640 |
Table 2.6 Comparison of MIS curriculum before and after 2007

<table>
<thead>
<tr>
<th>Prior to 2007*</th>
<th>Fall 2007-Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Prerequisite:</td>
</tr>
<tr>
<td>S401 Computer-Based Information Tools</td>
<td>Technology Literacy Requirement**</td>
</tr>
<tr>
<td>Foundation (12 hours):</td>
<td>Requirements (21 hours):</td>
</tr>
<tr>
<td>S510 Introduction to Information Science</td>
<td>S510 Introduction to Information Science</td>
</tr>
<tr>
<td>S511 User-Centered Database Design</td>
<td>S511 Database Design</td>
</tr>
<tr>
<td>Or</td>
<td>S513 Organizational Informatics</td>
</tr>
<tr>
<td>S512 Design of Information Systems</td>
<td>S515 Information Architecture</td>
</tr>
<tr>
<td>S513 Organizational Informatics</td>
<td>S516 Human-Computer Interaction</td>
</tr>
<tr>
<td>Or</td>
<td>S556 Systems Analysis and Design</td>
</tr>
<tr>
<td>S514 Computerization and Society</td>
<td>Programming Requirement ***</td>
</tr>
<tr>
<td>S506 Introduction to Research and Statistics</td>
<td>Electives (21 hours)</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>S519 Evaluation of Information Systems</td>
<td></td>
</tr>
<tr>
<td>MIS Specialization (3 hours):</td>
<td></td>
</tr>
<tr>
<td>S515 Foundations of Information Architecture</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>Electives (27 hours)</td>
</tr>
<tr>
<td>S516 Introduction to Human-Computer Interaction</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>S517 Computer Programming for Information Management</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>S518 Communication in Electronic Environments</td>
<td></td>
</tr>
<tr>
<td>Electives (27 hours)</td>
<td>Total: 42 hours</td>
</tr>
<tr>
<td>Total: 42 hours + S401</td>
<td>Total: 42 hours</td>
</tr>
</tbody>
</table>
Table 2.6 Comparison of MIS curriculum before and after 2007

*In 2006 the faculty reviewed all SLIS course titles and numbers. Several courses were renamed and almost all were renumbered (see Developing New Courses, Renaming and Removing Courses from the Curriculum).

**Technology Literacy Requirement: SLIS expects entering MIS students to have a basic level of computer literacy, meaning a familiarity with basic applications that will be used throughout the coursework. S401 provides this preparation. Entering MIS students are not required to take this course, but are responsible for the knowledge and skills taught in S401. Students who cannot demonstrate the required skills upon entry are advised to take S401 in their second semester.

***Programming Requirement (3 credit hours). Options to meet this requirement: 1) Take a SLIS programming course(s): S517 or two S603 (programming) workshops, 2) Take a graduate level programming course in another IU department as part of the six credit hours of allowed outside coursework, 3) Waive the requirement by completing a course waiver form, which must be approved by the MIS Program Director. (If the course is waived, then a student would have an additional 3 credit hours of electives.)
Table 2.7 SLIS courses with prerequisites

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>S401 Computer-based information tools</th>
<th>S501 Reference</th>
<th>S502 Collection Development and Management</th>
<th>S503 Representation and Organization</th>
<th>S504 Cataloging</th>
<th>S510 Introduction to Information Science</th>
<th>S571 Materials for Youth</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>S501 Reference</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S504 Cataloging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S505 Evaluation of Resources and Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X * (MIS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S506 Introduction to Research</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X * (MIS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S511 Database Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S512 Information Systems Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S513 Organizational Informatics</td>
<td>X*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S517 Web Programming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S519 Evaluation of Information Systems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X * (MIS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S532 Information Architecture for the Web</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S533 Online Searching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S534 Information Retrieval: Theory and Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S554 Library Systems</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S572 Youth Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S573 Education of Information Users</td>
<td>X (or S516)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S631 Advanced Cataloging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
### Table 2.7 SLIS courses with prerequisites

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre/post</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>S401</td>
<td></td>
<td>S501</td>
<td>S502</td>
</tr>
<tr>
<td>S503</td>
<td></td>
<td>S504</td>
<td>S510</td>
</tr>
<tr>
<td>S571</td>
<td></td>
<td>Other</td>
<td>S55X (management courses)</td>
</tr>
<tr>
<td>S632</td>
<td>Technical Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S633</td>
<td>Indexing</td>
<td></td>
<td>X (or S515)</td>
</tr>
<tr>
<td>S634</td>
<td>Metadata</td>
<td></td>
<td>X (or S515)</td>
</tr>
<tr>
<td>S635</td>
<td>Ontologies</td>
<td></td>
<td>S634 Metadata</td>
</tr>
<tr>
<td>S640</td>
<td>Seminar in Intellectual Freedom</td>
<td></td>
<td>9 SLIS graduate credit hours</td>
</tr>
<tr>
<td>S642</td>
<td>Content Analysis for the Web</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S651</td>
<td>Art Librarianship</td>
<td></td>
<td>Fine Arts A575</td>
</tr>
<tr>
<td>S652</td>
<td>Digital Libraries</td>
<td></td>
<td>S532 Information Arch. for the Web</td>
</tr>
<tr>
<td>S653</td>
<td>Health Sciences Librarianship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S654</td>
<td>Law Librarianship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S655</td>
<td>Music Librarianship</td>
<td></td>
<td>Music M539</td>
</tr>
<tr>
<td>S656</td>
<td>Information Technology Standardization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S671</td>
<td>School Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S672</td>
<td>Seminar on Literature for Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S683</td>
<td>Reference Sources for Rare Books</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.8 Dual degrees, specializations, certifications, and number of graduates

<table>
<thead>
<tr>
<th>SLIS Bloomington Programs</th>
<th>Credits</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2005</td>
</tr>
<tr>
<td><strong>Dual Degrees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIS/MLS</td>
<td>60 + S401</td>
<td>5</td>
</tr>
<tr>
<td>African American and African Diaspora Studies (MA) and MLS</td>
<td>58 + S401</td>
<td>1</td>
</tr>
<tr>
<td>African Studies (MA) and MLS</td>
<td>56 + S401</td>
<td>1</td>
</tr>
<tr>
<td>Art History (MA) and MLS</td>
<td>60 + S401</td>
<td>1</td>
</tr>
<tr>
<td>Central Eurasian Studies (MA) and MIS</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Central Eurasian Studies (MA) and MLS</td>
<td>54 + S401</td>
<td></td>
</tr>
<tr>
<td>Comparative Literature (MA) and MLS</td>
<td>50 + S401</td>
<td>1</td>
</tr>
<tr>
<td>English (MA) and MLS</td>
<td>54 + S401</td>
<td>1</td>
</tr>
<tr>
<td>Folklore and Ethnomusicology (MA) and MIS</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Folklore and Ethnomusicology (MA) and MLS</td>
<td>51 + S401</td>
<td>1</td>
</tr>
<tr>
<td>History (MA) and MLS</td>
<td>50 + S401</td>
<td>1</td>
</tr>
<tr>
<td>History and Philosophy of Science (MA) and MLS</td>
<td>51 + S401</td>
<td>1</td>
</tr>
<tr>
<td>Journalism (MA) and MLS</td>
<td>51 + S401</td>
<td></td>
</tr>
<tr>
<td>Latin American and Caribbean Studies (MA) and MLS</td>
<td>51 + S401</td>
<td>1</td>
</tr>
<tr>
<td>Law (JD) and MLS</td>
<td>109 + S401</td>
<td>1</td>
</tr>
</tbody>
</table>
### Table 2.8 Dual degrees, specializations, certifications, and number of graduates

<table>
<thead>
<tr>
<th>Specialization and Master’s Degree</th>
<th>Credits</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musicology or Music Theory (MA) and MLS</td>
<td>60 + S401</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Affairs (MPA) and MIS</td>
<td>69</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Affairs (MPA) and MLS</td>
<td>66 + S401</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian and East European Studies (MA) and MIS</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Russian and East European Studies (MA) and MLS</td>
<td>54 + S401</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Specializations with Master’s Degrees</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African Studies Librarianship and MLS</td>
<td>45 + S401</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Archives and Records Management and MLS</td>
<td>36 + S401</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Art Librarianship and MLS</td>
<td>36 + S401</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Chemical Information and MIS</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemical Information and MLS</td>
<td>36 + S401</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Children’s and Young Adult Services and MLS</td>
<td>36 + S401</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Libraries and MIS</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Digital Libraries and MLS</td>
<td>36 + S401</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Library Technology Management and MLS</td>
<td>45 + S401</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Music Librarianship and MLS</td>
<td>36 + S401</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Rare Books and Manuscripts Librarianship and MLS</td>
<td>36 + S401</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
Table 2.8 Dual degrees, specializations, certifications, and number of graduates

**Special Collections – Now divided into Archives and Records Mgt. and MLS & Rare Books and Manuscripts Librarianship and MLS**

<table>
<thead>
<tr>
<th>SLIS Indianapolis Programs</th>
<th>Credits</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Degrees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Informatics (MS) and MLS</td>
<td>60 + S401</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History (MA) and MLS</td>
<td>53 + S401</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Law (JD) and MLS</td>
<td>114 + S401</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philanthropic Studies (MA) and MLS</td>
<td>51 + S401</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Certificates and Specializations

<table>
<thead>
<tr>
<th>Library Technology Management (Specialization) and MLS</th>
<th>45 + S401</th>
<th>5</th>
<th>2</th>
<th>1</th>
<th>2</th>
<th>2</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Certification - SPEA and MLS</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonprofit Management (Certificate) and MLS</td>
<td>varies</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Public Management (Certificate) and MLS</td>
<td>varies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Academic</td>
<td>Public</td>
<td>Reference</td>
<td>Bib. Instruction</td>
<td>Children/YA</td>
<td>Coll Dev &amp; Mgmt</td>
<td>Catalog/Tech Serv</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>--------</td>
<td>-----------</td>
<td>------------------</td>
<td>-------------</td>
<td>-----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>S401 Computer-based Information Tools</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>S501 Reference</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>S502 Collection Development and Management</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>S503 Organization and Representation</td>
<td>R or S504</td>
<td>R or S504</td>
<td>R or S504</td>
<td>R or S504</td>
<td>R or S504</td>
<td>R</td>
<td>R or S504</td>
</tr>
<tr>
<td>S504 Cataloging</td>
<td>R or S503</td>
<td>R</td>
<td>R or S503</td>
<td>R or S503</td>
<td>R or S503</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>S505 Evaluation of Resources and Services</td>
<td>R</td>
<td>R</td>
<td>R or S506</td>
<td>R or S506</td>
<td>R or S506</td>
<td>R</td>
<td>R or S506</td>
</tr>
<tr>
<td>S506 Introduction to Research</td>
<td>R</td>
<td>R</td>
<td>S505</td>
<td>R or S505</td>
<td>R or S505</td>
<td>R</td>
<td>R or S505</td>
</tr>
<tr>
<td>S525 Government Information rec.</td>
<td>rec.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S532 Information Architecture for the Web rec.</td>
<td>rec.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S533 Online Searching</td>
<td>R</td>
<td>rec.</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.9 Essential and recommended courses for MLS career paths

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Academic</th>
<th>Public</th>
<th>Reference</th>
<th>Bib. Instruction</th>
<th>Children/YA</th>
<th>Coll Dev &amp; Mgmt</th>
<th>Catalog/ Tech Serv</th>
<th>Systems/ Automation</th>
<th>Gov Docs</th>
<th>Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>S541</td>
<td>Information Policy</td>
<td>rec.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S542</td>
<td>International Information Issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>S550</td>
<td>Perspectives on Librarianship</td>
<td>rec.</td>
<td>rec.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S554</td>
<td>Library Systems</td>
<td>rec.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R</td>
<td>R</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>S573</td>
<td>Education of Information Users</td>
<td>R</td>
<td>rec.</td>
<td>R</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S605</td>
<td>Internship in Library and Information Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S621</td>
<td>Audio and Video Sources</td>
<td>R</td>
<td>rec.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S640</td>
<td>Seminar in Intellectual Freedom</td>
<td>rec.</td>
<td>rec.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>rec.</td>
<td></td>
</tr>
<tr>
<td>S653</td>
<td>Health Sciences Librarianship</td>
<td>rec.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.9 Essential and recommended courses for MLS career paths

<table>
<thead>
<tr>
<th></th>
<th>Academic Public</th>
<th>Reference</th>
<th>Bib. Instruction</th>
<th>Children/ YA</th>
<th>Catalog / Tech Serv</th>
<th>Catalog / Tech Serv</th>
<th>Systems / Automation</th>
<th>Gov Docs</th>
<th>Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>S654 Law Librarianship</td>
<td>rec.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Other</td>
<td>S511 Database Design (rec.)</td>
<td>S571 Materials for Youth S572 Youth Services Workshop: Storytelling S671 School Media</td>
<td>S629 Topics in Information Sources and Services</td>
<td>S531 Subject Access Systems S633 Indexing S652 Digital Libraries</td>
<td></td>
<td>S526 Business Information</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.10 shows with required and recommended courses for students interested in these career paths

<table>
<thead>
<tr>
<th>Courses</th>
<th>Information Architecture</th>
<th>Human-Computer Interaction</th>
<th>Information Retrieval</th>
<th>Information Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>S510 Introduction to Information Science</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>S511 Database Design</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>S512 Information Systems Design</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>S513 Organizational Informatics</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>S514 Social Aspects of Information Technology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>S515 Information Architecture</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>S516 Human-Computer Interaction</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>S517 Web Programming</td>
<td>R/X</td>
<td>R/X</td>
<td>R/X</td>
<td>R/X</td>
</tr>
<tr>
<td>S519 Evaluation of Information Systems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>S520 Information Seeking and Use</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S532 Information Architecture for the Web</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>S533 Online Searching</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S534 Information Retrieval Theory and Practice</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S541 Information Policy</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S542 International Information Issues</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S543 Computer-Mediated Communication</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S544 Gender and Computerization</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Table 2.10 shows with required and recommended courses for students interested in these career paths

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Required</th>
<th>Recommended</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>S555</td>
<td>Strategic Intelligence</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>S556</td>
<td>Systems Analysis and Design</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>S561</td>
<td>User Interface Design for Information Systems</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>S605</td>
<td>Internship in Library and Information Science</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>S633</td>
<td>Indexing</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S634</td>
<td>Metadata</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S635</td>
<td>Ontologies</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S636</td>
<td>Semantic Web</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S637</td>
<td>Information Visualization</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S641</td>
<td>Computer-Mediated Discourse Analysis</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S643</td>
<td>The Information Industry</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>S652</td>
<td>Digital Libraries</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>S656</td>
<td>Information Technology Standardization</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>S661</td>
<td>Concepts and Contemporary Issues in Human-Computer Interaction</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S662</td>
<td>Interface Design for Collaborative Information Spaces</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>S690</td>
<td>Capstone in Information Architecture</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.11 Core, required, and specialization elective courses for specializations in Archives and Records Management, Rare Books and Manuscripts, and Music Librarianship

<table>
<thead>
<tr>
<th>Courses</th>
<th>Archives and Records Management</th>
<th>Rare Books and Manuscripts</th>
<th>Music Librarianship</th>
</tr>
</thead>
<tbody>
<tr>
<td>S401</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>S501</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>S503 or S504</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>S505, S506, or S519</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>S552, S551, S671, or S553</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>S580 History of Libraries</td>
<td>X</td>
<td></td>
<td>S581 Archives and Records Management</td>
</tr>
<tr>
<td>S582 Preservation</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S583 Rare Book Librarianship</td>
<td></td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>S584 Manuscripts</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S603 Workshop</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S604 Topics</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S605 Internship</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>S652 Digital Libraries</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S655 Music Librarianship</td>
<td></td>
<td></td>
<td>R</td>
</tr>
<tr>
<td>S680 The Book to 1450</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S681 The Book 1450 to the Present</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S683 Reference Sources for Rare Books</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S684 Descriptive Bibliography</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>S685 Electronic Records Management</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Music M539 Music Bibliography</td>
<td></td>
<td></td>
<td>R</td>
</tr>
</tbody>
</table>
List 1: Examples of leadership development from SLIS courses

- **S505 Evaluation of Resources and Services**: Students learn about and are able to determine which methods are appropriate for evaluating library collections and services. In many sections of the course, student projects evaluate the effectiveness and efficiency of particular collections or service delivery methods.

- **S510 Introduction to Information Science**: Students work in groups on a semester long project investigating careers in the information professions including job descriptions and outlooks, working conditions, education preparation, professional organizations, and typical career paths.

- **S511 Database Design; S512 Information Systems Design; S532 Information Architecture for the Web; S556 Systems Analysis and Design**: Students work in groups (S511, S512, S556) or on their own (S532) on projects for clients in the community; the end result, in many cases, improves the client’s situation. Typical projects have involved analysis and redesign of existing websites and databases, creation of new websites and databases, analysis of information systems and recommendations for improvements; clients have come from the University, local businesses and non-profits, and local government.

- **S551 Library Management; S552 Public Library Management; S553 Academic Library Management**: Students develop an understanding of management functions and the manager’s role in libraries and information centers and learn about the interdependencies of organizations, managers, and employees in complex and dynamic environments. They learn about the importance of teamwork as a required skill for professionals in the workplace and put it into practice in their case-based assignments. They also critically reflect on their philosophy of and approach to management.

- **S573 Education of Information Users**: Students acquire basic concepts of instructional design and learning theory (including information literacy and problem-based learning), become familiar with issues regarding education in various settings (including academic libraries), practice delivering different types of instruction, and learn about and practice various techniques used for evaluation of education and training.

- **S640 Seminar in Intellectual Freedom**: Students read and critically reflect upon the ALA Intellectual Freedom Manual, among other sources. In class discussions and writing, they explore a range of issues from access, to censorship, to the protection of intellectual property.
List 2: Examples of class projects that contribute to the larger community

- **S512 Design of Information Systems:** Service learning focuses on redesigning a website for a local or virtually accessible business. On the first day of class, students are divided into teams and each team is paired with a local business that has been screened for suitability. Each team then has to negotiate the scope of the project with its client and then conduct research that includes hardware and software, socio-technical, and information architecture analyses. Clients have included Renaissance Rentals, Montana State University Libraries, IU School of Fine Arts Gallery, IU Project for Academic Success, Berne Public Library, Events in Bloomington, and Get Your Rental Home.

- **S532 Information Architecture for the Web:** Students learn the latest markup languages thoroughly and then create websites for local or virtually accessible businesses (photographer, restaurant, bridal store, classic video rental), artisans (piano tuner, potter, basketweaver), libraries (University of Wisconsin Digital Collections, Indiana University Libraries Web Laboratory, Warren County Public Library), and public service agencies (Books as Bridges, Midwest Pages to Prisoners Project, Summer Science Camp), among many others (see [http://warren.info/dr/?q=node/54](http://warren.info/dr/?q=node/54)).

- **S533 Online Searching:** For their final assignment, students assist a social science faculty member with his or her research project. For example, working with a history professor to understand the effects of the military reputation of the Spartans in ancient Greece, a journalism professor to conduct literature reviews on the French tradition of humanisms in magazine photojournalism, a telecommunications professor to investigate the lack of news media coverage of the science on which new government mammogram recommendations were based.

- **S524 Adult Readers Advisory:** Students can choose either to provide reading lists for five individuals or to create a book list for a public library. Those who work with libraries can benefit from the expertise of the library staff. Students have worked on themed reading lists, from vampire fiction to consumer-level information technology, and many created accompanying bookmarks or handouts on their topics.

- **S556 Systems Analysis and Design:** For the final project, students use a variety of information systems analysis and problem-solving tools and approaches. Clients have included: City of Bloomington Information Systems Department, Indiana University Archives, Cummins Engine Company, Jazz Music Library, Indiana University Physical Plant, and the Indiana University Adaptive Technology Center.

- **S603 Workshop in Library and Information Science – Grant Writing for Librarians:** Students have prepared grant proposals for: Indiana State University to develop e-book collection, for Spring Mill Elementary School to acquire a digital camera collection for forth and fifth grade students, and for the Bunker Hill Elementary School in Franklin, IN to host an author event. Success in a grant competition is an added bonus for many in this workshop—a thrilling point of connection with their professional plans.

- **S644 Consumer Health Informatics:** Through service learning projects students work with the Indiana Center for Intercultural Communication (ICIC) and other local healthcare agencies to develop content for the Indiana University Simon Cancer Center (IUSCC) cancer information website. Working with ICIC allows students to develop content that focuses on the health and information needs of low literacy audiences and minorities across Indiana.
List 3: Examples of relevant research addressed in SLIS courses

- S502 Collection Development and Management: Students explore and integrate their perceptions of the rapidly changing landscape of publishing/information dissemination for the mass market, for specialty markets, and for academe. Current professional literature and lectures by practicing professionals provide perspective; these are combined with hands-on exercises to locate, evaluate, and select both print and electronic sources, which compel students to move beyond their initial impressions and assumptions – to view themselves as capable stewards of information sources for library users.
- S503 Representation and Organization: Students learn that schemes for the representation and organization of information resources are central to the information profession and are critical to providing effective access to information in various forms. They read research from information science, cognitive science, semiotics, and computer science to understand how people obtain, store, retrieve, and use information.
- S506 Introduction to Research: Students learn about the nature of scientific inquiry; the conduct of research; multiple methods of collecting, managing, and analyzing evidence (data); and the relationships among theory, method, and evidence. Over the course of the semester, they read classic and current research in library and information science and cognate fields as they become critical readers, and, equally importantly, users of research.
- S510 Introduction to Information Science: The syllabus for this course is updated with each offering to refresh the mix of classic and cutting edge research in information architecture, human-computer interaction, information retrieval, and strategic information management and leadership. Students work in groups to review articles throughout the semester and make their reviews available on a class wiki. They also comment on other groups’ reviews, initiating an online conversation about the research they are reading.
- S516 Introduction to Human-Computer Interaction: Students learn about this multidisciplinary area concerned with the design, evaluation, and application of usable, effective, and enjoyable technologies. Because these technologies are changing so rapidly, new research is integrated into the course almost every time it is taught. Students use what they are reading to understand interaction design as they apply different interaction design techniques to the analysis and evaluation of interfaces.
- S501 Reference: In addition to working with print based sources, students learn how to work with online proprietary and open source reference tools, formulating search strategies based on their understanding of their clients’ needs and the strengths and limitations of the tools that use. They create pathfinders that are made available online and, in a number of instances, published in journals.
List 4: Examples of integration of technology from SLIS courses

- **S514 Social Aspects of Information Technology**: Students think critically and constructively about information and communication technologies and their relations to work, leisure, and society at large. This course covers a series of concepts and analytical devices as well as empirical case studies related to social consequences of information and communication technologies as they are shaped and used by individuals, public agencies, and businesses.
- **S519 Evaluation of Information Systems**: Students explore a range of issues surrounding information systems in order to learn how to evaluate different types of technologies from a user perspective. This approach draws on research from behavioral, cognitive, and social sciences and exposes students to multiple research methods including online surveys, sense-making, critical incident, and network analysis. Students use published case studies of organizational information systems to learn and assess different techniques of system evaluation.
- **S554 Library Systems**: Students learn about the design, selection, implementation, and management of automated systems of all types in libraries, including systems that support technical services, reference and user services, and management. Lectures and discussion highlight current and future applications of technology in libraries, their technical features, and their implications for library services and management.
- **S652 Digital Libraries**: Students study the design and operation of digital libraries and related electronic publishing practices from a socio-technical perspective. They read about and discuss major issues, concepts, and trends, enabling them to understand the socio-technical character of digital libraries that can and will be effectively supported and used by various groups.
- **S685 Electronic Records Management**: By engaging major issues and challenges facing the archival/records management professions, students understand the development of policies and procedures for managing electronic records. They study and evaluate how automation has influenced archival theory and practice, analyzing various models and strategies archivists have developed to manage electronic records.
List 5: Examples of consideration of needs of diverse society from SLIS courses

- **S542 International Information Issues**: Students explore a changing range of issues that arise around the basic concept of international flow of information. Most recently, the issuesrevolved around the challenges of information access and included: 1) literacies of many different types including numeracy and visual literacy, 2) political issues such as transparency, and 3) the impacts of the media, freedom of speech, and corruption on the right to access information.

- **S635 Ontologies**: Ontologies are approached as a fundamental construct allowing intelligent information processing among machines and that is one foundation for the semantic web. The course is a good example of a response to technological and global change because it integrates a socio-cultural approach to ontology development with a more technological approach to the functions and practical applications of ontologies in the networked environment.

- **S656 Information Technology Standardization**: Students learn about and work with advanced applications of XML and related technologies as they are used in digital document publishing. This includes exposure to TEI, DocBook, Open Publication Structure, and digital publishing systems, including Cocoon and XTF.
List 6: Examples of responses to a rapidly changing field from SLIS courses

- S572 Youth Services: Students learn about the structure and functions of a youth services department focusing on programming, outreach services, reference, and physical planning. They read about and discuss what is involved in the provision of programming and services to children and teens including underserved groups.
- S580 History of Libraries: As students learn about the history of libraries from Mesopotamia and the Alexandrian Library to 20th century libraries, they read about and discuss women’s roles in librarianship, multiculturalism, and public libraries.
- S622 Resources and Services for People with Disabilities: Students read and discuss the range of materials, services, and assistive technologies available to meet the needs of people with various types of disabilities. As they learn to identify specific materials and services to support specific needs, the students consider how to apply format and equipment modifications related to universal access to information by people with disabilities, analyze outreach efforts to contact people with disabilities, understand relevant legal issues, and assess the information needs of families of people with disabilities.
List 7: Examples of commitment to professional growth from SLIS courses

- S501 Reference: Students learn about the importance of remaining current in a fast moving field. Among other topics, they read and reflect upon the implications of providing and evaluating virtual reference services and of web and library 2.0 technologies for the future of librarianship.
- S506 Introduction to Research: Students learn about the conduct of research and the elements of research design, with the goal of developing a good foundation for future learning and the ability to apply scientific thinking in their personal and professional lives.
- S510 Introduction to Information Science: After working in small groups over the semester to investigate careers in information science, students present their findings to the class at the end of the term. Among the topics they consider are the academic and professional resources that support people in these careers and the professional organizations that they are likely to join (e.g., ACM, ASIST, AIS, SIGCHI, CPSR, SCIP). Understanding both the resources available and the professional organizations through which the field advances are important parts of life-long learning and professional development.
List 8: SLIS courses added, removed, renamed

Courses Added Since 2005
S550 Perspectives on Librarianship  
S552 Academic Library Management (developed from L550)  
S553 Public Library Management (developed from L550)  
S585 Records Management  
S622 Resources and Services for People with Disabilities (developed from L620)  
S623 Genealogy and Local History  
S631 Advanced Cataloging (developed from L597)  
S635 Ontologies (developed from L697)  
S636 Semantic Web (developed from L597)  
S642 Content Analysis for the Web (developed from L597)  
S650 Library Philanthropy  
S683 Reference Sources for Rare Books (developed from L620)  
S690 Capstone in Information Architecture  
S703 Doctoral Research Practicum II

Courses Renamed Since 2005
S501 Reference (was L524 Information Sources and Services)  
S503 Representation and Organization (was L505 Organization and Representation of Knowledge and Information)  
S504 Cataloging (was L520 Bibliographic Access and Control)  
S505 Evaluation of Resources and Services (was L651 Evaluation of Library Sources and Services)  
S506 Introduction to Research (was L509 Introduction to Research and Statistics)  
S511 Database Design (was L546 User-Centered Database Design)  
S512 Information Systems Design (was L577 Design of Information Systems)  
S514 Social Aspects of Information Technology (was L564 Computerization in Society)  
S515 Information Architecture (was L540 Foundations of Information Architecture)  
S516 Human-Computer Interaction (was L542 Introduction to Human Computer Interaction)  
S517 Web Programming (was L548 Computer Programming for Information Management)  
S520 Information Seeking and Use (was L503 User Needs and Behavior in Theory and Practice)  
S521 Humanities Information (was L623 Information in the Humanities)  
S522 Social Science Information (was L625 Information in the Social Sciences)  
S523 Science and Technology Information (was L624 Information in Science and Technology)  
S524 Adult Readers Advisory (was L622 Library Materials for Adults)  
S525 Government Information (was L628 Government Information: Collection, Organization, Dissemination)
List 8: SLIS courses added, removed, renamed

S526 Business Information (was L629 Business Information Sources)
S533 Online Searching (was L570 Online Information Retrieval)
S534 Information Retrieval: Theory and Practice (was L641 Information Storage and Retrieval Theory)
S541 Information Policy (was L563 Information Policies, Economics and the Law)
S551 Library Management (was L527 Management of Libraries and Information Centers)
S554 Library Systems (was L526 Library Automation)
S571 Materials for Youth (was L533 Library Materials for Children and Young Adults)
S572 Youth Services (was L535 Library Services for Children and Young Adults)
S581 Archives and Records Management (was L516 Introduction to Archives and Records Management)
S582 Preservation (was L514 Preservation of Library and Information Resources)
S583 Rare Book Librarianship (was L587 Rare Book Libraries and Librarianship)
S584 Manuscripts (was L586 Administration of Manuscripts and Personal Papers Collections)
S601 Directed Readings (was L600 Readings in Library and Information Science)
S602 Directed Research (was L594 Research in Library and Information Science)
S603 Workshop in Library and Information Science (was L595 Workshop for Librarians and Information Professionals)
S621 Audio and Video Sources (was L552 Audio and Video Information Sources and Delivery)
S629 Topics in Information Sources and Services (was L620 Topics in Information, Literature, and Bibliography)
S633 Indexing (was L583 Indexing Theory and Practice)
S651 Art Librarianship (was L630 Seminar in Art Librarianship)
S653 Health Sciences Librarianship (was L559 Introduction to Health Science Librarianship)
S654 Law Librarianship (was L530 Legal Bibliography and Law Library Administration)
S655 Music Librarianship (was L631 Seminar in Music Librarianship)
S661 Concepts and Contemporary Issues in Human-Computer Interaction (was L642 Information Usage and the Cognitive Artifact)
S671 School Media (was L553 The School Library Media Specialist)
S672 Seminar on Literature for Youth (was L633 Seminar on Issues and Trends in Children’s or Young Adult Literature)
S680 The Book to 1450 (was L588 History of the Book to 1450)
S681 The Book 1450 to Present (was L589 History of the Book 1450 to Present)
S701 Introduction to Doctoral Research in Information Science (was L701 Introduction to Doctoral Research in Library and Information Science)
S702 Doctoral Research Practicum I (was L702 Research Practicum)
S706 Introduction to Research (was L709 Introduction to Research and Statistics)
List 8: SLIS courses added, removed, renamed

S710 Doctoral Research Practicum III (was L710 Research in Library and Information Science)
S765 Doctoral Research in Information Science (was L765 Research in Information Systems)
S790 Dissertation Proposal in Information Science (was L790 Seminar in Doctoral Research)

Courses Removed Since 2005
L140 Information Resources and Student Research
L150 Information Sources in Telecommunication
L155 Information Resources in Journalism
L161 Library Skills and Resources
L522 Perspectives on Librarianship, Literacy, Communications, Reading
L534 Principles and Techniques of Storytelling
L550 Issues in the Management of Library Services and Programs
L562 Information Accounting
L592 Bibliometric Techniques and Problems
L605 Seminar in Education for Librarianship and Information Science
L697 Advanced Topics in Information Systems
Table 3.1 SLIS full time, tenured and tenure-track faculty, fall 2005-fall 2011

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Campus</th>
<th>Dates</th>
<th>Status</th>
<th>Nationality/ Country of Origin</th>
<th>Gender F/M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applegate, Rachel</td>
<td>IUPUI</td>
<td>2004-</td>
<td>Associate</td>
<td>USA</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ph.D., University of Wisconsin, Madison, 1995, Library &amp; Information Science</td>
<td></td>
</tr>
<tr>
<td>Börner Katy</td>
<td>BLN</td>
<td>1999-</td>
<td>Full</td>
<td>USA/Germany</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ph.D., University of Kaiserslautern, 1997, Computer Science</td>
<td></td>
</tr>
<tr>
<td>Callison, Daniel</td>
<td>BLN; IUPUI</td>
<td>1982-2006</td>
<td>Associate</td>
<td>USA</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ed.D., Indiana University, 1982, Education</td>
<td></td>
</tr>
<tr>
<td>Chen, Hsin-Liang</td>
<td>IUPUI</td>
<td>2009-</td>
<td>Associate</td>
<td>USA/Taiwan</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ph.D., University of Pittsburgh, 1999, Library &amp; Information Science</td>
<td></td>
</tr>
<tr>
<td>Copeland, Andrea</td>
<td>IUPUI</td>
<td>2009-</td>
<td>Assistant</td>
<td>USA</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Drexel University, 2009, Library &amp; Information Science</td>
<td></td>
</tr>
<tr>
<td>Cronin, Blaise</td>
<td>BLN</td>
<td>1991-</td>
<td>Full</td>
<td>USA/Ireland</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DSSc, 1998, The Queen's University of Belfast, Library &amp; Information Science Ph.D., 1983, The Queen's University of Belfast, Library &amp; Information Science</td>
<td></td>
</tr>
<tr>
<td>Day, Ronald E.</td>
<td>BLN</td>
<td>2006-</td>
<td>Associate</td>
<td>USA</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ph.D., University of New York at Binghamton, 1990, Comparative Literature</td>
<td></td>
</tr>
<tr>
<td>Ding, Ying</td>
<td>BLN</td>
<td>2008-</td>
<td>Assistant</td>
<td>China</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Nanyang Technological University, Singapore, 2001, Information Science</td>
<td></td>
</tr>
<tr>
<td>Ekbia, Hamid</td>
<td>BLN</td>
<td>2007-</td>
<td>Associate</td>
<td>Iran</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Indiana University, 2003, Computer Science; Cognitive Science</td>
<td></td>
</tr>
<tr>
<td>Fichman, Pnina</td>
<td>BLN</td>
<td>2004-</td>
<td>Associate</td>
<td>USA/Israel</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ph.D., University of North Carolina, Chapel Hill, 2003, Library &amp; Information Science</td>
<td></td>
</tr>
<tr>
<td>Hara, Noriko</td>
<td>BLN</td>
<td>2002-</td>
<td>Associate</td>
<td>Japan</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Indiana University, 2000, Instructional Systems Technology</td>
<td></td>
</tr>
<tr>
<td>Herring, Susan C.</td>
<td>BLN</td>
<td>2000-</td>
<td>Full</td>
<td>USA</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ph.D., University of California, Berkeley, 1991, Linguistics</td>
<td></td>
</tr>
<tr>
<td>Irwin, Marilyn N.</td>
<td>IUPUI</td>
<td>1998-</td>
<td>Associate</td>
<td>USA</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Indiana University, 1991, Library &amp; Information Science</td>
<td></td>
</tr>
</tbody>
</table>
### Table 3.1 SLIS full time, tenured and tenure-track faculty, fall 2005-fall 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Years</th>
<th>Rank</th>
<th>Gender</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacob, Elin K.</td>
<td>BLN</td>
<td>1995-</td>
<td>Associate</td>
<td>F</td>
<td>Ph.D., University of North Carolina, Chapel Hill, 1994, Library &amp; Information Science</td>
</tr>
<tr>
<td>Liu, Xiaozhong</td>
<td>BLN</td>
<td>2011-</td>
<td>Assistant</td>
<td>M</td>
<td>Ph.D., Syracuse University, 2010, Information Science and Technology</td>
</tr>
<tr>
<td>Meho, Lokman</td>
<td>BLN</td>
<td>2004-2009</td>
<td>Associate</td>
<td>M</td>
<td>Ph.D., University of North Carolina Chapel Hill, 2001, Library &amp; Information Science</td>
</tr>
<tr>
<td>Milojević, Staša</td>
<td>BLN</td>
<td>2009-</td>
<td>Assistant</td>
<td>F</td>
<td>Ph.D., University of California, Los Angeles, 2009, Information Studies</td>
</tr>
<tr>
<td>Nisonger, Thomas E.</td>
<td>BLN</td>
<td>1988-2008</td>
<td>Full</td>
<td>M</td>
<td>Ph.D., Columbia University, 1976, Comparative Politics</td>
</tr>
<tr>
<td>Paolillo, John C.</td>
<td>BLN</td>
<td>2000-2010</td>
<td>Associate</td>
<td>M</td>
<td>Ph.D., Stanford University, 1992, Linguistics</td>
</tr>
<tr>
<td>Preer, Jean L.</td>
<td>IUPUI</td>
<td>2002-</td>
<td>Full</td>
<td>F</td>
<td>Ph.D., 1974, George Washington University, American Civilization JD, 1980, George Washington University</td>
</tr>
<tr>
<td>Robbin, Alice R.</td>
<td>BLN</td>
<td>2000-</td>
<td>Associate</td>
<td>F</td>
<td>Ph.D., University of Wisconsin, Madison, 1984, Political Science</td>
</tr>
<tr>
<td>Rogers, Yvonne</td>
<td>BLN</td>
<td>2003-2006</td>
<td>Full</td>
<td>F</td>
<td>Ph.D., University of Wales, 1988, Computer Science; Cognitive Science</td>
</tr>
<tr>
<td>Rosenbaum, Howard</td>
<td>BLN</td>
<td>1996-</td>
<td>Associate</td>
<td>M</td>
<td>Ph.D., Syracuse University, 1996, Information Science and Technology</td>
</tr>
<tr>
<td>Schilling, Katherine</td>
<td>IUPUI</td>
<td>2004-</td>
<td>Associate</td>
<td>F</td>
<td>Ed.D., Boston University, 2002, Education</td>
</tr>
<tr>
<td>Shaw, Debora</td>
<td>BLN</td>
<td>1988-</td>
<td>Full</td>
<td>F</td>
<td>Ph.D., Indiana University, 1983, Library &amp; Information Science</td>
</tr>
</tbody>
</table>
Table 3.1 SLIS full time, tenured and tenure-track faculty, fall 2005-fall 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Years</th>
<th>Title</th>
<th>Gender</th>
<th>Degree Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sugimoto, Cassidy R.</td>
<td>BLN</td>
<td>2010-</td>
<td>Assistant</td>
<td>F</td>
<td>Ph.D., University of North Carolina, Chapel Hill, 2009, Library &amp; Information Science</td>
</tr>
<tr>
<td>Walsh, John A.</td>
<td>BLN</td>
<td>2006-</td>
<td>Assistant</td>
<td>M</td>
<td>Ph.D., Indiana University, 2000, English</td>
</tr>
<tr>
<td>Xia, Jingfeng</td>
<td>IUPUI</td>
<td>2008-</td>
<td>Assistant</td>
<td>M</td>
<td>Ph.D., University of Arizona, 2001, Anthropology</td>
</tr>
<tr>
<td>Yang, Kiduk</td>
<td>BLN</td>
<td>2002-2010</td>
<td>Assistant</td>
<td>M</td>
<td>Ph.D., University of North Carolina, Chapel Hill, 2002, Library &amp; Information Science</td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Campus</td>
<td>Dates</td>
<td>Status Professional Position</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------</td>
<td>-----------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albee, Barbara</td>
<td>IUPUI</td>
<td>2008-</td>
<td>Lecturer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1992, M.L.S., University of Pittsburgh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Backs, Dana</td>
<td>BLN</td>
<td>2011-</td>
<td>Director of Children’s and Young Adult Services Specialization</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1994, M.L.S., Indiana University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bantin, Philip C.</td>
<td>BLN</td>
<td>1993-</td>
<td>Adjunct Associate Professor/Director of Archives Specialization, Director of Office of University Archives, Indiana University</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1976, M.L.S., University of Wisconsin – Madison</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lamb, Annette</td>
<td>IUPUI</td>
<td>2002-</td>
<td>Senior Lecturer Professional Developer and President, Lamb Learning Group (consultant and teacher on educational technology integration) President, Vision to Action, Inc. (publisher of educational, business, and leisure books)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1987, Ph.D., Iowa State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manuel, Joyce</td>
<td>IUPUI</td>
<td>2004-2009</td>
<td>Senior Lecturer (part time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1993, Ph.D., Indiana University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Park, Taemin Kim</td>
<td>BLN</td>
<td>2003-</td>
<td>Adjunct Assistant Professor/Coordinator for Bibliographic and Electronic Access Courses East Asian Cataloger, Indiana University</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1992, Ph.D., Indiana University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silver, Joel B.</td>
<td>BLN</td>
<td>1987-</td>
<td>Adjunct Associate Professor/Director of Special Collections Specialization Associate Director, Librarian and Curator of Books, Lilly Library Indiana University</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 3.3 Part time, non-tenure track faculty, fall 2005-fall 2011

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Campus</th>
<th>Dates</th>
<th>Status</th>
<th>Highest Degree, Degree-granting Institution, Year Granted, Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backs, Steven</td>
<td>BLN</td>
<td>2009-2011</td>
<td>Adjunct Lecturer</td>
<td>MLS, Indiana University, 1994, LIS</td>
</tr>
<tr>
<td>Baich, Tina</td>
<td>IUPUI</td>
<td>2011-2011</td>
<td>Adjunct Lecturer</td>
<td>MLS, IUPUI, 2006, LIS</td>
</tr>
<tr>
<td>Baugh, Hope</td>
<td>IUPUI</td>
<td>2001-2009</td>
<td>Adjunct Lecturer</td>
<td>MLS, IUPUI, 1985</td>
</tr>
<tr>
<td>Bloomfield, Celestine</td>
<td>IUPUI</td>
<td>2003-2009</td>
<td>Adjunct Lecturer</td>
<td>MSLS, Case Western, 1975</td>
</tr>
<tr>
<td>Boland, Susan</td>
<td>IUPUI</td>
<td>2009-2011</td>
<td>Adjunct Lecturer</td>
<td>MS, Univ. of IL, 1993 JD, Northern IL, 1997</td>
</tr>
<tr>
<td>Buckley, Keith</td>
<td>BLN</td>
<td>2006-2011</td>
<td>Adjunct Assistant Professor</td>
<td>MLS, Indiana University, 1980, LIS</td>
</tr>
<tr>
<td>Burk, Brenda</td>
<td>IUPUI</td>
<td>2009-2011</td>
<td>Adjunct Lecturer</td>
<td>MA, Univ. of Wis-Madison,</td>
</tr>
<tr>
<td>Canary, Jim</td>
<td>BLN</td>
<td>2006</td>
<td>Adjunct Lecturer</td>
<td>BA, Indiana University, 1979, Independent Learning</td>
</tr>
<tr>
<td>Carr, Melodie</td>
<td>IUPUI</td>
<td>2005-2010</td>
<td>Adjunct Lecturer</td>
<td>MFA, Univ. of Alabama,</td>
</tr>
<tr>
<td>Casey, Michael</td>
<td>BLN</td>
<td>2008-2009</td>
<td>Adjunct Lecturer</td>
<td>M.A., University of North Carolina</td>
</tr>
<tr>
<td>Cash, John</td>
<td>BLN</td>
<td>2007</td>
<td>Adjunct Lecturer</td>
<td>MLS, Indiana University, LIS</td>
</tr>
<tr>
<td>Choksy, Carol</td>
<td>IUPUI</td>
<td>2008-2011</td>
<td>Adjunct Lecturer</td>
<td>Ph.D., Univ. of Chicago, 1987</td>
</tr>
<tr>
<td>Colon, Carlos</td>
<td>BLN</td>
<td>2006</td>
<td>Adjunct Lecturer</td>
<td>Ed.D, 2004 Indiana University Instructional Systems Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1984 Indiana University, MS</td>
</tr>
<tr>
<td>Name</td>
<td>Institution</td>
<td>Time Period</td>
<td>Title/Role</td>
<td>Additional Information</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Courtney, Angela</td>
<td>BLN</td>
<td>2005-2011</td>
<td>Adjunct Associate Professor</td>
<td>M.L.I.S., University of Texas at Austin, 1995, LIS</td>
</tr>
<tr>
<td>Cox, Steve</td>
<td>BLN</td>
<td>2006-2011</td>
<td>Adjunct Lecturer</td>
<td></td>
</tr>
<tr>
<td>Davenport, Elizabeth</td>
<td>BLN</td>
<td>2006-2007</td>
<td>Visiting Scholar</td>
<td>Ph.D., University of Strathclyde, 1994, LIS</td>
</tr>
<tr>
<td>Dekydtspotter, Lori</td>
<td>BLN</td>
<td>2008-2011</td>
<td>(Rare Books Cataloger, Lilly Library)</td>
<td>MLS, Indiana University, 1999, LIS</td>
</tr>
<tr>
<td>Lynn Dekydtspotter</td>
<td>IUPUI</td>
<td>2008-2011</td>
<td>Adjunct Lecturer</td>
<td>MS, Univ. of IL, 2003</td>
</tr>
<tr>
<td>Denslaw, Debra</td>
<td>IUPUI</td>
<td>2008-2011</td>
<td>Adjunct Lecturer</td>
<td>JD, Valparaiso, 1989</td>
</tr>
<tr>
<td>Donovan, Carrie</td>
<td>BLN</td>
<td>2007-2010</td>
<td>Adjunct Lecturer</td>
<td>MLS, Indiana University, 1999, LIS</td>
</tr>
<tr>
<td>Dowell, Erika</td>
<td>BLN</td>
<td>2006-2009</td>
<td>Adjunct Lecturer</td>
<td>MLS, Indiana University, 2000, LIS</td>
</tr>
<tr>
<td>East, Pat</td>
<td>BLN</td>
<td>2007-2008, 2010</td>
<td>Adjunct Lecturer</td>
<td>B.A., Wabash College, 2000, English&gt;</td>
</tr>
<tr>
<td>Eppert, Richard</td>
<td>IUPUI</td>
<td>2006-2011</td>
<td>Adjunct Lecturer</td>
<td></td>
</tr>
<tr>
<td>Eskew, Philip N.</td>
<td>BLN</td>
<td>2005-2011</td>
<td>Adjunct Lecturer</td>
<td>MLS, Indiana University, 2003, LIS</td>
</tr>
<tr>
<td>Farris, Linda</td>
<td>BLN</td>
<td>2006-2011</td>
<td>Adjunct Assistant Professor</td>
<td>J.D., Indiana University, 1988, Law</td>
</tr>
<tr>
<td>Gemmill, Laurie</td>
<td>IUPUI</td>
<td>2002-2009</td>
<td>Adjunct Lecturer</td>
<td>MLIS, UCLA, 1995</td>
</tr>
<tr>
<td>Gilman, Todd</td>
<td>IUPUI</td>
<td>2011-2011</td>
<td>Adjunct Lecturer</td>
<td></td>
</tr>
<tr>
<td>Goehlert, Robert</td>
<td>BLN</td>
<td>2006-2008</td>
<td>Adjunct Lecturer</td>
<td>Ph.D Political Science, Indiana University, 1981</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MLS, LIS Indiana University, 1976</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA, Political Science Indiana University, 1972</td>
</tr>
<tr>
<td>Harrison, Garry</td>
<td>BLN</td>
<td>2006-2011</td>
<td>Adjunct Lecturer</td>
<td>Conservation coursework, 2004+</td>
</tr>
</tbody>
</table>

Table 3.3 Part time, non-tenure track faculty, fall 2005-fall 2011
Table 3.3 Part time, non-tenure track faculty, fall 2005-fall 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Years</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heidenreich, Theresa</td>
<td>BLN</td>
<td>2009-2010</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, Indiana University, 2008, LIS</td>
<td></td>
</tr>
<tr>
<td>Helling, John</td>
<td>BLN</td>
<td>2009-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, Indiana University, 2006, LIS</td>
<td></td>
</tr>
<tr>
<td>Helling, William</td>
<td>BLN/IUPUI</td>
<td>2001-2012</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ph.D., Univ. of Kansas, 1986</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MIS, IUPUI, 1998</td>
<td></td>
</tr>
<tr>
<td>Holman, Stephanie</td>
<td>BLN/IUPUI</td>
<td>2003-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, Indiana University, 1989, LIS</td>
<td></td>
</tr>
<tr>
<td>Hooten, Patricia</td>
<td>IUPUI</td>
<td>2010-2010</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ph.D., IUPUI, 1989</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, IUPUI, 1970</td>
<td></td>
</tr>
<tr>
<td>Irvine, B.J.</td>
<td>BLN</td>
<td>2007</td>
<td>Adjunct Associate Professor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ph.D., Indiana University, 1982</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS LIS, Indiana University, 1982</td>
<td></td>
</tr>
<tr>
<td>Jackson-Brown, Grace</td>
<td>BLN</td>
<td>2005</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Johnson, Jennifer</td>
<td>IUPUI</td>
<td>2007-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, IUPUI, 2011</td>
<td></td>
</tr>
<tr>
<td>Johnson, Larry</td>
<td>IUPUI</td>
<td>2003-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ph.D., IUPUI, 2001</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ed.S., Eastern Illinois, 1976</td>
<td></td>
</tr>
<tr>
<td>Jones, Christina</td>
<td>BLN</td>
<td>2007-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, Indiana University, 2003, LIS</td>
<td></td>
</tr>
<tr>
<td>Jones, Christina</td>
<td>IUPUI</td>
<td>2010-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S., IUPUI, 1991</td>
<td></td>
</tr>
<tr>
<td>Kamoji, Linda</td>
<td>BLN</td>
<td>2005-2008</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, Indiana University, 2000, LIS</td>
<td></td>
</tr>
<tr>
<td>Kibreah, Golam</td>
<td>IUPUI</td>
<td>2011-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, IUPUI, 1981</td>
<td></td>
</tr>
<tr>
<td>Kiess, Christopher</td>
<td>IUPUI</td>
<td>2010-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, IUPUI, 2006</td>
<td></td>
</tr>
</tbody>
</table>
### Table 3.3 Part time, non-tenure track faculty, fall 2005-fall 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Years</th>
<th>Title</th>
<th>Education Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knapp, Wendy</td>
<td>IUPUI</td>
<td>2003-2011</td>
<td>Adjunct Lecturer</td>
<td>MLS, IUPUI, 2002</td>
</tr>
<tr>
<td>Koppel, Kata</td>
<td>IUPUI</td>
<td>2009-2011</td>
<td>Adjunct Lecturer</td>
<td>MLS, IUPUI, 2005</td>
</tr>
<tr>
<td>Kramer, Elsa</td>
<td>IUPUI</td>
<td>2009-2011</td>
<td>Adjunct Lecturer</td>
<td>MLS, IUPUI, 2005</td>
</tr>
<tr>
<td>Kramer, Kym</td>
<td>IUPUI</td>
<td>2003-2011</td>
<td>Adjunct Lecturer</td>
<td>Ph.D., IUPUI, 2011</td>
</tr>
<tr>
<td>Laughlin, Sara</td>
<td>IUPUI</td>
<td>2004-2010</td>
<td>Adjunct Lecturer</td>
<td>MLS, IUPUI, 1985</td>
</tr>
<tr>
<td>Leach-Murray, Susan</td>
<td>IUPUI</td>
<td>2007-2011</td>
<td>Adjunct Lecturer</td>
<td>MLS, IUPUI, 2003</td>
</tr>
<tr>
<td>Lemmer, Catherine</td>
<td>IUPUI</td>
<td>2011-2011</td>
<td>Adjunct Lecturer</td>
<td>MLIS, Univ. of IL, 2005 J.D., Univ. of Wisconsin, 1989</td>
</tr>
<tr>
<td>Lindseth, Erik</td>
<td>IUPUI</td>
<td>2000-2011</td>
<td>Adjunct Lecturer</td>
<td>Ph.D., Edinburgh Univ, Scotland, 1992 MLS, IUPUI, 1999</td>
</tr>
<tr>
<td>Liss, Jennifer</td>
<td>BLN</td>
<td>2011</td>
<td>Adjunct Lecturer</td>
<td>MLS, Indiana University, 2006, LIS</td>
</tr>
<tr>
<td>London, Susan</td>
<td>IUPUI</td>
<td>2009-2011</td>
<td>Adjunct Lecturer</td>
<td>AMLS, Univ. of MI, 1986</td>
</tr>
<tr>
<td>Malcomb, Lou</td>
<td>BLN</td>
<td>2006-2008</td>
<td></td>
<td>MLS, Indiana University, LIS</td>
</tr>
<tr>
<td>Mannan, Susan</td>
<td>IUPUI</td>
<td>2005-2011</td>
<td>Adjunct Lecturer</td>
<td>Ph.D., Indiana State Univ, 2003 MLS, IUPUI, 1967</td>
</tr>
<tr>
<td>Marley, Kristin</td>
<td>IUPUI</td>
<td>2010-2011</td>
<td>Adjunct Lecturer</td>
<td>MLS, Univ of CA, 2006</td>
</tr>
<tr>
<td>Marley, Sue</td>
<td>IUPUI</td>
<td>2010-2011</td>
<td>Adjunct Lecturer</td>
<td>MLS, IUPUI, 1975</td>
</tr>
</tbody>
</table>
Table 3.3 Part time, non-tenure track faculty, fall 2005-fall 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Years</th>
<th>Title</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marshall, Chris</td>
<td>IUPUI</td>
<td>2003-2011</td>
<td>Adjunct Lecturer</td>
<td>MLS, IUPUI, 2001</td>
</tr>
<tr>
<td>McGowan, Julie</td>
<td>IUPUI</td>
<td>2002-2010</td>
<td>Adjunct Lecturer</td>
<td>Ph.D., Univ. of South Carolina, 1991</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MLS, Univ. of Maryland, 1970</td>
</tr>
<tr>
<td>McGriff, Nancy</td>
<td>IUPUI</td>
<td>2004-2007</td>
<td>Adjunct Lecturer</td>
<td>MSLS, Ball State University, 1974</td>
</tr>
<tr>
<td>Meehan, Bill</td>
<td>BLN</td>
<td>2006</td>
<td>Adjunct Lecturer</td>
<td>MLS, Indiana University, 2005, LIS</td>
</tr>
<tr>
<td>Meho, Lokman</td>
<td>BLN</td>
<td>2011</td>
<td>Adjunct Lecturer</td>
<td>Ph.D., University of North Carolina, 2002, LIS</td>
</tr>
<tr>
<td>Meyer, Elizabeth</td>
<td>IUPUI</td>
<td>2005-2011</td>
<td>Adjunct Lecturer</td>
<td>MLS, IUPUI, 2003</td>
</tr>
<tr>
<td>Mills, Linda</td>
<td>IUPUI</td>
<td>2002-2011</td>
<td>Adjunct Lecturer</td>
<td>MLS, IUPUI, 1977</td>
</tr>
<tr>
<td>Mitchell, Connie</td>
<td>IUPUI</td>
<td>2005-2011</td>
<td>Adjunct Lecturer</td>
<td>MLS, IUPUI, 1992</td>
</tr>
<tr>
<td>Moeller, Robin</td>
<td>BLN</td>
<td>2006</td>
<td>Adjunct Lecturer</td>
<td>Ph.D., Indiana University, In progress, Education</td>
</tr>
<tr>
<td>Monnier, Cynthia</td>
<td>BLN</td>
<td>2007</td>
<td>Adjunct Lecturer</td>
<td>MLS, Indiana University, 1993, LIS</td>
</tr>
<tr>
<td>Monnier, Cynthia</td>
<td>IUPUI</td>
<td>2010-2010</td>
<td>Adjunct Lecturer</td>
<td>MLS, IUPUI, 1993</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MBA, Wayne State University, 1976</td>
</tr>
<tr>
<td>Morgan, Jennifer</td>
<td>BLN</td>
<td>2011</td>
<td>Adjunct Lecturer</td>
<td>MLS, Indiana University, 1995, LIS</td>
</tr>
<tr>
<td>Morrison, Andrea</td>
<td>BLN</td>
<td>2005-2011</td>
<td>Adjunct Assistant Professor</td>
<td>MLS, Indiana University, 1991, LIS</td>
</tr>
<tr>
<td>Mullin, Shirley</td>
<td>IUPUI</td>
<td>2002-2011</td>
<td>Adjunct Lecturer</td>
<td>MA, Univ. of Denver, 1969</td>
</tr>
</tbody>
</table>
### Table 3.3 Part time, non-tenure track faculty, fall 2005-fall 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Years</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murphy, Miriam</td>
<td>IUPUI</td>
<td>2002-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, IUPUI, 1987</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>JD, IUPUI, 1985</td>
<td></td>
</tr>
<tr>
<td>Nytes, M. Jacqueline</td>
<td>IUPUI</td>
<td>1975-2007</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, Univ. of Wisc.</td>
<td></td>
</tr>
<tr>
<td>Ojala, Marydee</td>
<td>IUPUI</td>
<td>2004-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, Univ. of Pitts.</td>
<td></td>
</tr>
<tr>
<td>Okada, Emily</td>
<td>BLN</td>
<td>2006-2009</td>
<td>Adjunct Assistant Professor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A., University of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wisconsin-Madison,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1976, LIS</td>
<td></td>
</tr>
<tr>
<td>Oldenkamp, David</td>
<td>BLN</td>
<td>2006</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, Syracuse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>University, 2003, LIS</td>
<td></td>
</tr>
<tr>
<td>Oliger, Yvonne</td>
<td>BLN</td>
<td>2005</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, Indiana</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>University, 1982, LIS</td>
<td></td>
</tr>
<tr>
<td>Palmer, Kristi</td>
<td>IUPUI</td>
<td>2006-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, IUPUI, 2003</td>
<td></td>
</tr>
<tr>
<td>Passett, Joanne</td>
<td>IUPUI</td>
<td>2004-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ph.D., Univ. of Wisc.IUPUI, 1999</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ph.D., Indiana</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>University, 1988, LIS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, IUPUI, 1980</td>
<td></td>
</tr>
<tr>
<td>Patterson, Patrick</td>
<td>BLN</td>
<td>2009-2010</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, Indiana</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>University, 2006, LIS</td>
<td></td>
</tr>
<tr>
<td>Pearson, Wanda</td>
<td>IUPUI</td>
<td>2006-2010</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, IUPUI, 1983</td>
<td></td>
</tr>
<tr>
<td>Plaskoff, Josh</td>
<td>IUPUI</td>
<td>2002-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ph.D., IUPUI, 2008</td>
<td></td>
</tr>
<tr>
<td>Poray, Reann</td>
<td>BLN</td>
<td>2004-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, IUPUI, 1990</td>
<td></td>
</tr>
<tr>
<td>Porter, Dot</td>
<td>BLN</td>
<td>2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, University</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>of North Carolina, 2002, LIS</td>
<td></td>
</tr>
<tr>
<td>Ramlo, Cynthia</td>
<td>BLN</td>
<td>2006-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MIS, Indiana</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>University, 2002, LIS</td>
<td></td>
</tr>
</tbody>
</table>
### Table 3.3 Part time, non-tenure track faculty, fall 2005-fall 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Years</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rich, Shellie</td>
<td>IUPUI</td>
<td>2011-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, IUPUI, 2010</td>
<td></td>
</tr>
<tr>
<td>Riley, Jenn</td>
<td>BLN</td>
<td>2007-2010</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, Indiana University, 2003, LIS</td>
<td></td>
</tr>
<tr>
<td>Shankar, Kalpana</td>
<td>BLN</td>
<td>2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, UCL A, 2002, LIS</td>
<td></td>
</tr>
<tr>
<td>Simpson, Christopher</td>
<td>BLN</td>
<td>2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, LIS, Kent State University, 2004, LIS</td>
<td>M.A., History, Marquette University, 2004</td>
</tr>
<tr>
<td>Slott, Kathryn</td>
<td>IUPUI</td>
<td>2007-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, Kent State Unv, 2004</td>
<td></td>
</tr>
<tr>
<td>Sowell, Steven</td>
<td>BLN</td>
<td>2005, 2008</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ed.D., Indiana University, 2008</td>
<td></td>
</tr>
<tr>
<td>Stamatoplos, Tony</td>
<td>IUPUI</td>
<td>2000-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, IUPUI, 1989</td>
<td></td>
</tr>
<tr>
<td>Steffens, Michael</td>
<td>IUPUI</td>
<td>2011-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, IUPUI, 2010</td>
<td></td>
</tr>
<tr>
<td>Taylor, Saundra</td>
<td>BLN</td>
<td>2006-2008</td>
<td>Adjunct Assistant Professor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS</td>
<td></td>
</tr>
<tr>
<td>Thomas, Amie</td>
<td>IUPUI</td>
<td>2004-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, IUPUI, 2005</td>
<td></td>
</tr>
<tr>
<td>Threatt, Monique</td>
<td>BLN</td>
<td>2009-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, Indiana University, 1999, LIS</td>
<td></td>
</tr>
<tr>
<td>Tweedy, Jonathan</td>
<td>BLN</td>
<td>2009-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MIS, Indiana University, 2008, LIS</td>
<td></td>
</tr>
<tr>
<td>Vought, Virginia</td>
<td>BLN</td>
<td>2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, Indiana University, 2008, LIS</td>
<td></td>
</tr>
<tr>
<td>Walters, Carolyn</td>
<td>BLN</td>
<td>2007</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MLS, Indiana University, 1985</td>
<td></td>
</tr>
<tr>
<td>Warner, Julian</td>
<td>BLN</td>
<td>2006</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D.Phil. M.A., Oxford University University of Sheffield, 1984, English and Literature Librarianship</td>
<td></td>
</tr>
</tbody>
</table>
### Table 3.3 Part time, non-tenure track faculty, fall 2005-fall 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Years</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wead, Adam</td>
<td>BLN</td>
<td>2006-2008</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td>MIS, Indiana University, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, Anthony</td>
<td>BLN</td>
<td>2009-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td>MLS, Indiana University, 2003, LIS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Williams, Cherry</td>
<td>BLN</td>
<td>2009-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td>M.A.MLS, University of Chicago UCLA, 2005, Art History LIS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winterman, Brian</td>
<td>BLN</td>
<td>2006-2011</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td>MLS, Indiana University, 2003, LIS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Witt, Michael</td>
<td>IUPUI</td>
<td>2009-2010</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td>MLS, IUPUI, 2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wray, Christina</td>
<td>BLN</td>
<td>2009-2010</td>
<td>Adjunct Lecturer</td>
</tr>
<tr>
<td></td>
<td>MLS, Indiana University, 2008, LIS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 3.4 SLIS doctoral students who have taught SLIS courses, fall 2004-fall 2011

<table>
<thead>
<tr>
<th>Campus</th>
<th>Dates</th>
<th>Status</th>
<th>Highest Degree, Degree-granting Institution, Year Granted, Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdul-Mageed, Mohhamad</td>
<td>BLN</td>
<td>2010-2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Bay-Sengul, Evren</td>
<td>BLN</td>
<td>2010</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Bowman, Tim</td>
<td>BLN</td>
<td>2010-2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Buente, Wayne</td>
<td>BLN</td>
<td>2007, 2009-2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Indiana University, 2011, LIS</td>
</tr>
<tr>
<td>Chuttur, Mohammad</td>
<td>BLN</td>
<td>2008-2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Clodfelter, Catherine</td>
<td>BLN</td>
<td>2007-2008</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, DNF, LIS</td>
</tr>
<tr>
<td>Collins, Catherine</td>
<td>BLN</td>
<td>2007</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D, Indiana University, 2010, LIS</td>
</tr>
<tr>
<td>Courtright, Christina</td>
<td>BLN</td>
<td>2005-2006</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, DNF, LIS</td>
</tr>
<tr>
<td>Estrada, Zilia</td>
<td>BLN</td>
<td>2006</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, DNF, LIS</td>
</tr>
<tr>
<td>George, Nicolas</td>
<td>BLN</td>
<td>2008-2010</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Hajibayova, Lala</td>
<td>BLN</td>
<td>2009-2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Honeycutt, Courtenay</td>
<td>BLN</td>
<td>2008</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Indiana University, 2010, LIS</td>
</tr>
<tr>
<td>Hook, Peter</td>
<td>BLN</td>
<td>2005-2006, 2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Koh, Hyun-Seung</td>
<td>BLN</td>
<td>2010</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Kouper, Inna</td>
<td>BLN</td>
<td>2008-2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Indiana University, 2011, LIS</td>
</tr>
</tbody>
</table>
Table 3.4 SLIS doctoral students who have taught SLIS courses, fall 2004-fall 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>BLN</th>
<th>Years</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kowalczyk, Stacy</td>
<td>BLN</td>
<td>2005-2007, 2010-2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Kutz, Dan</td>
<td>BLN</td>
<td>2005-2006</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Kurtz Andrew</td>
<td>BLN</td>
<td>2005-2006</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Indiana University, 2010, LIS</td>
</tr>
<tr>
<td>Loehrlein, Aaron</td>
<td>BLN</td>
<td>2005-2007</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Ma, Lai</td>
<td>BLN</td>
<td>2008-2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Meyer, Eric</td>
<td>BLN</td>
<td>2006</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Indiana University, 2008, LIS</td>
</tr>
<tr>
<td>Ni, Chaoqun</td>
<td>BLN</td>
<td>2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Oltmann, Shannon</td>
<td>BLN</td>
<td>2007-2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Penumarthy, Shashi</td>
<td>BLN</td>
<td>2009</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Scheidt, Lois</td>
<td>BLN</td>
<td>2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Stoerger, Sharon</td>
<td>BLN</td>
<td>2006-2010</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Indiana University, 2009, LIS</td>
</tr>
<tr>
<td>Tuai, Cameron</td>
<td>BLN</td>
<td>2006-2009, 2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Warren, Jonathan</td>
<td>BLN</td>
<td>2006-2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Indiana University, 2011, LIS</td>
</tr>
<tr>
<td>Yan, Erja</td>
<td>BLN</td>
<td>2009-2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
<tr>
<td>Yu, Ning</td>
<td>BLN</td>
<td>2010-2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Indiana University, 2011, LIS</td>
</tr>
</tbody>
</table>
Table 3.4 SLIS doctoral students who have taught SLIS courses, fall 2004-fall 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>BLN</th>
<th>Year</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhang, Hui</td>
<td>BLN</td>
<td>2010</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, DNF, LIS</td>
</tr>
<tr>
<td>Zoss, Angela</td>
<td>BLN</td>
<td>2011</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D. student, Indiana University, Writing dissertation, LIS</td>
</tr>
</tbody>
</table>
Table 3.5 Country of origin of current full time faculty

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>4</td>
</tr>
<tr>
<td>Germany</td>
<td>1</td>
</tr>
<tr>
<td>Iran</td>
<td>1</td>
</tr>
<tr>
<td>Ireland</td>
<td>1</td>
</tr>
<tr>
<td>Israel</td>
<td>1</td>
</tr>
<tr>
<td>Japan</td>
<td>1</td>
</tr>
<tr>
<td>Serbia</td>
<td>1</td>
</tr>
<tr>
<td>USA</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 3.6 Current full time faculty by gender and campus

<table>
<thead>
<tr>
<th>Gender</th>
<th>Bloomington</th>
<th>Indianapolis</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>8</td>
<td>24</td>
</tr>
</tbody>
</table>
Table 3.7 Courses and research interests of full time lecturers and tenure-track faculty fall 2005-fall 2011

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Courses Taught</th>
<th>Research Interests</th>
</tr>
</thead>
</table>
| Albee, Barbara | S502 - Collection Development and Management  
S504 - Cataloging  
S505 - Evaluation of Resources and Services  
S631 - Advanced Cataloging  
S632 - Technical Services | Academic libraries, organization of information, online and distance education, technology in education, open source initiatives                      |
| Applegate, Rachel | S505 - Evaluation of Resources and Services  
S552 - Academic Library Management | Library evaluation, academic librarianship, academic outcomes assessment                                                                                 |
| Ball, Mary Alice | S541 - Information Policy, S554 - Library Systems | Information and technology policy, digital libraries, scholarly communication                                                                          |
| Börner, Katy | S604 - Structural Data Mining and Modeling,  
S637 - Information Visualization  
S652 - Interface Design for Collaborative Information Spaces | Information visualization, data mining, date modeling, 3-D collaborative virtual environments, human-computer interaction                                 |
| Chen, Hsin-Liang | S516 - Human-Computer Interaction  
S556 - Systems Analysis and Design  
S652 - Digital Libraries  
S662 - Interface Design for Collaborative Information Spaces | Digital libraries, digital museums, human-computer interaction, ICTs and information services, instructional technology                                |
| Copeland, Andrea | S501 - Reference  
S506 - Introduction to Research  
S524 - Adult Readers Advisory  
S553 - Public Library Management | Information behaviors, public libraries, digital preservation                                                                                       |
| Cronin, Blaise | S710 - Doctoral Research Practicum | Scholarly communication, citation analysis, informetrics, strategic intelligence                                                                       |
# Table 3.7 Courses and research interests of full time lecturers and tenure-track faculty fall 2005-fall 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Courses and Research Interests</th>
</tr>
</thead>
</table>
| Day, Ronald E.            | S501 - Reference S521 - Humanities Information  
                          | L597 - Readings on the Political Economy of Information and Communication  
                          | S604 - Philosophy and Critical Theory of Information                                |
|                           | The critical and cultural theory of information, documentation, and knowledge                   |
| Ding, Ying                | S511 - Database Design  
                          | S519 - Evaluation of Information Systems  
                          | S604 - Metadata and Semantics, S636                                                |
|                           | Semantic web, webometrics, information retrieval, knowledge engineering, citation analysis      |
| Ekbia, Hamid              | S516 - Human-Computer Interaction  
                          | S518 - Communication in Electronic Environments  
                          | S603 - Introduction to GIS, S603 - Agent-based Modeling  
                          | S604 - Modeling and Simulation of Human Social and Organizational Behavior  
                          | S666 - Concepts and Contemporary Issues in Human-Computer Interaction               |
|                           | Health IT, social informatics, mediation                                                        |
| Fichman, Pnina            | S542 - International Information Issues  
                          | S551 - Library Management  
                          | S552 - Academic Library Management                                                  |
|                           | Virtual groups and online communities, ICTs and cultural diversity, social reference and virtual reference services |
| Hara, Noriko              | S514 - Social Aspects of Information Technology  
                          | S518 - Communication in Electronic Environments  
                          | S519 - Evaluation of Information Systems  
                          | S532 - Information Architecture for the Web  
                          | S556 - Systems Analysis and Design                                                 |
|                           | Communities of practice, knowledge sharing, collective action with ICTs, social informatics      |
| Herring, Susan C.         | S543 - Computer-Mediated Communication  
                          | S544 - Gender and Computerization  
                          | S604 - Content Analysis for the World Wide Web  
                          | S641 - Computer-Mediated Discourse Analysis                                         |
|                           | Computer-mediated communication, web analysis, gender and information technology, culture and information technology, discourse |
### Table 3.7 Courses and research interests of full time lecturers and tenure-track faculty fall 2005-fall 2011

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Courses and Research Interests</th>
</tr>
</thead>
</table>
| Irwin, Marilyn N. | - S502 - Collection Development and Management  
                    - S506 - Introduction to Research  
                    - S571 - Materials for Youth  
                    - S622 - Resources and Services for People with Disabilities |
| Access to information in all formats, particularly for people with disabilities |
| Jacob, Elin K.   | - S503 - Representation and Organization  
                    - S515 - Information Architecture  
                    - S633 - Indexing  
                    - S634 - Metadata  
                    - S635 - Ontologies |
| Representation of knowledge, including theories of classification and categorization; indexing systems as cognitive scaffolding; design, implementation, and evaluation of ontologies and metadata schemes; information architecture; philosophy of information |
| Lamb, Annette    | - S532 - Information Architecture for the Web  
                    - S574 - Information Inquiry for School Teachers |
| Educational technology, literature-technology connections, information inquiry, graphic inquiry, trans-media learning environments |
| Lipinski, Tomas A. | - S541 - Information Policy  
                    | Information law and policy, legal issues affecting libraries and archives, copyright and licensing, free speech and privacy in a broad context, cultural rights and privacy |
| Liu, Xiaozhong   | - S534 - Information Retrieval - Theory and Practice  
                    | Information retrieval, natural language processing, text mining, knowledge management, human-computer interaction, digital libraries |
| Manuel, Joyce    | - S501 - Reference  
                    - S521 - Humanities Information  
                    - S524 - Adult Readers Advisory  
                    | History of the black visual artist and library collections of these artists in academic, public, art school, and museum libraries |
| Meho, Lokman     | - S501 - Reference  
                    - S505 - Evaluation of Resources and Services  
                    - S522 - Social Science Information  
                    - S533 - Online Searching  
                    | Citation analysis, informetrics, scholarly communication, social network analysis |
### Table 3.7 Courses and research interests of full time lecturers and tenure-track faculty fall 2005-fall 2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Courses</th>
<th>Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milojević, Staša</td>
<td>S503 - Representation and Organization</td>
<td>Science studies, scholarly communication, scientometrics, bibliometrics, social network analysis, representation of knowledge, scientific classification</td>
</tr>
<tr>
<td></td>
<td>S515 - Information Architecture</td>
<td></td>
</tr>
<tr>
<td>Nisonger, Thomas E.</td>
<td>S502 - Collection Development and Management</td>
<td>Collection development/collection management, journal ranking, use of bibliometric data for evaluation, and library evaluation in an electronic environment</td>
</tr>
<tr>
<td></td>
<td>S505 - Evaluation of Resources and Services</td>
<td></td>
</tr>
<tr>
<td>Paolillo, John</td>
<td>S506 - Introduction to Research</td>
<td>Online social networks, Computer-Mediated Communication, the Semantic Web, multilingualism and the Internet, statistical models and quantitative research methods, computational linguistics, information retrieval, sociolinguistics, and South Asian languages</td>
</tr>
<tr>
<td></td>
<td>S604 - Statistics for Information Science and Usability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S604 - Semantic Web</td>
<td></td>
</tr>
<tr>
<td>Park, Taemin Kim</td>
<td>S504 - Cataloging</td>
<td>Organization of digital resources, information retrieval, scholarly communication, serials</td>
</tr>
<tr>
<td></td>
<td>S631 Advanced Cataloging</td>
<td></td>
</tr>
<tr>
<td>Preer, Jean L.</td>
<td>S502 - Collection Development and Management</td>
<td>American library history, intellectual freedom, professional ethics</td>
</tr>
<tr>
<td></td>
<td>S551 - Library Management</td>
<td></td>
</tr>
<tr>
<td>Robbin, Alice R.</td>
<td>S506 - Introduction to Research</td>
<td>Information policy, resource management, and technology; social and organizational informatics, including information behavior in complex organizations; qualitative and quantitative research methods</td>
</tr>
<tr>
<td></td>
<td>S513 - Organizational Informatics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S541 - Information Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S701 - Introduction to Doctoral Research in Information Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S706 - Introduction to Research</td>
<td></td>
</tr>
<tr>
<td>Rogers, Yvonne</td>
<td>L642 Concepts and Contemporary Issues in HCI</td>
<td>Human computer interaction, interaction design, computer supported cooperative work, external representations, external cognition, pervasive environments, interactive visualisations, interactive learning environments, ethnography</td>
</tr>
</tbody>
</table>
### Table 3.7 Courses and research interests of full time lecturers and tenure-track faculty fall 2005-fall 2011

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Courses</th>
<th>Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schilling, Katherine</td>
<td>S551 - Library Management, S573 - Education of Information Users, S604 - Topics in Library and Information Science, S653 - Health Sciences Librarianship</td>
<td>Development and clinical and organizational implementation of health informatics (health IT) applications, the impact of clinical decision support tools decision making by patients, providers, and administrators</td>
</tr>
<tr>
<td>Shaw, Debora</td>
<td>S502 - Collection Development and Management, S522 Social Science Information</td>
<td>Information seeking and use by humanities scholars and other specialized user groups; and design and impact of electronic information sources</td>
</tr>
<tr>
<td>Sugimoto, Cassidy R.</td>
<td>S505 - Evaluation of Resources and Services, S604 - Scholarly Communication</td>
<td>Bibliometrics and scholarly communications, LIS education and history, user services</td>
</tr>
<tr>
<td>Walsh, John A.</td>
<td>S604 - Digital Humanities, S652 - Digital Libraries</td>
<td>Digital humanities; digital libraries; the application of digital technologies and media formats to transform traditional humanities scholarship and to create new creative, collaborative, and experimental modes of scholarly discourse; semantic web and metadata technologies as discovery and analysis tools; digital editing and textual studies.</td>
</tr>
<tr>
<td>Xia, Jingfeng</td>
<td>S501 - Reference, S506 - Introduction to Research, S522 - Social Science Information</td>
<td>Digital scholarly communication, GIS for library management, social science information</td>
</tr>
</tbody>
</table>
Table 3.7 Courses and research interests of full time lecturers and tenure-track faculty fall 2005-fall 2011

| Yang, Kiduk | S511 Database Design  
|            | S517 Web Programming  
|            | S534 Information Retrieval: Theory and Practice |

Information retrieval with emphasis on leveraging human knowledge for information discovery on the Web.
### Table 3.8 Number of publications and presentations by SLIS faculty 2005-2011

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Journal Articles</th>
<th>Book Chapters</th>
<th>Books/Edited Books</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albee, Barbara</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Applegate, Rachel</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Börner, Katy</td>
<td>32</td>
<td>10</td>
<td>4</td>
<td>204</td>
</tr>
<tr>
<td>Chen, Hsin-Liang</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>Copeland, Andrea</td>
<td>13</td>
<td>2</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Cronin, Blaise</td>
<td>22</td>
<td>1</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>Day, Ronald E.</td>
<td>12</td>
<td>7</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Ding, Ying</td>
<td>24</td>
<td>1</td>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>Ekbia, Hamid</td>
<td>12</td>
<td>7</td>
<td>2</td>
<td>76</td>
</tr>
<tr>
<td>Fichman, Pnina</td>
<td>19</td>
<td>2</td>
<td></td>
<td>52</td>
</tr>
<tr>
<td>Hara, Noriko</td>
<td>19</td>
<td>4</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>Herring, Susan C.</td>
<td>16</td>
<td>17</td>
<td>2</td>
<td>71</td>
</tr>
<tr>
<td>Irwin, Marilyn N.</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Jacob, Elin K.</td>
<td>7</td>
<td>18</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Lamb, Annette</td>
<td>49</td>
<td>3</td>
<td>2</td>
<td>520</td>
</tr>
<tr>
<td>Lipinski, Tomas A.</td>
<td>10</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Liu, Xiaozhong</td>
<td>1</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Milojević, Staša</td>
<td>6</td>
<td>3</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Preer, Jean L.</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>Robbin, Alice R.</td>
<td>6</td>
<td>2</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Rosenbaum, Howard</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>52</td>
</tr>
<tr>
<td>Schilling, Katherine</td>
<td>7</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Shaw, Debra</td>
<td>6</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Sugimoto, Cassidy R.</td>
<td>26</td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Walsh, John A.</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>44</td>
</tr>
<tr>
<td>Xia, Jingfeng</td>
<td>32</td>
<td>4</td>
<td>1</td>
<td>21</td>
</tr>
</tbody>
</table>
Table 3.9 Externally funded research projects on which SLIS faculty were principal investigator /co-principal investigator, 2005-2011

<table>
<thead>
<tr>
<th>Project Director</th>
<th>Agency Name</th>
<th>Award Type</th>
<th>Duration</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applegate, Rachel</td>
<td>IMLS</td>
<td>Instruction</td>
<td>7/1/2007-6/30/2010</td>
<td>343,420</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Börner, Katy</td>
<td>NSF</td>
<td>Research</td>
<td>9/1/2005-8/31/2009</td>
<td>1,120,926</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continuing</td>
<td>9/1/2003-8/31/2006</td>
<td>90,315</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplement</td>
<td>9/1/2003-8/31/2006</td>
<td>15,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplement</td>
<td>8/1/2005-1/31/2007</td>
<td>22,575</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continuing</td>
<td>9/1/2003-8/31/2007</td>
<td>91,662</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplement</td>
<td>9/1/2003-8/31/2007</td>
<td>75,250</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Shaping Outcomes Continuing Education**
- **Applegate, Rachel**
- **IMLS**
- **Duration**: 7/1/2007-6/30/2010
- **Amount**: 343,420

**Shaping Outcomes Continuing Education**
- **Applegate, Rachel**
- **IMLS**
- **Duration**: 7/1/2007-6/30/2010
- **Amount**: 52,866

**Mapping Chemistry**
- **Börner, Katy**
- **NSF**
- **Duration**: 9/1/2005-8/31/2009
- **Amount**: 1,120,926

**SEI: NetWorkBench: A Large-Scale network Analysis, Modeling, and Visualization Toolkit for Biomedical, Social Science, and Physics Research**
- **Börner, Katy**
- **NSF**
- **Duration**: 8/1/2005-7/31/2006
- **Amount**: 182,415

**Modeling the Structure and Evolution of Scholarly Knowledge**
- **Börner, Katy**
- **NSF**
- **Amount**: 68,993

**Collaborative Research: Social Networking Tools to Enable Collaboration in the Tobacco Surveillance, Epidemiology and Evaluation Network (TSEEN)**
- **Börner, Katy**
- **NSF**
- **Duration**: 9/1/2003-8/31/2007
- **Amount**: 90,315

**CAREER: Visualizing Knowledge Domains**
- **Börner, Katy**
- **NSF**
- **Duration**: 9/1/2003-8/31/2006
- **Amount**: 15,000

**CAREER: Visualizing Knowledge Domains - Mapping Science Exhibit at the New York Public Library**
- **Börner, Katy**
- **NSF**
- **Duration**: 8/1/2005-1/31/2007
- **Amount**: 22,575

**Mapping Chemistry - Science Exhibit at the New York Public Library**
- **Börner, Katy**
- **NSF**
- **Duration**: 9/1/2003-8/31/2007
- **Amount**: 91,662

**CAREER: Visualizing Knowledge Domains**
- **Börner, Katy**
- **NSF**
- **Duration**: 9/1/2003-8/31/2007
- **Amount**: 75,250

**CAREER: Visualizing Knowledge Domains**
- **Börner, Katy**
- **NSF**
- **Duration**: 6/1/2007-11/30/2009
- **Amount**: 198,812

**Creative Metaphors to Stimulate New Approaches to Visualizing, Understanding and Rethinking Large Repositories of Scholarly Data**
- **Börner, Katy**
- **NSF**
- **Amount**: 75,708
### Table 3.9 Externally funded research projects on which SLIS faculty were principal investigator /co-principal investigator, 2005-2011

<table>
<thead>
<tr>
<th>Project Description</th>
<th>PI</th>
<th>Agency</th>
<th>Type</th>
<th>Start Date</th>
<th>End Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Research: Social Networking Tools to Enable Collaboration in the Tobacco Surveillance, Epidemiology, and Evaluation Network (TSEEN)</td>
<td>Börner, Katy</td>
<td>NSF</td>
<td>Research</td>
<td>1/1/2008-12/31/2010</td>
<td>399,870</td>
<td>399,870</td>
</tr>
</tbody>
</table>
Table 3.9 Externally funded research projects on which SLIS faculty were principal investigator /co-principal investigator, 2005-2011

<table>
<thead>
<tr>
<th>Börner, Katy</th>
<th>NIH-NCI</th>
<th>Research</th>
<th>9/30/2008-8/31/2009</th>
<th>40,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating Large, Interdisciplinary Research Initiatives Such As TTURC</td>
<td>Börner, Katy</td>
<td>NIH-NIDA</td>
<td>Research</td>
<td>9/26/2007-7/31/2012</td>
</tr>
<tr>
<td>Accuracy of Models for Mapping the Medical Sciences</td>
<td>Börner, Katy</td>
<td>NSF</td>
<td>Research</td>
<td>1/10/2009-5/31/2009</td>
</tr>
<tr>
<td>Developing A Tool That Groups and Maps Awards Based on References</td>
<td>Börner, Katy</td>
<td>NSF</td>
<td>Research</td>
<td>9/15/2009-8/31/2012</td>
</tr>
<tr>
<td>VIVO: Enabling National Networking of Scientists</td>
<td>Börner, Katy</td>
<td>NSF</td>
<td>Supplement</td>
<td>1/1/2008-12/31/2011</td>
</tr>
<tr>
<td>Envisioning Plug-and-Play Cyberinfrastructures</td>
<td>Börner, Katy</td>
<td>BROWN UNIVERSITY</td>
<td>Research</td>
<td>1/1/2011-6/30/2012</td>
</tr>
<tr>
<td>IPA Appointment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3.9 Externally funded research projects on which SLIS faculty were principal investigator /co-principal investigator, 2005-2011

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Institution</th>
<th>Type</th>
<th>Title</th>
<th>Dates</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Börner, Katy</td>
<td>USDA</td>
<td>Research</td>
<td>Phase I: Data Visualization and Knowledge management Putting USDA Science on the Map</td>
<td>4/19/2010-11/1/2020</td>
<td>16,425</td>
</tr>
<tr>
<td>Börner, Katy</td>
<td>NSF</td>
<td>Research</td>
<td>Analyzing and Mapping the Interdisciplinarity of NSF Proposals</td>
<td>5/18/2010-10/31/2010</td>
<td>24,900</td>
</tr>
<tr>
<td>Börner, Katy</td>
<td>Universiteit Utrecht</td>
<td>Research</td>
<td>Exhibit Interface for Browsing a Collection of Letters</td>
<td>7/1/2010-12/31/2010</td>
<td>13,472</td>
</tr>
<tr>
<td>Börner, Katy</td>
<td>USDA</td>
<td>Supplement</td>
<td>Phase II: Data Visualization and Knowledge Management: Putting USDA Science on the Map</td>
<td>4/19/2010-11/1/2010</td>
<td>13,346</td>
</tr>
<tr>
<td>Ding, Ying</td>
<td>NSF</td>
<td>Service</td>
<td>Scholarly Evaluation Metrics: Opportunities and Challenges</td>
<td>9/1/2009-8/31/2010</td>
<td>20,756</td>
</tr>
<tr>
<td>Hara, Noriko</td>
<td>NSF</td>
<td>Research</td>
<td>MOD &amp; Transmission of Tacit Skills in East Asian Graduate Science Programs</td>
<td>10/1/2008-9/30/2011</td>
<td>64,189</td>
</tr>
</tbody>
</table>
### Table 3.9 Externally funded research projects on which SLIS faculty were principal investigator /co-principal investigator, 2005-2011

<table>
<thead>
<tr>
<th>Project Title</th>
<th>PI(s)</th>
<th>Funding Agency</th>
<th>Category</th>
<th>Start Date - End Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citation Analysis of Library and Information Science Faculty Publications: ISI Databases and Beyond</td>
<td>Meho, Lokman Ibrahim</td>
<td>OCLC ONLINE COMPUTER</td>
<td>Research</td>
<td>1/1/2006-3/31/2007</td>
<td>15,000</td>
</tr>
<tr>
<td>A test-bed for personalized, privacy-preserving and high quality health information delivery</td>
<td>Mostafa, Javed</td>
<td>NSF</td>
<td>Research</td>
<td>9/15/2005-8/16/2007</td>
<td>100,000</td>
</tr>
<tr>
<td>NSF Frontiers in Health Information Delivery Workshop</td>
<td>Robbin, Alice</td>
<td>US DEPT OF EDUCATION</td>
<td>Continuing</td>
<td>8/15/2005-8/14/2008</td>
<td>165,060</td>
</tr>
<tr>
<td>Career Transitions Executive Leadership Program</td>
<td>Walsh, John Anthony</td>
<td>NEH</td>
<td>Research</td>
<td>7/1/2007-6/30/2010</td>
<td>200,000</td>
</tr>
<tr>
<td>Text-Image Linking Environment (TILE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Count:                        | 54                             | Amount:                             | $8,249,340             |
Table 4.1 Master’s degrees granted, 2005-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Bloomington</th>
<th>Indianapolis</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 (267)</td>
<td>(148)</td>
<td>(119)</td>
</tr>
<tr>
<td>MLS (232)</td>
<td>115</td>
<td>117</td>
</tr>
<tr>
<td>MIS (35)</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>2006 (260)</td>
<td>(163)</td>
<td>(97)</td>
</tr>
<tr>
<td>MLS (224)</td>
<td>129</td>
<td>95</td>
</tr>
<tr>
<td>MIS (36)</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>2007 (253)</td>
<td>(155)</td>
<td>(98)</td>
</tr>
<tr>
<td>MLS (228)</td>
<td>130</td>
<td>98</td>
</tr>
<tr>
<td>MIS (25)</td>
<td>25</td>
<td>--</td>
</tr>
<tr>
<td>2008 (237)</td>
<td>(126)</td>
<td>(111)</td>
</tr>
<tr>
<td>MLS (207)</td>
<td>96</td>
<td>111</td>
</tr>
<tr>
<td>MIS (30)</td>
<td>30</td>
<td>--</td>
</tr>
<tr>
<td>2009 (278)</td>
<td>(145)</td>
<td>(133)</td>
</tr>
<tr>
<td>MLS (247)</td>
<td>114</td>
<td>133</td>
</tr>
<tr>
<td>MIS (31)</td>
<td>31</td>
<td>--</td>
</tr>
<tr>
<td>2010 (261)</td>
<td>(135)</td>
<td>(126)</td>
</tr>
<tr>
<td>MLS (239)</td>
<td>113</td>
<td>126</td>
</tr>
<tr>
<td>MIS (22)</td>
<td>22</td>
<td>--</td>
</tr>
<tr>
<td>2011 (267) (through summer)</td>
<td>(156)</td>
<td>(111)</td>
</tr>
<tr>
<td>MLS (240)</td>
<td>129</td>
<td>111</td>
</tr>
<tr>
<td>MIS (27)</td>
<td>27</td>
<td>--</td>
</tr>
</tbody>
</table>
Figure 4.1 Enrollment in Master’s Degree Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>123</td>
<td>472</td>
</tr>
<tr>
<td>2006</td>
<td>125</td>
<td>460</td>
</tr>
<tr>
<td>2007</td>
<td>125</td>
<td>464</td>
</tr>
<tr>
<td>2008</td>
<td>146</td>
<td>465</td>
</tr>
<tr>
<td>2009</td>
<td>154</td>
<td>468</td>
</tr>
<tr>
<td>2010</td>
<td>162</td>
<td>446</td>
</tr>
<tr>
<td>2011</td>
<td>161</td>
<td>417</td>
</tr>
</tbody>
</table>
Figure 4.2 SLIS Bloomington - Resident/nonresident students (Fall 2011)

- Resident: 46%
- Non-Resident: 54%
Figure 4.3 SLIS Indianapolis resident and non-resident students, fall 2011
Figure 4.4 Ethnic backgrounds of SLIS masters’ degree students, fall 2011
Figure 4.5 Gender of SLIS master’s students

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>123</td>
<td>472</td>
</tr>
<tr>
<td>2006</td>
<td>125</td>
<td>460</td>
</tr>
<tr>
<td>2007</td>
<td>125</td>
<td>464</td>
</tr>
<tr>
<td>2008</td>
<td>146</td>
<td>465</td>
</tr>
<tr>
<td>2009</td>
<td>154</td>
<td>468</td>
</tr>
<tr>
<td>2010</td>
<td>162</td>
<td>446</td>
</tr>
<tr>
<td>2011</td>
<td>161</td>
<td>417</td>
</tr>
</tbody>
</table>
Figure 4.6 Enrollment in all SLIS degree programs – fall 2011

IN non-degree: 2%
BL MIS: 6%
BL PhD: 5%
BL non-degree: 2%
BL SpLIS: 1%
IN MLS: 40%
BL MLS: 44%
Figure 4.7 Number of internships, fall 2005-summer 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Bloomington</th>
<th>Indianapolis</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>2007</td>
<td>33</td>
<td>12</td>
</tr>
<tr>
<td>2008</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>2009</td>
<td>42</td>
<td>10</td>
</tr>
<tr>
<td>2010</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>2011</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>2012</td>
<td>36</td>
<td>15</td>
</tr>
<tr>
<td>2013</td>
<td>30</td>
<td>13</td>
</tr>
<tr>
<td>2014</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>2015</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>2016</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td>2017</td>
<td>31</td>
<td>18</td>
</tr>
<tr>
<td>2018</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>2019</td>
<td>28</td>
<td>17</td>
</tr>
<tr>
<td>2020</td>
<td>31</td>
<td>27</td>
</tr>
</tbody>
</table>
Table 5.1 Financial and administrative staff salaries 2005/2006-2010/2011 (fringe benefits range from 35% to 42% in addition)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Information Technology/IUB</td>
<td>$70,000</td>
<td>$71,750</td>
<td>$78,925</td>
<td>$82,871</td>
<td>$82,871</td>
<td>$85,532</td>
</tr>
<tr>
<td>Assistant Director of Information Technology/IUB</td>
<td>NA</td>
<td>NA</td>
<td>$50,100</td>
<td>$60,000</td>
<td>$80,000</td>
<td>$82,575</td>
</tr>
<tr>
<td>Manager UNIX/Web Applications/IUB</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>$55,000</td>
<td>$56,825</td>
</tr>
<tr>
<td>Manager of Web Services/IUB</td>
<td>NA</td>
<td>$38,950</td>
<td>$42,500</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$51,675</td>
</tr>
<tr>
<td>UNIX System Specialist/IUB</td>
<td>NA</td>
<td>$45,100</td>
<td>$45,461</td>
<td>$46,825</td>
<td>$46,825</td>
<td>$46,825</td>
</tr>
<tr>
<td>Director of Admissions and Placement/IUB</td>
<td>$48,487</td>
<td>$49,700</td>
<td>$57,500</td>
<td>$60,400</td>
<td>$60,400</td>
<td>$62,387</td>
</tr>
<tr>
<td>Director of Finance and Administration/IUB</td>
<td>$67,290</td>
<td>$68,975</td>
<td>$74,000</td>
<td>$77,700</td>
<td>$77,700</td>
<td>$80,206</td>
</tr>
<tr>
<td>Dean’s Assistant/Office Manager/IUB</td>
<td>$25,792</td>
<td>$29,370</td>
<td>$30,077</td>
<td>$31,138</td>
<td>$52,000</td>
<td>$53,747</td>
</tr>
<tr>
<td>Admissions Services Coordinator/Recorder/IUB</td>
<td>$25,459</td>
<td>$26,166</td>
<td>$28,870</td>
<td>$29,890</td>
<td>$29,890</td>
<td>$30,784</td>
</tr>
<tr>
<td>Research Assistant/General Fund/IUB</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>$21,900</td>
<td>$22,734</td>
</tr>
<tr>
<td>Administrative Secretary/Payroll Coordinator/IUB</td>
<td>$29,931</td>
<td>$33,738</td>
<td>$34,299</td>
<td>$35,506</td>
<td>$35,506</td>
<td>$36,566</td>
</tr>
<tr>
<td>Accounting and research Services Assistant/IUB</td>
<td>NA</td>
<td>NA</td>
<td>$34,050</td>
<td>$34,050</td>
<td>$36,275</td>
<td>$36,275</td>
</tr>
<tr>
<td>Development Officer (6 months)/IUB</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>$25,500</td>
</tr>
<tr>
<td>Director of Finance and Student Services/IUPUI</td>
<td>$42,970</td>
<td>$44,044</td>
<td>$45,586</td>
<td>$48,321</td>
<td>$48,321</td>
<td>$49,287</td>
</tr>
<tr>
<td>Administrative Secretary/IUPUI</td>
<td>NA</td>
<td>NA</td>
<td>$29,120</td>
<td>$30,129</td>
<td>$30,129</td>
<td>$31,034</td>
</tr>
<tr>
<td>Administrative Secretary/IUPUI</td>
<td>$28,808</td>
<td>$29,682</td>
<td>$30,576</td>
<td>$31,658</td>
<td>$31,658</td>
<td>$32,614</td>
</tr>
<tr>
<td>Column Totals</td>
<td>$338,737</td>
<td>$437,475</td>
<td>$547,014</td>
<td>$618,488</td>
<td>$736,250</td>
<td>$784,566</td>
</tr>
</tbody>
</table>
Table 5.2 SLIS financial support for student activities, 2005-2010

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Support student chapters @ $150</td>
<td>900</td>
<td>900</td>
<td>900</td>
<td>900</td>
<td>1,200</td>
<td>1,400</td>
</tr>
<tr>
<td>ALISE PhD student /conf meeting</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>300</td>
<td>250</td>
<td>250</td>
</tr>
<tr>
<td>Annual grad student reception</td>
<td>3,689</td>
<td>3,482</td>
<td>3,200</td>
<td>3,784</td>
<td>3,584</td>
<td>3,470</td>
</tr>
<tr>
<td>Fall orientation</td>
<td>948</td>
<td>1,462</td>
<td>1,542</td>
<td>2,100</td>
<td>272</td>
<td>65</td>
</tr>
<tr>
<td>Fall grad orientation/rental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>510</td>
<td>318</td>
</tr>
<tr>
<td>Spring orientation</td>
<td>72</td>
<td>67</td>
<td>98</td>
<td>100</td>
<td>77</td>
<td>45</td>
</tr>
<tr>
<td>Summer orientation</td>
<td>146</td>
<td>57</td>
<td>101</td>
<td>62</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>PhD orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>105</td>
</tr>
<tr>
<td>PhD forum</td>
<td>628</td>
<td>631</td>
<td>1,060</td>
<td>175</td>
<td>611</td>
<td>691</td>
</tr>
<tr>
<td>PhD Research Seminar/Brown Bag</td>
<td>65</td>
<td>244</td>
<td>108</td>
<td>102</td>
<td>351</td>
<td>316</td>
</tr>
<tr>
<td>Pizza with deans fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pizza - Curriculum Comm students</td>
<td>177</td>
<td>122</td>
<td>108</td>
<td>96</td>
<td>102</td>
<td>120</td>
</tr>
<tr>
<td>SLIS Student Forum</td>
<td>110</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student career forum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>366</td>
</tr>
<tr>
<td>Fall graduation week</td>
<td>196</td>
<td>772</td>
<td>258</td>
<td>253</td>
<td>207</td>
<td>223</td>
</tr>
<tr>
<td>Fall graduation week furniture rental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>415</td>
<td>318</td>
</tr>
<tr>
<td>Spring graduation week</td>
<td>1,365</td>
<td>1,548</td>
<td>1,242</td>
<td>130</td>
<td>122</td>
<td>150</td>
</tr>
<tr>
<td>IMLS Fellows/Res meeting / PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Deans meeting w/PhD students</td>
<td>158</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana Librarians Leading in Diversity Final Forum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>250</td>
</tr>
<tr>
<td>Yearly Totals:</td>
<td>$8,698</td>
<td>$9,900</td>
<td>$10,927</td>
<td>$8,473</td>
<td>$7,150</td>
<td>$7,040</td>
</tr>
<tr>
<td>Cumulative total for all years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$60,4787</td>
</tr>
</tbody>
</table>
Table 5.3 Sources of SLIS income by year, 2005/2006 - 2010/2011

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours(^1)</td>
<td>4622.5</td>
<td>4288.5</td>
<td>4321</td>
<td>4567</td>
<td>4704.5</td>
<td>4975.5</td>
</tr>
<tr>
<td>Revenues generated(^2)</td>
<td>3,693,878</td>
<td>3,864,423</td>
<td>4,240,894</td>
<td>4,747,489</td>
<td>5,074,777</td>
<td>7,177,788</td>
</tr>
<tr>
<td>Total institutional funds</td>
<td>8,856,553</td>
<td>8,551,837</td>
<td>8,836,740</td>
<td>9,403,353</td>
<td>9,592,458</td>
<td>10,634,692</td>
</tr>
<tr>
<td>Indirect costs</td>
<td>115,646</td>
<td>172,499</td>
<td>207,168</td>
<td>185,929</td>
<td>357,351</td>
<td>388,983</td>
</tr>
<tr>
<td>Institutional funds (state)</td>
<td>8,700,907</td>
<td>8,379,338</td>
<td>8,629,572</td>
<td>9,217,424</td>
<td>9,235,107</td>
<td>10,245,709</td>
</tr>
</tbody>
</table>

1. This is the total credit hours system-wide (Bloomington and IUPUI) for the Fall semester, as reported in the ALISE data

2. These are total annual revenues generated by tuition
Table 5.4 SLIS support for LIS research and education, 2005/2006-2010/2011

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty teaching</td>
<td>2,243,789</td>
<td>2,247,413</td>
<td>2,404,769</td>
<td>2,343,218</td>
<td>2,833,713</td>
<td>2,509,273</td>
</tr>
<tr>
<td>Adjunct faculty teaching</td>
<td>204,954</td>
<td>273,212</td>
<td>243,415</td>
<td>392,832</td>
<td>353,788</td>
<td>287,728</td>
</tr>
<tr>
<td>Admin/support staff</td>
<td>409,578</td>
<td>490,158</td>
<td>669,515</td>
<td>644,324</td>
<td>674,744</td>
<td>678,718</td>
</tr>
<tr>
<td>Instructional resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional funds: SLIS library</td>
<td>22,736</td>
<td>29,068</td>
<td>7,081</td>
<td>11,511</td>
<td>9,805</td>
<td>9,397</td>
</tr>
<tr>
<td>Institutional funds: research</td>
<td>114,250</td>
<td>121,350</td>
<td>103,950</td>
<td>126,900</td>
<td>115,500</td>
<td>177,200</td>
</tr>
<tr>
<td>SLIS: Summer Research Support</td>
<td>71,602</td>
<td>65,565</td>
<td>41,042</td>
<td>28,025</td>
<td>86,822</td>
<td>90,481</td>
</tr>
<tr>
<td>Institutional funds: Bloomington: labs</td>
<td>140,734</td>
<td>167,474</td>
<td>177,195</td>
<td>159,421</td>
<td>104,561</td>
<td>108,748</td>
</tr>
<tr>
<td>Institutional funds: IUPUI: library coll.</td>
<td>22,736</td>
<td>29,068</td>
<td>7,081</td>
<td>11,511</td>
<td>9,805</td>
<td>9,397</td>
</tr>
<tr>
<td>Institutional funds: development</td>
<td>5,101</td>
<td>4,514</td>
<td>6,564</td>
<td>4,703</td>
<td>5,187</td>
<td>42,887</td>
</tr>
<tr>
<td>IT support</td>
<td>286,798</td>
<td>166,979</td>
<td>148,695</td>
<td>129,841</td>
<td>157,753</td>
<td>244,798</td>
</tr>
<tr>
<td>Institutional funds: travel (total)</td>
<td>75,676</td>
<td>111,364</td>
<td>120,047</td>
<td>118,351</td>
<td>70,250</td>
<td>118,183</td>
</tr>
<tr>
<td>Institutional funds: travel: admin</td>
<td>10,210</td>
<td>21,223</td>
<td>18,296</td>
<td>19,469</td>
<td>12,340</td>
<td>9,462</td>
</tr>
<tr>
<td>Institutional funds: travel: faculty</td>
<td>51,043</td>
<td>72,766</td>
<td>75,201</td>
<td>75,158</td>
<td>55,665</td>
<td>95,862</td>
</tr>
<tr>
<td>Institutional funds: travel: other¹</td>
<td>14,423</td>
<td>17,375</td>
<td>26,550</td>
<td>23,724</td>
<td>2,245</td>
<td>12,859</td>
</tr>
<tr>
<td>Student funding (total)²</td>
<td>670,490</td>
<td>755,686</td>
<td>908,207</td>
<td>882,953</td>
<td>1,185,158</td>
<td>1,230,074</td>
</tr>
<tr>
<td>Fellowships/Grad Scholarships</td>
<td>645,005</td>
<td>705,213</td>
<td>742,842</td>
<td>831,153</td>
<td>1,111,558</td>
<td>1,076,249</td>
</tr>
<tr>
<td>FA/Other- IUF²</td>
<td>25,485</td>
<td>50,473</td>
<td>165,365</td>
<td>51,800</td>
<td>73,600</td>
<td>153,825</td>
</tr>
<tr>
<td>Masters students supported</td>
<td>94</td>
<td>104</td>
<td>110</td>
<td>106</td>
<td>107</td>
<td>96</td>
</tr>
<tr>
<td>Specialist/doctoral students supported</td>
<td>19</td>
<td>21</td>
<td>17</td>
<td>26</td>
<td>25</td>
<td>24</td>
</tr>
</tbody>
</table>

1. Institutional funds: other includes: visitors, prospective faculty, field trips
2. This total does not include hourly wages that are part of student financial aid packages
3. FA/Other-IUF may include: funding from the University Graduate School, GAANN fellowships, the IU Foundation and IU Endowments
### Table 5.5 SLIS General Funds FY 2011

<table>
<thead>
<tr>
<th></th>
<th>IUB</th>
<th>IUPUI</th>
<th>SLIS Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Fees</td>
<td>5,553,680</td>
<td>1,957,201</td>
<td>7,510,881</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>1166505</td>
<td>573,828</td>
<td>1,740,333</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>1,235,123</td>
<td>68,570</td>
<td>1,303,693</td>
</tr>
<tr>
<td>Indirect Cost Recovery Income</td>
<td>392,631</td>
<td>9,665</td>
<td>402,296</td>
</tr>
<tr>
<td>Transfer of Funds</td>
<td>174,577</td>
<td>55,285</td>
<td>229,862</td>
</tr>
<tr>
<td>Assessments (paid to campus)</td>
<td>(1,532,153)</td>
<td>(626,103)</td>
<td>(2,158,256)</td>
</tr>
<tr>
<td>Total Income</td>
<td>6,990,363</td>
<td>2,038,446</td>
<td>9,028,809</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>IUB</th>
<th>IUPUI</th>
<th>SLIS Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensation</td>
<td>3,250,373</td>
<td>1,642,776</td>
<td>4,893,149</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td>903,030</td>
<td>149,533</td>
<td>1,052,563</td>
</tr>
<tr>
<td>General Expense</td>
<td>226,611</td>
<td>170,504</td>
<td>397,115</td>
</tr>
<tr>
<td>Travel</td>
<td>10,278</td>
<td>54,066</td>
<td>64,344</td>
</tr>
<tr>
<td>Capital Assets</td>
<td>69,430</td>
<td>2,801</td>
<td>72,231</td>
</tr>
<tr>
<td>Transfers</td>
<td>611,303</td>
<td>5,969</td>
<td>617,272</td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td><strong>5,071,025</strong></td>
<td><strong>2,025,648</strong></td>
<td><strong>7,096,673</strong></td>
</tr>
</tbody>
</table>
### Table 5.6 Comparative faculty salaries for the academic 2009-2010, based on ALISE data

<table>
<thead>
<tr>
<th>Faculty Rank</th>
<th>Average IU SLIS salary</th>
<th>ALISE</th>
<th>ALISE-Midwest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>85,918</td>
<td>107,592</td>
<td>103,613</td>
</tr>
<tr>
<td>Associate</td>
<td>78,665</td>
<td>83,610</td>
<td>79,204</td>
</tr>
<tr>
<td>Assistant</td>
<td>65,538</td>
<td>69,004</td>
<td>72,100</td>
</tr>
<tr>
<td>Lecturer</td>
<td>63,407</td>
<td>60,742</td>
<td></td>
</tr>
</tbody>
</table>
Supporting Materials
Photographs

Bloomington: IU Arboretum
Photo by Dale Wray

Bloomington: IU Arboretum
Photo by SLIS Staff

Bloomington: IU Dunn Woods
Photo by SLIS Staff

Bloomington: Monroe County Courthouse
Photo by IU - University Communications

Bloomington: IU Wells Library
Photo by IU - University Communications

Bloomington: Indiana Arc, IU Art Museum
Photo by Dale Wray

Bloomington: IU Campus Bus
Photo by Dale Wray

Bloomington: IU Wells Library
Photo by IU - University Communications

Bloomington: IU Wells Library
Photo by IU - University Communications
Photographs

Bloomington: Kirkwood Ave.
Photo by IU - University Communications

Bloomington: IU Wells Library
Photo by IU - University Communications

Indianapolis: University Library and Science Building
Photo by IU - University Communications

Bloomington: IU Radio-Television Center
Photo by IU - University Communications

Indianapolis: Canal, Downtown
Photo by IU - University Communications

Indianapolis: State Capitol
Photo by IU - University Communications

Indianapolis: University Library
Photo by IU - University Communications

Indianapolis: East Gate/West Gate, IUPUI
Photo by IU - University Communications

Indianapolis: IUPUI Campus
Photo by IU - University Communications
Photographs

Indianapolis: University Library
Photo by IU - University Communications

Indianapolis: University Library
Photo by IU - University Communications

Indianapolis: Fountain, Wood Plaza, IUPUI
Photo by IU - University Communications

Indianapolis: IUPUI
Indianapolis Library
Photo by IU - University Communications

Credits

In addition to the contributions of SLIS faculty and staff, we gratefully acknowledge the role of the Indiana University Office of Creative Services and the Indiana University - University Communications Office in providing design and photography contributions to this project.
Appendix 1.1
This document, drafted in response to the Report of the Core School Operations Review Committee (July 7, 2008), describes the administrative arrangements in place between the Bloomington and Indianapolis operations of the School of Library and Information Science. It reflects the general spirit of collaboration between the two units and details the distribution and delegation of responsibilities between the dean (resident at Bloomington) and the associate dean (AD) based at Indianapolis—the “non-dean resident” (NDR) campus, to use the nomenclature of the report. The major goals underpinning this memorandum of understanding are threefold: (a) improved inter-campus communication at all levels; (b) further harmonization of the school’s routine operations, and (c) greater transparency in the application of both common and campus-specific policies and procedures.

The relationships and division of responsibilities listed herein reflect current conditions and personnel and, as such, ought not to be viewed as immutable. As circumstances change and programs evolve, it is quite likely that adjustments of one kind or another will be made to the practices listed below.

Curricular changes: These are proposed and voted on by the full-time faculty of the School. Faculty representatives from both campuses sit on the school’s Curriculum Steering Committee and all curricular proposals and changes are voted on by the faculty as a whole. The school’s core program (the Master of Library Science [MLS]) is jointly accredited by the American Library Association. As long as the MLS is jointly accredited, it is unlikely that current practices will change.

Proposals for new degrees and programs: All proposals for new degree programs, certificates, dual degrees, specializations, etc. are discussed and voted on by the faculty as a whole. The decision whether or not to approve the launch of a new degree or program, be it at Bloomington or Indianapolis, rests ultimately with the dean based upon an assessment of market, financial, personnel, and pedagogic factors.

Recruitment and advancement of academic personnel: The dean and the AD work closely in the matter of faculty recruiting on the NDR campus. The NDR-AD discusses possible candidates with the dean and makes curricula vitae and other information available. The dean meets with finalists and seeks input from both the NDR-AD and the NDR campus promotion and tenure (P&T) committee. The dean decides whether an offer is to be made or not. The dean may not make an appointment without the recommendation of the appropriate campus P&T committee.

Hiring and management of adjunct faculty: This is the responsibility of the NDR-AD.

Hiring and management of non-academic personnel: At Indianapolis, executive responsibility for both these functions rests with the associate dean. The NDR-AD keeps the dean informed of developments and issues arising.

Class schedules: These are the responsibility of the NDR-AD.

Instructional assignments: These are the responsibility of the NDR-AD.

External relations: These tend to be campus specific, though there are areas of overlap and in such cases informal coordination is desirable. In effect, the NDR-AD has local responsibility.

Requests for sabbatical leave: The NDR-AD has authority for this matter in accord with local campus guidelines.

Promotion and tenure advice: Typically provided locally by the NDR-AD, but the dean should be willing to discuss P&T matters with all faculty at any time. The P&T process for SLIS-IUPI is the same as for all other core-campus units. Dossiers go the local P&T committee, then to the NDR-AD, then to the dean of the school, and finally to the IUPUI campus adminis-
Mentoring of faculty: This is locally arranged by the NDR-AD.

Grievances: These are typically handled locally, though the dean may be involved depending on the gravity of the issue, etc.

Terminations of non-tenure track faculty: This is the responsibility of the NDR-AD, though the dean should be kept informed.

Salary review: This is conducted by the NDR-AD whose recommendations are reviewed and approved by the dean.

Legal, regulatory, and compliance matters: These are the responsibility of the NDR-AD.

Review of school goals by campus administration: The goals are drafted by the NDR-AD and reviewed and approved by the dean. The NDR-AD presents the goals to the campus administration.

Representation of the school at NDR campus-level meetings: This is largely the responsibility for the NDR-AD, though the dean may choose on occasion to attend certain meetings.

Campus expectations for decanal involvement in campus events: The NDR-AD is the school’s on-campus representative, including attendance at commencement and similar ceremonies.

Appointment process for NDR-AD: This should reflect prevailing norms on the Indianapolis campus and follow established hiring/appointment policies and practices on that campus. The ultimate appointment decision is, however, made by the dean, not the campus administration.

Transparency of campus budget to dean: The dean has ultimate authority for budgetary affairs on both campuses and should have a clear sense of the fiscal status quo at any time, especially during budget construction.

Participation of dean in campus budget process: Participation is by the NDR-AD.

Setting tuition: Tuition rates are essentially the same on both campuses with lock-step increases. The dean will inform the NDR-AD of the justification for proposed increases on the Bloomington campus.

Students: Common admissions requirements apply to SLIS Bloomington and SLIS-IUPUI, but admissions are campus specific. A maximum of six credits hours may be transferred from one campus to the other. Student recruitment needs to be conducted in such a way as to maximize market opportunities for the school as a whole as while preventing intra-unit and inter-campus competition.

Setting fees: Local fees are set by the NDR-AD.

Participation in budget hearings: The NDR-AD attends the quarterly budget meetings. Both the dean and NDR-AD attend the annual budget presentation to the campus leadership.

Meetings with finance and administration officers: These are the responsibility of the NDR-AD.

Fund raising: Where possible the school will undertake unified alumni relations and development work. However, SLIS-IUPUI is encouraged to develop local fund-raising initiatives and capabilities. All gifts and pledges to SLIS-IUPUI will be for the sole use of that campus.

Audit responsibility: Resides with the NDR-AD.

Commitment of non-personnel resources: The responsibility of the NDR-AD.

Allocation of shared and common good expenses across campuses: The dean and NDR-AD review the
Appendix 1.1 Memorandum Of Understanding

associated costs. The dean makes the final decision.

This agreement is made the twenty sixth day of February, 2009.

Blaise Cronin
Dean, School of Library and Information Science

Marilyn Irwin
Associate Dean, School of Library and Information Science, IUPUI
Appendix 1.2
Indiana University
School of Library and Information Science
Governance Document

Adopted December 15, 2010

1. THE FACULTY

1.1 Faculty

The Faculty of the Indiana University School of Library and Information Science (SLIS) at Indiana University shall consist of the tenured and tenure-probationary Professors, regardless of rank, with at least .5 FTE appointments and Lecturers, regardless of rank, with 1.0 FTE appointments in the School.

1.2 Associate Faculty

Associate Faculty shall consist of administrative officers and individuals appointed to teach on a part-time basis, including adjunct and visiting appointments. Associate Faculty may attend faculty meetings and hold the privilege of discussion and debate, but may neither submit a motion or resolution nor vote in faculty meetings or on resolutions arising from faculty meetings.

1.3 Emeritus Faculty

Emeritus Faculty shall have the status of Associate Faculty.

1.4 Librarians, Professional, and Technical Employees

Librarians, Professional Staff and Technical Staff employed by the School shall have the status of Associate Faculty.

1.5 Granting of Additional Voting Rights

The Faculty may grant voting rights to any individual by a two-thirds vote of the Faculty.

2. FACULTY RIGHTS AND RESPONSIBILITIES

Subject to the Constitution of the Indiana University Faculty and other provisions in the SLIS governance document, the Indiana University Faculty have granted the School of Library and Information Science Faculty authority pertaining to the School in the following areas:

2.1 Legislative Authority

- The School’s academic mission;
- The School’s short- and long-term planning;
- The School’s structure of faculty governance, consistent with University faculty standards;
- Creation, reorganization, merger, and elimination of academic programs and units within the School;
- Authority over academic units within the School and relations between them;
- Conferring of degrees;
- Curriculum;
- Academic calendar, with only such deviation from University and campus calendars as made necessary by special curricular or accreditation requirements;
- Admission and retention of students in the School;
- Standards for student academic performance;
- Student conduct and discipline, consistent with University and campus faculty standards;
- Appointment, promotion and tenure, compensation, conduct and discipline, and grievances of the School’s faculty, consistent with University and campus faculty standards.

2.2 Consultative Authority

- The School’s facilities and budgets;
- Appointment and review of the School’s academic officers (except the Dean of the School) and administrative officers affecting the School’s academic mission, consistent with University and campus faculty standards;
- Other matters affecting the academic mission of the School, subject to the legislative authority of the University and campus faculty.

3. FACULTY POLICY COUNCIL

3.1 Role
The Faculty Policy Council represents the Faculty as a whole in advising the Dean on faculty policy issues and representing the Faculty to University bodies. The Faculty Policy Council also initiates actions, proposes policies, brings items for discussion at faculty meetings, holds informational and deliberative meetings for the Faculty as a whole, and recommends the creation of ad hoc committees and task forces.

Responsibilities of the Faculty Policy Council include:

- Serving as the School’s Budgetary Review Committee;
- Serving as the School’s Grievance Committee. Grievances will be heard by the Faculty Policy Council augmented by two faculty members of the grieving faculty member’s choice;
- Advising the Dean on faculty policy issues, diversity issues, and short- and long-term planning;
- With the Dean, reviewing the performance of Associate Deans every four years. In conducting these reviews, the Faculty Policy Council seeks advice from the Faculty as a whole, from Associate Faculty and from the School’s librarians, professional staff, and technical employees;
- Reviewing the School’s governance document at least every three years to assess the need for changes;
- Appointing one of its members as the School’s representative to the Bloomington Faculty Council or IUPUI Faculty Council, when the School’s elected member is not able to serve on the Council.

3.2 Membership

The Faculty Policy Council consists of three members of the School’s Faculty elected by a secret ballot of the entire faculty, including the Dean, Associate Deans and current members of the Faculty Policy Council. The composition of the Faculty Policy Council will be as follows: one member of the Bloomington faculty will represent the Bloomington campus and be elected by a secret ballot of the Bloomington faculty. One member of the Indianapolis faculty will represent the Indianapolis campus and will be elected by a secret ballot of the Indianapolis faculty. One member will be at-large and will be elected by a secret ballot of the SLIS faculty as a whole. One member is elected near the end of each academic year, with the candidate receiving the highest number of votes elected.

Members serve three-year terms, commencing one month following the date of the election. A member may serve two consecutive terms, but then must have at least one year without service before being eligible to serve again. In the event of a vacancy, a secret ballot of the appropriate Faculty will determine a replacement to fill the remainder of the term.

Ties will be decided by lot.

The Faculty Policy Council annually selects its own Chair.

3.3 Faculty Policy Council Meetings

Meetings of the Faculty Policy Council shall be held at least once a semester during the academic year. Minutes will be recorded by a member of the Council and distributed within two weeks to the Faculty as a whole.

4. ADMINISTRATION

4.1 Role of the Dean

The Dean is the chief administrative officer of the School and reports to the Provost of the Bloomington campus. The Dean provides academic leadership, articulates the mission of the School, facilitates the conduct of research, maintains a strong funding base, and ensures that agreed policies and strategies are implemented in a timely fashion. The Dean has oversight responsibility for all of the School’s activities and is ultimately responsible for the effective management of the School’s human, physical, and financial resources. The Dean works closely with the Faculty and Faculty Policy Council in developing strategy, formulating policy, and in setting both short- and long-term objectives. The Dean appoints chairs and members of the standing and ad hoc committees, taking into account each individual’s expertise and preferences as well as the needs of the School. The Dean chairs all regular meetings of the full Faculty and provides an annual report on the state of the School.
4.2 Role of Associate Deans

In the absence of the Dean, an Associate Dean assumes the role and responsibilities of the Dean. An Associate Dean will serve as the School’s Affirmative Action Officer on his or her respective campus. The appointment of an individual to the position of Associate Dean is determined jointly by the Dean and the Faculty Policy Council. Associate Deans will normally be faculty members and will be reviewed every four years by the Dean and the Faculty Policy Council.

5. COMMITTEES

5.1. Standing Committees

Standing committees are established and abolished by a two-thirds vote of the Faculty. The Dean or any other member of the Faculty may propose the creation or abolition of a standing committee. Membership of standing committees is open to all faculty members and, where appropriate, Associate Faculty, except where otherwise specified. The Dean appoints standing committee chairs and members, taking into account each individual’s expertise and preferences as well as the needs of the School. Normally, a committee has approximately proportional representation of faculty from both campuses, and the chair of a standing committee is normally selected from the Faculty. Sub-committees are composed of members of the committee itself or are appointed by the Dean. Policy proposals and recommendations produced by standing committees are subject to review and approval at faculty meetings. Student participation in standing committees is at the discretion of the committee.

5.1.1 Promotion and Tenure Committees

The Promotion and Tenure Committee on each campus oversees evaluations of teaching, research, and service as a basis for recommendations for promotion and tenure, including pre-tenure reviews of faculty on that campus. Specific responsibilities are described in the Promotion and Tenure Guidelines of each campus.

The Promotion and Tenure Committee on each campus is comprised of all tenured members of the School’s Faculty on that campus, with the exception of the Dean, and includes those faculty members who were granted tenure during the previous academic year. Each Promotion and Tenure Committee elects its own chair.

5.1.2 Doctoral Steering Committee

The Doctoral Steering Committee is responsible for the development and review of the Ph.D. program, for recommending policy changes, and for making decisions relating to financial aid for doctoral students. The committee will normally be chaired by the Director of the Ph.D. program.

The Doctoral Steering Committee is responsible for nominating faculty members to the University Graduate School to be endorsed to chair doctoral research committees. All tenure-track faculty are granted graduate faculty status at the time of appointment, which allows them to serve on doctoral research committees. To chair a doctoral research committee, a faculty member must be endorsed by the University Graduate School. The Doctoral Steering Committee will nominate all tenured SLIS faculty for endorsement. In exceptional cases, the Doctoral Steering Committee may request endorsement of an untenured faculty member to chair the research committee of a specific doctoral student.

5.1.3. Admissions and Scholarship Committee

The Admissions and Scholarship Committee is responsible for recommending policy changes to admissions and financial aid procedures, implementing the School’s admission policy at the Master’s and Specialist levels and for making decisions concerning distribution of School-based financial aid to MLS and MIS students. The committee is responsible for initiatives that contribute to a diverse SLIS student body.

The professional staff members who coordinate admissions and placement are ex-officio members of the Admissions and Scholarship Committee.

5.1.4. Curriculum Steering Committee

The Curriculum Steering Committee is responsible for the development and review of all SLIS degrees and certification programs except the doctoral program and all courses (graduate and undergraduate, and SLIS courses that are cross-listed with other departments and/or with the doctoral program). Ex-officio members of
the committee are the MLS and MIS program directors, and the Associate Deans on both campuses.

5.1.5. Information Technology Committees

The Information Technology Committee on each campus recommends acquisition of information systems and technologies for the support of SLIS research, instruction and administration; develops long-term information technology plans for the School; and acts in an advisory capacity to the Manager of Information Technology regarding the planning, management, and operation of computer systems and facilities.

5.2. Ad Hoc Committees

From time to time there will be a need for ad hoc committees or task forces to address specific issues. Such committees may be established at the recommendation of the Dean, the Faculty Policy Council, or a majority of the Faculty. The Dean appoints individuals to ad hoc committees and appoints the chair. An ad hoc committee or task force will cease to exist upon completion of its assigned task(s). Any ad hoc committee or task force that has been in existence for three years will cease to exist unless its mandate is extended by the Dean, the Faculty Policy Council, or a majority of the Faculty. Ad hoc committee membership may be extended to associate, technical, or professional-level individuals in the School or in other relevant units. Student participation is at the discretion of the committee.

5.2.1 Program Review Committee

The Program Review Committee is an ad hoc committee that is charged to review and recommend revisions to one of the SLIS degree programs. Membership in a program review committee is determined by a consultation among the Dean, the program director and the appropriate standing committee chair, with appointments made by the Dean.

A program review begins with work by the Program Review Committee, with reports to the appropriate standing committee (Curriculum Steering Committee or Doctoral Steering Committee). Proposals for revision are then presented to the Faculty as a whole for discussion and vote.

5.2.2 Search and Screen Committee

Search and Screen Committees perform all the functions of identifying suitable candidates for Faculty vacancies, including making arrangements for candidates to interview. The Dean may appoint different search and screen committees for different positions.

The Dean will not normally serve as a member of a Search and Screen Committee. The Committee receives its charge from the Dean and will provide the Dean with a list of candidates deemed acceptable for a given position. The Dean may select candidates from this list, may choose not to fill the position, or may reconstitute the Search and Screen Committee. Voting membership of a Search and Screen Committee is not normally extended to students. In conducting its business, a Search and Screen Committee will seek advice and guidance from both Faculty and students throughout the process.

6. FACULTY MEETINGS

6.1 Calling Faculty Meetings

The Dean will call meetings of the School’s Faculty at least once each fall and spring term. Additional meetings of the Faculty will be called as the Dean determines necessary. The Dean will call a meeting of the Faculty at the request of a majority of the Faculty Policy Council or at the request of three members of the Faculty. An Associate Dean will chair the meeting in the Dean’s absence.

6.2 Announcement of Faculty Meetings

The date, time, and location of faculty meetings will be communicated to all Faculty at least two weeks in advance. Committee reports and other documents pertinent to issues scheduled for discussion will be distributed to the Faculty at least one week prior to the meeting. Each committee chair is responsible for distribution of documents from the committee.

6.3 Quorum for Faculty Meetings

A quorum consisting of two-thirds of the Faculty is required in order to conduct a faculty meeting. This quorum must include the Dean or an Associate Dean acting on the Dean’s behalf. The quorum shall not include Faculty teaching, on sabbatical or
on other leave. In any event, Faculty shall inform the Dean of the reasons for their absence within a week of the announcement of the meeting date.

6.4 Faculty Secretary

The Faculty Secretary, appointed by the Dean, will compile minutes of faculty meetings and conduct voting on resolutions arising from faculty meetings. The Faculty Secretary may be assisted by clerical staff.

6.5 Minutes of Faculty Meetings

The Faculty Secretary will distribute the minutes of each faculty meeting within two weeks following the meeting. Minutes are subject to revision at the next faculty meeting.

6.6 Rules of Order

After discussion, decisions of the Faculty will be made by voting on motions presented. The chair may call for a motion or recognize a motion from a faculty member or a Committee. For Committee motions, or following a second to a motion proposed by a faculty member, the chair will request more discussion. The chair or a member may call for a vote on the motion. A majority vote of the Faculty in attendance will determine the acceptance or rejection of the motion. The chair is not eligible to vote on a motion but may cast a deciding vote in the case of a tie.

A motion may be in the form of a “call for a resolution.” A second member must voice support for submitting a motion to the resolution level in order for such action to be taken. A resolution will be a written statement for action. The Secretary will submit the resolution to the Faculty, who will consider the motion for a two-week period. The Faculty Secretary will then accept and count the votes and report the results. Each faculty member (including the Dean) may cast a vote. A majority vote of the faculty is needed to accept or reject a resolution. All motions and resolutions and the resulting votes will be recorded in the minutes of the faculty meetings.

6.7 Voting

When any vote is taken, the outcome will be determined by the total number of votes cast. Abstentions will not be counted as part of the total votes cast. Majority and two-thirds vote totals will be determined based upon the total number of “yeas” and “nays” cast.

6.7.1 Electronic voting

In the case that electronic voting is to be used, it must be preceded by discussion at a faculty meeting. The ballot and the text of the matter up for a vote will be distributed by email. Votes may be cast during a two week period. The outcome (majority and two thirds) will be determined by the total number of votes cast.

6.8 Other Faculty Gatherings

The Faculty Policy Council, the Dean, committee chairs, or program directors, may call Faculty gatherings for the purpose of hearing discussion on policies and issues. Such gatherings will not constitute official faculty meetings.

7. CHANGES TO THIS DOCUMENT

7.1 Amendment

Amendment of this document may be initiated by petition from any three members of the Faculty. Amendments must be approved by two-thirds of the eligible Faculty voting by secret ballot. At least two weeks shall pass between the introduction of a petition and the faculty vote on that petition.

7.2 Review of the Document

This document will be reviewed by the Faculty Policy Council at least every three years to assess the need for changes and to make recommendations for such changes to the Faculty.

7.2.1 Voting on the review of the governance document

All tenured and tenure-probationary professors, regardless of rank, with at least .5 FTE appointments and Lecturers, regardless of rank, with 1.0 FTE appointments in the School of Library and Information Science can vote on proposed revisions to the SLIS governance document.

REVISION HISTORY
Revision 1.0 proposed May 4, 1997
Revision 1.1 proposed May 17, 1997
Revision 1.2 proposed April 16, 1997
Revision 2.0 proposed April 21, 1997
Adopted April 25, 1997
Revision 3.0 proposed September 14, 2001
Revision 3.1 proposed October 29, 2001
Revision 3.2 proposed November 8, 2001
Adopted November 19, 2001
Proposed revision 4.1 March 18, 2004
Proposed revision 4.2 March 24, 2004
Proposed revision 4.2.1 March 31, 2004
Proposed revision 4.3 April 7, 2004
Proposed revision 4.3.1 April 14, 2004
Proposed revision 4.3.2 April 19, 2004
Proposed revision 4.3.3 April 21, 2004
Adopted May 24, 2004
Proposed revision 5.0 October 29, 2007
Proposed revision 5.1 November 2, 2007
Proposed revision 5.2 November 14, 2007
Proposed revision 5.3 December 12, 2007
Adopted January 30, 2008
Proposed Amendment (6.3), November 9, 2009
Amendment (6.3)- Adopted November 23, 2009
Proposed Revision 7.0. October 12, 2010
Proposed Revision 7.1 November 3, 2010
Proposed Revision 7.2 November 23, 2010

Adopted December 15, 2010
SLIS Faculty Meeting
Wednesday November 9, 1:30-3:30, Room 001, IUB

Applegate, Chen, Copeland, Day, Ding, Ekbia, Jacob, Lipinski, Liu, Milojevic, Preer, Robbin, Rosenbaum, Shaw, Sugimoto, Walsh

1. Apologies were offered by Shaw for Albee, Borner, Fichman

2. The minutes of the 9/14/2011 meeting were approved unanimously

3 FPC update

Applegate reported that the FPC met in the morning and, with other faculty in attendance, discussed the draft of the Dean’s memo to the Provost with Dean Shaw who said that she would prepare a revised version for the faculty meeting.

4. Campus updates

IUPUI: Lipinski reported that enrollments are down and that he will be paying careful attention to the spring budget. Cutting the number of courses taught by adjunct faculty and shifting students support from GA to hourly positions are possible ways to reduce expenses. Bids for the technology commons have gone out, a contractor has been chosen, and there is a 110 day timeline for completion.

IUB: Shaw reported that revenues were down because, although enrollment is stable, there are fewer out of state students. Issues related to revenues will be taken up with the Budgetary Advisory Committee, if approved. She said that the COA self study is on the web but missing Chapter 2, which will be added when the MLS and MIS goals and objectives are approved. Faculty will be able to review the document on the test server; it will be made available to the external review panel later this month. Wray and Spencer are working with IU’s Creative Services staff on a site redesign that will be prototyped in a month or so. The new site is expected to be online in summer 2012.

She explained how the NAD began as a report to spur conversation and was taken by the Trustees as a plan for action, hence the expectation that the ideas floated in the report will actually be implemented.

5. Curriculum Steering Committee

Hara said that the CSC met twice this semester and has approved 5 course proposals. She has asked the student members of the CSC to administer the online student feedback survey earlier in the spring so that the Committee will have time to respond to student concerns. The CSC revisited and updated the new course proposal form to make it more usable. She reminded the faculty that the deadlines for new course proposals for spring is September and for the summer and fall is January.

6. Doctoral Steering Committee

Herring said that the DSC met twice this term and has been discussing the revision of the doctoral section of the SLIS web site. She reported that the Doctoral Research forum took place on October 22 with 7 presentations; doctoral students Yan and Demarest received the best paper awards.

7. IT Committee

Ekbia asked faculty to email him with their comments and concerns about IT at SLIS. He will bring concerns to the committee.

8. IUPUI Search Committee

Chen reported that the Committee received 26 applications that have been put through two rounds of review. The Committee plans to interview three candidates, one this fall and two in the spring.

9. MLS and MIS goals and objectives

Shaw explained that the faculty has to settle on final versions of both sets of goals and objectives and asked for a vote. A vote was taken and the MLS Objectives were approved unanimously. There was considerable discussion about the MIS objectives with different versions offered. One suggestion was to edit the document for conciseness; another was to simplify the language. Shaw and Rosenbaum will work on a revised version, which will be distributed electronically for faculty discussion and vote.

10. Discussion of draft memo to Provost Hanson

Shaw circulated a revised version of the memo based on the discussion that occurred in FPC
earlier in the day and explained the changes. These included an explicit request to change the name of SOIC to a College of Information and Computing, a change of the Structure and Governance section to reflect the importance of maintaining the School’s autonomy, and removing reference to domain specialties from the request for hiring new faculty. The current plan is to distribute the document to the Provost and the faculty with EAD Lipinski informing his superiors; Dean Schnabel will also receive a copy. The memo will be sent to the Provost on Friday.

11. Budgetary advisory committees

Shaw said that Rosenbaum, Shaw, and Lipinski are proposing a change to the governance document to amend the language describing budgetary review. This is currently the official purview of the FPC, although in Indianapolis the entire faculty undertakes this task. The proposal is for a Bloomington budgetary affairs committee made up of the Bloomington FPC members and additional appointed members to total three. There was discussion of the proposal including the role of the committee (proactive or advisory), lengthening the amount of time committee members serve, staggering members’ terms, electing one or two members to join the FPC member(s), and electing an entirely separate committee. With no decision at hand, Shaw will continue to consult with the FPC on budgetary matters and request that the FPC discuss how to select a Budgetary Advisory Committee for Bloomington.

11. Other new business

There was no new business.

Adjournment at 3:20.

SLIS Faculty Meeting
Wednesday September 14, 2011, 1:30-3:30 p.m.
Room 2115G University Library
IUPUI

Agenda

Albee, Applegate, Chen, Copeland, Day, Ding, Ekbia, Fichman, Lipinski, Liu, Milojevic, Preer, Rosenbaum, Schilling, Shaw, Sugimoto, Walsh

1. Apologies were offered by Shaw for Borner, Cronin, Irwin, Robbin, Xia

2. Minutes of the previous meetings, the first with Dean Schnabel and the second, a regular faculty meeting, were approved unanimously

3. FPC update

Fichman reported that the FPC held an election for an at large member and Day was elected for a three year term. OnCourse was used for working. She reported that there will be one FPC meeting this term as per the new governance document

4. Campus updates

IUPUI: Lipinski reported that the planning for the student commons has been held up but that the bids are out. Construction should begin in the next month and should be completed by spring. He said that enrollments were down significantly compared to the last few years. He expects that they will be short about 3-400 credit hours this fall, a decrease of 20.9% compared to last year.

Hr reported that the Provost set up a committee chaired by David Lewis, Dean of the IUPUI Libraries on which he sits charged with discussing the future of SLIS on the IUPUI campus. He said that the Provost wants a report by the end of October. Applegate, also on the committee, said that the first meeting was organizational and at the next one, Shaw and Lipinski will be invited to discuss the current state of the school. Applegate said that this committee is a preliminary step prior to the process required to pursue MRE and that the IUPUI Faculty Council is aware of this.

Shaw said that one response would be to make clear that the establishing this committee is occurring at the wrong time because of accreditation, which is critically important for the future of the school. She said that we have maximized our strengths by adopting the core school model, which has worked very well for us. She does not think that the discussion should continue past October, when the Provost wants a report. She wants us to make a strong case in our self study that, according to ALA, we are doing all the right things with our existing structure and resources.

IUB: Shaw reported that 142 new students entered this fall, down from 148 last year, which was the
she congratulated Day, who became the new MLS Director this summer. She said that we will begin to review the Masters programs after accreditation. One issue is whether we should revise the budget advisory process – she said that she and Lipinski are working on this and will send a draft of a new arrangement to the FPC.

Another issue she raised concerned the number of credit hours that could be taken on the other campus – she said that we are thinking of raising this to 9 credits. Fichman suggested that we could use this to offer courses more effectively – offer an elective on one campus and allow people to take on either campus. Preer said that these credits should be used for electives and suggested raising the number to 12. The faculty approved the change unanimously from 6 to 9 credits taken at the other campus.

Shaw announced that IUB faculty will gather monthly for discussions about the school. She also announced that Provost Hanson had appointed her Dean of the School.

5. Doctoral committee

Herring, who because Director of the Doctoral Program in August, discussed the activities of the DSC. She thanked Jacob, the previous Director, for her work. She said that the program is doing well – six students graduated last year, three dropped out and five were admitted to the program for a total of 31 active students (18 M 13 F 15 local 16 international). She reported that Jill Clancy is now the PhD recorder with Rhonda Spencer’s help. She said that the Doctoral Professional Forum under way on Fridays and that two students were organizing the Doc Colloq, set for October 22 with a, October 1 deadline for submissions. The DSC met and discussed doctoral advising with a goal of norming the process across the faculty and have created and distributed a timeline for doctoral work. There is an optional course selection timeline that is in the handbook that can accompany this timeline; both can be very useful in advising. She invited the faculty to bring issues to any DSC member.

5. There was a general discussion and review of SLIS mission statement. Shaw said that in addition to comments from the faculty, there have been comments from students and alumni. She said that she will have a draft of the Accreditation self study next week and will ask people to review one standard in detail. She reminded everyone that the site visit is March 23-26, first in IUPUI then IUB. Subsequently there were comments leading to a revised version of the SLIS mission statement, which was approved unanimously.

6. Finally, there was a review of masters’ programs goals and objectives (All)

There were some revisions suggested for the MLS program and Ralf asked for people to send suggestions to her by Monday for inclusion in a wiki version of the document for eventual voting

There was also discussion of the MIS draft and Ralf asked for more changes of this document for the wiki.

The meeting adjourned at 3:20

Open faculty meeting
5/3 12:00
L001
Shaw, Rosenbaum, Shachaf, Walsh, Milojevic, Schilling, Applegate, Chen, Irwin, Xia, Lipinski, Liu

Several questions and points for discussion arose during the meeting regarding:

• The state of health informatics within SoIC-IUPUI and its relation to the medical school (in light of plans for a separate health campus)
• How SLIS is viewed by SoIC faculty and administration
• Relations between SoIC faculty and administration
• Relations between SoIC on the two campuses; and the SoIC view of core schools
• Possible changes in campus administration at IUPUI
• What would happen to the library side of SLIS in a merger
• What was learned in the 2003 merger discussions (tenure and salary issues were mentioned)
• How the new BFC policy on Merger, Reorganization, and Elimination would affect SLIS faculty
• University administration perception of (undesirable) overlap between SLIS and SoIC
• University administration perception that libraries are dying out
• SoIC’s view that a merger would strengthen the school by adding breadth
• SoIC’s view that adding SLIS would be a way to create departments (three instead of two being more stable)
• Concern that SoIC-IUPUI has budget problems and that SLIS would have to absorb their debts
• Is SLIS perceived as being too small?
• How would SLIS fare as a minority voice in SoIC
• Who would control the SLIS curriculum

The meeting ended at 1:00 when Dean Schnabel arrived.

Faculty meeting
5/3/11 1:00
L001

Shaw, Rosenbaum, Shachaf, Walsh, Milojevic, Schilling, Applegate, Preer, Chen, Irwin, Xia, Lipinski, Liu, Hara, Herring, Day, Borner, Cronin, Jacob, Ekbia

Guest: Dean Schnabel – School of Informatics and Computing (SoIC)

Regrets: Ding, Sugimoto, Copeland

This meeting was originally called by Borner, Ekbia and Lipinski and postponed from an earlier date.

Interim Dean Shaw introduced Dean Schnabel, who discussed options for the two schools, framing the issue of merger. He explained his vision for SoIC as one school with separate units (SLIS could be a school within a school) or distinct departments including LIS, CS and Informatics with the first two being nationally ranked. He said that the units would be resource centers (RCM). He saw efficiencies in the aggregations of services and does not see a merger of academic programs – SLIS would retain its identity in this structure.

He said that there are advantages and disadvantages associated with this option. A merger would create a School of Computing and Informatics that would be unmatched in its breadth compared to cognate schools (Irvine, Cornell, Georgia Tech) because of the addition of LIS, particularly the social science approach to studying computing. A merger would provide SLIS faculty with access to greater resources (such as space in a new building and access to funding for doctoral students). He said that a selfish reason was that he liked the idea of having three departments to provide balance in SoIC. Disadvantages included a possible loss of autonomy that could be mitigated somewhat by RCM control. There could be a potential loss of ranking and if the move would jeopardize rankings, the merger should not happen. However, he said that a merger had helped CS and might actually help SLIS. Finally, a merger could negatively affect faculty trajectories and evaluations; he said that SLIS faculty could trust him to be fair but did admit that he would not be the Dean forever. His position is that people are evaluated according to the guidelines the system under which they were hired (the standards of their area).

He said that the earliest a merger could happen would be July 2012, but stated that accreditation should happen first, meaning that the process might begin in July 2013.

Applegate asked about how the structures would work for the combination of two core schools. Dean Schnabel responded that in a merger there would still be a SLIS-IUPUI (with curriculum and P&T). The Informatics programs on the two campuses offer some different courses so the curricular discussions would take place on each campus.

Hara said that relationships between SLIS-IUB and SLIS-IUPUI are closer because we are accredited as one school. She asked about the resources that he would commit to the accreditation process. Dean Schnabel said that he would support it and the LIS department would handle its own accreditation. Shaw said that responsibility for degree curriculum is important for accreditation and that if we were reaccredited and then merged, the accreditors would likely revisit our situation to assess the impact of the change. Dean Schnabel said that the department would control its own curriculum. Preer expressed concerned that if this issue was still on the table and resolved by the spring, the visiting team would be uneasy because of the uncertainty.

Shaw asked Dean Schnabel about his understanding of the importance of libraries and how that would fit into the vision he has for the broader school. He said he needs to understand the vision of the LS faculty to respond adequately. On the other hand, he said that what is attractive is that the future of libraries could be enhanced by
bringing it into the broader discussion of the vision of the school. Irwin said that not all LS faculty work in non-technical areas and asked how they would fit in. Dean Schnabel responded that the simple answer is that the scope of the school would expand to include what SLIS faculty do.

Ekbia asked whether what was being discussed was a merger or an acquisition. Dean Schnabel said the former and that he was not interested in doing something that is not mutually agreeable. Day wanted to know how this would be a positive development, commenting that other smaller schools that have been merged were left in worse shape. Dean Schnabel responded that he did not think that this would be the case. He raised the possibility of SLIS faculty participating in the SoIC undergraduate program (especially in the area of social informatics) and said that the revenue could be used for more faculty and PhD students. He mentioned HCI and health informatics as two other interesting areas but said that collaborations in these areas could be addressed without discussing a merger.

Cronin suggested thinking about the institutional and school perspectives and said that typically, the school that is taken over diminishes over time. From the institutional perspective, the acquiring school may be stronger in the long run but this occurs at the costs of the small school. From the school perspective, he saw SLIS losing, especially over time as administrations change. He said that SLIS is small, ranked, and highly productive and it would be a short-term loss to the institution if a merger were to take place and affect any of this. Dean Schnabel agreed and wondered if there could be a way to engineer a merger that would not have this outcome in the short run. Cronin asked whether the eventual merging of the schools would be the outcome of natural evolution. He also asked why this conversation is taking place at this time. Was it simply a consequence of the New Academic Directions report - Dean Schnabel reminded Cronin that they both knew that when Cronin stepped down the conversation would begin.

Cronin commented that there are threats in being part of a bigger unit. For example, there are threats to autonomy if the people in the acquiring unit do not understand the future of libraries or the role of the MIS. What is the safest route? Should SLIS pursue safety in numbers with a loss of identity or autonomy with the presence of threats? Borner wondered if the merger could be between two strong partners. She also commented that accreditation with uncertainty would be difficult and that as a small school, SLIS faced a problem of losing even a small number of faculty.

Applegate mentioned some of the NAD recommendations (the creation of a medical campus at IUPUI, a new school of international studies, and the reorganization of the School of Liberal Arts) and asked about the timing. Dean Schnabel described the report as a shopping list and said that he did not know what would be done first. He also said that our situation was not even discussed in the committee.

Chen asked for clarification about the ways to make two-campus schools work more effectively. Dean Schnabel said that he has to deal with two different cultures in his school and that SoIC could learn from SLIS about how to make the best of a two-campus situation.

Rosenbaum asked about intermediate structures. Dean Schnabel responded that setting up another structure is not a good idea. He does like collaborations around social informatics and HCI. He wants to do a better job of hiring in the area and improving the undergrad curriculum. He said that his faculty wants to have more interaction with us.

Cronin asked about CS at IUPUI and the possibility of that program merging with SoIC. Dean Schnabel said that it makes sense for CS and Informatics to be together but it is a very complex issue because CS is a Purdue program and at the moment, there is not the political will to do it.

Day asked about the extent to which there would be a conceptual expansion in SoIC by adding SLIS because there seems to be a movement of social informatics toward computation – for example, how would the library component fit? Dean Schnabel said that he has a different view of what has happened to social informatics in his school and that he wants to have more on the social science side then they have now.

Preer asked about renaming SoIC the School of Information post-merger. Dean Schnabel said that there are other SoI and that this name would diminish the school (which does have CS). He would consider a School of Information and Computing. Cronin asked whether his faculty would think that this was too soft. He agreed but said he wanted to make sure that CS was represented in the name of the School.
Ekbia asked whether the proposed change was a merger or an acquisition. Dean Schnabel said that one of the differences between an acquisition and a merger is that in a merger a lot is on the table, such as the name of the School. Ekbia asked if SoIC was in flux and wondered if it would be wise to add SLIS into this mix when so much is changing. Dean Schnabel responded that the flux would settle in a year or so and perhaps a few years from now might be a better time to have this conversation.

Chen asked what the process would be for a merger, wondering who can affect the decision. Dean Schnabel said that the Trustees have the final say on degrees and name changes. He suggested that one way to continue the discussion might be a smaller group from the two units who carry on the conversation. Shaw said that Provost Hanson wants to hear back from SLIS relatively soon but did not tell her what would happen next. Dean Schnabel said that even though both Deans report to the Provost, it is a two-campus problem requiring a two-campus discussion.

Rosenbaum asked about doctoral programs and Schnabel said that each department would have its own although his faculty is discussing whether there should be one degree across the school.

Cronin asked whether he had begun discussions with his departments about RCM. Dean Schnabel said that they have started the conversation but that it is independent of our merger talk. He wants SoIC to become more entrepreneurial and this is a good way to make that happen. Irwin asked whether this would be the case at IUPUI. He said that SLIS has a 60-year tradition that is the basis of a cultural perspective that would not be preserved in a merger. He did not see advantages in a merger.

Applegate said that in the event of a merger, that it didn’t seem to her it that there would be 4 RCs going forward (SoIC-IUB, SLIS-IUB, SLIS-IUPUI and SoIC-IUPUI) – it is more likely that there would be two. She said that she remained convinced that SLIS standing alone is the best option, and, with closer cooperation between our two campuses, SLIS would appear more like a larger, merged unit.

Day was not convinced that the future does not have a place for libraries. Libraries and library education are important and SLIS has a 60-year tradition that is the basis of a cultural perspective that would not be preserved in a merger. He did not see advantages in a merger.

Irwin offered a new option: a single SLIS based at Bloomington, with IUPUI faculty having IUB tenure and working in Indianapolis. Applegate argued that by moving the tenure to IUB it would get rid of a small school in Indianapolis. She said that consolidation is a way to reduce the number of reporting lines. Shaw said that SLIS must have a presence at IUPUI and Irwin responded that the administrators who advocated for that are gone. Cronin said this would not work because IUPUI would not want to let SLIS go.

Ekbia said that efficiency is not simply cost saving; it’s getting the work done. SLIS’s current two-campus arrangement allows us to accomplish the business of the school efficiently. Shaw said that the fact that we operate in the black indicates our efficiency. However, the School is small and constrained in the information space – we cannot easily move in the SoIC domain. We have to offer other possibilities. Ekbia said that an argument in the NAD report is that it is awkward to have ambiguity in information science at IU. We have to overcome this by thinking strategically.

Jacob said that teaching undergrads would generate income for our doctoral students. Rosenbaum said that this would be a problem because it would take full time faculty away from teaching core master’s courses to teach these undergraduates because
SoIC faculty did not want doctoral students teaching undergraduate courses. Borner said that she’d like to see more students from both schools taking courses at both places. She said that a dean search and key people leaving are issues that we have to deal with and that we should consider the opportunities of joining SoIC as a department with a Chair.

Shaw said that the Provost has asked us to send her a report explaining our views of the pros and cons of the three options for SLIS’ status. We should work on compiling a list and include recommendations. With accreditation looming, we want to have a decision this summer from the Provost.

Applegate said if we have to merge, we could make it work but that we recommend that we remain independent. Preer wanted to remain a standalone school but didn’t like the option of intermediate structures with SoIC. If we can’t stand alone, we should be collaborating with many other units. Shaw responded to Irwin’s question about alumni by explained that the alumni board is ready to write to administrators or rally alumni to oppose a merger.

Shaw said that if she were to become the Dean (without the interim title) that it would buy SLIS time to begin thinking strategically and planning for her replacement. The self-study is a way for us to begin developing the narrative that we can use to find the next dean, whether an internal candidate or someone from the outside. Cronin said that promoting from within might be more likely than an external search.

Shaw left the room and Rosenbaum ran the remainder of the meeting. Ekbia made a motion to support removing interim from Shaw’s title. Jacob seconded. There was a call for discussion and when none ensued, the motion was called and the vote was taken. The motion passed 18-1.

The meeting was adjourned at 3:05.

Spring 2011 Faculty meeting
SLIS - Bloomington, Wednesday April 20, 1:00-3:00 p.m.
Room 001 Wells Library

1. Apologies (Ralf): Schilling

Shaw provided updates on two relevant policies. First, if we become aware of plagiarism in our classes, we have an obligation to notify the Dean of Students; this is a community responsibility. A procedure for reporting plagiarism is available on the Dean of Students web site. Second, when there is an emergency or a drill requiring evacuation, we must leave the building. Clancy and Wray are responsible for making sure everyone has left and we can’t return until we are cleared to do so.

2. The minutes of the November 3, 2010 meeting were approved unanimously.

3. State of the School / Campus updates

IUPUI: Lipinski reported that their student technology lounge, with space for 20-25 students, will be built in the summer. He explained that with a decline in credit hours, there will be pressure to maintain levels of service with a reduced budget. The search for a school media search was not successful; the top two choices did not accept the offers. They will be trying to fill two visiting professor lines next year. Robbin suggested searching for a health informatics person. He said that he is planning to start up a Copyright Center.

IUB: Shaw summarized her presentation at the Campus Budget meeting. She said credit hours were high in the fall possibly reflecting the state of the economy. Reaccreditation of the Masters degrees is essential to our success and doing the work for COA is a top budget priority. She said that our success in bringing in external funding has meant an increase in the number of people being supported and the allocation of almost all available space.

She said that people should read the NAD report so that we can explain where we will be in the future (an organizational location and administrative structure). The Provost has asked for a faculty response about the range of options available to us. We will discuss this on May 3 and send her a document. There was discussion about the extent to which we are limited to three options (merger, collaboration, independence).

4. FPC report

Shachaf said that the FPC met twice this semester, discussing the possibility of online voting using OnCourse. This will be tried for a school-wide vote.
for at-large member. A second issue involved the process for student learning outcome assessment. Finally, the governance document was revised and approved in the fall and the discussion will continue about some sections of the document.

5. Curriculum Committee

Hara reported that the committee had met twice with a third meeting scheduled following the faculty meeting. The committee has approved 5 courses. There has been ongoing discussion about standardizing learning objectives and prerequisites across core courses on both campuses. She asked for a report from the faculty teaching core courses by May for the self study. The student surveys have been completed and the committee is examining the report and preparing a response. A version of the online survey developed at IUPUI was used at IUB and there was a good response rate.

The dual degree proposal for an MIS/MA with the Center for Latin American and Caribbean Studies was unanimously approved. There was discussion about the importance of dual degrees and Shaw said that they are a good and inexpensive way to connect SLIS with other units.

Rosenbaum explained the change in summer session scheduling that would be instituted campus-wide in 2010. The default schedule will be two six week summer sessions, with options for three four week sessions, two overlapping eight week sessions and one twelve week session.

Rosenbaum and Lipinski explained changes to the way that independent studies (0601, 602) will be handled administratively. Decentralizing the process, each faculty member will have a 601 and 602 course listed for each semester. Students will register for an individual faculty member’s independent study course meaning that it will appear in the faculty member’s FAR as a separate class. Rosenbaum said that he and the SLIS web administrator will develop a back end record keeping workflow this summer and have it in place by the fall.

Rosenbaum and Lipinski announced that the first round of student learning outcome assessments will begin in the fall with S501, S510, and S516.

Börner raised the problem of grade inflation. Shaw asked the CSC to take up the problem.

6. Doctoral Steering Committee

Jacob said that students have been making good progress and reported that in the academic year (to the end of the summer) there could be 6-10 dissertation defenses, 4-6 proposal defenses, and 3-5 qualifying paper defenses. This year there were 26 applications (1 incomplete) from which 11 were admitted, 9 were rejected and 5 were sent to MIS/MLS; 5 new students will be entering in the fall. She said that there are 31 students currently in the program with 15 ABD. She announced that Scott Weingart received an NSF graduate fellowship providing 4 years of funding.

7. IT committee

Ding reported that the committee worked on a draft of the technology and facilities chapter for the self study report. She said that relations between the IT staff and the doctoral students have improved. The staff has installed new software and is working on improving the reliability of the infrastructure. The Mac lab and PC area will be updated this summer with new machines and new software. The staff will be developing a virtual machine to support Liu’s research.

8. Review of statements on SLIS mission, and goals and objectives for master’s degree programs

The faculty engaged on an open discussion of the MLS goals and objectives. Shaw will disseminate an updated version to the faculty shortly. At Shaw’s request, Ekbia and Rosenbaum will work with Shaw on the MIS objectives.

The meeting adjourned at 3:05 PM.

Fall 2010 Faculty Meeting
SLIS-IUPUI, Wednesday November 3rd, 2010
Room 1126 University Library

Agenda

The meeting was called to order at 1:00 PM

Apologies: Hara (leave), Preer (sabbatical), Robbin, Schilling, Walsh (leave)

The minutes of the May 5, 2010 faculty meeting
3. FPC update: Shachaf said that the Faculty Policy Committee held three meetings since the spring to discuss the SLIS plan for student learning outcome assessment and review the governance document. The current version of the governance document, revised at the 11/3 meeting will be posted to the FPC Oncourse site shortly. If there are comments on this version, the FPC will hold a meeting the week after Thanksgiving. If there are no comments, the faculty will vote on the current version electronically.

4. Campus updates: Irwin said credit hours declined by 3% and the number of students registered declined by 5%. She attributed this to changes in students’ perceptions of job prospects in school media librarianship, a popular career path in the program, since more than 80 school media librarians have been laid off in Indiana this year. She said that Lipinski would become the Executive Associate Dean at IUPUI on 1/1/11.

Cronin said that both the number of students registered and credit hours are up slightly in Bloomington and that the School was in good financial shape overall. Cronin mentioned the president’s claw back for R&R projects. The money would come from unbudgeted undergraduate tuition income. SLIS would not be affected.

He discussed the President’s New Academic Directions Committee, charged with reviewing existing academic structures to determine their quality, efficiency, effectiveness and alignment with IU’s core missions.

5. Search: Applegate reported on IUPUI’s ongoing search for a school library position and said that the search committee was about to begin reviewing the set of applications.

6. COA Program Plan: Cronin reported that he had met with Dr. Cloonan, head of the site visit committee, at ASIST and had a constructive discussion with her. He said that he would be distributing a new version of the COA program plan asked people to seriously review the document the next time it is sent out.

7. Learning Outcomes Assessment: Shaw led the discussion by introducing the task – to determine what students are learning and how well their learning aligns with the School’s program objectives. She discussed the Logic Model on which the assessment plan is based, emphasizing the importance of the contextual elements of the learning process. The process will involve assessing the MLS and MIS degree programs goals, one each year for each program; this will generate data that will help the faculty understand what students are learning relative to program goals and how well we are teaching the students.

Shaw discussed the pre and post test method and explained that there are alternatives such as reflection essays written at the end of a course or an assessment of an entire class’ work. She said that there had been mixed responses to the use of a pre and post test strategy and suggested that the faculty should feel free to think of other ways to gather measures of understanding. She said that the IUPUI campus would continue with their use of e-portfolios and explained that the analyses of e-portfolios would be used as a diagnostic tool to direct the assessment of core courses.

Shaw will draft a proposal to distribute to the faculty for an electronic vote to be completed by 12/1. Implementation of the plan will be the responsibility of the Associate Deans. Cronin asked for a clear introduction to the proposal that will explain the ways in which the assessment procedures flow from the logic model. He explained the urgency of developing a workable process for assessment and reminded the faculty that a successful plan can be included in the COA plan.

8. Curriculum Committee: Rosenbaum said that the CSC’s had discussed the Provost’s report on e-Learning and were supportive of its main conclusion that blended learning was becoming an important pedagogical strategy. Cronin said that the Provost would like to see Schools do more with blended learning and the Deans will have to report on their School’s plans for e-learning. Dean Schabel will report to the President on the appropriate University response to the pressures to become involved in distance education. Cronin encouraged the faculty to experiment with e-learning technologies and asked that the faculty send Rosenbaum descriptions of e-learning initiatives, broadly construed, they have tried and/or are currently trying.

Rosenbaum said that the CSC was exploring the
possibility of replacing the meetings that student members of CSC run in the spring at IUB with a version of the survey that IUPUI students have been using to gather feedback about the curriculum from current students because of its high response rate. He mentioned four new courses, three of which had been approved by CSC, S604 Digital Curation, S604 Scholarly Communication and S518 Social Aspects of Computing and one of which is still under review, S604 Human Resource Management in Libraries.

9. Doctoral Steering Committee: Jacob reported that five dissertation and three proposal defenses have taken place this year with one more of each scheduled for later in the term. Five quals defenses have taken place. Five new students entered this fall.

She said that the changes approved last spring have been implemented, requirements for cross listing and doctoral seminars have been posted, and asked for proposals for doctoral seminars. The new handbook is online but versions will be moved to a wiki. The Research Forum was successful but not well attended so the scheduling might change. The doctoral study area is being refurbished. She said that she, Shachaf, Milojevic and Sugimotos are working on an IMLS grant for PhD fellowships in web science to be submitted on 12/15.

10. IT committee: Ding described the updating and maintenance that is taking place, such as UPS for faculty computers. Updates have been made to many machines in the labs and in offices. There is a new DB server that will allow data sharing. There have been major software updates and additional storage space added for students. The IT committee has met to discuss accreditation report process. Katy asks if she can find out what kind of storage and processing power is available to faculty.

Irwin explained that their IT is outsourced and tech fees support classroom technology. They are on a 4 year replacement cycle. The quality of service of their provider has declined since the company has been integrated into UITS. Cronin asked if they could support their own IT person and Irwin did not think so at this time.

The meeting adjourned at 2:25.

Faculty Meeting, May 5, 2010
research courses described in the set of recommendations (S706 and S708) were needed. Sugimoto explained the differences between the two and Shachaf suggested soliciting Robbin’s input about the two courses. Herring mentioned that, at the DSA meeting the previous week, some doctoral students requested that S706 not be required or that there be an option for students entering the program with research experience to take another research methods course in its place. Hara asked about the revised description of the research practicum wondering it would mean that students would be better prepared for the research experience. Jacob explained that the practicum, increased to 3 credits, would have this effect since it would be done with the student’s primary advisor, who would put more time and effort into working with the student. In response to a question from Irwin, Jacob said that students with sufficient background would be able to waive required research courses such as introductory-level statistics courses and S706.

A question was raised about transfer credits and from the ensuing discussion came a recommendation that the DSC look more carefully at the number of credits a doctoral student can transfer in to the program.

Rosenbaum brought up the proposal to change S701 to a 6 credit course with two weekly meetings: one regular class session and one session with individual faculty member. In the discussion that followed, several issues were raised, including the need for a student deliverable for the sessions with faculty. Ekbia suggested that the course be split, with faculty sessions occurring in the spring with a different course number. Herring brought up the issue of possible redundancy in the content of 701, the proposed professional forum, and the proposed S712 course on academic discourse.

Herring made a motion to 1) allow the three required doctoral seminars or cross-listed courses to be counted as part of the major in the student’s program of studies,* 2) eliminate S790 as a requirement, allowing students to take G901 and 3) approve the proposed teaching requirement course. Irwin seconded the motion. Following discussion, Herring removed the third item and the subsequent motion passed unanimously.

The meeting adjourned at 3:05

[*There has been discussion about the wording of the first part of this motion. I have reported the motion as I offered it in the meeting and as recorded in my notes. If there is interest in revisiting the motion, I would suggest that a new version be prepared and sent to the faculty for another vote.]

FACULTY MEETING
March 31, 2010, 1:00-3:00
SLIS Bloomington, Room 001

In attendance: Albee, Applegate, Chen, Cronin, Ding, Day, Jacob, Milojevic, Robbin, Rosenbaum, Shachaf, Shaw, Shilling, Spencer, Sugimoto, Xia

AGENDA

1. Apologies
Borner, Ekbia, Hara (sabbatical), Herring, Japerson, Paolillo, Preer, Walsh, Yang

2. Minutes of previous meeting
The minutes from the spring 2009 meeting were approved unanimously

3. FPC update

Dr. Shachaf reported that FPC meetings had focused on strategies for student and program assessment. By the fall, IUPUI faculty will have data on the use of eportfolios and some IUB faculty will experiment with pre- and post-testing in MLS core classes. The associate deans will continue working together on this. The FPC led the successful effort to revise the governance document about quorums for faculty meetings. She said that the governance document would be reviewed again 2010.

4. State of School (Blaise with Marilyn)

Dean Cronin handed out documents from his presentation at the campus budget conference. With a tuition increase of 5.8% increasing enrollment, the School is in relatively good shape. Cuts were made on both campuses ($223,000 at IUB out of $5.1 million budget and $40,000 at IUPUI out of a $2 million budget). There may be further cuts but 2% can be set aside for pay raises.

Associate Dean Irwin described the IUPUI budget conference as a financial planning meeting; the document she presented described the ways in
which SLIS could respond to the campus’ strengths and opportunities. Dean Cronin said that IUPUI was doing well in terms of the large number of service hours contributed by students and the number of graduates staying in Indiana.

Dean Cronin distributed the official COA timeline in anticipation of the site visit in 2012 and said that it was time to begin planning for the visit.

Dr. Irwin said that the current situation for school media professionals in the state poses a problem for the 30% of IUPUI students in the school media program. She does not know what this will do to enrollment. She is working on the proposal for the online MLS; it in draft form so that the new IUPUI Executive Associate Dean can carry the initiative forward.

Finally, Dean Cronin mentioned the Provost’s task force charged with exploring a merger of Journalism, Telecommunications and Communications and Culture. President McRobbie has also charged a committee with reviewing university structure with an eye towards possible reconfiguration.

5. IUB P&T Committee

Dr. Shaw reported that the committee is encouraging faculty to emphasize quality over quantity in publications and presentations. The committee is developing plans to arrange brown-bag lunch series for SLIS faculty and doctoral students to present work in progress for discussion and feedback. These events will likely be Wednesdays, 12:30-1:30.

6. IUB and IUPUI searches

Dr. Rosenbaum said that the search was nearing its conclusion. The first position was filled with the hiring of Dr. Sugimoto in December. Mr. Liu (Syracuse), will be interviewed this week. Mr. Ke (UNC) was interviewed and Dr. Smith (Rutgers), withdrew from the search, taking a position at Kent State. He asked for feedback on the two candidates by Monday afternoon.

Dr. Shaw reported on the SLIS IUPUI Executive Associate Dean Search. David Lewis, Dean of IUPUI Libraries, chairs the search committee. Three candidates will be interviewed: Dr. McCrank, Dr. Applegate, and Dr. Lipinski.

7. Curriculum Committee

Dr. Rosenbaum, chairing the CSC while Dr. Hara is on sabbatical, said that the committee is reviewing several workshop syllabi for the summer: PHP, Python, Sustainability Information, Crisp Communication, Budgeting and Usability Testing. The committee also discussed program assessment strategies for SLIS.

8. Doctoral Steering Committee

Dr. Jacob reported that this year three students defended quals, seven defended proposals, and two dissertations were defended. She expects four quals defenses, one proposal defense and three dissertation defenses this summer.

She said that the PhD program review was underway. She described the composition of the review subcommittee and some of the highlights of the proposal for revision of the program. She expects to have a proposal for the faculty in April at which time she will convene a meeting to discuss the program revision proposal

The meeting adjourned at 2:40 PM

Submitted by Rosenbaum

FACULTY GATHERING
October 28, 2009, 1:00 – 3:00
IUPUI, University Library, Room 1126

Attending: Albee, Chen, Cronin, Day, Irwin, Jacob, Japzon, Milojevic, Paolillo, Preer, Rosenbaum, Schilling, Shachaf, Shaw, Spencer, Xia
Apologies: Applegate, Borner, Ding, Ekbia, Hara, Herring, Robbin, Walsh

1. Vicky Martin (IU Foundation): Martin provided a “Matching the promise” campaign update, explaining that SLIS had achieved 180% of its goal; when the IUB goal was raised, SLIS” was as well from 1 to 2.5 million; the school has 700K to raise. In the current phase, faculty and staff contributions are being sought.

2. Attendance: Business could not be conducted at this meeting because there was not a quorum.

3. Minutes: The minutes of the March meeting
could not be approved.

4. FPC update: Shachaf said that the spring FPC meetings had focused on the strategic report. There were two elections: Shachaf was elected as the IUB representative, Day at the at large representative and Shachaf the FPC chair at the 10/29 meeting. This meeting focused on the Biennial Narrative report. Cronin explained the importance for accreditation of faculty participation in reviewing the report and reminded the faculty that the first steps in the next septennial re-accreditation exercise will be taken in 2010. Shachaf said that FPC will hold meetings about the assessment of student learning outcomes.

5. Campus updates: Cronin discussed the current budget situation explaining that SLIS had to cut $80,000. He said that it is likely that there will be additional cuts next year possibly by as much as 10% and asked faculty to think carefully about travel in part because the University is aiming to reduce travel costs by 40%. He encouraged faculty to spend down their research/discretionary accounts, as funds may not be rolled over to the next fiscal year. He said that in general, the school is in good shape. Irwin said that IUPUI had a 20% increase in credit hours in the summer and a 5% increase in the fall. Two of three positions were filled but the third will be delayed until the budget situation is clear.

6. Searches: Rosenbaum said that there were ~60 applications for the two open-rank positions and that the committee would be reviewing them shortly. Preer reported that the IUPUI executive dean search committee begins meeting this Friday.

7. COA-Biennial Narrative Report: Cronin thanked the faculty for their input and said that additional comments should be sent to Shachaf.

8. Curriculum Committee: Rosenbaum reported that CSC had discussed the assessment of student learning outcomes at its two fall meetings. There will be further deliberation. Because there was not a quorum, a vote could not be taken on the proposed dual degrees (MLS & MIS) with Central Eurasian Studies; voting will occur by email. Three items will be brought to the spring faculty meeting for discussion and possible approval, the proposed Children’s and Young Adult Services Specialization, a suggestion for a new program requirement that all students are responsible for arranging reliable access to the Internet before entering SLIS, and a proposal that the minimum grade for a core course to count for credit be changed from C to B+.

9. Doctoral Steering Committee: Jacob reported that there were five new students, one coming from the master’s program. She said that the committee will review the program this year. She also said that the Doctoral student forum had gone very well.

10. Long Range Planning Committee: Preer distributed a revised planning goals memo and a matrix of committee responsibilities for later discussion.

11. IT committee: There was no report.

Meeting began at 1:00 PM and adjourned at 3:00 PM

Recorder: Rosenbaum

Faculty Meeting, March 11, 2009
SLIS, Bloomington, Rm. 001, 1-3 p.m.

Attending: Cronin, Albee, Applegate, Borner, Day, Ding, Hara, Irwin, Jacob, Meho, Preer, Robbin, Rosenbaum, Shachaf, Shaw, Shilling Walsh, Yang, Xia

Apologies: Ekbia

1. Minutes: The minutes of the December 2008 meeting were approved.

2. FPC

Shachaf reported that the FPC had engaged in long term planning activities, discussing recruiting, the IUPUI online MLS degree and plans for a student outcome assessment procedure. Meho discussed the need to increase the number of applicants with the goal of improving the quality of students and increasing the selectivity of the admissions process. One way to attract more applicants is to enhance the web site; Cronin said that web redesign would be considered in the summer.

Irwin explained that the IUPUI online MLS degree is moving forward with the campus’ backing. There should be a market for the degree because of new state certification rules requiring that people moving into new library positions have to have an MLS. She said that IUPUI would continue regular
classes and have caps of 45 on web-based courses. On-campus orientations will be required of students pursuing the web-based degree. There will be a cap on the number of students in the online option because the Higher Ed commission requires that no more than 40% of the students in a program can take classes online.

3. State of the School

Cronin gave a state of the School presentation, listing the school’s many accomplishments and describing the current financial situation. The School is currently doing well, but University assessments may increase and state funding may decrease over the next few years. The state has mandated a 1% cut for IU in 08-09 and the University has mandated an administrative salary freeze. In the near term, Cronin expects a 5-10% increase in University assessments (to cover health care and utilities), a 2% cut in state appropriation in 09-10 and a 5% base cut in state appropriations in the longer term.

4. Curriculum committee

Hara reported that the CSC has met twice and is working towards the planning goals set in the fall. There have been discussions of procedures for assessment of student outcomes. The CSC will demonstrate a prototype of eportfolio system used at IUPUI at the fall 2009 faculty meeting. The CSC suggested that IUPUI faculty to do a pilot with students and show it to faculty next fall. The digital library specialization has been approved by CSC and needs to be voted on by the faculty via email. She said that the student open forum is coming up and is being done on both campuses.

5. Doctoral committee

Jacob reported that the DSC accomplished a short term planning goal by revising the qualifying paper evaluation process. The long-term goal of reviewing the program will begin this spring following the completion of the admissions process. There were 16 applicants; 6 were rejected, 5 applications were incomplete or under review, and 5 have been accepted. She expects 2 to attend, one of whom has been offered the Dean’s fellowship.

6. Search & screen

Rosenbaum said that three candidates would be coming to SLIS in the next four weeks. Irwin said that they had hired Hsin-Liang (Oliver) Chen and were interviewing three candidates for the second position.

7. P&T committee

The SLIS IUB Promotion and Tenure Committee is reviewing and revising the Promotion and Tenure Guidelines. After this internal review the committee plans to make the draft available to all SLIS faculty and hold an open meeting for discussion. The revised document will likely remove the sections discussing promotion and tenure for SLIS faculty on the Indianapolis campus, who are now covered by their campus-specific procedures. However, faculty from both campuses will be asked to vote to approve the revised version as required by current guidelines.

8. Long-range Planning committee

Preer said that the major activities for the committee were monitoring the process and making suggestions to improve it. She said that Rosenbaum will compile the standing committees’ planning goals and sharing them with the faculty and this summer, the Dean will set goals for these committees. The FPC’s and CSC’s discussions of student outcomes are good examples of long range planning.

9. IT committee

Yang said that one of the long range planning goals for the IT committee is to make sure that the computing infrastructure supports the needs of faculty and staff.

10. Diversity committee

Spencer said that the school would be holding a Diversity Day panel on 3/25

FACULTY MEETING
December 1, 2008, 1:30-3:30, Bloomington, Room 036.

Attending: Applegate, Borner, Cronin, Ekbia, Hara, Irwin, Jacob, Meho, Preer, Rosenbaum, Shachaf, Spencer, Walsh, Xia, Yang
Regrets: Albee, Ball, Day, Ding, Robbin, Schilling, Shaw

1. IT Strategic plan (Dennis Cromwell & Sue Workman, OVPIT)

Dennis Cromwell and Sue Workman, OVPIT, provided an overview of the new IU IT strategic plan and discussed the charge from the President that the plan be visionary, realistic, and relevant. Cromwell described the four main task forces working on the plan and discussed its main themes: to improve the IT infrastructure, become more human-centered, and pursue several grand challenges (such as managing the scholarly record). The next step is to create budgets, reallocating resources from current activities to action items in the plan.

Applegate asked about support for assessment of teaching and learning (such as the e-portfolio) and Workman responded that it is there but might be made more explicit. Cronin asked about collaboration with other universities on the grand challenges and Cromwell responded that such activities were likely.

2. Minutes of previous meeting

The minutes of the Spring 2008 faculty meeting were approved unanimously.

3. Faculty Policy Council and Long Range Planning Committee

Shachaf reported that the FPC met on 12/1 to discuss the implementation of the long term planning cycle and heard a report from Rosenbaum about the planning activities of standing committees. The FPC will meet with committee chairs to discuss goals and measurement of this year’s goals at the next meeting on 1/28/09 (at 12:30). She suggested that each committee chair bring an issue to the meeting. Preer reported that the Long Range Planning committee is monitoring the process and will make recommendations at the end of the first iteration of the cycle; the FPC is concerned with the content.

4. IUB and IUPUI Updates

Cronin reported that enrollments are up 8% over last year. He said that IU is well positioned financially and schools were being encouraged to recruit aggressively; however, we should expect tuition increases of no more than ~4%. He announced a $250,000 matched gift to SLIS from Mitzi Lewison that has been earmarked for student funding.

Irwin reported a slight increase in credit hours at IUPUI although the head count is down; 2% in the fall and 5% in the spring. She announced that the IMLS diversity scholarships have been awarded, 7 at IUPUI and 3 in Bloomington. Albee has been converted to a full lecturer; Robin Mueller will be a visiting professor; Jean Preer’s book on Library Ethics has been published and Schilling has been appointed to the editorial board of Journal of the Medical Library Association. She said that she met with the Dean of the LIS School at the University of Moi, Kenya, who is interested in collaboration among students and faculty. She also said that after Butler U. ended its association with an upcoming conference, SLIS-IUPUI took over and will be sponsoring the Indiana Youth Literature conference in January, 2009.

5. Doctoral Steering Committee

Jacob reported that the DSA put on a successful Doctoral Research Forum in October. At that meeting, Cronin charged the DSC with revising the quals evaluation process to remove the perception that one person can block a student’s process. She described the two proposals – V one is a variant of the existing policy that clarifies the process and one that is a variant that provides the advisory committee with considerable control and removes general faulty input. There was some discussion about the strengths and weaknesses of the two options.

There was a consensus among those present and those voting by proxy to approve the second option effective January 1, 2009.

Cronin acknowledged Jacob’s efforts during the fall semester and thanked her for her work on the Doctoral Program.

6. SLIS standing committees’ planning activities

As required by the long range planning guidelines, Rosenbaum reported on the goals that the various standing committees generated at their fall meetings. A full report will be sent to the faculty as an attachment to the FPC minutes.
7. Curriculum Steering Committee

Hara reported that the committee met three times and approved two summer course proposals. She described a spreadsheet outlining CE options in other schools. She reported on a discussion the committee had about bundling summer courses and workshops in web development or digital libraries as a non-credit experience and possibly offering more courses online. She said that SLIS could advertise our workshops for LEU credits through the State Library and the ILF Newsletter.

Irwin said that IUPUI has registered to be an LEU provider but has not offered any courses.

Yang described a modification of his course management system that could support online courses.

8. P&T committee

The P&T committee had nothing to report

9. Search committee

Irwin has interviewed for three positions and has extended an offer to one.

Rosenbaum and Hara interviewed ~20 people at ASIST and 12 people applied. The search committee met in mid November to review the 22 applications available at the time and decided that two were interesting. Since then there have been 8 more. Rosenbaum will be attending ALISE expects to invite people to interview in early February.

10. Alumni relations & development

Cronin reported that there will be ten or so more receptions next year; and described them as patient investments that reap benefit over the long run. He has asked Sarah and Vicky to be more aggressive in targeting people and that the quality of their work is good.

Prer suggested gathering feedback from alumni at these receptions.

Faculty meeting: Rm. 1112, IUPUI Library 4.30.08 1:00 PM - 3:00 PM

Attending: Cronin, Albee, Applegate, Ball, Borner, Burton, Day, Hara, Herring, Irwin, Jacob, Meho, Nisonger, Paolillo, Prer, Robbin, Rosenbaum, Schilling, Shachaf, Walsh, Xia, Yang

Regrets: Ekbia, Shaw, Spencer

The minutes of the fall faculty meeting were approved.

1. Updates:

Cronin announced that Hara and Meho received tenure and mentioned that this was Nisonger’s last faculty meeting before retirement.

He said that the search at IUPUI continues and he and Irwin were interviewing a candidate for one of the three positions available. The searches at IUB in the fall and the spring were successful. Ying Ding and Maria Esteva have accepted offers and should be joining the faculty in the fall.

Rogers will resign her position in SLIS effective June 2008 and will become a visiting professor in the School of Informatics.

COA has signed off on our biennial narrative report.

Herring and Paolillo have been granted a year’s sabbatical in September 2008.

2. FPC

Shachaf said that the faculty had approved the governance document. Because Paolillo will be on sabbatical during the ’08 academic year, Meho will take his place on the BFC. The FPC met twice this semester and discussed planning for distance education and the long range planning cycle.

3. IUPUI update

Irwin discussed the new certification program for public librarians expected to pass the legislature and take effect on July 1. The current program expired in January and only required certification for directors; the new program requires certification for branch heads and library professionals. All new employees and people who shift jobs will have to be certified.
This program may have a significant impact on UPUI enrollment although there are not yet projections. SLIS will be certified to train people for Library Education Units (LEUs); one course credit = 45 LEUs based on contact hours. LEUs do not roll over and must be renewed every five years, meaning that there will be a continuing market. Record keeping will be the responsibility of the participant and quality control will be guaranteed through provider approval.

Workshops may be a revenue generating option because the program allows the provider to set the price. The State Library will partner with providers to figure out what people want. Courses must be statewide and digital courses must be placed on Web Junction. At the end of the course, students receive a certificate listing the course topic and attendance information. SLIS may be able to take advantage of the requirement that some classes must involve computer training.

SLIS needs to make a decision about its level of involvement. Cronin suggested that Irwin, Rosenbaum and Spencer meet to discuss this.

3. Curriculum Steering Committee

Hara said at the CSC met twice to discuss five course proposals. A CSC sponsored open meeting drew nineteen students; comments included requests to have more guest speakers in classes, more public and school media courses at IUB and more sections on of business, legal, government, and health reference courses throughout the year.

4. Doctoral Steering Committee

Jacob reported that applications were down - twenty were received and six have accepted. Two are funded through their governments and one is funded through SLIS. All will all take S701 and S706 in their first semester, building a cohort. To introduce them to the students, all faculty will be invited to speak in 701. Jacob will be the initial advisor for all incoming students.

PhD students’ annual reports will be due June 1. Chairs will write assessments of their students’ progress and the DSC will contact them if there are concerns. The annual Doctoral Student picnic will be on August 31 at Stacy Kowalczyk’s house - faculty are encouraged to attend. The Doctoral Research Forum will be on October 4 - faculty should encourage their students to participate.

During the summer, Jacob will be reviewing the PhD pages on the web site.

Jacob said that she wants faculty to become more familiar with the PhD handbook and will hold an information session on the requirements of the doctoral program.

Borner raised questions about the advising plans for the fall. Cronin said that there are issues of process, procedure and pedagogy that should be discussed at another meeting.

5. Alumni and development activities

Burton described alumni events that she organized at a range of regional and national conferences. These are well attended and, with Vicki Martin (IU Foundation), she has been able to establish relationships with many alumni. She asked that faculty at conferences where SLIS is sponsoring an event let her know so that they can attend these events and she can alert alumni. She will disseminate information about these activities to the SLIS faculty list. There will be career forums on both campuses this fall and faculty are encouraged to attend.

Robbin asked about assessing the outcomes of this activity. Burton explained that the numbers are increasing at these events as are communications with alumni. Cronin said that these efforts increase good will and may pay off with development efforts later on. The number of gifts is increasing (not the size of the gifts) and over 5 years, the number of donors has increased by 30% (600 - 850). In the current development campaign SLIS has exceeded its goal by 14%, raising more than one million dollars.

6. Long range planning

Rosenbaum distributed a document describing the steps he is taking to coordinate long range planning activities in SLIS following the long range planning memo accepted by the faculty at the fall faculty meeting.

7. State of the school

Cronin described the state of the school in relation to the challenges and opportunities of being a core campus school. He explained that in general, the
school is financially sound. He foresees no more than a modest shortfall at IUB and expects IUPUI to generate an operating surplus, so in general, despite a restricted growth potential SLIS is financially stable.

Cronin then compared the two programs stating that, for structural, financial and bureaucratic reasons, he does not think that it will be possible to make IUPUI like IUB. IUPUI enrollments are growing quickly while there has been a slight drop at IUB. 60% of IUB students are out of state, compared to 5% at IUPUI (there are currently 320 students at IUPUI and 294 at IUB). These students are important at IUB so it is important not to alienate them by raising tuition too high.

This year, faculty and staff raises at IUB averaged 5%; faculty raises at IUPUI averaged 4.8% and staff averages 4.3%. Salary differentials reflect institutional practices; there are different remuneration packages at different campuses. Cronin supports Irwin’s attempts to equalize salaries to the best of her ability.

Cronin said that ALISE ‘07 data show the differences in the FTE composition of the two programs. If there is pressure at IUPUI to expand, in time it will raise the issue of intramural competition as the two programs begin to compete in the same markets. This pressure also raises the issue of quality as the programs expand, how do we protect the brand of the program?

Reflecting on the administration of the two programs, Cronin said that he sees tensions between what he wants to do and what the IUPUI administration wants IUPUI to do. In time, this may create difficulties that reduce the Dean’s autonomy as the IUPUI administration mandates growth for the program.

The two programs have different emphases - IUB has a national reach, IUPUI has a local and somewhat regional reach. IUB may have reached its upper bounds while IUPUI has not. ALISE data indicate that there is still a growing market for students so there is potential for growth. In terms of diversity, IUPUI has better minority enrollment, reflecting the program’s urban location and local demographics.

Cronin discussed other differences between the two programs. Teaching loads differ; IUPUI might have a load as high as 6 +2 (summer) while IUB has 2-2. IUB has more of an academic culture while IUPUI has a practitioner culture and a service outreach orientation. Citation data show that the differences in research output lead to different scholarly profiles for the two programs. There are different sets of norms at work that drive work in different ways leading to different types of tenure expectations. This raises the issue of how we can maintain the claim and the appearance that SLIS is one school when there are marked differences in mission.

There are major resource differentials; IUB has more and therefore can do more. There is a lack of clarity in the Dean’s role at IUPUI. Each campus is good at what it does and this is good for the school - each has valuable qualities that the other does not. Cronin concluded by stating that compared to other core campus schools, SLIS may well be the most unified (e.g. the web site, the governance document, committee participation, rotating meeting sites).

Meeting of SLIS Faculty - Wednesday October 31, 2007, Wells Library Room 001, IUB 1:00:3:00

Draft minutes, October 31, 2007; revised November 5, 2007

Present: Albee, Applegate, Ball, Borner, Cronin, Day, Ekbia, Hara, Herring, Irwin, Jacob, Meho, Nisonger, Paolillo, Preer, Robbin, Rosenbaum, Schilling, Shachaf, Shaw, Walsh, Yang, Sarah Burton, Vicky Martin, Rhonda Spencer

1. Minutes of the April 11, 2007, meeting were approved as amended and distributed on April 13.

2. Fundraising (Burton, Martin)
SLIS IUB staff reorganization has allowed Sarah Burton to increase her work on alumni relations. She is seeking ways to reconnect SLIS alumni with the school and has organized seven alumni receptions this year. She would appreciate faculty suggestions of alumni to contact as well as faculty participation in receptions at meetings they attend. Vicky Martin (IU Foundation) reported significant increases in the amount of contributions to the IUB endowment campaign (Matching the Promise) in the past two years. The campaign went public Oct. 29, 2007, and SLIS is already 92% of the way to its goal of $1 million.

3. Faculty Policy Council (Rosenbaum)
Balloting to fill the at-large position on FPC ends today. The FPC discussed procedures for endorsing faculty to chair dissertation committees. The general policy will be that granting of tenure will confer SLIS endorsement; untenured faculty will be reviewed for special permission to chair a particular dissertation committee by the DSC. This proposal has been forwarded to the DSC. Review of the Governance Document takes place this year; initial comments have been received and incorporated.

The FPC had some initial discussions of the potential role for SLIS in distance education.

4. Bloomington Faculty Council (Paolillo)
Current issues for BFC include classroom conditions, the Indiana Higher Education Commission’s strategic directions (especially regarding undergraduate education), intercollegiate athletics reforms, and the campus reaccreditation document on globalization.

5. IUPUI Faculty Council (Applegate)
Current issues include improving retention of undergraduate students and enhancing research by building on current areas of strength.

6. Dean’s report (Cronin)
The Biennial Narrative Report to the ALA Committee on Accreditation is being reviewed by the associate deans and FPC; it will be made available to faculty. Enrollment at SLIS Indy has increased by 9% (credit hours) or 6% (head count); SLIS IUB enrollment is down about 3%. The campuses have similar numbers of students (338 IUPUI, 323 IUB) but different profiles with respect to percentage of full-time students (20%;75%) and percentage female (83%;69%).

Dean Cronin and Associate Dean Irwin are working to reduce the SLIS IUPUI teaching load so it is closer to the expectation for SLIS IUB faculty. The Dean asks that faculty on both campuses contribute to the weekly schedule reporting of conferences and publications. The Dean asked for faculty discussion of distance education opportunities and on the impact of the I-Schools organization. The Rob Kling Center for Social Informatics (Robbin) is extending its international collaborations. Recent contacts include Indonesia and Slovenia.

7. IUPUI searches (Irwin)
An offer has been made to Dr. Xia and Dr. Perrault (S. Carolina) will interview later this week.

8. Bloomington search (Shaw & Rosenbaum)
The Search committee will bring four candidates to campus for interviews: Ying Ding, Jennifer Pierce, Kristin Eschenfelder, and Phillip Edwards. The interviews will conclude before Thanksgiving. Faculty cooperation in meeting with candidates is greatly appreciated.

9. Curriculum Steering Committee (Hara)
The committee has approved two summer workshops (GIS and agent-based modeling). The faculty approved the committee’s proposed changes in the Rare Books and Manuscripts Specialization, moving S583 Rare Book Librarianship from the list of foundation courses to an elective required for the specialization and raising the number of credit hours required for the specialization from 12 to 18.

10. Long Range Planning Committee (Preer & Robbin)
The IU SLIS Yearly Planning Cycle was discussed. Rosenbaum moved and Applegate seconded its approval as a statement of principles and current practice. The motion carried unanimously.

11. Doctoral Steering Committee (Jacob)
Dean Cronin praised Elin Jacob and Arlene Merkel for their work to bring order out of the confusion that reigned in the DSC files. The DSC encourages faculty members and doctoral students to read the handbook and Grad School documentation and to bring errors to Elin Jacob’s attention.

Minutes taken by Ralf Shaw

Meeting of SLIS Faculty - Wednesday April 11, 2007, Wells Library Room 001, IUB 1:30-3:25

Draft minutes, April 11, 2007; amended April 13, 2007.

Present: Applegate, Ball, Cronin, Day, Ekbia, Hara, Herring, Irwin, Jacob, Meho, Mostafa, Preer, Robbin, Schilling, Shachaf, Shaw, Walsh, Yang, Spencer

Regrets: Paolillo, Rosenbaum, Tilley
Sabbatical: Borner, Nisonger

1. Minutes of the December 1, 2006, meeting were
approved as amended and distributed on December 4.

2. Faculty Policy Council (Shachaf)
The meetings to discuss the MIS revisions were a follow-up to our fall semester’s meeting.

3. State of the School (Cronin)
a) The school has modest budget shortfalls on both campuses but these are covered by reserves. Tuition increases of 8% per year have been made for 2007-2008 and 2008-2009; action by the Trustees is expected at their next meeting. It is not yet clear how the school’s share of the cost for the new presidential initiatives fund will be determined.

b) Enrollment indicators for the coming year indicate that numbers of students and credit hours should be about the same as this year on both campuses.

c) Personnel: Hamid Ekbia has joined the SLIS IUB faculty. Marilyn Irwin has accepted the position as SLIS Indianapolis Associate Dean (replacing Executive Associate Dean Danny Callison). Javed Mostafa has accepted a position at the University of North Carolina Chapel Hill. Carol Tilley has accepted a position at the University of Illinois. In January 2008 Howard Rosenbaum will replace Ralf Shaw as SLIS Bloomington Associate Dean. SLIS Indianapolis anticipates approval to conduct searches for two faculty positions. SLIS Bloomington will probably conduct a search for one position.

de) Dean Cronin summarized his report to the IU Bloomington Budget conference. Highlights of the year includes SLIS’s continued high national rankings and the amount of external funding. Concerns for next year include the need for staff support for development efforts and the management of external funding. SLIS will continue to focus on careful enrollment management, micro-marketing, and use of the web as a recruitment tool. This year 480 SLIS news stories have been posted to the web; these provide valuable publicity and a sense of the school for prospective students.

e) Dean Cronin summarized his report to the IU Bloomington Budget conference. Highlights of the year includes SLIS’s continued high national rankings and the amount of external funding. Concerns for next year include the need for staff support for development efforts and the management of external funding. SLIS will continue to focus on careful enrollment management, micro-marketing, and use of the web as a recruitment tool. This year 480 SLIS news stories have been posted to the web; these provide valuable publicity and a sense of the school for prospective students.

f) Dean Cronin intends to gradually move the teaching load for Indianapolis-based tenure-track faculty members to be closer to the 2/2 course load in Bloomington.

4. Curriculum Steering Committee (Shaw)
The CSC approved and brought for SLIS faculty discussion the proposal for a dual MLS and MA in African Studies. The proposal was approved unanimously by the faculty.

The Records Management course (currently a special topics course) will be numbered S585 with the new course numbering.

The changes in the Digital Libraries Specialization were approved without dissent in the e-mail discussion: this is noted for the record.

5. MIS Program (Spencer, Robbin)
The “MIS 3.0” curriculum provides an opportunity to rethink marketing and how to match the program with the needs and interests of the current generation of students. The recent survey of MIS graduates (76% response rate) shows that most come to SLIS because of the career possibilities, faculty reputation, the effectiveness of the SLIS website. Respondents liked the interdisciplinarity of the curriculum, integrating theory and practice, and group work(!). Number of credit hours was not a concern, although financial considerations were.

6. Doctoral Steering Committee (Jacob)
a) Financial awards to continuing students include 6 travel awards and 3 spring fellowships.

b) 34 people applied for admission in fall 2007. 18 were admitted; so far 2 have accepted and 6 or more have declined. Many receive better funding from other universities.

c) The orientation manual has been revised and will be made available on the web.

d) The curriculum is being revised so that doctoral level independent study/research will be taken as S765 Independent Research in Information Science. The sequencing of S701, the two S702s, and S710 is being clarified by changing S702 I and II to S702 and S703 and specifying prerequisites.

e) The doctoral handbook and associated forms are being revised.

f) The committee is using feedback from faculty to prepare a revised statement on incompletes.

g) The guidelines for S702 were distributed for faculty review.

6. Promotion and Tenure Committee (Shaw)
The committee discussed retaining the school’s 4-point scale for tenure and promotion evaluations [excellent, very good, satisfactory, unsatisfactory] or adopting the 5-point scale used by the campus [excellent, very good, good, satisfactory, unsatisfactory]. The change was approved unanimously and the SLIS Promotion and Tenure Guidelines have been updated to reflect this change.
The committee reviewed and made recommendations to the Dean on the reappointment of three assistant professors.
7. Long Range Planning Committee (Preer, Robbin)
SLIS is engaged in planning; the committee is working to present this in a way the Committee on Accreditation will recognize. This semester they have identified decisions being made and the sources of information used. They will then look at how to systematize information collection and transfer to the appropriate committees and others responsible for planning. The ensuing faculty discussion emphasized the importance of individual initiative, flexibility, and feedback in current SLIS planning procedures.

8. Information Technology Committee (Yang)
Nothing to report.

minutes taken by Ralf Shaw

Meeting of SLIS Faculty - Friday December 1, 2006, Wells Library Room 001, IUB, 1:30-3:15

Draft minutes, December 4, 2006; amended December 4, 2006

Present: Applegate, Börner, Cronin, Day, Hara, Herring, Irwin, Jacob, Mostafa, Nisonger, Paolillo, Robbin, Rosenbaum, Schilling, Shachaf, Shaw, Walsh, Yang, Spencer

Regrets: Ball, Callison, Meho, Preer, Tilley

1. Minutes of the April 5, 2006, meeting were approved as distributed.

2. Dean’s report (Cronin): Danny Callison begins his new position as Dean of the School of Continuing Studies on January 1, 2007; Hamid Ekbia will join the SLIS IUB faculty on that date. Marilyn Irwin has been appointed Associate Dean, replacing Danny Callison. Dean Cronin will work for a tighter coupling of the Bloomington and Indianapolis programs.

The ALA’s Committee on Accreditation has accepted the biennial narrative report for 2005; they asked for additional information on the Long Range Planning Committee’s work and on faculty staffing of MLS courses in the December 2007 biennial report. The SLIS IUB budget prediction is for an (absorbable) shortfall of maximally $350,000. New students for spring semester will number 10 to 15 at SLIS Bloomington (down from 25 in spring 2006); credit hour projections for SLIS Indianapolis are down 2%. Nonetheless, enrollment numbers for the last five years have been robust.

3. Doctoral Program (Mostafa): The September research forum was well attended. Jonathan Warren, Nicolas George, and Scott McCaulay received awards. Ten applications have been received for the coming year. In January Elin Jacob will chair the committee and Arlene Merkel will be the Recorder.

4. Curriculum Steering Committee (Jacob, Shaw): The committee proposed modification to the Archives and Records Management Specialization in the MLS degree program. To meet guidelines of the Society of American Archivists, the specialization would include the 15-credit foundation core courses, Introduction to Archives and Records Management, a 3-credit archives-related internship, and an additional 12 hours of courses related to archives and records management. The faculty approved the change unanimously.

In January Elin Jacob will step down as CSC chair and Ralf Shaw will take that post. A SLIS Indianapolis representative will be appointed to replace Danny Callison.

5. MIS Update (Rosenbaum): The MIS advisory committee has been reconstituted, with a membership of six IT executives from the region. Advice from this committee fed into a series of open meetings among interested faculty on how the MIS program might be revised. Areas to be discussed are: L401 requirement, number of credit hours, required courses, prerequisites, and tracks/specializations. After discussion Howard Rosenbaum moved and Elin Jacob seconded that the L401 requirement for MIS students be dropped. The faculty approved the recommendation unanimously. The remaining topics will continue to be discussed in faculty open meetings.

6. Promotion and Tenure Committee (Shaw, Irwin): John Walsh’s P&T liaisons have been appointed. Untenured faculty and their P&T liaisons have been reminded to discuss annual reports. Three SLIS Indianapolis faculty will have their campus-required three-year reviews this spring.

7. Development (Shaw) Vicky Martin is the new SLIS contact at the IU Foundation. She is working with SLIS on the IUB endowment campaign.

minutes taken by Ralf Shaw
Meeting of SLIS Faculty - Wednesday April 5, 2006, Wells Library Room 001, IUB, 1:30-3:15

Draft minutes, April 5, 2006

Present: Albee, Applegate, Ball, Börner, Callison, Cronin, Hara, Irwin, Jacob, Meho, Mostafa, Nisonger, Paolillo, Robbin, Rogers, Rosenbaum, Schilling, Shachaf, Shaw, Tilley, Yang

Regrets: Day, Herring, Preer, Tilley, Spencer

1. Minutes of the October 20, 2005 meeting were revised and approved. Callison’s report was amended to record that SLIS Indianapolis fall 2005 credit hours were approximately 1,850 (a 5% increase over 2004 and the highest number of credits for a fall semester). The program now runs about 5,000 credit hours annually.

2. Faculty Policy Council (Rosenbaum). FPC will be conducting the election of a Bloomington representative when Kiduk Yang’s term expires this spring.

3. State of School I (Cronin). SLIS is a core campus school; it has well-established graduate programs and is tightly coupled with the profession and with other academic units on both campuses. It accounts for a tiny percentage of the university’s budget. Compared with some other schools ranked by *US News & World Report*, SLIS is undercapitalized. Nonetheless, the school has been effective in securing outside funding and remains nimble and responsive to new opportunities.

4. State of School II (Callison). SLIS Indianapolis continues to emphasize strong teaching; Jean Preer received three teaching awards last year. Enrollment is up 80% from five years ago, now holding steady at 330-340 students per semester, about 5,000 credit hours per year. With 120 MLS graduates a year, SLIS ranks fourth on the campus. Recent initiatives include IMLS-funded development of an online tutorial for museum studies and a hands-on workshop on health promotion co-sponsored with the School of Nursing and the Office of Lifelong Learning.

5. Curriculum Steering Committee (Shaw). The course renumbering proposal was slightly amended and approved by voice vote. The Graduate Certificate in Information Architecture has been approved by the Academic Leadership Council and approval by the Trustees is expected this week.

6. Doctoral Steering Committee (Mostafa). The committee reviewed 21 (15 international) applicants (down from 31 last year). Five (2 international) were admitted; so far 2 have accepted, 1 declined. The DSC is developing criteria for funding to support continuing doctoral students.

7. Search Committees (Shaw). The digital library search has not recommended any appointment; the faculty’s cooperation in the interviews is appreciated. (Robbin) The search for an associate/full professor invited Ron Day to interview; he was recommended to the Dean and has accepted a position. The search for an assistant/associate professor invited Hamid Ekbia to interview. His appointment was recommended to the Dean.

8. Information Technology Committee (Yang). The committee had nothing to report.

9. Research matters (Mostafa). IMLS has significant resources to support the kinds of research in which SLIS faculty are engaged. Their career grant program for junior faculty is worthy of particular attention. Erica Bodnar has been hired for a new staff position, which will include alerting faculty to prospects for research funding.

10. Alumni and Development (Shaw, Callison). Regional alumni gatherings continue; we will also provide support for alumni events at conferences where alums will represent the school: American Association of Law Librarians, Special Libraries Association, Illinois Library Association. With Marilyn Irwin working on SLIS Indianapolis alumni issues, we may try to hold a regional gathering in the northern part of the state.

minutes taken by Ralf Shaw
Meeting of SLIS IUB and IUPUI Faculty - Wednesday October 19, 2005, University Library Room 1116, IUPUI, 1:45-3:10

Draft minutes, October 20, 2005 (revised)

Present: Albee, Applegate, Ball, Börner, Callison, Cronin, Day, Herring, Irwin, Meho, Mostafa, Nisonger, Paolillo, Preer, Robbin, Rosenbaum, Shachaf, Shaw, Tilley, Spencer

Regrets: Hara, Rogers, Schilling, Yang

Sabbatical: Jacob

1. Minutes of the April 20 meeting were approved as submitted.

2. Faculty Policy Council (Rosenbaum): Rosenbaum was elected FPC chair for 2005-06.

3. Campus Update: Bloomington (Cronin): SLIS Bloomington is healthy. Searches for two faculty positions are underway and a third may be added. The school will likely request an 8.5% fee increase for 2006-07.

Indianapolis (Callison) Callison welcomed the faculty to the campus. SLIS IUPUI is also healthy, with fall credit hours at approximately 1,850 (a 5% increase over last year and the highest number of credits for a fall semester). The program now runs about 5,000 credit hours annually, with a goal of about 7,000 in two to three years. In support of its distributed education mission, SLIS Indianapolis has a VIC conference room and has added New Albany as a receive site.

4. SLIS-IUB and SLIS-IUPUI: Strategy and Structure (Cronin): The letter approving continued accreditation by the ALA’s Committee on Accreditation was distributed. Typical of such letters, it requests updates in five areas: planning process, impact of the School of Informatics, efforts to increase diversity of faculty and students, student advising mechanisms, and (Bloomington) courses taught by full-time faculty with library backgrounds.

The first area, “implementation of a broad-based planning process that involves the constituency that [the] program seeks to serve”-- specifically the issue of a two-campus program, was assigned to the FPC for initial faculty review of issues and identification of how to involve other constituencies in the discussion. This will be the primary topic for the FPC’s November 9 meeting.

5. Curriculum Steering Committee (Shaw): The faculty approved committee recommendations for an Art Librarianship Specialization (Bloomington) (unanimously) and a dual MLS/MS in Health Informatics with the School of Informatics (Indianapolis) (with one abstention). The committee reported its approval of L595 workshops on Grantwriting and Career Strategies and L597 special topics courses on Consumer Health Informatics, Digital Image Collections, and Readings in the Political Economy of Information and Communication: Information, Post-Fordism, and the Networked Society. Finally, the faculty received a draft proposal for course renumbering, which will be discussed in open meetings on both campuses on November 11.

6. Research and Doctoral Steering Committee (Mostafa): Recent analysis by the Office of the Vice President for Research shows that SLIS had major increases in the number of proposals submitted and the amount of external funding for research last year.

The Doctoral Steering Committee is reviewing the Doctoral Handbook. Last year 31 applications were reviewed, 9 admitted, and 4 students entered the program. Faculty expressed interest in having information about SLIS doctoral students available on the SLIS website.

7. Promotion and Tenure Committee - Bloomington (Nisonger): The committee has no promotion or tenure cases this year. It will be reviewing the mentoring policy and making reappointment recommendations to the dean early next semester.

Promotion and Tenure - Indianapolis (Callison): The SLIS Indianapolis Promotion and Tenure Committee consists of Callison, Irwin, and Preer. It follows procedures comparable to the SLIS Bloomington committee, using P&T guidelines developed for the IUPUI campus.

The formal meeting concluded at 3:10, allowing Callison to show Bloomington-based faculty the school’s facilities in Indianapolis.

minutes taken by Ralf Shaw
Meeting of SLIS IUB and IUPUI Faculty -
Wednesday April 20, 2005
Draft minutes, 4/21/05

Present: Albee, Applegate, Ball, Börner, Callison, Cronin, Hara, Herrig (by speaker phone), Irwin, Jacob, Meho, Mostafa, Nisonger, Paolillo, Pierce, Preer, Pungitore, Robbin, Rogers, Rosenbaum, Schilling, Shachaf, Shaw, Tilley, Yang, Spencer

Regrets: Ball, Irwin, Hanson

1. Minutes of the November 3 meeting were approved as submitted.

2. Faculty Policy Council (Robbin) Minutes of the February FPC meeting discussion policies on plagiarism were distributed. The Council will be reviewing a university policy on background checks for academic appointees.

3. Update (Cronin) As no new faculty were hired, the two Bloomington searches will be extended and the committees kept in place. The review for reaccreditation of the master’s degree programs continues; it appears the external review panel developed a good sense of the nature and strengths of the programs.

Dean Cronin thanked Verna Pungitore for her 20 years of service to SLIS.

The faculty approved three-year adjunct appointments for Kristine Brancolini and Todd Rowland.

4. State of the School (Cronin) SLIS is financially stable, balancing its books each year but lacking access to the kind of investment capital that would make major projects possible. The Dean’s addendum to the program presentation for reaccreditation flagged the need for SLIS to address how the school will move forward. Dean Cronin’s preference is that it remain one school with two campuses; the IU mission differentiation review suggests ways SLIS could play to the strengths of the two campuses.

In his Budgetary and Academic Plan Dean Cronin noted disparities between SLIS and Informatics support and impact. The Intersection Committee, appointed by the Chancellor, is looking into consequences of major investments in Informatics.

5. State of the School - Indianapolis (Callison) Enrollment has leveled off at about 340 students; minority enrollment has increased, as has the average number of credit hours per semester per student. Jennifer Pierce will be on a leave of absence in 2005-06; Marilyn Irwin will move to full time July 1. Major initiatives include the school media certification and IMLS contract for an online program in outcomes-based planning, and the IMLS-supported WISE distance education consortium of LIS schools. SLIS - Indianapolis is in refurbished quarters in the University Library and will be creating its own classroom for VIC courses. Areas for expanding course offerings are public, academic, and medical librarianship; campus opportunities in medical informatics and civic engagement are also being pursued.

6. Curriculum Steering Committee (Jacob) The faculty approved the committee’s recommendation to divide the Specialization in Special Collections into a Specialization in Archives and Records Management and a Specialization in Rare Books and Manuscripts. Faculty members responsible for core courses have developed descriptions for these courses which will be made generally available and provided to adjunct faculty for those courses. The proposal for a Certificate in Information Architecture has been forwarded to the Graduate School.

7. Doctoral Steering Committee (Mostafa) The committee reviewed 31 applications, admitted 8 students, and has had 2 acceptances to date. Over the last two years, doctoral students have completed 3 qualifying exams, 6 proposal defenses, and 2 dissertations. The committee proposed amendments to the Ph.D. Handbook regarding the teaching requirement and the announcement of qualifying exam and proposal defenses. Discussion will continue electronically.

8. Promotion and Tenure Committee (Shaw) Congratulated Katy Börner on her promotion to associate professor with tenure and Tom Nisonger on his promotion to professor.

9. Information Technology Committee (Yang) SLIS has new servers and an 11 terrabyte storage facility on which it is possible to “borrow” space - interested faculty members should talk with Katy Börner.

10. MLS and MIS recruitment (Spencer, Rosenbaum, Nisonger) SLIS spring credit hours
Appendix 1.3 Minutes of Faculty Meetings

(two campuses) are at an all-time high. Recruiting has been more difficult recently due to students’ increasing debt loads.

11. SLIS Library (Hanson) - no report

The next faculty meeting will be on the Indianapolis campus in fall.

minutes taken by Ralf Shaw
Appendix 1.4
Indiana University School of Library and Information Science
Faculty Policy Council
Meeting Wednesday, February 16, 2005

Present: FPC Members Alice Robbin (Chair), Kiduk Yang, and Jean Preer.
Faculty: Ralf Shaw, Tom Nisonger, Howard Rosenbaum.

Recorder: Jean Preer

The Faculty Policy Council of the Indiana University School of Library and Information Science met on Wednesday, February 16, 2005. The meeting was called to order at 1:35 p.m.

1. SLIS Policy on Plagiarism

With no other matters before the Council, Robbin had asked faculty members to consider the school’s policy for handling alleged incidents of plagiarism. She distributed copies of Part IV Student Disciplinary Procedures of the Indiana University Code of Ethics. She also called attention to the legislative responsibility of faculty for student conduct in the SLIS governance document. Her concerns involved the definition of plagiarism and the way in which the matter is handled in SLIS.

Robbin reviewed known variations in possible disciplinary action, reflected in recent cases, where sanctions ranged from a zero on one assignment to an automatic F for the entire course. She noted that there are particular risks where an F is assigned for the whole course including some that can jeopardize a student’s entire future. Measures to handle the alleged plagiarism must be proportional to the offense.

Her examination of many SLIS syllabi revealed that plagiarism is treated in different ways. Particularly in the syllabi of adjuncts, it may not be mentioned at all. Some full time faculty include language providing for an automatic F in the course, while others warn of an F or zero for an assignment with a caution that a repeated offense could lead to an F for the course. She asked whether as a rule awarding an F for the entire course was a just response or whether the punishment should be more tailored. As a matter of fairness and justice, she asked whether responses should be standardized.

Discussion:

Faculty members favored discretion to respond to different degrees of plagiarism on a case by case basis. Flexibility was needed in defining plagiarism and in responding to it.

Shaw noted that as individual faculty handle such matters, they may not recognize a student’s pattern of conduct. In other departments, faculty must always file incident reports, so there is an internal record that is accessible to faculty.

Robbin reiterated her concern about syllabi that do not include any information about the possible consequences of plagiarism. Faculty should be urged to revise their syllabi and that students should hear about plagiarism procedures at orientation. Shaw noted that the Curriculum Steering Committee had recommended that adjuncts be given information about various school policies and that this should be included.

Preer spoke in favor of requiring each faculty member to inform a designated person, preferably the Executive Associate Dean, about any plagiarism incident and how it was being handled in order to centralize and accumulate data. Robbin warned against sending formal incident reports outside the school without an intermediate response within the School involving faculty. Since Shaw pointed out the drawbacks of having such matters handled by a committee, there was consensus that the responsibility should go to the Executive Associate Dean. This would enhance institutional memory and might lead to more uniform responses. The faculty member would first determine whether plagiarism had occurred.

Shaw concluded that in each case of plagiarism, before any case involving plagiarism leaves the school, there should be consultation between the Executive Associate Dean, the dean of students, and the faculty member.

All agreed that in each case, two people, including the Executive Associate Dean, had to sign off before the matter could leave SLIS. Preer will check the procedure in Indianapolis where there is no Dean of Students. It was suggested that a faculty member there along with the Executive Associate Dean in Indianapolis sign off before a case was sent outside the school.
Council members will reflect on what has been concluded so far and make recommendations for implementing any changes. They agreed to meet again on Wednesday, April 27, 2005, at 1:30pm. The meeting adjourned at 2:40 p.m.

Indiana University School of Library and Information Science
Faculty Policy Council
Meeting March 29, 2006

Present: Council Members, Kiduk Yang, Jean Preer, and Howard Rosenbaum

The Faculty Policy Council of the Indiana University School of Library and Information Science met on Wednesday, March 29, 2006 in the SLIS conference room on the IUPUI campus under the leadership of Howard Rosenbaum. The meeting was called to order at 1:05 p.m.

The minutes of the meeting of February 8, 2006 were approved.

Follow up. Members noted that the most recent revision of the course numbering scheme, discussed at the last meeting, has been distributed by Ralf Shaw in time for the faculty meeting scheduled for next week on April 5, 2006.

Campus issues. Howard and Kiduk reported that enrollment in the MIS program remains a matter of concern. Faculty and staff are looking at ways to promote the program among IU undergraduates, through open houses and advertisements. This is a national trend, experienced by other LIS programs.

L401 is being revised on the Bloomington campus. Jean provided a quick description of how L401 has been revised at IUPUI and suggested that they contact Kathy Schilling, the SLIS faculty member who oversaw the revision.

IU SLIS-Indy now has its own VIC classroom in the conference room of the SLIS office suite. VIC classes are delivered to remote sites in Fort Wayne, Gary, New Albany, and South Bend. Having its own VIC classroom assures SLIS-Indy of a VIC capability in the face of increasing competition for VIC classrooms on the IUPUI campus. FPC members considered the possibility of using VIC to hold FPC and other meetings.

Planning. In addition to efforts to configure the MIS program to maximize enrollment and to reorder course offerings, the doctoral program is currently being reviewed.

FPC Election. Kiduk Yang is completing the last year of his term as a member of the Faculty Policy Council. According to the SLIS governance document, an election must be held to fill his seat. Kiduk is eligible for a second term. Howard Rosenbaum will initiate the process for an election on the Bloomington campus.

Other matters. Jean shared with Howard and Kiduk the Rubric for Tenure-Track Faculty Annual Assessment developed by SLIS-Indy faculty. It has just been used for the first time as the basis for the yearly evaluation of SLIS-Indy faculty.

After a discussion of Indiana’s Brain Drain, the meeting adjourned at 2:10 p.m.

Jean Preer

Indiana University School of Library and Information Science
Faculty Policy Council
Meeting October 17, 2007

Present: Council Members, Pnina Shachaf, Jean Preer, and Howard Rosenbaum; Ralf Shaw, Alice Robbin, Ron Day, Hamid Ekbia, Susan Herring, John Walsh

The Faculty Policy Council of the Indiana University School of Library and Information Science (IU SLIS) met on Wednesday, October 17, 2007 at IU Bloomington under the leadership of Howard Rosenbaum. The meeting was called to order at 1:00 p.m. in room 002.

Election to Faculty Policy Council An election will be held to fill the at-large seat on the Faculty Policy Council. Harold Rosenbaum will leave the Council at the end of 2007 to assume the position of Associate Dean at IUB. Pnina Shachaf represents the IUB faculty; Jean Preer is starting her second three-year term representing the IUPUI faculty. A ballot will be prepared listing all faculty members eligible to serve. The term of the new member will begin in January 2008.
Endorsement to Chair Doctoral Dissertation Committees After discussion of a variety of alternatives, it was agreed that tenured status on the SLIS faculty would be the criterion for endorsement to chair doctoral dissertation committees with the Doctoral Steering Committee considering exceptions to this policy. The Dean’s office will be responsible for informing the University Graduate School of faculty members endorsed by the School. It is necessary to determine, in the case where the Doctoral Steering Committee grants an exceptional endorsement, whether this endorsement applies only to chairing that doctoral dissertation or whether it constitutes an ongoing endorsement. Ralf Shaw will check on this and report to the Faculty Policy Council for possible further consideration of the matter.

Yearly Planning Cycle On behalf of the Strategic Planning Committee, Alice Robbin presented the proposed IU SLIS Yearly Planning Cycle. The cycle is based on a set of principles and establishes a series of planning points identified through the academic year. The process vests planning decisions in existing committees and places general coordination in the hands of the Associate Dean at IUB. The Faculty Policy Council approved the proposal which, with minor changes, will be presented at the IU SLIS faculty meeting on October 31.

Governance Document Howard Rosenbaum presented a schedule for the three-year review of the IU SLIS governance document approved by the faculty in May 2004. Faculty will be invited to go over the current document and send proposed changes to Howard by October 28. A draft of the revised document will be available on October 29 and will be discussed at the FPC meeting that will follow the faculty meeting on October 31. Following that meeting, either a vote will be taken by paper ballot or another FPC meeting will be scheduled before the vote is taken. (See Rosenbaum message, “Time to review the governance document,” October 17, 2007)

Distance Education Howard Rosenbaum reported that Dean Cronin is interested in revisiting the role of distance education at IU SLIS. Currently the Indianapolis campus handles distance education for the school with courses delivered via VIC to sites in Gary, South Bend, Fort Wayne, and New Albany, and as web-based offerings. At present, it is not possible to complete an entire degree online. After much discussion of the pros, cons, methods, and costs of distance education, it was agreed that this is an appropriate matter to discuss as part of long-range planning, with referral of the matter to appropriate SLIS committees.

Next meeting The Faculty Policy Council will meet on Wednesday, October 31, 2007 following the meeting of the IU SLIS faculty.

The meeting adjourned at 2:30 p.m.

Minutes prepared by Jean Preer

Indiana University School of Library and Information Science Faculty Policy Council Meeting February 19, 2008

Present: Council Members, Pnina Shachaf, Jean Preer, and Lokman Meho; IUB Associate Dean, Howard Rosenbaum, Rachel Applegate, Ron Day, John Walsh

The Faculty Policy Council of the Indiana University School of Library and Information Science (IU SLIS) met on Tuesday, February 19, 2008 at IU Bloomington under the leadership of FPC chair Pnina Shachaf. The meeting was called to order at 9:00 a.m. in room LI030.

At the request of Dean Cronin, and following preliminary discussion at previous FPC meetings, attendees addressed the question of whether IU SLIS should expand its offerings of courses by distance education. Looking at information about what other schools do proved inconclusive with highly ranked schools divided on whether or not they offer degrees online. There seems to be a great deal of variation in these online programs with at least two of the leading schools, Pittsburgh and Illinois, requiring some travel to campus.

Faculty members shared their experiences teaching in various distance modes at IU and at other LIS schools. Currently distance education offerings for the school are delivered through IUPUI. A little over half of the credit hours at IUPUI in 2007 were VIC and online courses (14% VIC*, 38% online, and 48% in-person, during Summer 2007, fall 2007, spring 2008). All but one of the required courses for the MLS degree are available over VIC (Virtually Indiana Classroom) with synchronous broadcasts to VIC classrooms at regional campuses in Gary (IUN), South Bend (IUSB), Fort Wayne (IPFW), and New Albany.
Neither Research Methods nor Evaluation is given over VIC or as a web-based course. None of the required courses, except S504 Cataloging, is taught online. [Note from recorder: S501 Reference will be offered online in summer 2008.]

A number of electives are available as web-based courses. [Note from recorder: These include S532 Information Architecture for the Web, S571 Materials for Youth, S574 Information Inquiry for School Teachers, and S622 Resources and Services for People with Disabilities.]

At present, it is not possible to complete an entire degree through distance education. It is possible to complete the courses for school library media certification online and to fulfill the requirements for Librarian V Certification in Indiana. Since VIC is a system that works within Indiana, a totally online degree would require the conversion all the remaining required courses and a substantial number of electives to web-based offerings.

Discussion covered many aspects of distance education that must be considered before deciding whether to expand distance offerings:

* the interest in faculty at IUB in distance education (all faculty at IUPUI are expected to teach distance courses either web-based or by VIC)
* responsibility for converting courses for online delivery
* the role of adjuncts in designing and delivering online courses
* quality issues
* impact of distance teaching on research productivity
* the respective roles of IUPUI and IUB if IUB offers distance courses
* potential competition for students
* “branding” issues—would it be a single IU SLIS degree?
* assigning courses and allocating revenue

Those attending the meeting felt that it had been a productive session raising many issues and forming a basis for further discussion. The meeting adjourned at 10:30 a.m.

Minutes prepared by Jean Preer

Indiana University School of Library and Information Science
Faculty Policy Council
Meeting April 30, 2008

The Faculty Policy Council (FPC) of the Indiana University School of Library and Information Science (IU SLIS) met on Wednesday, April 30, 2008 at IUPUI under the leadership of FPC chair Pnina Shachaf. The meeting was called to order at 11:30 a.m. in the conference room of UL1112 and was devoted to the implementation of the long-range planning process adopted by the SLIS faculty on October 31, 2007.

COORDINATION
As a review, Howard Rosenbaum distributed an outline of the long-range planning cycle, incorporating text from the planning cycle memo. IUB Associate Dean is responsible for general coordination and information sharing about all SLIS planning activities. Over the summer, he and Dean Cronin will summarize the planning activities of the previous year and determine appropriate goals for the school and its committees to consider for the coming year.

STANDING COMMITTEES
In fall 2008, SLIS standing committees, acting on a somewhat general charge from the dean, will be asked to establish short and long-term goals and report them to the IUB Associate Dean and the FPC. At the faculty meeting in the spring 2009, they will be asked on their progress in meeting these goals.

ALUMNI INPUT
Since the school has increased its alumni activities, faculty attending various professional meetings will be asked to connect with SLIS alums and relay suggestions and concerns to the IUB Associate Dean. Sarah Burton will be asked to keep faculty informed about alumni events at conferences throughout the year and to let alums know that faculty will be interested in receiving their input.

It was noted that the curriculum committee might want to conduct a more formal survey of employers, many of whom are alums, as one of its planning activities.

REVISIONS TO PLANNING CYCLE
It was agreed that the IUB Associate Dean would prepare a yearly planning progress report and also that SLIS should establish a periodic revision of the planning cycle, based on our experience with the
process, as is currently done with the governance document.

STUDENT OUTCOMES ASSESSMENT
Participants agreed that the school must address the matter of student outcomes assessment as part of its planning for the next COA review. The matter will be added to the planning agenda and reported at the faculty meeting.

The meeting adjourned at 12:28 p.m.

Minutes prepared by Jean Preer

Indiana University School of Library and Information Science
Faculty Policy Council Meeting
December 1, 2008

Present: Council Members, Pnina Shachaf and Jean Preer; Howard Rosenbaum, IUB Associate Dean; faculty members Noriko Hara and Alice Robbin

The Faculty Policy Council (FPC) of the Indiana University School of Library and Information Science (IU SLIS) met on Monday, December 1, 2008 at IUB. Chair Pnina Shachaf called the meeting to order at 12 noon in conference room 036. The minutes of the meeting of April 30, 2008 were approved.

PLANNING
The meeting largely focused on progress so far in the implementation of the long-range planning process adopted by the SLIS faculty on October 31, 2007. Howard Rosenbaum, IUB Associate Dean, who coordinates the school-wide planning effort, reported receiving planning goals formulated by the following standing committees: Curriculum Steering Committee, the Information Technology Committee, Admissions and Scholarship Committee, Diversity Committee, and Doctoral Steering Committee. The ad hoc Long-Range Planning Committee also submitted goals. (A summary of these reports, compiled by Howard Rosenbaum, is attached.) It was noted that the planning cycle begins with committees formulating (and reporting) goals during the fall and not during the summer. FPC members thanked Howard for compiling and reporting this information.

A discussion followed concerning the respective roles in the planning process of the Faculty Policy Council and the Long-Range Planning Committee. The governance document (sec. 2.1) assigns legislative authority to the FPC for the School’s short and long-term planning. It was suggested that the FPC focus on the substance of planning in terms of the School’s direction while the Long-Range Planning Committee focus on the process itself as proposed in the committee’s goals for 2008-2009. The status of the Long-Range Planning Committee as an ad hoc rather than a standing committee was also raised and deferred until the planning process has been through a complete cycle.

As part of its role in planning, the FPC will use its meetings for more in-depth discussion of matters that involve more than one committee. Chairs and program directors will be able to bring up issues of more school-wide interest such as continuing education.

OTHER MATTERS
A concern was raised about whether the Associate Dean at IUB is allowed to serve as a member of the Doctoral Steering Committee or whether holding that administrative position precludes committee service as a faculty member. The current governance document, which was consulted, does not specifically prevent such service. The Faculty Policy Council, which is charged with reviewing the governance document every three years, may address these issues in future.

NEXT MEETING
The Faculty Policy Council will hold its next meeting on Wednesday, January 28, 2009, at 12:30 p.m.

The meeting was adjourned at 12:55 p.m.

Minutes prepared by Jean Preer

Report to the FPC: Fall 08 - SLIS standing committees’ long range planning activities
12.1.08
HR
Curriculum Steering Committee: Hara
CSC will continue to review new course proposals for the masters’ and specialist degrees and will sponsor a student open meeting in the spring
semester. In addition, CSC will address the following three goals that were suggested by the Dean this past summer:

- review and revise DL specializations. CSC met w/ the director of DL specializations (John Walsh), and he will bring a proposal to the committee later this year
- evaluate continuing education opportunities. CSC discussed the opportunities for continuing education and made recommendations, which will be shared at the fall faculty meeting
- propose a plan for student outcome assessment. CSC has briefly discussed this issue and will continue to examine and discuss it this semester (and next if it’s necessary).

Information Technology Committee: Yang

The primary objective of the IT committee is to ensure that information technology at SLIS provides a robust, reliable, and secure information technology infrastructure to SLIS. Following outlines IT committee’s goals in support of this:

Long Term (on-going) goals

~Develop a strategic plan for accommodating the IT needs of SLIS in keeping with major IT trends.
~Engage in periodic assessments to monitor the status of IT infrastructure, emerging IT needs, and adequacy of IT support at SLIS.
~Investigate new technologies to identify those that could benefit SLIS.

Short term goals

~Review current IT infrastructure and policy
~Periodic hardware & software replacement
~On-line documentation
~Existing hardware & software
~FAQ & help
~Access to electronic resources for students and faculty
~Electronic class notes
~Digital library reserves
~Improve web-based information resources
~Investigate a Web-based course content management system that can be used by faculty to easily create and maintain course websites.

e.g., Kiduk Yang’s Course IT framework, OnCourse

Explore the development of Web-based IT services that can facilitate administrative activities.

Examples
Update Yang’s Independent Study tracking system to be deployed for SLIS at large
SLIS student database to keep track of student progress for advising
Travel Reimbursement system to file travel reimbursement online for efficient processing and record keeping

Long Range Planning Committee: Preer/Robbin

The members of the SLIS Long Range Planning Committee conducted a phone meeting on Friday, November 21, 2008, beginning at 4:30 p.m. The discussion focused on the goals of the committee for 2008-2009 as required by the SLIS planning process. Since this is the first year of the implementation of this process, adopted by SLIS in October 2007, the committee sees its overall goal as fostering the integration of the planning process throughout the School. To this end, the committee established as its objectives for this year:

~to monitor informally the planning process and
~to suggest areas in which the process could be enhanced.

Committee members again recommended that the school institute a regular rotation of program reviews noting that since the MIS program has recently been revised, a review of that effort might be in order.

Other suggestions included enhanced tracking of MLS graduates and a more formal process of gathering alumni feedback now that a yearly cycle of alumni gatherings at professional associations is in place.

Doctoral Steering Committee: Jacob

Long term goal
egin a revision of the PhD program

Short term goal
ationalize the quals evaluation process according to the Dean’s charge
Diversity Committee/Admissions and Scholarship Committee/Standing Sub-Committee on Review of Students on Probation: Spencer

Long term goals for these three committees:

- treat people with a welcoming, respective attitude,
- manage difficult situations with reflection, thoughtfulness, and care,
- manage administrative processes in a timely and efficient manner,
- keep in mind faculty research areas and academic goals, and
- be responsive to changing needs of the profession.

1. Admissions and Scholarship Committee (2008/2009)

Charge: To be responsible for implementing the School’s admission policy at the master’s level and to make decisions concerning distribution of financial aid to master’s students.

This committee acts in an advisory role. The practice I have observed as Chair is to seek advice from committee members on policy issues and problem/borderline applications. Pnina Shachaf is my primary contact, and Kathy Schilling supports the SLIS Indianapolis processes.

2. Standing Sub-Committee on Review of Students on Probation (2008/2009)

This committee acts in an advisory role. The practice I have observed as Chair is to seek advice on the more difficult student academic situations.


Charge: To provide advice and plan for the School’s diversity initiatives in the areas of student recruitment and retention.

This committee is in part a “think tank” - creative contributors - people who help plant seeds of ideas. Annually we both (1) create a summary of diversity initiatives from the previous year - for both campuses, and (2) think on future possibilities. The committee asks primarily in an advisory role.

Indiana University School of Library and Information Science
Faculty Policy Council Meeting
February 11, 2009

Present: Council Members, Pnina Shachaf, Jean Preer (by phone), and Lokman Meho; Howard Rosenbaum, IUB Associate Dean; faculty members, Ralf Shaw, John Walsh, Ying Ding. Director of Admission and Placement, Rhonda Spencer.

Excused: Marilyn Irwin, IUPUI Associate Dean; Noriko Hara.

The Faculty Policy Council (FPC) of the Indiana University School of Library and Information Science (IU SLIS) met on Wednesday, February 11, 2009 at IUB.

Chair Pnina Shachaf called the meeting to order at 12:30 p.m. in conference room 030. The minutes of the meeting of December 1, 2008 were approved.

NEXT MEETING
The next FPC meeting will be held on Wednesday March 11, 2009 at 11 a.m. Three issues are on the agenda for the next meeting: 1) IUPUI online distance education; 2) Students outcome assessment; 3) Continuing education.

RECRUITING
The meeting focused largely on identifying methods for improving recruitment and quality of Master students, including:

1. Coordination between the two campuses in recruitment and admission. SLIS IUB should try to be more active at the ILF activities.
2. Increasing the applicant pool would allow more selective admissions.
3. Targeting such scholarships as those provided by IMLS.
4. Using scholarships as a recruitment method to target specific groups.
5. Participation at ALA by having an exhibit booth targeted primarily towards potential students.
6. Encouraging SLIS faculty to get in touch with their advisees as soon as possible after receiving the advising sheets from Rhonda. It was argued that this will encourage more students to select SLIS over other schools.
7. Consider making SLIS-related announcements on professional listservs popular among librarians and potential MLS and MIS students (not JESSE or
8. Seek out and place on the web site more success stories from current and past students, as well as include more information about where our graduates are and what they are currently doing.
9. Redesign SLIS web site. It was argued that it is the most popular recruiting tool. Prospective students should be the main focus of the web site, followed by others (i.e., current students, faculty members, and others).
   a. There is a need to revise and update the content – perhaps an ad hoc committee could work on that.
   b. It may be useful to add a SLIS (faculty?) blog.
   c. Professional design is extremely important. It may be useful to hire a professional company.
   d. Generate student and faculty comments. A survey among current students (and others).
   e. The welcome note from the dean can emphasize outstanding teaching and placement success.

The meeting was adjourned at 13:35 p.m.

Minutes prepared by Pnina Shachaf

Indiana University School of Library and Information Science
Faculty Policy Council
Meeting March 11, 2009

Present: Council Members, Pnina Shachaf, Jean Preer, and Lokman Meho; Howard Rosenbaum, Associate Dean-IUB, Marilyn Irwin, Associate Dean-IUPUI, Ralf Shaw, Noriko Hara

The Faculty Policy Council (FPC) of the Indiana University School of Library and Information Science (IU SLIS) met on Wednesday, March 11, 2009 at IUB.

Chair Pnina Shachaf called the meeting to order at 11:00 a.m. The agenda included discussion of two major topics: a proposed online degree for the Indianapolis program and a progress report on student outcomes assessment.

ONLINE DEGREE PROGRAM Marilyn Irwin presented the reasons for a proposal that would allow an MLS student enrolled in the Indianapolis program to complete the entire program online. (See attached outline.) There are a number of hurdles to be cleared before implementation can begin. A target date of fall 2010 has been established with a number of questions still to be addressed. Some of these were raised in the discussion including an on-campus orientation, an enrollment limit, the ratio of face-to-face to online courses, and which courses beyond the core would be offered online.

The proposal will be presented at the Faculty Meeting as well.

STUDENT OUTCOMES ASSESSMENT On behalf of the Curriculum Steering Committee, Noriko Hara presented an update on its consideration of a plan to measure student outcomes. She referred to a study by Rachel Applegate of the measures that various schools use including a final exam, capstone project, and portfolio. Rachel has looked into using Oncourse as a means for students to post assignments or projects that demonstrate achievement of the existing MLS curricular goals. Before the plan is presented to the faculty next fall, it was suggested that it be piloted by a small number of students in the Indianapolis program, so it can be demonstrated to and evaluated by the faculty. Since SLIS will participate in the NCATE review prior to the COA reaccreditation visit in 2012, students in school library media or graduate assistants might be asked to test the system. It was agreed that student input would be useful. Rachel will get everyone into the system. Questions were raised about assessment policies and procedures. Jean Preer will distribute an earlier memo outlining possible assessment policies and procedures. (See attached).

The meeting adjourned at 12:20 p.m.

Minutes prepared by Jean Preer

Indiana University School of Library and Information Science
Faculty Policy Council
Meeting April 15, 2009

Present: Rachel Applegate, Blaise Cronin (Dean), Noriko Hara, Elin Jacob, Lokman Meho (FPC member), Jean Preer (FPC member), Alice Robbin, Howard Rosenbaum (Associate Dean-IUB), Pnina Shachaf (FPC Chair), Debora Shaw.

Apologies: Marilyn Irwin (Associate Dean – IUPUI)

The Faculty Policy Council (FPC) of the Indiana University School of Library and Information Science
Science met on Wednesday, April 15, 2009 in Bloomington. Chair Pnina Shachaf called the meeting to order at 12:00 noon. The agenda included discussion of and providing feedback on the strategic plan of the School of Library and Information Science which was prepared by Dean Cronin.

Following a brief overview by Dean Cronin of the goals and objectives of the document and its value for the school, the floor was open for faculty members to discuss changes and additions to be made to the document.

Dean Cronin announced that he will incorporate into the document all the feedback provided at the meeting and those made in person or via e-mail by faculty members who were unable to attend the meeting. The faculty will then be asked to review and vote on the updated version of the document.

Dean Cronin indicated that he hopes that faculty deliberation, review of and vote on the final version of the strategic plan will be done by the end of the semester (Spring 2009).

The meeting was adjourned at 1:00 p.m.

Minutes prepared by Lokman I. Meho

Minutes of the Faculty Policy Council
October 28, 2009, 11:30

Present: Council members, Jean Preer, Pnina Shachaf, Ron Day; Marilyn Irwin, Howard Rosenbaum Debora Shaw, Staša Milojević

The Faculty Policy Council (FPC) of the Indiana University School of Library and Information Science (IU SLIS) met on Wednesday, October 28, 2009 at IUPUI. Chair Pnina Shachaf called the meeting to order at 11:30 a.m.

Minutes from the last meetings (March, 11, 2009; April 15, 2009) approved.

Item 1 - Biennial narrative report to the ALA COA discussed. Pnina said that Blaise has incorporated earlier comments from members of the Long Range Planning Committee and the Faculty Policy Council to the report. Jean said that Blaise did a good job organizing the report around the standards and that the contents are great. Pnina agrees.

Item 2 - Long range planning. Jean handed out a revised version of Howard and Blaise’s 10/12/2009 on Long Range Planning Goals for 2009-2010, with additions for “sequence objectives in SLIS Strategic Plan” with selected action items. She also handed out a table: “IU SLIS Strategic Objectives, Actions, and Responsibility” for the AY 2009-2010.

Pnina discussed the possible roles of the FPC in the planning process: should the FPC wait for committees to respond or should the FPC be more active? At the end of the fall semester Howard will remind Committee Chairs to share their goals for the year with the Associate Dean at IUB and the FPC.

Item 3 – Student outcomes assessment. Marilyn raised the question of whether the FPC should be involved in the implementation of the Student outcomes assessment. Pnina said that we need to hear more from the CSC. Marilyn and Jean said that the Student outcomes assessment should be for curriculum goals and Jean said that it should be indirectly for the COA. Pnina said that Indy e-portfolio is a pilot case; Marilyn said that they have a grant for it. Jean said that the Student outcomes assessment shouldn’t be a burden upon the faculty. Pnina said that the pilot evaluation data should be shared with the Bloomington faculty as soon as possible and perhaps Rachel Applegate should address the FPC.

The meeting adjourned at 12:15.

Minutes recorded by R. Day

Indiana University School of Library and Information Science
Faculty Policy Council Meeting
December 2, 2009

Present: Council Members, Pnina Shachaf, Jean Preer, and Ron Day; Howard Rosenbaum, IUB Associate Dean; faculty members Debora Shaw, Noriko Hara, Staša Milojević, Rachel Applegate, Kathy Schilling

The Faculty Policy Council (FPC) of the Indiana University School of Library and Information Science (IU SLIS) met on Wednesday, December
SLIS PROGRAM PRESENTATION

2, 2009 at IUB. Chair Pnina Shachaf called the meeting to order at 11:32 p.m. in conference room L1036. The minutes of the meeting of October 28, 2009 were approved with the phrase “student outcomes assessment” replacing “CSC evaluation tools”.

EXPERIENCE WITH e-PORTFOLIOS ON ONCOURSE
Rachel Applegate presented the experience of SLIS Indianapolis in the use of ePortfolios as a means to assess student learning outcomes. With a two-year Integrative Department Grant from IUPUI, SLIS Indianapolis is piloting the design and use of Oncourse ePortfolio to enable students to upload completed and graded assignments that demonstrate their mastery of the six objectives of the MLS curriculum. All SLIS faculty have access to the ePortfolio on Oncourse. Elsa Kramer, SLIS alum, adjunct professor, and project coordinator of the grant, posted her completed SLIS assignments as an example.

So far, two classes of students and a group of volunteers have worked with the system, including some beginning their programs and some about to graduate. Their feedback has resulted in some changes. Rachel reported that the use of Oncourse provides familiarity, storage capacity, long-term retention, and maintenance. UITS staff has worked with SLIS-IUPUI in making changes based on student and staff suggestions. The system makes it possible to identify which students have not completed uploading materials for each objective and may allow access by a particular goal.

DISCUSSION OF POSSIBLE SCHOOLWIDE IMPLEMENTATION
Discussion followed concerning the school wide possible implementation of student outcomes assessment using ePortfolios. Additional information was distributed at the meeting in a position paper by Marilyn Irwin “Evaluating Student Learning Outcomes”, a summary of progress so far by Rachel Applegate, “Program-level Assessment for SLIS”, and “Student Outcome Assessment – Portfolios” by Noriko Hara (these documents are available on Faculty Exchange). Staša Milojević described the use of portfolios at UCLA.

For accreditation we need to implement a solution that will inform our curriculum development and will be used for program improvement. Jean Preer (for Alice Robbin) reminded the faculty that multiple assessment measures can be used concurrently. Faculty discussed whether any other assessment measures should be considered further and followed up on concerns raised by Elin Jacob in an email read at the opening of the meeting. Besides the portfolios other possible solutions, such as exams, surveys, exit interviews, and thesis were briefly discussed. Faculty agreed that SLIS should adopt a method that did not involve much greater work for students and faculty. Pnina Shachaf asked that additional options be considered at the meeting. No other student assessment option was advanced for consideration, but faculty are encouraged to propose workable alternatives.

It was agreed that student outcomes assessment using ePortfolios needs to be a school wide effort, that the focus should be on improving the proposed ePortfolio, and that responsibility should rest with the Associate Deans on both campuses (Howard Rosenbaum and Marylin Irwin). Two major issues need to be addressed before the e-portfolio option can be implemented: 1) The technical issues with Oncourse ePortfolio software and the willingness of UITS to make changes. 2) The implementation issues and the faculty workload (how faculty would be involved in advising students about ePortfolios and reviewing their submissions). Building on the knowledge gained from the pilot data at IUPUI, a plan for a school-wide implementation should take into consideration the differences between the Bloomington and Indianapolis campuses (student bodies, number of graduating students, number of faculty, and the inclusion of the MIS program).

The meeting was adjourned at 1:00 p.m.

Minutes prepared by Jean Preer

FPC Meeting, March 3, 2010

Present: Shachaf, Preer, Shaw, Sugimoto, Chen, Applegate, Irwin (phone), Day, Japzon, Jacob, Rosenbaum (last 10 minutes)

Minutes of Dec 2, 2009 meeting approved.

1. Progress—e-portfolio:
Irwin: e-portfolio is a pilot program in Indianapolis.
Jacob: problems of implementing across campuses
Jacob: two different questions: learning outcome assessment versus program assessment.
Discussion revolved around the relation of these two issues.

Japzon: Portfolios are a lot of work for faculty and students.

Applegate: Program assessment helps us decide if it's one or many students who are having problems.

2. Program assessment

Shaw: ALA objectives are unclear as to the relation of student evaluations to program assessment.

Jacob: What Ralf and I propose is a pre-test/post test evaluation in selective classes for learning outcome assessments and a longitudinal study to assess the ability of the program to prepare students for professional positions.

Chen: Is there enough time to prepare and to perform different evaluative tools before the ALA accreditation visit?

Shachaf sum
--e-portfolio pilot will continue at the IUPUI campus; Insights will be shared with the faculty by the fall of 2010.

--Irwin and Rosenbaum will meet to help coordinate assessments plans on both campuses.

--Bloomington faculty (Elin and Ralf) will begin to experiment with tests to measure learning outcomes in their classes and will start developing longitudinal surveying instruments.

Applegate: By the fall we will have from these different assessments on the two campuses rich materials for discussion. The time should work out.

Preer: Exit surveys need to relate to program goals.

Noon—meeting is adjourned.

Minutes: RD (with JP)

Indiana University School of Library and Information Science
Faculty Policy Council Meeting
April 28, 2010

Present: Council Members, Pnina Shachaf, Jean Preer, and Ron Day; Howard Rosenbaum, IUB Associate Dean; faculty members Susan Herring, Elin Jacob, Debora Shaw, Cassidy Sugimoto, and John Walsh

The Faculty Policy Council (FPC) of the Indiana University School of Library and Information Science (IU SLIS) met on Wednesday, April 28, 2010 at IUB. Chair Pnina Shachaf called the meeting to order at 11:30 p.m. in conference room L1036. The minutes of the meeting of March 3, 2010 were approved.

Pnina Shachaf noted that Jean Preer was concluding her second consecutive three-year term on the Faculty Policy Council and thanked her for her service. An election for the Indianapolis representative to the FPC will be held when the selection of the new Executive Associate Dean is announced with Jean Preer, who is ineligible for reelection, serving until then.

The meeting focused on two related topics, the review of the governance document and the process for reviewing degree programs. Based on the discussion the members of the FPC will draft changes to the governance document.

REVIEW OF GOVERNANCE DOCUMENT

According to section 8.2 of the document, the SLIS governance document is to be reviewed every three years. The last revision was adopted by the faculty in January 2008. Pnina Shachaf proposed a timetable for the review process beginning with discussion at today’s meeting, followed by further discussion next fall, preparation of a draft by the FPC, and a vote by the faculty to be held before the end of the semester.

Electronic voting on issues raised at faculty meetings was discussed with questions raised about how the process differs from votes taken in faculty meetings, the number of votes required, the need for discussion before a vote, concerns that the text of the matter up for vote accompany any email ballot, and the need to protect voter confidentiality. It was suggested that section 7 on Voting be moved to section 6 on Faculty Meetings.

Other suggestions included adding a Long-Range Planning Committee as a standing committee and considering issues related to remote participation at faculty meetings.

REVIEW OF DEGREE PROGRAMS
The governance document does not currently specify how degree programs, MLS, MIS, and Ph.D., are to be reviewed, with various approaches having been used in the past. The document specifies that responsibility for review of policies related to the doctoral program rest with the Doctoral Steering Committee. It was suggested that the document specify that responsibility for review of the doctoral program rest with the Doctoral Steering Committee and reviews of the MLS and MIS programs rest with the Curriculum Steering Committee.

Participants also discussed how program review committees are to be constituted. The document specifies that ad hoc committees and task forces are appointed by the dean and that such committees may be established also at the recommendation of the FPC or two thirds of the faculty. A program review committee is an ad hoc committee or a task force. It was suggested that subcommittees, not currently defined in the document, be described as being composed only of members of the committee itself. Membership in a program review committee involving members outside of the committee conducting the review should be determined by a consultation between the Dean, the program director, and appropriate standing committee chair, with appointments made by the dean. A program review then would begin with work by a small group, with reports to the appropriate standing committee (Doctoral Steering Committee or Curriculum Steering Committee) before proposals for revision were presented to the faculty as a whole for discussion and vote. Responsibility for such reviews should be clear and the process should be inclusive, iterative, and outcome based. It was recommended that the position of program director be described and documented. The possibility of reviewing program directors was also mentioned. These matters will all receive further attention as the governance document is reviewed in the fall.

The meeting was adjourned at 12:40 p.m.

Minutes prepared by Jean Preer
Shachaf suggests that in order to meet the December 1st deadline set up by the Dean at the faculty retreat last week, the FCP will devote time during two consecutive FPC meetings this semester to discuss this matter. The goal is to have a plan for a faculty vote by November 15. The faculty will vote on one of two options (e-portfolio or pre-and-post test) or to approve one plan that will integrate the strengths of the two.

Applegate and Irwin present the e-portfolio model and the results from the year-long project in Indianapolis. The discussion focused on this in regard to the Bloomington Shaw-Jacob pre-and-post test model. It is thought that both models have strengths and weaknesses and both serve their different campus charges and pressures. Shachaf suggests that perhaps it would be useful to try and imagine combining both models for student learning outcomes assessment under the logic model for program evaluation in a way that could be implemented across both campuses for COA purposes. Discussion continues along this line. It was agreed that the school could benefit from using data gathered from both methods, that pre-and-post test will include one core area per year across campuses, and that evaluation of students e-portfolios in Indianapolis will provide additional data for program assessment.

Shachaf proposes that a one page document attempting to describe this plan be composed, and Applegate and Irwin volunteer to do this in consultation with Shaw and Jacob by our next meeting (November 3rd).

Meeting is adjourned at 3:00

Minutes recorded by R. Day

Faculty Policy Council
November 3, 2010

Present: Pnina Shachaf, Rachel Applegate, Ron Day Howard Rosenbaum, Marilyn Irwin, Stasa Milojevic, Cassidy Sugimoto, Debora Shaw

Meeting began at 11:35, room 2115E University Library, IUPUI

I. Minutes from 10-12-2010 meeting approved (incorporating minor changes)

II. Student Learning Outcomes proposal discussion

Note: Shaw took notes about specific suggestions for clarification and changes of wording.
• Need to change introduction and presentation to clarify that this is a school-wide plan. The document distributed by Shaw et al. presents background information.
• The document refers to a logic model; Shaw will clarify.
• “Measures of understanding.” If an assignment addresses one or more of our program learning outcomes it can serve as a ‘post’ or demonstration of the mastery (or degree of mastery) of the objective; for example, students can be asked to write a reflection on their own learning process describing what was new to them and what they learned which can document the ‘pre’ stage. A formal pre-post *test* is an alternative, not the only option.
• The heart of what is proposed as a policy (what we will do) is in the first three sections (1: the process involves all MLS and MIS students; 2: measures of understanding will be gathered in core courses, one area per year; 3: ePortfolios will be used at Indianapolis, the results of which also inform #2).
• The Associate Deans will be responsible for implementing the ‘measures of understanding;’ The EAD at IUPUI will be responsible for managing the use of ePortfolios at Indianapolis.

After input is received at the faculty meeting, Shaw will be responsible for writing a final resolution for voting by the faculty. She plans to circulate the proposal later this week. Voting to be completed by Dec. 1st.

III. Governance document.

Few comments were sent to Pnina. Various edits were made during the meeting; the edited version (with tracking on) will be posted to the Oncourse site.

Topics of edits:
• Admissions and Scholarship Committee changed to reflect both all-School and specific-campus procedures
• Curriculum Steering Committee changed to reflect its role in program review; The Associate deans were added as ex officio members.
• No changes to Information Technology Committee.
• Ad hoc committees. Program Review, some slight edits. Search and Screen, had moved from elsewhere in the document.
• Electronic voting. Discussion of how it would be decided upon/implemented emphasizing the need for flexibility.
Meeting concluded at 12:30 pm.

Minutes, Rachel Applegate

FPC meeting, February 23rd, 2011

Present: Interim Dean Shaw (until 2:15); FPC members: Shachaf, Day (recording), Applegate; Associate Deans: Rosenbaum, Lipinski; Chen, Milojevic, Preer, Robbin, Sugimoto, Walsh.

1. SLIS Mission
Shaw presented the mission statement of the School and other mission statements for comparison, within and outside of IU. Discussion involved the possible inclusion of terms, such as ‘practice,’ ‘research,’ ‘theory,’ the removal of the term “user-centered approaches,” and the use of “stronger verbs”. Shaw will share a draft with the faculty and request additional suggestions. The discussion will continue at the next faculty retreat.

2. Voting
2.1 Electronic secret ballots:
To assure that electronic secret ballots are anonymous Applegate tested and demonstrated the use of OnCourse’s “Tests and Surveys” tool. It was agreed that future secret ballots would be done on OnCourse.

2.2 Discussion of sections 6.7 and 7 of the governance document
Shachaf described two processes that can lead to changes in SLIS governance document; a review by the FPC that leads to a new version on which faculty vote and an amendment that can be proposed by three faculty members (or the FPC) that is subsequently voted on by faculty. The latter requires a 2/3 majority of the faculty and the former requires a simple majority. As of Dec 15, 2010, the FPC concluded its review and the faculty adopted a new version.

Preer and Robbin presented ideas for rewording and policy changes for section 7 of the governance document, (see their email to the faculty from 2/22/2011). Discussion involved whether there was a difference between revisions (which require a majority vote) and amendments (which require a 2/3rds majority vote). It was agreed that these are two separate processes. The need to require a 2/3 majority of all eligible faculty to approve changes is unclear and other options, such as a simple majority and a majority of 3/4 of the faculty, were been discussed as well.

Lipinski suggested renumbering section 7.2.1 as section 7.3 and stated that the term “eligible voting faculty” is ambiguous. Preer commented that we need to clarify in different sections issues about faculty eligibility to vote and eligible faculty voting.

Walsh raised the issue of the voting status of absentees. Lipinski stated that in 6.7 there was no mention of absentee voting. Robbin said that the term “absentee” needed to be clarified in the governance document. She suggested that the entire governance document needed to be reviewed again and that the faculty should be educated on these matters.

Preer said that the FPC should be required to meet twice a semester and Robbin said that ad hoc committee sections in the governance document needed to be addressed; both of which were issues articulated in their email.

The meeting adjourned at 2:46pm.

FPC meeting, November 9, 2011

Topic: SLIS future options document to Provost Karen Hanson; Dean ralf Shaw leads discussion.

Ralf begins meeting, discussion of the SLIS future options to Provost Karen Hanson and discusses minor corrections offered by the faculty. Ralf discusses the positive aspects of proposing the joining with SOIC.

Faculty members offer corrections (edits as per within document)

Discussion of p&t evaluation in the new school

Edit document to “retain” rather than “cannot” throughout administrative areas.

Should IUPUI upper level administration be advised as to the discussions in Bloomington on this topic?
Appendix 1.5
To: IU SLIS Faculty
From: Jean Preer and Alice Robbin
IU SLIS Long Range Planning Committee
Re: IU SLIS Yearly Planning Cycle

Following the progress report presented by the IU SLIS Long Range Planning Committee at the spring faculty meeting on April 11, 2007, committee members met to develop a planning cycle for the academic year. In the Planning Timetable, dated 22 February 2007, we looked at how planning is done at SLIS and identified each of the school’s planning points. In the proposed Planning Cycle, we have arranged those planning points chronologically through the academic year and assigned responsibility for various planning functions. We begin with general principles that guided our work. In June 2007, we submitted an initial draft to Dean Blaise Cronin, Associate Deans Ralf Shaw (IUB) and Marilyn Irwin (IUPUI), and incoming Associate Dean Howard Rosenbaum (IUB). A revised version, incorporating their suggestions, was discussed at the meeting of the Faculty Policy Council on October 17, 2007. This version includes additional changes resulting from that discussion.

PRINCIPLES

Planning is a year-round function involving all groups in the SLIS constituency.

Planning is built-in rather than added-on to the existing SLIS structure and schedule.

Planning is synchronized within the year-round calendar of school activities.

Responsibility for planning is put in the hands of SLIS offices, committees, and professional staff most directly connected to decision making in its given area.

The planning process emphasizes information sharing and coordination among the Dean, the Associate Deans, the SLIS Faculty Policy Council, standing committees, and the professional staff at IUB and IUPUI, with the Associate Dean (IUB) responsible for general coordination.

Because of different planning requirements at IUB and at IUPUI, a unified SLIS planning cycle is meant to foster collaboration between the two campuses.

CYCLE

Fall

SLIS standing committees will devote part of the first meeting of the academic year to measuring progress, establishing goals (both short- and long-term) and reporting them to the Associate Dean at IUB and the Faculty Policy Council.

The fall SLIS faculty meeting will review school-wide goals and raise topics that might be considered by standing committees.

Input related to career trends and the library/information environment will be solicited at meetings of school advisory committees and relayed to the Associate Dean (IUB) who will report trends and share information with appropriate committees.

Professional staff will compile data to submit to COA and ALISE; the Associate Dean (IUB) will share relevant information with the appropriate committees.

Spring

The Dean will present the school’s progress and plans when meeting with senior university administrators.

The Dean and the Associate Dean (IUPUI) will present a state-of-the-school update at the spring SLIS faculty meeting, including progress in meeting school-wide goals. The reports of standing committees will include progress in their areas.

SLIS staff will encourage graduates to participate in the *Library Journal* survey. The Associate Dean (IUB) will share survey information with the appropriate committees.

Summer

The Dean and Associate Dean (IUB) will gather and synthesize data on goals and progress to aid committees in measuring progress and establishing goals in the fall.
Throughout the year

Faculty will share ideas and concerns with the Associate Dean (IUB), the Faculty Policy Council, and appropriate committees.

The Dean and Associate Deans at IUB and IUPUI will solicit feedback at informal gatherings with students.

SLIS representatives, including faculty and administrators, will gather feedback from alumni at professional conferences (e.g., ALA, ASIST, SLA, MLA, AALL) and through informal contacts and will relay it to the Associate Dean (IUB) who will share it with appropriate committees.
Appendix 1.6
PREFACE

I am pleased to present the final version of the School of Library and Information Science’s (SLIS) Strategic Plan 2009-2014. This plan charts a general course for the School over the next five years. It is practical and grounded in nature, specifying a number of strategic objectives and a battery of indicators that will be used to measure progress. As circumstances change, the plan will naturally undergo adjustment. It is thus a living document.

A first draft of the plan was distributed to the School’s administrative staff, Faculty Policy Council and Long Range Planning Committee for discussion and feedback in March 2009. A subsequent version was sent to all faculty and staff on both the Bloomington and Indianapolis campuses for comment. A third version was discussed in detail at an open faculty meeting. A further revision was sent to the associate deans, the Faculty Policy Council and the Long Range Planning committee for reaction and input. The ensuing revision was distributed to all members of the School’s Alumni Board for comment and discussion at the Board’s spring meeting. The final version of the strategic plan was voted on and adopted by the faculty in mid May.

I am most grateful to all those who participated in what proved to be a highly rewarding process. This document will serve the School well.

Blaise Cronin
Dean and Rudy Professor of Information Science

May 18, 2009

OUR MISSION

The Indiana University School of Library and Information Science is committed to 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.

OUR VALUES

We strive to sustain a climate of intellectual engagement and collegiality within the school, one that promotes robust debate and the unfettered exchange of ideas.

THE PAST

The School of Library and Information Science (SLIS) began life as a division of the School of Education in 1947, though classes on librarianship were taught prior to that date. It became an autonomous academic unit in 1966 when the Trustees of Indiana University named it the Graduate Library School. In 1980, the present name was adopted with the approval of the Trustees.

THE PRESENT

The School is a graduate only, professional program offering a brace of master’s degrees (Master of Information Science [MIS] and Master of Library Science [MLS]), a post-master’s Specialist in Library and Information Science, a roster of joint and dual degrees, and a Ph.D. in Information Science. SLIS, with a presence on both the Bloomington and Indianapolis campuses, is the sole provider of accredited graduate education in library and information science in the state of Indiana. (The MIS, Ph.D., and Specialist degree are offered on the Bloomington campus only.) The American Library Association has continuously accredited the School’s MLS program since 1953; the MIS program since 2000. The School’s aggregate enrollments are the highest they have ever been and the full-time faculty is now larger than at any other time in the School’s history. The level of external funding in recent years has also attained unprecedented levels.

Roughly 40% of the School’s almost 7,000 graduates either are or have been employed in Indiana, many holding senior administrative positions in public, academic, school, special and government libraries. Many other former students have made successful careers in academia, industry, government and the non-profit sector. The School has long been recognized as one of the leading programs of its kind, both nationally and internationally.

SLIS is a “core school,” in institutional parlance, whose operations on the Bloomington and Indianapolis campuses are tightly coupled. Curricula and governance procedures are identical; tuition rates are the same; there is a shared web site; faculty and committee meetings...
rotate between campuses; admissions standards are common; faculty members from both campuses sit on the School’s standing and ad hoc committees as well as the Faculty Policy Council (FPC); alumni relations and development work are coordinated to the extent possible. Most importantly, accreditation is sought jointly. Viewed through the lens of accreditation, Bloomington and IUPUI are co-dependent. Stated otherwise, the Bloomington component cannot be understood without reference to the Indianapolis operation (and vice versa), even though both programs have distinctive characteristics in terms of faculty, budgets, facilities, and students. This structural arrangement is a “given,” and the School strives to convert challenges into opportunities. The aim is to develop synergies and ensure that both programs thrive as a result of coordinated planning and cross-campus collaboration. Our strategic plan is predicated on the assumption that SLIS will continue as a core school for the foreseeable future.

It is important not to lose sight of the fact that SLIS is a school of library and information science. By virtue of its character and history, and its ability to draw on the distinctive yet complementary strengths of the Bloomington and Indianapolis campuses, the School is well positioned to respond to the demands of a diversifying labor market for information professionals, even as new providers enter the arena and new delivery options come on stream. SLIS was an early member of the iSchool Caucus, which was established in 2003 “to leverage the power of leading iSchools in building awareness of, support for and involvement with the iField among key constituencies, principally the media, business community, those who fund research, student prospects, and users of information.” At the same time, the School remains actively involved with established professional bodies such as the American Library Association, American Society for Information Science and Technology, and Association for Library and Information Science Education.

THE FUTURE

The School of Library and Information Science is a well-established, forward-looking player in a mature market. The overarching goal is to enhance our reputation as one of the top-ranking programs in the nation whose faculty and graduates influence professional thinking and practice and whose students understand both the significance of information in contemporary society and the roles played by libraries, information systems, services, and technologies in building and sustaining communities. In the years ahead, our faculty will continue to provide intellectual leadership through innovative teaching, active service and original research. We will achieve demonstrable quality enhancements in research and teaching, incremental program growth, further innovation in course delivery, greater engagement with our various professional constituencies, and more effective integration of activities and operations across the Bloomington and Indianapolis campuses. The School’s graduates will go on to assume leadership positions in the ranks of the library profession and throughout the information industry, locally and globally. In short, the SLIS of 2014 will continue to be a high profile, highly regarded program, recognized, nationally and internationally, for its excellence in research and teaching and its contributions to the profession at large.

THE PLANNING PROCESS

The implementation of the strategic plan will be integrated into the School’s existing planning cycle, which was approved by the faculty in October 2007. Planning is a year-round function involving all constituencies. It is built-in rather than added-on to the School’s existing structure and schedule and is synchronized with the school’s year-round calendar of activities. The planning process emphasizes information sharing and coordination among the Dean and the Associate Deans, the SLIS Faculty Policy Council, standing committees, and the professional staff at Bloomington and IUPUI. Responsibility for planning resides in the SLIS office or committee most directly connected to decision making in a given area. Because of different planning requirements at Bloomington and IUPUI, a unified SLIS planning cycle is meant to foster collaboration between the two campuses. The Associate Dean (Bloomington) is responsible for general coordination. Following this planning cycle, the Dean and Associate Dean annually gather and synthesize data on progress in achieving objectives. Their findings inform committees in measuring progress and adopting action steps in the fall of each academic year. Progress reports submitted in spring are incorporated in the Dean’s State of the School presentation. Throughout the year, faculty share their ideas and concerns with the Associate Dean, Faculty Policy Council and appropriate committees.
THE PLAN

Our strategic plan charts a general course for the next five years. It does not lock us into a particular set of options or commit us to a single trajectory; flexibility and adaptability are of the essence. It need hardly be said that plans are situated in the real world, where perturbations and surprises of one kind or another inevitably occur. We acknowledge that adjustments will be made on the fly as we follow the path outlined here. The plan identifies eight objectives that will allow the School to achieve its overarching goal. It also specifies the associated action items, along with selective indicators of progress.

STRATEGIC OBJECTIVE #1

Raise the Overall Quality and Diversity of the Student Body

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. SLIS will make a school-wide commitment to improving the diversity of the student body.

Actions

- Review admission (and dismissal) policies and practices for master’s degree students on both campuses
- Review admission policies and practices for doctoral students at Bloomington
- Ensure that the criteria for admission are unambiguous and applied with consistency
- Review the bases on which financial support is granted to both master’s and doctoral students
- Optimize the allocation of financial support to attract top-quality master’s and doctoral students
- Establish effective mechanisms for reviewing the progress of doctoral students
- Develop better in-house data management capability on both campuses for tracking students and alumni
- Prepare students for leadership roles in the information professions
- Expand our recruiting and marketing to attract a more diverse student body
- Target both the IMLS and GAANN (Graduate Assistance in Areas of National Need) for scholarships/ fellowships, including funds specifically for ethnic minorities

Selective Indicators of Progress

- Strength of incoming students’ academic records
- Number of bids and awards granted by external agencies to support students
- Retention rates and time to degree completion of doctoral students
- Initial career placements of master’s and doctoral students
- Number of alumni holding leadership positions
- Number of students of diverse ethnic, racial, and economic backgrounds applying and matriculating on both campuses

STRATEGIC OBJECTIVE #2

Strengthen and Expand the Research Base

SLIS has consistently ranked as one of the leading programs of its kind, nationally and internationally, in terms of its scholarly productivity. We will continue to strengthen research, scholarship, and creative activity in a number of areas, including but not limited to information visualization, digital humanities, and informetrics, while continuing to seek significant amounts of external funding. Identifying and recruiting top-flight faculty, both junior and senior, will be a priority.

Actions

- Recruit faculty with proven research records
- Augment research support for faculty
- Encourage more proposal partnering (junior and senior faculty)
- Increase the number of faculty seeking funding from major agencies and foundations
- Target larger awards from major agencies (National Science Foundation [NSF], National Institutes of Health [NIH], National Endowment for the Humanities [NEH], Institute of Museums and Library Services [IMLS])
- Encourage collaborative cross-campus proposal writing
• Encourage junior faculty to seek intra-mural funding
• Seek funding opportunities with on-campus partners
• Encourage Bloomington and IUPUI faculty to seek inter-campus research support

Selective Indicators of Progress
• Research stature/visibility of new hires
• Total number of bids submitted and awarded
• Total dollar value of bids submitted and awarded
• Number of different faculty who are PIs and co-PIs
• Number of multi-unit, multi-institution bids and awards

STRATEGIC OBJECTIVE #3
Increase the Impact of Faculty Research

The School of Library and Information Science has been ranked exceptionally well in a number of surveys of faculty productivity and impact. The SLIS faculty (a mixture of humanists, social scientists and computer scientists) has garnered significant support in recent years from major funding agencies. The overall level of faculty productivity and impact (as reflected in citation counts, h-index scores, etc.) is high and every effort will be made to surpass previous performance levels.

Actions
• Encourage faculty to publish fewer but higher-quality refereed papers—“slow publishing”
• Encourage faculty to publish original, interpretative monographs
• Encourage faculty to submit their work to the very best peer reviewed outlets

Selective Indicators of Progress
• Productivity and impact profiles of individual faculty members
• Ranking of journals/conferences/presses/proceedings in which faculty work appears
• Adoption of faculty work in the course syllabi of other programs
• Citation counts and other usage data (hits, downloads, acknowledgments, etc.)
• Prizes, awards, keynotes, editorships, fellowships, honors, nominations and other measures of esteem
• Faculty rankings in national and international surveys

OBJECTIVE #4
Invest in Human Capital

The School is only as strong as its faculty and staff. We are thus committed to helping both faculty and members of staff carry out their roles as effectively as possible. Our aim is to create a supportive environment in which faculty and staff can reach their full potential.

Actions
• Evaluate and improve our faculty mentoring process
• Help junior faculty achieve a balance between research, teaching and service
• Reaffirm the importance of teaching to the academic mission of the school
• Work to increase diversity among the faculty and staff
• Provide opportunities for faculty and staff development related to technology
• Encourage staff to take value-adding professional development courses

Selective Indicators of Progress
• Promotion and tenure for junior faculty
• Teaching awards and other recognition for teaching activities
• Number of applications from underrepresented minorities for faculty and staff positions
• Staff completion of professional development courses

STRATEGIC OBJECTIVE #5
Offer a Rigorous, Relevant, and Continuously Updated Curriculum

The field of library and information science has diversified enormously in recent years. The emergence of a global information society has
placed a premium on information skills and has also challenged many long-held professional beliefs and operating assumptions. We will provide our graduates with the knowledge and skills to secure employment in all sectors of the economy. Critical thinking and adaptability will be keys to success in an age of continuous change, serial careers, and digital transformation. We will ensure that our academic standards and grading practices are exemplary. SLIS has a long history of offering joint and dual degrees, more, in fact, than any peer program in North America. We will monitor emerging trends in the wider marketplace and identify opportunities for developing new specializations and certificates, which will be launched in-house or on a partnership basis.

Actions
- Undertake biennial reviews of both the MLS and MIS degree programs to ensure currency and conformance of the core curriculum with professional expectations and market needs
- Explore approaches to learning outcomes assessment
- Undertake a thorough review of the curricular and organizational aspects of the doctoral program
- Develop new tracks/clusters within and across our degree programs to provide the background, skills and experiences that will allow our graduates to compete for jobs in the information professions
- Encourage faculty to revise existing courses and develop new courses and workshops to incorporate advances in technology and work practices in the information professions
- Provide students with conceptual and technological skills sets that are current and competitive
- Explore and encourage opportunities for service learning
- Make greater use of internships (local, national and international), service learning, and extra-curricular opportunities to augment basic professional education and training
- Strengthen ties to the professional and business community and increase interaction between our students, practitioners and the world-at-large
- Gather informal feedback from stakeholder and advisory groups
- Evaluate the School’s role as a certified provider of continuing professional development courses
- Review and refine existing dual and joint degree programs
- Identify new program development opportunities on both campuses

Selective Indicators of Progress
- Re-accreditation by ALA in 2012
- Employment rates and levels of remuneration of our graduates
- Number of institutions hiring our doctoral graduates
- Number of internships completed
- Extra-curricular opportunities undertaken
- Number of new and revised course offerings in curriculum
- Positive comments in student course evaluations
- Number of service learning opportunities for students
- Successful launch of new dual/joint degree programs, certificates and/or specializations on both campuses
- Number of students applying to programs

STRATEGIC OBJECTIVE #6
Establish and Deliver the MLS Degree Online

In the 1980s, SLIS offered courses on multiple campuses with faculty traveling to and from remote sites. The School subsequently became an early adopter of IHETS (one and two-way interactive video). Today, courses are being delivered via the Web. The bulk of this activity originates on the Indianapolis campus, where 40% of students are currently taking classes online. By delivering the complete MLS degree online, the School will be better positioned to reach underserved and geographically disadvantaged students in the state.
Appendix 1.6 SLIS Strategic Plan

**Actions**

- Specify clearly the goals and objectives of online delivery from IUPUI
- Carry out an analysis of market needs
- Develop a formal proposal for both the IUPUI campus and Indiana Commission on Higher Education (ICHE)
- Ensure that the School is in compliance with all institutional norms and ICHE policies
- Ensure robustness of the technical infrastructure for online course delivery
- Ensure that explicit and equitable teaching policies are in place
- Determine appropriate residency and other requirements for online students
- Develop appropriate auditing and evaluation mechanisms to ensure quality
- Monitor possible ripple effects on residential enrollments on both campuses
- Evaluate the implementation of the online initiative

**Selective Indicators of Progress**

- Market analysis completed
- Approvals granted by IUPUI and ICHE
- Development of requisite teaching skills in the faculty
- Monitoring and evaluation procedures in place
- Enrollment, retention and graduation rates

**STRATEGIC OBJECTIVE #7**

Augment and Diversify the School’s Revenue Base

It is essential to strengthen the School’s revenue streams in order to be both more competitive when it comes to hiring faculty and better positioned to invest in support activities such as marketing and communication. Indirect cost income has increased in recent years and income from online teaching can be expected to increase at IUPUI. The School will also explore the feasibility of offering an array of undergraduate courses on the Bloomington campus in order to boost tuition income. SLIS has a good working relationship with the Indiana University Foundation (IUF) and progress has been made in the past couple of years in all aspects of fundraising. We will continue to intensify fundraising activities on both campuses.

**Actions**

- Increase incrementally indirect cost income
- Continue to explore opportunities for new business ventures
- Explore the potential market for, and feasibility of, undergraduate offerings
- Launch and manage effectively the online MLS
- Work closely with the IUF to identify potential major gift donors for both campuses
- Improve overall quality of solicitation, cultivation and stewardship
- Begin to identify potential corporate sponsors
- Continue to hold and evaluate the effectiveness of alumni events nationwide

**Selective Indicators of Progress**

- Indirect cost income
- Tuition income
- Income from the annual Telefund
- Average gift size
- Number of major gifts
- Number of active solicitations
- Positive feedback from donors and alumni

**OBJECTIVE #8**

Invest in Physical and Information Technology Infrastructure

The School has invested heavily in its information technology and systems infrastructure. We will continue to do all that is necessary to provide a comprehensive IT environment for faculty and students, one that enables state-of-the-art research and effective teaching. We will continue to develop the skills of our support personnel and add staff capability in selected areas as appropriate. Space is at a premium on both campuses; we will strive to secure additional square footage to accommodate the growing number of faculty, staff and researchers housed in the School.

**Actions**

- Develop and implement an information technology plan
- Maintain a state-of-the-art and secure technology infrastructure that meets the needs of the School’s faculty, staff, and students
- Conduct IT user satisfaction surveys
Appendix 1.6 SLIS Strategic Plan

• Identify and adopt “best practices” in areas such as distance education delivery
• Identify areas in which the technological skills of support staff can be augmented
• Explore short- and long-term space alleviation strategies with relevant campus players

Selective Indicators of progress
• Positive responses in results of IT user satisfaction surveys
• Relevance of the skills base of support personnel
• Quality and pro-activity of support staff
• The School’s space allocation
Appendix 2.1
February 10, 2006
Draft Minutes of the SLIS Curriculum Steering Committee, February 10, 2006
Present: Danny Callison, Noriko Hara, Krystie Herndon, Sarah Horowitz, Susan Maguire, Anne Marie Mosher, Pnina Shachaf, Ralf Shaw, and Julie Zamostny.
Regrets: Heather Coates, Tim McIlvain
1. Committee members approved the minutes of the October 19 meeting.
2. L401 - waiver option: Committee members agreed with the recommendation to remove announcements of the L401 waiver. Incoming students who have technical background would be expected to contact the instructor if they believe they have the requisite knowledge (just as with any other course).
Student members of the committee expressed some concerns that the level or performance required to waive L401 is higher than what is learned in the course.
3. L401 as three 1-credit courses (402, 403, 404?): The suggestion to divide L401 into three separate, one-credit courses is a response to the problem of students who complete the first three or four modules well, but fail one at the end of the semester. Because they cannot withdraw from the course, they end up with three credits of “F.” Taking the L402-L404 series would recognize accomplishment of each aspect of the course. Mark Napier has been thinking of these modules:
   1. Computing in a networked environment/Online searching
   2. Unix and Database
   3. HTML
The committee generally approved the idea and encouraged Mark to present proposals for the three courses and meet with the CSC. These would require campus remonstrance and review, so implementation would take some time.
Committee members expressed other concerns about L401:
   low or variable quality of instruction
   overlap with online searching instruction in L524
   differing levels of student background/preparation (would it be possible to have an accelerated or online options for advanced students?)
   UITS - STEPS class on database provides better coverage of this topic
   update the Web design section: cover XHTML and CSS, drop static HTML tagging
Some L401 content could be covered in the orientation to SLIS (before classes begin)
4. Course renumbering - discussion of the revised proposal: Committee members had several suggestion, which will be incorporated into the next version.
5. Career objectives for advising: Suggestions for this document will be incorporated and the revised version circulated for comment to the MIS and MLS program advisors.
March 28, 2006
Draft Minutes of the SLIS Curriculum Steering Committee, March 28, 2006
Present: Danny Callison, Heather Coates, Noriko Hara, Krystie Herndon, Sarah Horowitz, Susan Maguire, Tim McIlvain, Pnina Shachaf, Ralf Shaw.
Regrets: Anne Marie Mosher, Julie Zamostny
1. Committee members approved the minutes of the February 10 meeting.
2. Kenneth Crews’s proposal for a summer workshop on Copyright and Intellectual Property for Information Professionals was reviewed. The committee recommends that Dr. Crews consider scholarly communication and institutional repositories as one of the areas of application. We also suggest that he either reduce the percentage of
the grade determined by class participation (to the more customary 10%) or provide examples of the criteria he will use/how this will be structured and evaluated. Given the uneven workloads of summer sessions, we encourage him to make the readings at least two weeks before the workshop, if possible. With these amendments, the committee approved the workshop proposal.

3. The IUB master’s students will conduct a student open meeting on SLIS curricula and courses. The Indianapolis students will need some more time to get organized; they may have a similar meeting in the fall.

4. The meeting adjourned at 4:30 to allow the student members time to plan for the open meeting.

January 31, 2007
SLIS Curriculum Steering Committee
Draft minutes of the January 31, 2007 meeting
Present: Rachel Applegate, Noriko Hara, Lokman Meho, Ralf Shaw
Regrets: Rachel Applegate
The committee approved five student members representing various constituencies:
IUB MLS (Julie Zamostny has agreed to continue to serve)
IUPUI MLS (Rachel will identify a student)
MIS (Heather Beery has agreed to serve)
Dual MIS/MLS (Emily Ford has agreed to serve)
Doctoral students (Jonathan Warren has agreed to continue to serve)
The faculty members of the committee agreed to recruit student five student members representing various constituencies:
The proposed Digital Libraries Specialization was amended to 1) require the information architecture course as part of the MIS foundation (and remove it from the list of electives) and 2) remove the Human-Computer Interaction course as a foundations option and include it only in the list of electives.

The committee reviewed and approved (with minor changes) summer workshops related to digital libraries on:
Archival Practice and Encoded Archival Descriptions (EAD)
Metadata Object Description Schema (MODS)
Digitizing for Libraries
The committee approved the proposal for a dual MLS and MA in African Studies

April 5, 2007
SLIS Curriculum Steering Committee
Draft minutes of the April 5, 2007 meeting
Present: Heather Beery, Emily Ford, Noriko Hara, Lokman Meho, Ralf Shaw, Jonathan Warren, Julie Zamostny
Regrets: Rachel Applegate
The committee approved the following summer II workshops and topics course with suggestions to the instructors:
L595 Workshop on Text in the Digital Library - Tamara Lopez
L595 Workshop on Search Engine marketing - Pat East
L597 Topics: Libraries Bridging the Digital Divide - Wayne Buente
The committee approved a permanent course number, S585, for Records management, taught by Carol Choksy.
The IUB master’s students on the committee will coordinate a student open forum on the curriculum and prepare a report for the committee.

September 25, 2007
Curriculum Advisory Committee Meeting
I. Revision of Rare Books Specialization Proposal:
• This specialization would require students to take more credit hours from already existing classes
What is the course availability? Will students actually be able to take all the classes necessary for the specialization during their time here? - Yes.
• The proposal should say up front that the specialization will be 18 credits

• Make the following requirements for Rare Books Specialization:
  S583 + S605 (internship) + 12 credits for Rare Books + 15 MLS foundation credits + 1 elective = 36 credits
  -this will weed out the people only moderately interested in rare books
• S583 does not teach management principles—consider changing the MLS curriculum: S583 should count as an elective, and students still need to take another management class (S551?) to fulfill MLS requirements.
  Another management class could teach students standard management principles while S583 teaches exceptions to the standard principles.
• Management is an ALA requirement—would just taking S583 meet that requirement?
  -No
• Rare Book Cataloging Course is a possible offering in the future.

Committee recommendation: require students in a Rare Books concentration to take another management class in addition to S583.

Next action: Joel Silver will submit a revised copy, which will be distributed to faculty. The revision of Rare Books Specialization will be voted at the faculty meeting in October.

II. Committee Suggestion: MLS needs reviewing/revising
• Need to speak to Indianapolis faculty

• Open meetings should be held

• Assessment of student learning outcomes—we do not have a structure to do that If we consider revising the MLS curriculum, we should also come up with methods to assess student learning outcomes at the same time. We will need the results of the assessment next time ALA accreditation comes up.

Portfolio approach—take existing assignments from classes, and say, “this project shows that students have learned this topic.” Should there be a portfolio assessment for each student before they get their degree?

Or instructors (especially of core courses) could submit reports and/or students’ projects for assessment because it doesn’t matter about individual students learning so much—it is more about strengths and weaknesses of the program.

Also—we could possibly use student publications (although that highlights strengths and ignores weaknesses)

In addition, we could keep statistics: students participating in conferences, etc.
• Consider doing a similar assessment for MIS as well as MLS

III. Issue: Maximum number of credits a student can take in a semester
• There is a system-wide limit of 18 credits per semester (because of undergrads)
• Should we put it in the Bulletin saying students cannot take more than 15 credits without advisor approval, even though technically nothing stops students from taking 18?

There is no system to catch someone who takes too many credits, and we cannot change that.

• The rule for the summer sessions right now is 6 for the entire summer, which often gets overridden.

• Is it posted somewhere where students can see that 9 credits is considered full time for grad school? It should be, if it is not. Full-time status is important.
for financial aid and loans

• Should this be a case-by-case issue? -Yes.

Committee Recommendation: Emphasize it at orientation; Make sure that it is mentioned in the acceptance letter from the Indianapolis campus. Students are not penalized financially if they drop in the first week of class

IV. Things to come
• Noriko to call an open meeting on behalf of this committee after speaking to Tom
Another meeting, based in Indianapolis, will probably be necessary too

• Future meeting times:
October 16, 4-5 p.m.
November 20, 4-5 p.m.
December 11, 4-5 p.m. (back-up)

Plan to finish all the work so that the December meeting does not need to happen; Lokman cannot be here at that time.

• Look for student representatives (Jonathan for PhD student representative?)
• Four (possible?) course proposals to consider: 3-credit summer course on PHP, special topics on Health Science, GIS, and Agent-Based Modeling.

October 16, 2007
Meeting Minutes of the SLIS Curriculum Steering Committee, October 16, 2007
Present: Noriko Hara, Ralf Shaw, Rachel Applegate, Lokman Meho, Jonathan Warren, Emily Mitchell, Andrew Tawfik, Haley Netherton

1. Committee members present introduced themselves and discussed posting the committee’s membership online so that anyone with curriculum-related concerns would know who to address those concerns to.

2. Recap/approval of September 25 meeting.

3. The committee discussed Hamid Ekbia’s proposal for S603: Modeling GIS. Committee members discussed the course description, grading, and course prerequisites. The proposed course was approved.

4. The committee discussed Hamid Ekbia’s proposal for an Agent-Based Modeling Techniques class. Concerns raised include: prerequisites, grading, whether a practical skills class like this should be taught before the course covering the theory involved, and whether the course should use Java instead of Python. The proposal was approved with recommendations to consider a course in programming (e.g., Kiduk Yang’s S517) or instructor permission as prerequisites, and to rewrite the proposal more definitely on matters including the course textbook.

5. Next meeting to be held November 20.

November 20, 2007
Meeting Minutes for the SLIS Curriculum Steering Committee, November 20, 2007
Present: Noriko Hara, Rachel Applegate, Jonathan Warren, Andrew Tawfik, Haley Netherton

1. Committee approved October 16 meeting minutes.


The committee discussed Ron Day’s S604 course proposal. Some commented that this course would be useful for students, but the committee made a number of recommendations:
1. Possibly have S510 be a prerequisite. For example, the topic for class 6, Social Informatics, is covered in S510. The syllabus needs to state course goals and objectives.
2. Provide some description as to why the issues selected for this course were chosen.
3. Write a few lines about each topic, which will give students better ideas about this course (this could help recruit students)
a. III. European Documentation and Class 14 - possibly some clarification as to how the titles were tied together to elucidate the theme
4. Citations for readings should be completed.
5. p. 5. “Student Assignments” might be better titled “Student Assessment” or “Evaluation.”
a. Move the attendance requirement to this section (from Class 14); consider wording such as “consistent, constructive contributions to class discussion.”
6. Assignments: possibly include guidelines for ‘how to lead a class’ and guidelines for the paper, possibly introduce a midterm paper/test so students can receive feedback and understand expectations, and possibly include a presentation of an individual paper as a requirement at the end of the semester.
7. Grades: add detailed description of each assignment and how it will be evaluated, need to specify grade distribution by class activity or requirements.
8. Description for academic integrity was very brief, but the penalty for academic integrity seemed to be very harsh. Possibly provide some background and/or details.
9. Overall suggestions were to add a details and description of the course and assignments so students could have a better idea of the topics and course requirements.

The committee requested to review a revised proposal before approval.

The committee discussed Kathy Schilling’s S604 course proposal. The committee made a number of recommendations:

Suggestions:
1. Course number: S604 can be taken more than once so there is no need to say that it can be S601 or S604
2. It appears that the course syllabus includes both CTELP and S604. Need to separate what aspects are part of course and what aspects are part of the overall program
   a. Seems to be contradiction/confusion between assignments listed on page 5 or page 6 See #3 below
3. Coarse Goals and Objectives
   a. P. 4. “Communicate (verbally and in writing) more effectively as a leader.”
   i. Should be changed to “orally” as opposed to “verbally”
   ii. Possibly need some clarification how they are communicating orally [perhaps in a residency program?]
   b. Clarify how they are managing conflicts
      i. It was noted that this may come up during the shadowing Suggestion was to separate course and residency
4. It is not clear why the leadership models presented here were the best models for this type of class. Possibly add justification for it.
5. Grades:
   a. Some discussions regarding 30% participation (a little too much). It was noted during the meeting that the seminar setting would justify the 30%.
   i. Possibly qualify the sub-assignments (e.g., online discussion forum participation, weekly team activity participation, etc.) to make it more substantive and measurable
   ii. Change to a conference paper rather than a conference abstract
   b. Job Hunting assignment may not be very challenging for master’s level. If it is an assignment, the percentage may be too high.
   c. This differentiates from other management classes because other courses teach how they will be managed. S604 tries to groom others to be mentors
6. p. 8. first bullet point “being pleasant in” seems redundant. It would be difficult to participate otherwise.
Appendix 2.1: CSC Meeting Minutes

There was a question about the timing of eligibility. However, it was noted that the time commitment and logistics involved makes it almost a requirement that students quit their current jobs to join the program. In essence, it would be nearly impossible for students to take this prior to the end of their course.

A comment was made to possibly add some onsite residencies to cover materials. However, it was noted in the meeting that it was not possible because students may be scattered over the state.

The committee requested to review a revised proposal before approval. The next meeting is canceled, but the decisions/comments regarding the revised proposals will be made via e-mail.

February 28, 2008
Draft minutes of the SLIS Curriculum Steering Committee
February 28, 2008
Present: Rachel Applegate, Noriko Hara, Andrew Tawfik, Haley Netherton, Emily Mitchell
I. Committee approved November 20 meeting minutes.

II. The committee discussed Hamid Ekbia’s S603 course proposal: Modeling and Simulation of Social and Organizational Behavior. The committee made a number of recommendations:
A. Shorten the course rationale and the course description.
B. Make sure that all content mentioned in the course description is actually covered in the course (see F below)
C. Consider making Project 2 smaller pieces.
D. Change prerequisites to 510 instead of 501.
E. Mention the summer course in the course description and make clear how much (if any) overlap there will be between the two. Consider focusing entirely on modeling, instead of including Field Study, etc., as class topics. Students could be given data sets, instead of collect data from the field.
F. Assignment due dates should be specified.

The committee tentatively approved the proposal with suggested revisions.

III. The committee discussed Mike Casey’s course proposal: Audio Preservation Principles and Practices. The committee made some recommendations:
A. This course should have no prerequisites (as it is stated in the course proposal). The proposal should include information about a course textbook, since it looks like one will be required. The matter of getting the SLIS information commons to license the proper software should be looked into.
B. The time for the final exam should be listed in the course syllabus.

The committee approved the proposal with minor revisions.

IV. The committee discussed the student open meeting.
A. Haley should consider setting up a survey on OnCourse for IUPUI students, instead of holding an open meeting. The meeting in Bloomington needs to be held by Emily and Andrew after spring break.

V. Future Meetings (tentative):
Friday, March 28, from 3:30-4:30
Thursday, April 17, from 3:30-4:30

March 28, 2008
Draft Minutes of the SLIS Curriculum Steering Committee
Present: Jonathan Warren, Rachel Applegate, Noriko Hara, Emily Mitchell, Andrew Tawfik, Howard Rosenbaum, Lokman Meho
I. Committee approved February 28 minutes.

II. The committee discussed the Student Open Forum on Curriculum, which was held on March 20.
A. Lokman and Noriko to distribute a more succinct version of Open Forum notes to other faculty.
III. The committee discussed S603 Podcasting Workshop for summer II, and made some suggestions:
A. 5% of students’ grade is missing from the syllabus and should be clarified.
B. A more cross-platform program than iMovies would be desirable.
The committee approved the course proposal with minor revisions.

IV. The committee discussed S603 Rare Book Cataloging for summer II, and made some suggestions:
A. The workload described on the syllabus is too great for a workshop, and should be reduced.
The committee approved the course proposal, with suggestion for reduced reading load.

V. The committee discussed S603 Teaching and Learning at a Distance, and made some recommendations:
A. Prerequisites for this workshop should be Information Architecture for the Web, or permission of the instructor.
B. Online references should be provided in the course syllabus.
The committee approved the course proposal with minor revisions.

VI. The next meeting of the CSC will be Thursday, April 17, from 3:30-4:30, conditional upon the committee’s receiving further course proposals to review.

September 19, 2008
Meeting Minutes for the SLIS Curriculum Steering Committee, September 19, 2008 at 3:45pm, room L1036
Present: Noriko Hara, Lokman Meho, Howard Rosenbaum, Rachel Applegate, Inna Kouper, Mateo Palos, Jessica Moad
The agenda for the meeting will be:
1. introduction of all the members
2. overview of the items that we need to discuss this academic year
3. plan for the rest of the semester

SLIS Long Range Planning Goals, 2008-2009
Goal #1: Develop a process for student outcome assessment
Tasks: Review options and instruments, evaluate the relative merits and associated costs of different approaches; take account of COA standards; make recommendations.
Responsibility: Curriculum Steering Committee (CSC)

Goal #2: Develop Digital Libraries specializations
Tasks: Review course content/sequencing; analyze market opportunities; develop promotional materials.
Responsibility: MIS & MLS directors; Director, DL Specializations; CSC; Director of Admissions.

Goal #3: Clarify commitment to continuing education
Tasks: Assess the demand for continuing education provision of different kinds; assess delivery capabilities and scale of commitment.
Responsibility: Associate deans; CSC; FPC

Develop Process for Student Outcome
Identify what options are available
Provides presentations

Develop Library Specializations
IMLS funding for Digital Libraries
Review the Digital Libraries specialization
Future meeting with John Walsh
Discuss Digital Library Specialization at student open meeting or through e-mail participation

Commitment to Continuing Education
Graduate certificate possibility
Joel Silver’s plans for new workshops
Past difficulties the process of in charging for seminars/workshops
Charge of $900-1200 to attend seminar/workshops
Joel discussing with Music school, because they have a similar program (Howard will meet with Joel next week to discuss his findings)
SLIS only deals with the course (Possibly 3 credit experience?)
A need to discuss the most cost effective model to deal with the workshops
Student Outcome Assessment
Evaluations of entire program
3 basic ways to do program evaluation
Exam
Thesis or final paper
Draw evidence from stuff students are already doing
Student Learning Goals
Electronic Portfolio
Workshop about Electronic Portfolios at IUPUI soon- to be attended
Extra work for faculty
Each faculty member gets assigned to look at 10 portfolios and look at patterns to review for weaknesses
Best if 2 faculty members look at each portfolio
A graduation requirement but use things from classes
Useful for the next ALA accreditation
Portfolios graded by advisors?
Portfolios are good for internal proofing
Better to turn things in online with all professor’s notes or grade information on papers (for ALA)

Rachel distributed a summary of assessment tools and supported Portfolios
Study findings:
13 schools required comprehensive exams
13 exam or thesis
7 required a thesis
3 had portfolio or artifact
Question of Doctorate Students Participation in CSC Introduced by Meho
DSC handles doctorate curriculum
A doctorate student participates in CSC for experience, because she teaches, for her input
Future Scheduling
October 15, 2:30-3:30pm next meeting
Digital Libraries (with John Walsh)
Two Proposals
November 14, 4-5pm
December 12, 4-5pm
Action Items:
Members need to send questions to Rachel regarding the student outcome assessment.
Rachel will share her findings at the end of the semester
Minutes taken by Jessica Moad
October 15, 2008
Meeting Minutes for the SLIS Curriculum Steering Committee, October 15, 2008 at 2:30pm, room L1036
Present: Noriko Hara, Lokman Meho, Howard Rosenbaum, Rachel Applegate, Inna Kouper, Shelley Rich, Mateo Palos, Jessica Moad
Agenda:
1. Discussion of Digital Libraries specialization
2. “Introduction to Rare Books and Manuscripts”
course proposal from Joel Silver
3. 621 Online Version course proposal from Monique Threatt
4. Ajax workshop proposal from Jonathan Tweedy
1. Digital Libraries Specialization discussion with John Walsh (in attendance):
   A discussion of the possible revisions to features of the DL specialization introduced by John Walsh included:
   Updating the SLIS website pertaining to the DL specialization
   Adding course requirements
   Possibly requiring an internship
   Formal admission to the specialization
   The question of how much flexibility or electives should remain
   Committee members made several recommendations: Replacing S561 on the DL Specialization web page, which has not been offered recently
   The possibility of offering different electives for different career paths
   Requiring more technical courses for MLS students and more librarianship courses for MIS students
   Research competing programs for examples of requirements and electives
2. Joel Silver’s “Introduction to Rare Books and Manuscripts” Proposal
   Committee members requested this action:
   Determine if the course is required for the Rare Books Specialization
   Recommendations by the committee:
   Change the course number to a topic number instead of a workshop number
   Decision: The course is approved by all committee members
3. S621 Online Version Proposal
   General information about the course discussed:
   First online course at Bloomington; would be beneficial to evaluation of future online courses
   Questions raised by committee members:
   Is the syllabus too focused on film?
   Can an updated version of the 2002 text be acquired?
   Committee members requested this action:
   Identify if Threatt has taught classroom based S621 previously
   Recommendations by the committee:
   Changes to wording regarding the use of Oncourse
   Drop “publishable paper”
   Clarify the Unit 5 Recommended and Supplemental Reading to determine if any reading is required
   Change the prerequisite of 520, because it has not been offered recently, to 501
   Discuss objectives in the syllabus
   Possibly change the exclusive emphasis on writing assignments to include different types of assignments as well
   Determine if the assignments overlap with the Collection Development course
   Decision: Inform Threatt of questions and recommendations by the committee and require a new proposal
4. Workshop for Ajax S603
   General information about the course discussed:
   Counts toward programming requirement for MIS (1.5 credits)
   Questions raised by committee members:
   Is there any overlap with other courses?
   Is the course specifically for LIS students? Is the
course similar to S561?

Recommendations by the committee:
S532 (or a discussion with the professor) should be the only requirement

Decision: Approved with minor revisions

Future Scheduling:
Meeting with John Walsh
Continuing education discussion

Minutes taken by Jessica Moad

November 14, 2008

Meeting Minutes for the SLIS Curriculum Steering Committee, November 14, 2008 at 4:00pm, room LI036

Present: Noriko Hara, Lokman Meho, Howard Rosenbaum, Rachel Applegate, Inna Kouper, Shellie Rich, Mateo Palos, Jessica Moad

Agenda:
I. Continuing education discussion Summary of Continuing Education in ALA accredited education programs
II. Discussion of Rhonda Spencer’s Suggestions
III. Discussion of current opportunities for continuing education at IUB’s SLIS Goals:
   Assess the demand for the various continuing education provisions
   Assess delivery capabilities and scale of commitment

I. Continuing Education (CE) Discussed:
The Faculty Policy Council (FPC) is also discussing CE
Summary of CE research findings included:
General focus of target audience, courses required, numbers of online and face-to-face programs

II. Committee members discussed Rhonda Spencer’s suggestions

Questions raised by the committee members:
Can one or two workshops be implemented?

Should workshops be bundled?
Should the workshops be one credit hour or remain 1.5 credit hours?
Previously discontinued one credit hour courses due to difficulty for students to complete credit hour requirements

How would this affect non-credit and credit seeking students? Instructor’s credentials and charges?

Recommendations by the committee:
If a plan is developed, possible implementation in Summer 2008
1.5 credit hours per workshop

Discussion of offering Courses Online Development can be difficult
Development funds from campus are available
Lacking demand from residents on Bloomington campus
Could offer GCIA online for non-residential students Questions raised by the committee members:
Is there a sufficient market? IUPUI currently has online courses – Advertise these?
Hybrid courses an option?

Recommendations by the committee:
Development of an online course could provide doctoral students with academic credits and experience

III. Committee members discussed current opportunities for CE at SLIS
   • Possible Content: Rare Books or Archives
   Previously consulted with Joel Silver Issues are attendance numbers and payment options

Questions raised by the committee members:
Interest in non-credit options?
15 credits or more required for financial aid, other
sources of aid available?
Application fees for non-degree seeking students? (Yes)
Recommendations by the committee:
Summer institutes
Public Library Certification
Marilyn Irwin consulted CE credits are currently required
The number of credits depend on certificate level
Record keeping the responsibility of the participants
Credits must be achieved every five years
Questions raised by the committee members:
How should SLIS compete and advertise?
Recommendations by the committee:
Advertise with the State Library & ILF
Create a webpage for continuing education
Begin with courses IU SLIS currently offers
Future Scheduling:
1. Meeting with John Walsh to discuss Digital Libraries
2. Discuss student outcome assessment
Action Items:
1. Discuss CE with FPC
   a. Determine if CSC needs to review CE again
   b. Ask about scale of commitment
2. Send questions to Rachel regarding student outcome assessment at least one week before the next meeting
Minutes taken by Jessica Moad
February 11, 2009
Meeting Minutes for the SLIS Curriculum Steering Committee, February 11th, 2009 at 2:00pm, room LI001

Agenda:
1. Approve minutes of Nov 14 meeting
2. Course proposals
   2. S621: by Monique Threatt
   3. S603: Emerging technologies in library by Patrick Patterson
   4. S604: Branch Librarianship by Stephanie Gaston
   5. Student open meeting planning
   6. Student outcome assessment
   7. Schedule meetings for the spring semester
   1. Meeting Minutes from November 14th Approved by committee members
Course Proposals:
2. S621: by Monique Threatt
   · Postponed for future review due to need for further revision
3. S603: Emerging technologies in library by Patrick Patterson
General information about the course discussed
Questions raised by committee members:
Elaboration needed on assignments?
Are the Blog assignments too light?
#5 on objectives, p. 1 – Is this implied in previous bullets?
Why an emphasis on Google maps for librarians?
Could instead compare and contrast mapping technologies or focus on other technologies such as LibraryThing?
Who is the target audience for this course?
Recommendations by the committee:
More detail about the assignments Added complexity for the technology assignments
Removed 5th bullet on objectives
Demonstrate how Google maps is significant for the course
Add readings to those without
Decision: Review proposal again after revisions are made
4. S604: Branch Librarianship by Stephanie Gaston
   General information about the course discussed
   Questions raised by committee members:
   Information on academic and special libraries applicable?
   Recommendations by the committee:
   A more descriptive course description
   Remove information on academic and special libraries
   Decision: Approved with minor revisions
5. Student open meeting planning
   Invite SLIS masters students to talk about curriculum issues
   Action Items:
   Make fliers and invitations, set up room with Mary Kennedy, obtain refreshments, etc.
   Create an option for students to comment through e-mail
   Conduct before Spring Break
   Recommendations by the committee:
   Comments about instructors should be suggested as placed in course evaluations
   Make a list of open-ended questions
6. Student outcome assessment
   General information about assessment plan discussed
   Matrix provided through Oncourse
   Matrix edited by individual students to include uploaded projects Program reflections also submitted
   Must be a graduation requirement
   Further information regarding requirements are included in document
   Comments by the committee:
   Criteria and examples of requirements must be provided
7. Future Scheduling
   Thursday, March 5, 9:30am John Walsh to discuss Digital Libraries Specialization Rachel Applegate to continue discussion of Student Outcome Assessment
   Thursday, April 2, 9:30am
   Action Items:
   Noriko will send a copy of previous student open meeting information to current student representatives
   Student representatives will plan and implement the student open meeting
   Minutes taken by Jessica Moad
   March 5, 2009
   Meeting Minutes for the SLIS Curriculum Steering Committee, March 5, 2009 at 9:30am, room LI036
   Present: Noriko Hara, Howard Rosenbaum, Lokman Meho, Rachel Applegate, Inna Kouper, Mateo Palos, Jessica Moad
   Not in attendance: Shellie Rich
   Agenda:
   1. Approve minutes of February 11th meeting
   2. Digital Library Specialization Revision Proposal (by John Walsh, present)
   3. Update on student open meeting
   4. Course proposal: S604 Semantic Application of Metadata by Ying Ding
   5. Additional comments on student outcome assessment
   1. February 11th meeting minutes approved
   2. Digital Library Specialization Revision Proposal (by John Walsh, present)
   General information about the proposal discussed
Questions and concerns raised by committee members:
Should Cataloging or Collection Development be course options?
Can other workshops be considered for course options?
Confusion regarding total credits required
Color on proposal meaningful?
Internship availability – raised by Dr. Walsh
MCPL an additional non-IU option
Required internships means assuring availability
Will work with Howard Rosenbaum
Recommendations by the committee:
Delete Issues section
Remove old course numbers
Add information about using other workshops to complete course requirements
3. Update on student open meeting
Scheduled for Wednesday, March 11th, 2009 from 2-3:15pm
Room LI030
Food arrangements have been made
Fliers up
Invitations out
Will report back in April
IUPUI student curriculum feedback
Using SurveyMonkey Will report back in April
4. Course proposal: S604 Semantic Application of Metadata by Ying Ding
General information about the course discussed
Questions and concerns raised by committee members:
Use of the term “survey”
Long reading list
Does rationale need to be given?
Overlap with other courses?
Recommendations by the committee:
Establish length of articles and identify which are required
Look at courses students have taken prior to enrollment Clarify group project
Clarify presentation
Awkwardness in some wording, such as “survey” instead of “overview”
Decision: Approved with minor revisions
Update provided on course proposals S603: by Patrick Patterson and S621: by Monique Threatt
5. Additional comments on student outcome assessment
Questions and concerns raised by committee members:
What if assignments from a relevant course did not apply?
Students could write an essay or use assignments from other courses
Faculty advertises that course(s) fulfill requirements
Applicable course numbers could be placed next to the appropriate categories
Assessment is intended to determine if holes are in the program
How can students utilize the portfolio after graduation?
Although student cannot access Oncourse after graduation, professors can
External viewer can obtain a guest pass
Other programs may be available but none
recommended Noriko discussed issue with Dean Blaise Cronin Recommended open discussion of assessment to faculty meeting
Action Item: Rachel will need to prepare overview
Which schools are doing which type of assessment?
What data is available?
Decision: Student outcome assessment should be considered
Student Portfolio is one option to consider with the possibility of others
Action Items:
Approve revised course proposals before registration
Minutes taken by Jessica Moad
April 2, 2009
Meeting Minutes for the SLIS Curriculum Steering Committee, April 2, 2009 at 9:30am, room LI036
Present: Noriko Hara, Lokman Meho, Rachel Applegate, Shellie Rich, Inna Kouper, Mateo Palos, Jessica Moad
Not in attendance: Howard Rosenbaum
Agenda:
1. Approve minutes of March 5 meeting
2. Report on student open meeting at Bloomington and Indianapolis
3. ADA statement
4. Workshop credit hours for MLS/MIS dual students
5. Deadlines for course proposal submission
6. Future Planning
1. March 5 meeting minutes approved
2. Report on student open meeting at Bloomington and Indianapolis
Discussed responses and actions needed
Bloomington Campus: Takes time for students to see results from responses to their concerns Can provide comments for each campus, IUPUI and IUB
In classes, try to establish convergence between IS and LS
Separation and confusion are an issue
Jobs and Careers
Student chapters could provide contact information and directory of jobs on campus
Career fairs have not been continued because of cost and small size of department IALA good place to inquire about jobs
Students can join the alumni association to have contact with alumni
Networking events – It is believed that current students are invited
Cannot allow open Computer Lab 24 hours due to lack of time, staffing, and funds
Can discuss opening earlier on Saturdays
Specializations on transcripts is currently in process
Cannot address Art Librarianship course 2 credit hours because this is a Fine Arts course and is offset by a 4 hour internship
Action Items:
Distribute report to faculty
Student representatives should write to address SLIS student concerns while considering sensitive issues
Determine if any changes can be made to S517 or S532 course titles
Evaluate report with older reports to determine which comments do and do not recur
When redesigning SLIS Web site, can add more information about who students should contact for jobs and details about which courses to take for certain career paths
IUPUI currently has a detailed list of recommended courses for different career paths
Discuss opening the SLIS lab at 10am on Saturdays with Mark Napier

Future Planning:

Begin planning for next CSC student open forum in December Hold a forum twice a year?

Could implement an online survey in Fall and face-to-face forum in Spring

Indianapolis Campus:

40 responses total

17 pages of responses to analyze, some responses include:

Specific course requests

401 complaints

Many enjoy Friday course options, weekend and evening classes

Not as many responses to program requirement question

Action Items:

Provide Bloomington members with details about how the questions were created and best methods of sorting data

3. ADA statement

Discussed general information

Including the statement benefits both students and professors

Indianapolis campus currently uses the statement

Decision: Add statement to each course syllabus

4. Workshop credit hours for MLS/MIS dual students

Discussed general information

Students pursuing the dual degree can currently take only 6 credit hours of workshops

Changing the limit to 9 credit hours instead of 7.5 makes more mathematical sense

Action Item: Determine when this can be official

Decision: Change allowed workshop credit hours for those pursuing dual degree to 9 credit hours

5. Deadlines for course proposal submission

Discussed general information

Decision:

Create deadline For Fall and Summer courses – Proposal must be submitted by the end of January

For Spring courses – Proposals submitted by the end of September

Set date deadline for both IUPUI and IUB

Action Items:

Make the announcement to faculty and PhD students

Make deadline information available on the Web site

6. Future Planning for next Fall:

Discuss student outcome assessment including E-Portfolio updates, Elin Jacob will visit during the discussion

Discuss changing the passing grade (C+) for required courses (Rachel Appelgate)

Minutes taken by Jessica Moad

September 30, 2009

Meeting Minutes for the SLIS Curriculum Steering Committee, Wednesday, September 30, 2009 at 11:00am, room LI036

Present: Howard Rosenbaum, Noriko Hara, Ron Day, Rachel Applegate, Katherine Schilling, Inna Kouper, Elizabeth Essink, China Williams, Jessica Moad Not in attendance:

Agenda:

1. Member introductions
2. Schedule for the rest of the semester & items to be discussed this semester
3. Dual degree with Central Eurasian Studies
Appendix 2.1: CSC Meeting Minutes

4. Total number of internship credit hours for MIS/MLS dual degree (6 or 9?)
5. Children’s and Young Adult Services Specialization
6. Course evaluation
7. Student outcome assessment — Dr. Elin Jacob will join us at 11:30am

1. Member introductions
2. Schedule for the rest of the semester & items to be discussed this semester

Future Meeting Dates
October 21, Wed, 11:15-12:15pm
November 18, Wed, 11:15-12:15pm
December 9, Wed, 11:15-12:15pm*
§ *The December meeting is a backup.

Bloomington members will meet at RTV-175 in the Telecommunication building, and IUPUI members will meet at UL 3100F, the SLIS conference room

3. Dual degree with Central Eurasian Studies (CES)
Discussed general information
Students in CES have expressed interest in the degree
Credits Required
MLS – foundation plus 15 hours of electives
MIS – 21 plus 15 hours of electives
Possibility of small number of students enrolled CES faculty has already approved the proposed dual degree

Questions and concerns raised by committee members:
Who is the point of contact for the dual degree?
There doesn’t have to be a specific point of contact, but Dr. Howard Rosenbaum can be a contact
Does a student need to apply to both departments at once?

Recommendations by the committee:
Clarify the language about when to enroll Action item: Dr. Rosenbaum will check and report back to the committee.
Decision: Approved with minor revisions

4. Children’s and Young Adult Services Specialization
Discussed general information
There is growing interest among SLIS students
Would need adjuncts to teach some of the courses
Specialization advisor has selected relevant courses; she teaches several Public Library Programming and Storytelling workshops may also count toward specialization course credits

Questions and concerns raised by committee members:
Do the specializations appear on transcript for IUPUI?
This is an area of focus for IUPUI

Recommendations by the committee:
IUPUI will review the proposal to determine if they want to provide some inputs for the list of courses
The committee will hear from IUPUI at next meeting regarding this specialization

5. Total number of internship credit hours for MIS/MLS dual degree (6 or 9?)
Discussed general information
Currently, MLS can take 3 credit hours and MIS can take 6
Most students completing dual degrees generally focus on one direction or the other
Many students are currently completing 2-3 credits
Decision about the internship placement is left up to the student

On Committee Vote:
Concerns about Oncourse availability and student rights and privacy issues
They may be on Oncourse in the future and be available to those that ask for them
Discussion about the need and desire to evaluate
Must demonstrate evaluation methods to ALA
Can evaluation meet the minimum standards?
Several other universities have stopped using portfolios after implementing them
Suggestions by Dr. Jacob:
To really evaluate the program, the faculty could be responsible for collecting their own portfolios from classes
Each individual is different – we must consider where each student started and what they brought to the program
Increase in intellect in students does not show an increase in the quality of education
Action Item:
Dr. Jacob will send electronic version of requirements for the portfolios used in her classes
Decision:
Discussion will be continued
6. Course evaluation
Postponed until next meeting
Minutes taken by Jessica Moad
October 21, 2009
Meeting Minutes for the SLIS Curriculum Steering Committee, Wednesday, October 21, 2009 at 11:15am, IU room RTV-175 and IUPUI room UL 3100F
Present: Howard Rosenbaum, Noriko Hara, Ron Day, Rachel Applegate, Katherine Schilling, Inna Kouper, Elizabeth Essink, China Williams, Jessica Moad
Appendix 2.1: CSC Meeting Minutes

Agenda:
1. Review of minutes of September 30 meeting
2. Specialization in Children’s literature (a list of courses to be added from SLIS Indianapolis)
3. New program requirement: that all students arrange reliable access to the Internet. This would pre-empt having to put it in individual syllabi and establish an expected norm.
4. Change in program regulation: to not allow courses with C+ grades to count towards the core requirements. Currently, a C does not count but a C+ does.
5. ALA standards on Student Outcome Assessment
6. Status report on electronic portfolios
7. Course evaluation
8. How to go about S401 revisions

1. Review of minutes of September 30 meeting
Decision: Approved

2. Specialization in Children’s literature (a list of courses to be added from SLIS Indianapolis)
Discussed general information
Previously there had been career guides, but not a track or transcript specializations for this area at IUPUI
A few courses added for student options
Specialization title: Youth Services Specialization
Questions and concerns raised by committee members:
S622 not taught in Bloomington
Recommendations by committee members:
Remove S514 Computerization in Society from course list Add language about the possibility of courses being added or removed from list of those offered
Add internship

3. New program requirement: that all students arrange reliable access to the Internet. This would pre-empt having to put it in individual syllabi and establish an expected norm.

Discussed general information
UTIS may have similar standards
Language intentionally left vague
Previously, similar language placed in individual course syllabi
Change policy in getting into program
Placed in orientation or application, etc
Rural areas an issue
Decision: Discuss at next faculty meeting with a possibility of being voted on next spring

4. Change in program regulation: to not allow courses with C+ grades to count towards the core requirements. Currently, a C does not count but a C+ does.

Discussed general information
Applicable for the foundation courses only
Decision: Discuss at next faculty meeting for a future vote

5. ALA standards on Student Outcome Assessment
Discussed general information
Syracuse published a study in 2008 Dean Cronin requested that there be some forms of an outcome assessment by 2012
Questions and concerns raised by committee members:
What will be evaluated from portfolios?
Possibility of focus on class or topic, which can change throughout time
Results from portfolios will improve the program?
Two goals – evaluate the students and the program?
Portfolios only intended for program evaluation but intended to involve the student in the evaluation
process and allow students to reflect on program
Discussion about the intellectual value of reflection
Concern about workload for faculty and students
Whether students or professors select the work, the evaluation will have a selective bias
Costs and benefits must meet the needs of each party

6. Status report on electronic portfolios
Discussed general information
During the summer and fall semesters, IUPUI solicited students to try out the portfolios – getting feedback from students
Students may contact advisor for any feedback
Many students report being able to think of program in new way and find the portfolios valuable

7. Course evaluation
Discussed general information
IUPUI uses the same form as IUB
Action: IUPUI will send form to IUB

8. How to go about S401 revisions
Decision: Postpone

Minutes taken by Jessica Moad
November 18, 2009

Meeting Minutes for the SLIS Curriculum Steering Committee, Wednesday, November 18, 2009 at 11:15am, IU room RTV-175 and IUPUI room UL 3100F
Present: Howard Rosenbaum, Noriko Hara, Rachel Applegate, Katherine Schilling, Inna Kouper, Elizabeth Essink, China Williams, Jessica Moad

Agenda:
1. Review of minutes of October 21 meeting
2. Course proposal for S604 from John Paolillo
3. New program requirement: that all students arrange reliable access to the internet
4. Change in program regulation: to not allow courses with C+ grades to count towards the core
5. Specialization in Children’s literature
6. Status report on electronic portfolios
7. S401 revision suggestion

Review of minutes of October 21 meeting
Decision: Approved

1. Course proposal for S604 from John Paolillo
Recommendations by the committee:
Course name changed to “Social Network Analysis”
Course description changed to match course content
Expand assignment descriptions Howard will work with John to make these revisions Decision: Approved with minor changes

2. New program requirement: that all students arrange reliable access to the Internet. This would pre-empt having to put it in individual syllabi and establish an expected norm.
Discussed general information
Placement of the policy change
Suggestion to include the requirement in the school bulletin as well as in admissions materials
Decision: Discuss at the next spring faculty meeting

3. Change in program regulation: to not allow courses with C+ grades to count towards the core
Discussed general information
Language used in the second paragraph of the document is phrased correctly: “Proposal for core course grade requirement change”
Recommendations by the committee:
Consensus that any required course with a grade lower than a B- would need to be repeated Decision: Discuss item at the next spring faculty meeting

4. Specialization in Children’s literature
Multiple versions of the proposal for this specialization were provided Decision: Dana Backs
will be contacted and the committee will revisit this item on December 9, 2009.

5. Status report on electronic portfolios
Discussed general information
Rachel has received positive feedback from the students who have created electronic portfolios in OnCourse
Students have also reported that the tool is easy to use
Questions and concerns raised by committee members:
Difficulty accessing portfolios by those outside community Working on availability to export and download portfolio Students would need to export upon graduation, before student access ends
Media, links and videos can be added to portfolios
Additional criteria needs to be created for evaluation
Recommendations by the committee:
Item needs to be analyzed and discussed further
Discussion will continue at faculty policy council meeting on December 2, 2009
6. 401 revision suggestion
Decision: Postpone discussion until December 9, 2009
Minutes taken by China Williams and Jessica Moad
December 9, 2009
Meeting Minutes for the SLIS Curriculum Steering Committee, Wednesday, December 9, 2009 at 11:15am, IU room RTV-175 and IUPUI room UL 3100F
Present: Howard Rosenbaum, Noriko Hara, Ron Day, Rachel Applegate, Katherine Schilling, Inna Kouper, Elizabeth Essink, China Williams, Jessica Moad
Agenda:
1. Review of minutes of November 9 meeting
2. Specialization in Children’s literature
Discussed general information
Decision: Approved – Will be discussed at the next spring faculty meeting
3. S603 workshop on Python from Muhammad Abdul-Mageed
Discussed general information
Revision in Section 2, under Potential Audiences
S571 materials for youth – Incorrect course listed
Section 7.1 Needs clarification
7 lab exercises each day or one set each day?
Section 7.2 Needs clarification
Two lowest assignments dropped or skipped?
Two Section 9s listed
Section 9 Change “deduced” to “deducted”
Decision: Approved with minor revisions
4. Course proposal for S644 from Noriko Hara
Discussed general information
Structured from two different courses
Questions and concerns raised by committee members:
Large number of assignments for doctoral students on p. 11?
Assignments lead to possible publication and greater understanding of the subject and source
Recommendations by committee members: Needs consistent use of IT or ITC
Decision: Approved with minor revisions – Course will begin in fall 2010 as S604 and then will obtain course number S644

5. S401 revisions
Discussed general information
401 is a prerequisite for other classes and only required for MLS students
Changed in past for improvement Option to waive out was previously clearer, but the test was too difficult Currently, no specific information provided about waiving the course
Can change to two options: Increase skills, or take one of technology courses
Increasing to 39 credit hours, will not make us less competitive
Students without 401 skills would complete 401 and a technology course
Would need a system to determine students with or without skills IUPUI has different options and approach
Students may opt out and take STEPS courses or demonstrate skills
Can learn one or more skill on own
No longer teach Unix
Revise course every year to keep current
Provides skills needed to get through the program
Taught Online
Issues with students needing face-to-face help
Students must be independent learners
Each class capped at 20, with one adjunct per class

Generally about 10 students of 100 elect to waive the course
Of the 10, usually 6 are approved
Professor in charge of course decides on approval
Recommendations by committee members: Consider incorporating technology into required courses
View IUPUI syllabus
Questions and concerns raised by committee members:
Raising credit hours and improving 401 are separate issues Possibility of offering different classes with varying levels of technological instruction?
Action Items: Look at IUPUI’s structure and syllabus, and investigate other options

6. Report on student outcome assessment from the FPC meeting
Discussed general information
IUPUI pilot program
E-port programming issues from student feedback being addressed
Waiting to hear from faculty regarding desired options Further discussions on the subject will be discussed by the faculty policy council, and not the CSC

Minutes taken by Jessica Moad
February 17, 2010
Meeting Minutes for the SLIS Curriculum Steering Committee, Wednesday, February 17, 2010 from 10am-11:30am, IU room 036
Present: Howard Rosenbaum, Ron Day, Inna Kouper, China Williams, Jessica Moad
Absent: Rachel Applegate, Katherine Schilling, Elizabeth Essink

Agenda:
1. Review of minutes of Dec. 9th meeting
2. Revised summer workshop proposal: S603 Introduction to Programming/Python workshop (Mohammed Mageed, SLIS PhD)
4. Summer workshop proposal: S603: PHP/PostgreSQL Workshop (Timothy Bowman, SLIS PhD)
5. Summer workshop proposal: S603: Crisp Communications: Producing clear, concise policies, procedures, and public relations materials (Ed Rossman, Adult Services, Shaker Heights Public Library)
6. Status report on program assessment
7. New business

1. Review of minutes of Dec. 9th meeting
Decision: Approved

2. Revised summer workshop proposal: S603 Introduction to Programming/Python workshop (Mohammed Mageed, SLIS PhD)
Discussed general information
Questions and concerns raised by committee members:
He may mean S532 Information Architecture not S571, on the part about ‘potential audiences.’
He may mean “with Python, a simple, clean, …” unless Python is really THE only simple, clean and intuitive programming language.

It is presumed that the Unix skills needed beforehand are taught in S401; if not, if he could point prospective students to where they could pick up those skills before class that would be good.

Recommendations by committee members: Move required books, as they may be missed if located at the bottom of the syllabus
Decision: Approved with minor revisions

Discussed general information
Set up to be a 3 credit, but first time will be 1.5 credits

Questions and concerns raised by committee members:
Talks about the issues and less about the information side
Emphasis on Wikipedia is bothersome
Texts are confusing – more broken out by topics – where readings are relevant in specific classes
Proposal doesn’t make clear the number of credits
Appears to have more theoretical background, vs. being just skills-based
Should it have S604 rather than S603 (in agenda, there’s nothing in the syllabus)?
Are the six topics daily sessions? (no calendar)
What part of the class sessions is taken up with viewing films?
There’s more opportunity to explore information communication channels, vs. just being able to be critical of the information itself
This seems to be key in the description of the “Final” but I don’t see it listed in the class sessions before that, which seem topic-oriented

Recommendations by committee members: Needs more information specific content, quality, and sources
Inna will send a document with suggestions
Content is directed at undergraduates, needs to be aimed at master’s students
Have papers written by students instead of quizzes and tests
Decision: Revise and resubmit

4. Summer workshop proposal: S603: PHP/PostgreSQL Workshop (Timothy Bowman, SLIS PhD)

Discussed general information
Adds to MIS programming options
Description of the course requirements is nice; might be useful for the Python workshop too

Questions and concerns raised by committee members:
If he wants people to read things before the first class session he should make that required, not optional (and keep alerting people)

Decision: Approved

5. Summer workshop proposal: S603: Crisp Communications: Producing clear, concise policies, procedures, and public relations materials (Ed Rossman, Adult Services, Shaker Heights Public Library)

Discussed general information
1.5 credits – workshop
Assignments turned in after class sessions

Questions and concerns raised by committee members:
Is there enough time to learn and retain?
No pre-requisite
Only 14 contact hours, and only 2 hours worth of homework
The rough standard really isn’t two hours of homework for 1 CREDIT, but two hours per CONTACT hour
For a hands-on workshop, does not seem to be enough for 1.5 hours of graduate level work
The materials seem suitable for STEPS workshops or undergraduate work

Recommendations by committee members:
Needs more contact hours
Needs to be cleaned up
Needs more explanation of assignments
Needs to consider timing Raise to master’s level workshop
State up-front what exact programs will be used
Needs far more extensive homework: applying the skills, reflecting on various forms of communication, perhaps more extensive critique of existing materials

Decision: Revise and resubmit

6. Status report on program assessment
Drs. Shaw and Jacob have developed an alternative that does not involve E-Portfolios
Involves a series of surveys and interviews done by doctoral students
Different assessments on each campus

7. New business
None

Minutes taken by Jessica Moad
September 22, 2010
Wednesday, September 22, 2010
12-1:30
001
Applegate, Bouley, Kalb, Rosenbaum, Schilling, Shachaf

Agenda:
1. The minutes of the February 2010 meeting were approved
2. As per the Dean’s request, the committee discussed Provost Hansen’s Elearning Task Force report, which was distributed in advance. One observation was that the report seemed to emphasis blended learning throughout the report (more so
than other types of elearning); the suggestion was made that this may reflect IUB’s interest in remaining a residential campus. The consensus was that the recommendations in the report seemed to be very reasonable.

Applegate and Schilling provided background comments about DE on our two campuses. They explained that IUB can offer a wide variety of online courses because it received blanket approval to do so from the Higher Education commission. IUPUI has to receive permission from the Commission for each program offered. Applegate said that IUPUI will try to obtain the same level of approval for DE programs in 2012. The SLIS online offerings are extensive but do not cover all of the core courses or many of the electives so they do not offer a full online MLS. She said that the it would be up to he new EAD, Tomas Lipinski, to restart the initiative to offer a full degree online. In addition, there is pressure at IUPUI to get involved with DE because of the lack of classroom space.

3. The committee discussed a new course proposal from Theresa Heidenreich: Human Resource Management for Libraries. The proposal is interesting and would be a good addition to the MLS electives. The committee had 4 suggestions:

- The topics are certainly worthy of a three credit course but the assignments seem to be only worth 1.5 credits. They also seem too simple for a graduate course. Can they be reworked to be more appropriate for graduate credit?

[If she will not change the assignments, it’ll be a 1.5 credit workshop and reduce the sessions]

- There seem to be some gaps in the course content. Can she include more about legal issues involved in HR work? Could there be more about supervisory experience (performance evaluations, searching, hiring and firing)?

- The prerequisites make it more difficult to take the class - more people might take it if these were changed. Perhaps the prerequisite could be having taken 6 credits and permission of the instructor?

- Are the readings for Weeks 3 and 7 redundant? Can the redundant ones be removed?

The committee’s decision is that the proposal should be revised and resubmitted.

4. The committee discussed a revised new course proposal from Noriko Hara: S644 Social Aspects of Information Technology for submission to the Campus Curriculum Committee.

Since this course was proposed, however, there have been changes in the doctoral proposal that open a new possibility. What has changed is that the faculty voted to cross list courses that are available to doctoral courses so this one can be the first to be cross listed. The committee suggested taking one of the 514/8 numbers, changing the title, and submitting it to the doctoral Steering Committee for cross listing as a doctoral course.

There were three suggestions:

- Describe the issue paper for the doctoral students in greater detail.

- Consider adding a “hot topic” day in the syllabus where new developments could be discussed.

- Consider adding content on internet retailing and product reviewing.

Suggestion: E-approval if Hara wants to follow the 518 plan and considers these minor changes.

5. New business

Summer courses
Rosenbaum will follow up with Noel, Mundy and Rossman to find out if they are interested in teaching in summer 2011.

There are several new courses that may be
submitted for approval this fall. Cassidy Sugomito may propose a course on Scholarly Communication. Doug Sanders may propose a workshop on the description and selection of storage materials for paper-based collections. Barbara Truesdell, Assistant Director Center for the Study of History and Memory may propose a course on Oral History.

Campus Curriculum Committee
Rosenbaum will Submit Walsh’s S604 Digital Humanities to CCC so that it can receive a new number (657)

There are two upcoming initiatives in the works. Dual degree with CLACS (MIS) Specialization for MIS: CMC

Topics for the next meeting
Survey results next meeting
A review prerequisites for some courses
Discuss the issue of 604 classes that are run several times. What should be done with them?
Standards for online courses - how can that be determined? Is it a CSC issue (class size, quality?)

Meeting adjourned at 1:40.

Uploaded
SLIS
cscMin_Feb2010.doc
iub_forum-summary.docx
iupui_forum-summary.pdf
October 13, 2010
Wednesday, October 13, 2010
12-1:30
UL1331

Rosenbaum, Shachaf, Applegate, Washington, Ma, Kalb, Bouley

Regrets: Schilling

Agenda

1. The minutes from the 9/22 meeting were approved
2. Two course proposals, Digital Curation and Scholarly Communication, were discussed beginning with general comments.

Applegate suggested that the committee look over the suite of courses that focus on digital libraries. As 604 courses, these can be taught, but if they are going to get new numbers, the committee should have a discussion about how they fit into the growing DL specialization. She said that Xia might be included in these discussions since he has an interest in the area.

In response to a question about the possible overlap between the two proposals, Shachaf said that the two courses approach their topics from different angles – practical and theoretical – so overlap is not a significant problem. She said that there is demand among the students for these topics.

Rosenbaum suggested that once these courses are offered, the committee might want to have a conversation with Walsh and Bantin (specialization directors) about the place of these courses in the DL and Archives specializations.

2a: A new course proposal from Stacy Kowalczyk

604: Digital Curation

Bouley asked if there could there be page ranges provided for the readings so that students will know how much reading they will have to do for each session. She pointed to some ambiguity between the use of the terms “honor” and “dishonesty” and asked that the differences be clarified. In the Participation section she would like to see the “class policies for acceptable notification of absences” specified more clearly.

Applegate pointed out that the percentages for the assignments don’t add up (on p.3-4 they total 150%). This should be fixed.
Appendix 2.1: CSC Meeting Minutes

Shachaf asked whether the appropriate number of scholars would be available for the final project if the class were to be large? She wondered whether the students would be working in groups for the final project or if there would be a scholar for each person? She asked whether Kowalczyk was prepared for a large class? She also asked whether it would be appropriate to ask Bantin to look over the syllabus.

Washington noticed that there were no prerequisites and wondered whether people without an appropriate background would be able to handle the assignment requiring the development of a digital curation plan. She suggested that the Metadata course might be a prerequisite. The committee should ask her if there are prerequisites that make sense and how she will approach the curation plan – will she guide them through the process?

The committee decided that the proposal would be approved pending changes.


Applegate noticed that on p5, in the section on participation, that students seem to be given too much leeway – they are penalized only 9% for missing half the semester. Could there be a more stringent attendance policy? She suggested that the factors involved in participation could be described without specifying the penalties. Bouley asked whether the emphasis on these factors was reasonable stating that the penalty for a lack of respect seems excessive compared to that missing class. Shachaf said that this section could be greatly simplified by eliminating the table.

There is a typo on p4: Therefore, in order to familiarize yourself with this type of system and the resources contained within it, you will choose an institutional repository and [evaluation] it.

Bouley said that the goals and objectives section should be clarified. For example, the fourth objective seems to be something that it done in the class (examine the role). She said that the final review of the repository is due at the end of the course but the topic is covered in the last two weeks in the class. Will this provide enough time for students to contact people, gather information and write the assignment? She suggested shifting the class to a session earlier in the semester or moving the presentations to later in the semester.

Shachaf pointed out that the percentages don’t add up on p.4 (the final project percentage is wrong). She also said that the readings in section 3 readings should not overlap with those offered in 502 and 505. She also commented that there are librarians who deal with IP issues in scholarly communication – they created their own positions. Could she invite them into her class?

Ma noticed that there is overlap in assignments between 502 and 505 on bibliometrics. Could these reading be changed?

The committee decided that the proposal would be approved pending changes.

3. The committee began a discussion about the results of the spring 2010 SLIS student forum/survey that was held on both campuses; there was a meeting in Bloomington and an online survey conducted at IUPUI. The documents are available at:

https://ella.slis.indiana.edu/g/csc/

iub_forum-summary.docx
iupui_forum-summary.pdf

Two main issues were how widely and in what forms to disseminate the responses and deciding what the action items will be from these reports for the CSC, the Associate Deans and other relevant committees. These will be discussed at upcoming
CSC meetings. The suggestion was made to use the survey in Bloomington because the response rate at IUPUI had been high and the turnout for the meeting is typically low. One action item, then, is to redesign the survey for use on both campuses.

The committee then discussed comments from the survey about S401. Bouley agreed with some of the comments about 401, particularly the requests for the inclusion of more innovative technologies in the course. She did not see how the time spent on HTML mattered in her career and had only seen it applied in one course.

Shachaf said that it was possible to test out of 401 but that the process was not easily discovered. Bouley asked whether the waiver option could be made more public. Rosenbaum raised a practical concern about the time and effort involved in evaluating the waivers or tests. He asked whether a good instrument could be designed for people to test out of the course. Washington wondered about the value of creating a placement exam to assess technology skills and asked whether there could be multiple 401s reflecting different skill levels. Kalb said that a lot of the 401 material can be learned in UITS STEP classes. Washington responded that the STEP classes may be too low level. Applegate said that Chen is reviewing S401 and can talk with us about it. She asked whether we can alert incoming students to exactly what they need before coming to class so that they can address their deficits before coming to SLIS.

Shachaf said that we could find out which classes require 401 skills and once we know which skills matter and then engage in a more informed redesign of the class. We can find out what the people teaching the courses want people to have going in.

Several options were suggested for S401:

Not to have it as a requirement
To have a clear way to test out if the class (if we can standardize the test)
To redesign the content to be more useful to the students;
To turn it into a graduate course.

Decision: The CSC decided to use the surveys across the campuses to gather data.

4. New business

Topics for the next meeting:

Student forum report: which points to address
Evaluate Applegate’s book for use in her class
Review prerequisites for some courses
Discuss the issue of 604 classes that are run several times. What should be done with them?
Discuss standards for online courses - Is it a CSC issue (class size, quality?):
Decision: Hara’s course can be added to the spring schedule.
The meeting adjourned at 1:40.

Uploaded
sugimoto_rationale.docx
sugimoto_scholarly-comm.docx
kowalczyk_digital_curation.docx
cscMin_sept10.docx

December 8, 2010
Wednesday, December 8, 2010
12-1:30 PM
SLIS 030

Bouley, Hara, Kalb, Ma Rosenbaum, Shachaf, Schilling, Washington

Regrets: Applegate (who sent email comments to Rosenbaum)

Agenda
1. The minutes from the 10/13 meeting were approved unanimously
2. Discussion of Applegate’s request to use her book in her class
Applegate, who was not present for the discussion, had asked the CSC to respond to her request to use her book “Managing the Small College Library,” in her course, S552, next fall. She argued that no other book has in one place a concise presentation of important issues for academic library managers particularly focusing on smaller libraries. She offered to donate to the SLIS IU Foundation account an amount equivalent to the royalties generated by her students’ purchase of the book.

The committee discussed her request, raising the general issue of how the CSC should respond to conflict of interest situations. The general tone of the discussion was that members of the committee did not have any objections to a faculty member using his or her book in class so long as it was not the only reading on the syllabus. However, the consensus was that the CSC should not become involved in making these decisions.

Decision: The committee recommends that Applegate discuss the situation with her Associate Dean. Committee members emphasized that this recommendation has nothing to do with the use of the book in her class, in fact, it seems entirely appropriate.

3. Discussion a proposal to revise the Archives and Records Management specialization

Bantin, Director of the specialization, and Rosenbaum submitted a proposal to revise the specialization, primarily be adding another cluster of courses, taken from IS electives, from which students can draw to complete their electives.

The committee, in principle, supports this revision. Applegate suggested adding the Digital Libraries course and a Topics course to the list. Shachaf asked that the proposal be reformatted and Bouley pointed out several errors in course numbering that should be corrected.

Decision: The committee recommends that Rosenbaum meet with Bantin to discuss the revision in light of these recommendations.

4. Discussion of a new course proposal from Andrea Copeland and Stephanie Holman: Public Library Programming

The committee was favorably disposed toward this proposal. Applegate suggested that Copeland ensure that there would be minimal overlap between this and related courses such as the Public Library Management course. Since students will choose real library branches/sites, she asked for clarification about site selection, guidelines for collaboration and a plan for dealing with small libraries that have less than specific or useful mission statements and lack strategic plans. She also suggested listing the assignments were listed at the beginning rather than after the extensive reading list and timetable. She asked if the programming observation is required to be done at their chosen branch, or can any library do?

Shachaf asked that the syllabus be reformatted to include some basic information including the number of credits, the rationale for the course and the extent to which it overlaps with existing courses. Hara asked for clarification about course prerequisites.

This is a confusing section head:

III. Public Programming Plan For Program, 2 each (40%)

It could be done as,
III. Public Program Plan, x 2
Program 1 due...
Program 2 due

Decision: The committee recommends that Copeland and Holman revise and resubmit the syllabus, responding to these comments. They should make sure to explain the extent to which the course overlaps with other courses.
5. Continued discussion of the results of the 2010 student survey/forum

Shachaf said that the committee should try to address one issue that the students raised, for example, 401 or the addition of a capstone course. Kalb suggested focusing on the creation of a capstone course for both degrees, stating that students would be interested in taking it because they would be able use what they had learned in the program to write a paper of create a project that they would be able to use when job hunting. He suggested a capstone night with presentation. Expressing a consensus opinion, Washington suggested that the capstone be optional capstone class

Decision: The committee agreed to spend time next semester developing a proposal for an optional capstone class.

6. New business

Rosenbaum informed that committee that he was meeting with the Director of the Center for Latin American Studies to discuss the creation of a new MIS/CLACS dual degree.

Three files have been uploaded to

https://info.slis.indiana.edu/g/csc/
cscMin_Oct10.docx
archives_draft10.csc.docx

Meeting adjourned at 1:30 PM.

February 1, 2011
Wednesday, February 1, 2011
4:15-5:30 PM
SLIS 001

All the files are available via:

Here is the agenda for the meeting.

Hara, Shachaf, Rosenbaum, Washington, Ma, Kalb, Applegate, Bouley

1. The minutes from the December 8 meeting were approved unanimously

Applegate had an update about the conflict of interest issue in relation to the textbook use that will be added to the agenda of the next meeting

2. Meetings were scheduled for the rest of the semester

March 2 4 PM
April 13 4 PM
April 27 4 PM

3. There were two announcements:

Rosenbaum said a request will be submitted to the Campus Curriculum Committee to obtain a permanent number for the Digital Humanities course, currently taught as a 604 topics course; the proposed number will be in the S650 range. He also reported that a request had been submitted to the CCC for a title change for S514 “Computerization in Society” to “Social Aspects of Information Technology”

Decision: Rosenbaum will consult with Walsh and Shaw to settle on a number for the course

4. Discussion of a proposal for a dual MIS/MA degree between SLIS and the Center for Latin American and Caribbean Studies

Rosenbaum described a proposal for a dual MIS/MA degree between SLIS and the Center for Latin American and Caribbean Studies. He said that he and Dr. Van Hoose, Director of the Center, had developed a dual degree based on the existing MLS/MA dual degree and asked for comment. He said that Van Hoose will be submitting the proposal to CLACS faculty or approval this spring. Shachaf said that the proposal should be proofread for consistency, making sure the acronym (CLACS) is correct throughout. She also asked that CLACS update their web site to include the most current information about the MLS/MA dual degree. Rosenbaum said that he would convey this request to Van Hoose.

Decision: The committee supported the proposal pending the changes. The next step is to submit the proposal to the faculty for approval.

5. Discussion of a suggestion to replace the open student forum with an online survey

Hara explained the background of the suggestion that the Student Open Forum, held in IUB in the spring be replaced as an online survey similar to that used at IUPUI.

Decision: Hara asked Washington and Kalb to look at the IUPUI survey and develop a version to be used
at IUB. They will report back to the committee in March.

6. There were four new course proposals submitted to the committee
Andrea Copeland resubmitted a proposal for S604: Public Library Services
Shachaf asked that the names of the instructors be included in the course syllabus. Bouley noted that the multiculturalism articles in the syllabus were somewhat dated and asked if they could be updated to reflect recent developments. She also asked if the timing of the assignments could be clarified: the evaluation assignment seems to be due in the same class it is discussed. Can it be moved around? Applegate wondered whether the two assignments were due at different times and suggested that this be clarified in the syllabus.

Decision: The committee approved the proposal pending the completion of minor revisions
Craig Simpson submitted a proposal for a workshop: S603: Processing Manuscript Collections
Bouley asked for more description of the in-class exercises explaining that from a student’s point of view, it is not clear what they will be doing. She also wondered whether some of the exercises be done outside of class, freeing up more class time for content. Kalb questioned the grading distribution asking whether 50% of the course grade should be allocated for the in class exercises - can it be less? He suggested that the final paper be worth 50% and in class exercises 30%. Shachaf asked whether start of the workshop could be moved from 2:00 back to 1:00 to conform to the regular class schedule. Washington asked about the degree of overlap between this and the manuscripts class and suggested that this be explained more clearly in the proposal.

Decision: The committee suggested that Simpson respond to the comments and suggestions above and changes and resubmit the proposal with revisions.

- Libraries as 3rd Place
Madeline asks for a grade breakdown for the assignments
Rachel says that it should be a 604 Topics
Not that enthusiastic about it as a permanent course
Bouley says that the title of the course is not clear and it should be more descriptive to entice people to take the class
Rachel reminds us that there will be an announcement on the list that will provide more detail
But the course title can’t be expanded that much
Perhaps allow students to get their books from other providers
Kris should not be so negative in the section about the use of technology in the class - they are graduate students, after all
- Social Networking Technologies

7. S401
The following files were uploaded to https://info.slis.indiana.edu/g/csc/
cscMin-Dec08.docx
MA-MIS_CLACS_draft2.docx
copeland_course-prop_lib-svc.docx
copeland_pub-library-svc.docx
simpson_proc-man-wkshop.docx
simpson_prop-proc-man-wkshop.docx
eskew_3rd_place_prop.docx
eskew_3rd_place.docx
bishop_social-net-tech.pdf
Appendix 2.2
Notes from the Open Meeting on the MLS Program January 22, 2008, 10 A.M., Bloomington campus

Present: Rachel Applegate, Ron Day, Noriko Hara, Marilyn Irwin, Elin Jacob, Kathy Schilling, Lokman Meho, Tom Nisonger, Alice Robbin, Howard Rosenbaum, Pnina Shachaf, Ralf Shaw, Kiduk Yang, and John Walsh.

Participating by Polycom phone: Mary Alice Ball, Jean Preer, and Jingfeng Xia.

Votes were taken on the 6 core areas identified at the December 12, 2007 meeting:

Reference Yes-17 Maybe-0 No-O

Collection Development & Management
Initial vote: Yes-10 Maybe-7 No-O
Revote after discussion: Yes-17 Maybe-O No-O

Knowledge Organization/Representation Yes-17 Maybe-O No-O

Research/Evaluation Yes-15 Maybe-2 No-0

Technology
Initial vote: Yes-8 Maybe-9 No-0
Revote after discussion: Yes 13 Maybe-3 No-0

Management/Leadership Yes 11 Maybe-4 No-1

Another core area was proposed for voting:
Information & Society Yes 1 Maybe-14 No-2

The voting confirmed the 6 core areas as: reference, collection development & management, knowledge representation/cataloging, research/evaluation, technology, and management/leadership. Note these votes related to core areas, not the make-up of the courses for the area.

Most of the meeting was devoted to discussing the technology area. A basic question concerned whether the focus should be on: 1) the application of basic skills; 2) a theoretical/conceptual coverage of basic skills; or 3) the impact of technology on libraries, organizations, and the environment. Several models were broached for how the technology course or courses would be configured, including: 1) maintaining S401 in a present or similar form without a general 500 level technology course; 2) revamping S401 into a joint S401/S500-level course in which the S401 would be opened to undergraduates and S500 to graduate students; 3) substituting a S500 level course for S401; 4) maintaining S401 plus adding a new S500-level course; and 5) offering a choice among several technology courses already present in the curriculum.

A related question concerns how we advertise the credit hours: 1) 36 plus 3 hours prerequisite (the status quo); 39 hours (making the core technology course part of the regular requirements); or 3) 36 hours (eliminating an elective).

Other points that were made: 1) we need S401 because of the revenue it raises; 2) SLIS students need basic technological skills for more advanced courses, but some faculty, while teaching advanced courses, find they lack these skills; 3) S401 consistently receives poor student evaluations, with the students often criticizing the instructor’s knowledge; 4) rapid changes in technology complicate designing course content and recruiting instructors; 5) SLIS should be looking forward rather than backward; 6) S401 presently teaches students what is needed for SLIS courses rather than for a professional position; 7) there is currently no waiver for S401 on the Bloomington campus, but a waiver is still offered on the IUPUI campus; and 8) we need a model outlining the content of a 500-level technology course.

The meeting adjourned at noon. It was decided to use e-mail to set the next meeting.

-----Original Message-----
From: SLIS Faculty List [mailto:SLISFACULTY@LISTSERV.INDIANA.EDU] On Behalf Of Nisonger, Thomas Evans
Sent: Tuesday, December 11, 2007 6:06 PM To: SLISFACULTY@LISTSERV.INDIANA.EDU
Subject: Agenda for Open Meeting on MLS Program on Dec 12

AGENDA Open Meeting on MLS Program
December 12, 2007 10:00 A.M.
University Library 2115E IUPUI Campus
Distribution of Notes from October 31 Meeting.
Including Key Constituencies in Review Process
Time of Next Meeting
Lokman Meho’s Proposal of December 11, 2007 & Comments
Continuing Agenda from October 31 Meeting.

Other Issues

Agenda from October 31 Meeting.

Assessment of student learning outcomes.
MLS Curricular Issues:
Foundation Courses: Should S503 be required of all MLS students? Should S506 be required of all MLS students?
Foundation Courses for “Management and Leadership” area.
S401: number of credits? Renumbering to graduate level course?
Added to foundation courses?
Number of credits advertised for MLS?
Overlap and duplication among courses.
Other curricular issues.
Plans for future meetings and including key constituencies.
Other issues.

----- Original Message -----
From: SLIS Faculty List [mailto:SLISFACULTY@LISTSERV.INDIANA.EDU] On Behalf Of Nisonger, Thomas Evans
Sent: Sunday, November 04, 2007 5:13 PM
To: SLISFACULTY@LISTSERV.INDIANA.EDU
Subject: Notes on MLS Open Meeting

Notes from the open meeting on the MLS Program October 31, 2007

Present: Rachel Applegate, Noriko Hara, Marilyn Irwin, Elin Jacob, Lokman Meho, Tom Nisonger, Jean Preer, Howard Rosenbaum, Kathy Schilling, Pnina Shachaf, Ralf Shaw, and John Walsh
Regrets: Ron Day, Alice Robbin

Rachel Applegate introduced the topic of student learning outcomes assessment. She stated that pressures for such assessment come from three sources: 1) the accreditation process on both the Bloomington and IUPUI campuses; the American Library Association Committee on Accreditation; and Indiana University itself. She suggested that development of a SLIS student assessment process was desirable. Points made during the discussion included: SLIS has assessed student learning outcomes through surveying recent graduates, surveying employers of SLIS graduates, and relying on the course grading system.

Surveys of students and employers are considered indirect measures. Direct measures would be: a final comprehensive exam, a capstone project, and student portfolios (about half of ALA accredited programs have at least one of these).

The question of a capstone project received little attention in the discussion. A number of problems were raised regarding a comprehensive final exam, including difficult experiences with it at other institutions and problems developing a common set of questions since students will have taken different foundation courses.

Most of the discussion focused on the portfolio approach. Specific suggestions included having students compile their own portfolios, taking a random sample of students, and examining the bottom 10% of student papers. Points regarding the portfolio approach included:
Portfolios would provide concrete evidence to be used in accreditation. Specific projects may represent a capstone of what a student has learned in a course.
It might be evaluating the instructor.
Students might not be motivated to submit portfolios.
Faculty might not be able to assess work done outside their specialty areas.

Rachel Applegate, Lokman Meho, and Kathy Schilling will form a subcommittee to further investigate this issue.

The question of whether S503 (Representation and Organization) should be required of all MLS students was discussed next. Points raised in the discussion included:
S503 is more theoretical, S504 (Cataloging) is more practical. Students who take S503 are better prepared for other SLIS courses and the job market.
S503 is required for the Digital Library program. In the earlier curriculum, S503 belonged to the “hard core” of 4 courses for both the MLS & MIS, but students were only required to take 3 of the 4. When the present MLS curriculum was designed, Danny Callison strongly believed that school media students should be required to take S504.
Adoption of S503 requires either an “up” or “out” approach. We would either have to up the foundation courses to 6, or remove S504 from the foundation courses. (Most attendees seemed to think that adoption of S503 would result in making S504 an elective.) The school media certification process requires they take a cataloging course. If S503 is required, school media certification specialists would not have a single elective course. If S504 is not meeting student needs, perhaps the solution is to change the course content rather than remove it as a foundation course. The requirements have to be the same for all students. Considerable attention was given to the idea of making S504 an elective and creating a separate Representation and Organization course for school media specialists.

Marilyn Irwin will investigate to determine if such a course would meet the school media certification requirement.

Next, the issue of whether S506 (Introduction to Research) should be required of all SLIS students was addressed. The following points emerged during the discussion. The same “up” or “out” issue comes into play. That students who take S506 are better prepared to read and critique research papers. Academic librarians need to understand the research process and how to conduct research. Public and school librarians do not necessarily need to know how to conduct research. While there is some overlap in course content, S506 and S505 (Evaluation of Resources and Services) address different student needs and interests.

Several people explicitly stated they preferred the present system because of the flexibility it offers in meeting different student interests, although some seemed to favor requiring all students to take S506.

It was decided it would be fair to alternate meeting sites between Bloomington and Indianapolis. The next meeting will be held on the IUPUI campus on Wednesday, December 12 at 10 A.M. in UL 2115E on the second floor of the Philanthropy Library area.
## Appendix 2.3: Logic Model for Evaluation of SLIS Master’s Degree Programs

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Investments</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Participation</strong></td>
</tr>
<tr>
<td>• personnel (faculty, adjunct faculty, staff)</td>
<td>• personnel (faculty, adjunct faculty, staff)</td>
<td>• degree completion</td>
</tr>
<tr>
<td>• resources (time, money [including funding assistantships], technology, physical facilities)</td>
<td>• resources (time, money [including funding assistantships], technology, physical facilities)</td>
<td>• coursework</td>
</tr>
<tr>
<td>• partnerships with professionals and educators (including dual degrees, specializations and certificates)]</td>
<td>• partnerships with professionals and educators (including dual degrees, specializations and certificates)]</td>
<td>• number of students doing internships</td>
</tr>
<tr>
<td>• placement service and career counseling</td>
<td>• placement service and career counseling</td>
<td>• number of students with assistantships and other (semi-)professional positions</td>
</tr>
<tr>
<td></td>
<td>• educational opportunities (including courses, workshops, independent studies, internships, research opportunities)</td>
<td>• number active in student professional organizations</td>
</tr>
<tr>
<td></td>
<td>• professional opportunities (including assistantships, consulting [i.e., for course projects], student library positions, student professional organizations, volunteer opportunities)</td>
<td>• number of students involved in volunteer service</td>
</tr>
<tr>
<td></td>
<td>• responses to advances in the field (e.g., updating educational opportunities by revising current courses and developing new courses)</td>
<td></td>
</tr>
</tbody>
</table>
### Outcomes

<table>
<thead>
<tr>
<th>Short Term - MLS</th>
<th>Short Term - MIS</th>
<th>Long Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ability to assist and educate users of libraries and information centers</td>
<td>• analyze, evaluate, design, and manage information technologies to support effective organizational activities, work practices, and human usability</td>
<td>• graduates will approach professional issues with understanding</td>
</tr>
<tr>
<td>• ability to develop and manage library collections</td>
<td>• employ a sound conceptual foundation and understanding of research to enable development of strong, leadership-oriented careers as information professionals</td>
<td>• graduates will have successful professional careers</td>
</tr>
<tr>
<td>• ability to organize and represent information resources</td>
<td>• develop appropriate information management strategies and policies for organizations</td>
<td>• graduates will take leadership roles</td>
</tr>
<tr>
<td>• ability to apply management and leadership skills</td>
<td>• understand the theoretical and practical bases of information organization, storage, delivery, and retrieval systems</td>
<td>• graduates will engage in lifelong learning</td>
</tr>
<tr>
<td>• ability to conduct and analyze research</td>
<td>• understand the economic, social, political, and strategic value, and the ethical use of information.</td>
<td></td>
</tr>
<tr>
<td>• demonstrate basic technical expertise</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix 2.3: Logic Model for Evaluation of SLIS Master’s Degree Programs
Using Social Technologies to Foster Collaboration and Community Building in Face-To-Face Classrooms

Denise E. Agosto  
College of Information Science & Technology  
Drexel University  
dea22@drexel.edu

Andrea J. Copeland  
School of Library and Information Science  
Indiana University-Indianapolis  
ajapzon@iupui.edu

Lisl Zach  
College of Information Science & Technology  
Drexel University  
lisl@drexel.edu

Using Social Technologies to Foster Collaboration and Community Building in Face-To-Face Classrooms

Abstract

Data collected from students in two graduate courses were used to test the effectiveness of expanding the use of a framework for maximizing student collaboration and knowledge sharing in online courses to face-to-face courses as well. Data from the students’ blogs and Zotero accounts were aggregated into a database and analyzed according to Zach and Agosto’s (2009) framework for maximizing student collaboration and knowledge sharing in online courses. Overall, the blogs successfully promoted collaboration and community building because students encountered few technical barriers and because the blogging was well-suited to sharing course-related knowledge. Zotero, however, failed in promoting collaboration and community building because of its dramatic technical learning curve, which led to student frustration and lost time. This research supports the framework’s proposed criteria for selecting technologies to promote successful student collaboration which include strong support of social presence, low learning curves, and easily facilitated student interaction. Keywords: knowledge sharing, blogs, Zotero, library and information science, open source, citation sharing, technology overload

Introduction

Previous research tells us that “Collaborative teaching and collaborative learning are both means of providing students with early exposure to working in a collaborative paradigm” (Gunawardena, Weber, & Agosto, 2010, p. 217). Beyond the professional benefits of teaching students to use technologies that they will need when they enter the workforce, there are also a number of related learning and social benefits that can be gained by promoting collaboration in the classroom. These include acquiring increased domain knowledge, supporting advanced critical thinking and problem solving skills, and understanding better how people interact in online information environments (Abrams, 2005; Du, Darlington, & Mathews, 2007; Lock & Redmond, 2006; Zach & Agosto, 2009). A critical factor in facilitating collaboration and knowledge sharing among students is building a sense of community.

While a large number of studies have investigated the use of social technologies for building communities in online courses, few studies have addressed this issue in face-to-face teaching/learning environments. This paper reports on a study, conducted in a face-to-face teach/learning environment, that tests a framework designed for maximizing student collaboration and knowledge sharing in the online environment. Data collected from students in two library and information science (LIS) graduate courses demonstrate the effectiveness of blogging to promote student collaboration and community building in the face-to-face course environments. A second collaboration tool, an open source citation management system, was found to be less successful. The paper will conclude with a discussion of techniques that foster the development of a “collaborative paradigm” both online and in the face-to-face environment.

Literature Review

Nature of Collaboration in Educational Settings

Mattessich et al. (2001) defined collaboration as “a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals” (p. 4). Ingram and Hathorn (2004) suggested that true collaboration consists of three critical elements: participation, interaction, and synthesis. This means that collaboration in educational settings requires that students move
beyond merely dividing up assignments to each independently produce separate parts of a project; true collaboration involves working together on shared tasks to create jointly-created work. As Prince (2004) explained, “The core element of collaborative learning is the emphasis on student interactions rather than on learning as a solitary activity” (p. 223).

There are a number of educational benefits that can be achieved by harnessing true collaboration for teaching and learning. First, when working together on course assignments, students engaged in true collaboration construct new knowledge and often come to understand course content (domain knowledge) better and retain it longer than via individual projects and assignments (Dawley, 2007; Johnson & Johnson, 1990). Researchers have also found a connection between collaboration during learning and increased critical thinking skills development (e.g. Abrams, 2005; Du, Durrington, & Mathews, 2007; Lock & Redmond, 2006). Based on an extensive literature review and analysis, Prince (2004) concluded that “a number of meta-analyses support the premise that collaboration ‘works’ for promoting a broad range of student learning outcomes. In particular, collaboration enhances academic achievement, student attitudes, and student retention” (p. 227).

There are also social benefits to using collaboration for teaching and learning. Learner satisfaction and engagement are increased when students make social connections with other students (Anderson & Simpson, 2004). There is also a strong connection between building a sense of community among a group of learners and harnessing the educational and social benefits of collaboration (Lewis & Abdul-Hamid, 2006; Hanna et al., 2009; McElrath & McDowell, 2008). Once students feel a sense of community within a class environment, they are more likely to engage in true collaboration, as opposed to merely dividing up work tasks and working independently without meaningful interaction and shared learning.

Arnold and Paulus (2010) showed that using online social networks leads to increased community building among course participants of a blended delivery course. Indeed, technology, especially social technologies, can support community building among groups of learners. Technology can also help to reduce some of the common barriers to effective knowledge sharing, such as distance barriers and time constraints between participants (Hendricks, 1999; Ruggles, 1997). This suggests that social technologies are likely to be especially effective for promoting collaboration and community building in online courses.

Concept of “Social Presence”

The concept of “social presence” might be key to fostering collaborating and community building in online courses. Social presence has been defined as “the degree to which a person is perceived as ‘real’ in mediated communication” (Richardson & Swan, 2003, p. 68). According to Ludwig-Hardman & Dunlap, “One of the most consistent problems associated with distance learning environments is a sense of isolation due to lack of interaction” (n.p.). Social presence can help to reduce students’ sense of isolation.

Lowenthal and Dunlap (2010) emphasized the importance of establishing social presence in online courses, arguing that “Social presence is now a central concept in online learning” (p. 70), yet “there is surprisingly little guidance on specific ways to establish social presence” online (p. 70). Richardson and Swan (2003) concluded that “the amount and/or intensity of social presence students perceived in their online courses, from both their instructor and/or their peers, was directly related to their perceived learning” (p. 79). Limited social presence is likely to be a barrier to community building in the online environment, and a limited sense of community is likely to result in reduced motivation for effective student collaboration.

In face-to-face environments, social presence is not an issue. Paechter and Maier (2010) surveyed 2,196 Austrian university students about their preferences in learning via online or face-to-face course components. They found that the students “preferred face-to-face learning for communication purposes in which a shared understanding has to be derived or in which interpersonal relations are to be established” (p. 292). Students seemed to find face-to-face learning more conducive to effective communication during collaborative and communicative learning activities.

Study Methods

The site for this study was Indiana University’s School of Library and Information Science at Indianapolis (SLIS). SLIS offers the Master of Library Science (MLS) degree as well as post-baccalaureate courses for completion of school media and public librarianship certification.
Enrollment for the academic year 2009/2010 was 330 students, with most of the students attending part time (74%). Seventy-one percent of the students were female, and the majority were under the age 33 (57%).

Two master’s level LIS courses held on campus in the spring of 2010 were evaluated for this study: one section of Adult Readers Advisory (S524), with 28 students enrolled; and two sections of Introduction to Research (S506), with a total of 51 students enrolled. Prerequisites for both courses are the same and include: Reference (S501) and Computer-based Information Tools (S401). Each course was used as a test-bed for integrating trial social technologies into face-to-face course delivery with the intent of increasing collaboration and community building among students.

Adult Readers Advisory (S524) focuses on teaching how to 1) assess library users’ reading and information needs and 2) identify appropriate information resources to meet those needs. With the goal of building a sense of community, the instructor required each Adult Readers Advisory student to create a personal blog using either Blogger (www.blogger.com) or Word Press (http://wordpress.org/) and to turn in all course assignments via his/her blog. Students were encouraged to follow each others’ blogs and to make comments on other students’ work, as well as to use the blogs as spaces for collaborative work and information sharing.

All student blogs were linked to a central course blog (http://slisbooks.blogspot.com/), maintained by the instructor. Assignments included writing annotated descriptions of six books; posting blog entries about three course-related topics of the students’ choosing; and either participating in a readers advisory role playing activity with five readers or creating an annotated themed booklist for a public library readers advisory program.

Introduction to Research (S506) teaches students basic concepts of academic research, including research question formulation, variable and participant selection, and basic data analysis techniques. For this course, written assignments included an annotated bibliography of research methods resources, a literature review on a library and information science research topic of the students’ choosing, a critical analysis of one quantitative and one qualitative research article, and a research proposal detailing an original or imagined research study written in the format of a journal article. Students were required to use Zotero (http://www.zotero.org/), an open source citation management system, to store all citations used for course assignments, and also to participate in two online group discussions. Zotero enabled students to learn from the research that their classmates had conducted and to discuss each other’s work online.

All three class sections were given in-class tutorials on how to use the blogging utilities and Zotero. Also, the instructor created a handout to guide students through the process of creating blog accounts and Zotero accounts.

Data Collection and Data Analysis

Data from the students’ blogs and Zotero accounts were aggregated into a database and analyzed according to Zach and Agosto’s (2009) framework for maximizing student collaboration and knowledge sharing in online courses. The first category in the framework is Keys to Success for maximizing student collaboration and knowledge sharing. It includes three key instructor behaviors (participation/engagement, personalization, and facilitation of learning) and two key student behaviors (peer interaction and equal participation). The second category is Educational Benefits of maximizing student collaboration and knowledge sharing. It includes five sub-categories: connection to practice, peer-to-peer learning, student control, teamwork skills, and critical thinking skills. The third category is Drawbacks to maximizing student collaboration and knowledge sharing. It includes four sub-categories: technology overload, technological learning curve, technological incompatibility, and student resistance. (See Table 1.)
Table 1. An Online Course Design Framework for Maximizing Student Collaboration and Knowledge Sharing

<table>
<thead>
<tr>
<th>Keys to Success</th>
<th>Educational Benefits</th>
<th>Drawbacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor behaviors:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Participation/engagement</td>
<td>Connection to practice</td>
<td>Technology overload</td>
</tr>
<tr>
<td>2. Personalization</td>
<td>Peer-to-peer learning</td>
<td>Technological learning curve</td>
</tr>
<tr>
<td>3. Facilitation of learning</td>
<td>Student control</td>
<td>Technological incompatibility</td>
</tr>
<tr>
<td>Student behaviors:</td>
<td>Teamwork skills</td>
<td>Student resistance</td>
</tr>
<tr>
<td>1. Peer interaction</td>
<td>Critical thinking skills</td>
<td></td>
</tr>
<tr>
<td>2. Equal participation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As this study sought to test the framework for use in face-to-face course design, data from the test classes were analyzed to determine the extent to which the framework can be used to promote collaboration and community building in face-to-face teaching.

Results

Overall, the blogs were successful for supporting collaboration and community building, but Zotero was unsuccessful. The analysis below shows how the framework explains why one of these two technologies was successful and why the other failed.

ANALYSIS OF STUDENT BLOGS

Ten of the 28 student blogs from Adult Readers Advisory were picked at random for analysis. The blogs supported two of the three main categories of the framework: keys to success and educational benefits. Framework sub-categories for which there was strong support included connection to practice, peer-to-peer learning, and student control. The two remaining sub-categories were neither supported nor negated. The development of teamwork skills was not part of the course design and therefore not analyzed, and while critical thinking skills were encouraged, data were not collected to enable analysis of critical thinking skills development.

Keys to Success

Instructor behaviors:

1. Participation/engagement

**Participation/engagement** describes the instructor’s frequency of activity and level of interest in online content sharing. In general, the more active and engaged the instructor, the more active and engaged students become, thereby increasing the amount that they learn from the course (Zach & Agosto, 2009). The instructor maintained a high level of participation in the blogs throughout the term, frequently posting comments and highlighting exceptional blog posts by sending links to selected posts to the entire class through e-mail or through in-class handouts. Each time this was done, the instructor integrated ideas expressed by students in their blogs with the course readings and the upcoming lectures and modeled her own engagement in the course.

2. Personalization

**Personalization** refers to the instructor’s enabling students to reveal aspects of their personal lives online to increase student social presence and community building (Zach & Agosto, 2009). Personalization of student blogs was tied to blog impact within the class community. Students whose blogs received the most comments from others tended to include personal introductions within their blogs, such as discussions of families, pictures of children and pets, and so on. The instructor also responded to each student’s class assignment postings. In this way she engaged with each student personally around his/her individual ideas and remained socially present between face-to-face class meetings.

3. Facilitation of learning

**Facilitation of learning** involves the instructor’s efforts to encourage students to learn by “actively search[ing] for new information, learn[ing] from each other, and advance[ing] knowledge” (Li & Akins, 2005, p. 58). Although students designed and completed their assignments individually, collaboration did result voluntarily, and the in-class sense of community was enhanced by online interactions among students. Students referred to each other’s blogs while in the face-to-face classroom, and they also referred to online discussions about community blog posts and to their own blog posts. In this way, the collection of blogs documented not only the course products...
but the thoughts the course produced, thereby extending and facilitating student learning in the classroom.

Student behaviors:

1. Peer interaction

**Peer interaction** involves students’ discussing course content with each other, working together to understand course concepts, working together to create assignments, etc. Increased student interaction generally leads to increased student engagement and critical thinking, thus increasing student learning (Zach & Agosto, 2009). Even with the relative lack of structure for blog use, students still interacted with each other throughout the course. Table 2 details the total number of comments each student received and the number of unique commenters. Within this sample, the number of unique commenters ranged from 1 to 15. Students who posted more frequently received comments from more people. For example, the student with only one peer interaction had only posted five entries to her blog, whereas the student with 15 unique commenters had posted 35 entries.

Table 2. Number of comments and unique commenters for each student’s blog.

<table>
<thead>
<tr>
<th>Blog Name</th>
<th>Number of total comments</th>
<th>Number of unique commenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where Many Paths and Errands Meet</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>E’s Picks</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Reading is Good For You</td>
<td>35</td>
<td>15</td>
</tr>
<tr>
<td>M. on Reading</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>SLIS 524</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>SLIS of Life</td>
<td>56</td>
<td>13</td>
</tr>
<tr>
<td>I'm Reading Fiction!</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td>History and Libraries*</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Adult Readers Advisory Spring 2010</td>
<td>35</td>
<td>9</td>
</tr>
<tr>
<td>Overwhelmed Blogger</td>
<td>9</td>
<td>7</td>
</tr>
</tbody>
</table>

2. Equal participation

**Equal participation** refers to students’ contributing similar amounts of work to collaborative discussions and projects (Zach & Agosto, 2009). Equal participation is a key component to true collaboration. The number of total posts per students varied from four to 34. (See Table 3). If this were to be done again, due dates for postings would be required to encourage more equal participation during similar time periods.

Table 3. Total number of posts, posts not assigned, and posts following in-class discussions.

<table>
<thead>
<tr>
<th>Blog Name</th>
<th>Number of total posts</th>
<th>Number of posts not assigned</th>
<th>Number of posts on in-class discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where Many Paths and Errands Meet</td>
<td>12</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>E’s Picks</td>
<td>9</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Reading is Good For You*</td>
<td>26</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>M. on Reading</td>
<td>7</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>SLIS 524</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SLIS of Life</td>
<td>34</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>I'm Reading Fiction!</td>
<td>19</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>History and Libraries*</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Adult Readers Advisory Spring 2010</td>
<td>20</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Overwhelmed Blogger</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Blogs analyzed from January 18 through April 8, 2010; *Blogs existed before class

Educational Benefits

1. Connection to practice

The field of library and information science (LIS) is a profession, and as a result, a strong focus of most LIS graduate programs is on preparing students to work in the field as librarians and
information managers. Social technologies are especially effective in providing a **connection to practice** (Zach & Agosto, 2009). The blogs collectively provided a wealth of resources connected to the real-life practice of readers advisory. Through the blogs, the students shared their analyses 168 titles of genre fiction, literary fiction, poetry, and popular non-fiction, resources likely to be a use in professional practice. Additionally, the students posted their reading lists and readers’ advisory role playing results.

2. Peer-to-peer learning

In **peer-to-peer learning**, students move beyond learning from interacting with the course instructor and with course content via assignments and readings, to learning from knowledge building and sharing with their fellow students (Zach & Agosto, 2009). An important readers’ advisory skill is the ability to match one’s understanding of published works to a reader’s desire for a particular reading experience. The better one is able to identify what readers want, the better one becomes at providing the service. The blogging platform promoted course learning outcomes by enabling students to share their reading experiences and their knowledge of genres, authors, and readers’ advisory tools. By having the students blog their assignments rather than turn them into the instructor, the students were given the opportunity to communicate with a much wider audience. As the blog posts were accessible to the entire class, and the opportunity for peer-to-peer learning was greatly increased beyond that which was taking place in class. Proof of peer-to-peer learning could be found in the comments students posted to each other’s blogs. The students who posted assignments early provided models for other students who were less sure of how to begin blogging their assignments. This was made apparent when one of the first assignments, writing an openly critical book review, presented a challenge to many of the students. The instructor referred them to other students who had posted excellent examples.

3. Student control

The use of social technologies in online learning enables increased **student control** over course content and over the design of assignments (Zach & Agosto, 2009). The students were given complete control over their blogs. They could choose the blogging software, added features, use of their real names or pseudonyms, and the tone and style of their posts. Table 4 details some of the variation in how the students personalized their blogs. Six of the students chose to use their real names and five posted an image of themselves with one of them also posting images of their children and pets. All the students in the sample used at least two added blog features with one using 14 added features. Referring back to Table 3, seven of the ten students voluntarily posted entries not assigned, and six of the ten posted an entry as a follow-up to a heated in class discussion, e.g., feminism and chick lit or quality versus demand in readers advisory practice.

<table>
<thead>
<tr>
<th>Blog Name</th>
<th>Use of real name?</th>
<th>Pictures of Self?</th>
<th>Extra features used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where Many Paths and Errands Meet</td>
<td>Yes</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>E’s Picks</td>
<td>No</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>Reading is Good For You</td>
<td>Yes</td>
<td>no</td>
<td>14</td>
</tr>
<tr>
<td>M. on Reading</td>
<td>Yes</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>SLIS 524</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>SLIS of Life</td>
<td>No</td>
<td>no</td>
<td>3</td>
</tr>
<tr>
<td>I'm Reading Fiction!</td>
<td>No</td>
<td>no</td>
<td>6</td>
</tr>
<tr>
<td>History and Libraries</td>
<td>No</td>
<td>no</td>
<td>2</td>
</tr>
<tr>
<td>Adult Readers Advisory Spring 2010**</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Overwhelmed Blogger</td>
<td>Yes</td>
<td>no</td>
<td>2</td>
</tr>
</tbody>
</table>

**Also included pictures of pets and children.

ANALYSIS OF SOURCE CITATION SHARING

Zotero, the open source citation management system, was much less successful than the blogs in promoting successful collaboration and community building among students. In large part, the blogs worked well because the students did not encounter technical difficulties in creating them. The blogging platform seamlessly facilitated collaboration and connection to the course content and in-class discussions, largely because students found it so
easy to use. The technology that supports blogs seamlessly links and encourages communication, and as a result there were no drawbacks to using blogs to support the learning outcomes of the course or collaboration among the students.

With Zotero, on the other hand, technological problems ended up creating a barrier to collaboration, community building, and, ultimately, student learning. There were 11 small groups with four to five students per group. Students were expected to post material to Zotero at least twice during the assignment period. The number of posts ranged from zero to twenty, with an average of four posts per student. Thirteen students did not meet this average, posting just once (eight students) or not posting at all (five students).

### Drawbacks

1. **Technology overload**

   The use of multiple learning technologies can lead to **technology overload**, particularly for students with limited technological experience (Zach & Agosto, 2009). None of the students had used Zotero prior to taking the class. Using Zotero for the first time requires more steps and more knowledge of how different technologies work together than does creating a blog for the first time. Zotero only works with Mozilla Firefox, whereas Blogger and Word Press work with multiple browsers. Some of the students had to download Firefox to get started. Then all students had to download a special application to upload citations to Zotero. The blogs, on the other hand, were entirely Web-based. Many student complaints to the instructor related to students’ not fully understanding how a downloaded application interacted with the Web location of the class’s group on the Zotero site. Technology overload likely contributed to twelve of the 51 students not being able to upload any citations at all to individual folders on the Zotero site.

2. **Technological learning curve**

   A high **technological learning curve** can take time away from interacting with course content, leading to reduced learning (Zach & Agosto, 2009). For Adult Readers Advisory, each student successfully created a Zotero account, but there were many difficulties in doing so. Once they had managed to create their accounts, most of the students could not overcome the learning curve required to effectively and comfortably use Zotero.

   The course teaching assistant received a total of 34 e-mails from students in both courses regarding difficulties they were having with Zotero just in the first month of the term. In 21 of these instances, lack of student technical know-how resulted in errors in using the program. Students had difficulty installing the Zotero application, synching their application with the Zotero course group, posting to the discussion forum, and uploading citation information and/or the full text of articles. As a result, the effort required to learn Zotero took away from time and energy students might have spent using it.

3. **Technological incompatibility**

   Due to variance in students’ technological hardware and software availability, **technological incompatibility** can be a learning barrier to requiring a class of students to use a specific technology (Zach & Agosto, 2009). For the students involved with the current study, frustration with their inability to get Zotero to function properly resulted in a loss of interest in managing or storing their own citations, exploring citations selected by others in the class, as well as participating in the online discussion. Zotero was initially selected over other citation management systems because of its discussion feature. However, at the time of the course, the Zotero discussion feature was not well developed and lacked many of the features of other online discussion groups with which the students had prior experience.

   For example, without using HTML hand coding, there was no way for students to respond to a specific post. Any organizing structure for the discussion had to come from the individual student’s ability to use HTML effectively. Zotero provided no on-site tutorials or instructions for the use of discussion feature. All troubleshooting was undertaken by the course teaching assistant and a few curious students. Zotero often experienced a problem with synching, and mid-way through the course all of the students had to upgrade to a newer version of Zotero, causing additional technological problems. At one point, one group ran out of available storage within their Zotero account, and students could no longer upload full text of articles to the group site.

4. **Student resistance**

   **Student resistance** to new technologies and to new teaching/learning techniques is also a common
barrier to learning via social technologies (Zach & Agosto, 2009). This was certainly the case with Zotero. All of the technological problems described above led to much confusion and anxiety. The first discussion experience was overwhelmingly frustrating for the students. In one week, the instructor received 24 e-mails regarding difficulties experienced using the discussion feature, and the course teaching assistant received an additional five messages. In addition to desperate e-mails, the instructor was met with noticeable hostility and many harsh complaints at the start of the class period following the scheduled discussion. A vote was taken in both sections, and not one student voted to have the second scheduled discussion in Zotero. The second discussion was canceled due to student frustration and resistance to continuing with the technology.

Discussion

Overall, the blogging technologies successfully promoted collaboration and community building because students encountered few technical barriers and because blogging is well-suited to sharing course-related knowledge. The online citation sharing system, however, failed in promoting collaboration and community building because of the dramatic technical learning curve, which led to student frustration and wasted time. Students who were required to create a blog did so with ease. Not one student had difficulty in creating a blog, and no student voiced any questions or complaints regarding the use of their blogs. Conversely, many students had difficulty creating Zotero accounts. Doing so involved downloading an application to the students’ hard drives, resulting in numerous student complaints and e-mail help requests to the course instructor.

Applying Zach and Agosto’s (2009) framework of factors designed to maximize student collaboration and knowledge sharing demonstrated that, similar to previous findings for online teaching/learning environments, crucial criteria for selecting technologies to promote successful student collaboration for face-to-face courses include strong support of social presence, low learning curves, and easily facilitated student interaction. As a result, social technologies that are successful for supporting collaborative behaviors in online teaching/learning environments are likely to have similar positive effects in face-to-face teaching/learning environments.

It is also important to consider the library work environment. Most future librarians will work in environments which involve both in-person and online communication. It is important for LIS students to experience professional culture, collaboration, and resources sharing given both venues; in order that they understand the value that each type of communication can bring. Online collaboration tools facilitate the integration of individual contributions to team or project based work. This is especially important when you consider the growing trend of team management in all types of libraries (Bernfeld, 2004).

Open source information tools are used by libraries and their users alike. By including such open source utilities in the curriculum, LIS students can understand the advantages and disadvantages of using these tools from the point of view of a user. This ultimately will contribute to their ability make critical decisions regarding the use of open source technologies in providing library services, as well as their ability to aid library users in their use of open source technologies.

Conclusion

Finding techniques that foster the development of a “collaborative paradigm” both online and in the face-to-face teaching/learning environments is critical, not only because these techniques can enhance the students’ learning experiences but also because they prepare students for the collaborative environment they will encounter when they enter the workforce. In recent years, students in online teaching/learning environments have become familiar with many of these technologies, graduate students, especially those who have worked before returning to pursue an advanced degree, may not have been exposed to these technologies in their personal lives. Ensuring that students are competitive upon graduation is a responsibility of teachers in both the online and the face-to-face environment.

True collaboration occurs only with participation, interaction, and synthesis. Providing exposure to social technologies, however, does not in itself ensure collaboration and community building. Not only must appropriate technologies be selected, they must be integrated into the teaching/learning
environment (whether online or face-to-face) in a way that supports the desired student behaviors. Criteria for selecting technologies to promote successful student collaboration include strong support of social presence, low learning curves, and easily facilitated student interaction. In addition, successful integration into the teaching/learning environment requires a high level of participation from the instructor and significant personalization of the collaborative experience to increase community building and engagement.

References


Appendix 2.4: Using Social Technologies to Foster Collaboration and Community Building in Face-To-Face Classrooms


Appendix 2.5
Appendix 2.5: List of Special Topics Courses (Fall 2007-Fall 2011)

List of Special Topics Courses (Fall 2007-Fall 2011)
If course has been offered more than one time, the most recent is noted.

Courses offered in Bloomington

S603 - Workshop in Library and Information Science
Simpson (Fall 2011) Processing Manuscript Collections
Abdul-Mageed (Summer II 2011) Python
Bowman (Summer II 2011) PHP
Harrison (Summer II 2011) Circulating Collections Conservation
Jones (Summer II 2011) Early Literacy
Liss (Summer II 2011) Metadata Object Description
Ramlo (Summer II 2011) Podcasting
Tweedy (Summer II 2011) AJAX
Warren (Summer II 2011) XML
Yu (Summer II 2011) Text Processing with Perl
Ekbia (Summer I 2011) Agent-based Modeling
Ekbia (Summer I 2011) Introduction to Geographic Information
Jones (Summer I 2011) Advanced Storytelling
Porter/Simpson (Summer I 2011) Encoded Archival Description
Ramlo (Summer I 2011) FLASH
Ramlo (Summer I 2011) Web Graphics
Vought (Summer I 2011) Grantwriting for Librarians
Zoss (Summer I 2011) Emerging Technology and Libraries
Dekydtspotter (Spring 2011) Introduction to Rare Book Cataloging
Jones (Spring 2011) Storytelling
East (Summer II 2010) Internet Marketing
Riley (Summer II 2010) Metadata Object Description Schema
Yu (Summer II 2010) Perl/CGI
Silver (Fall 2009) Introduction to Rare Books and Manuscripts
Penumarthy (Summer II 2009) FLEX
Cox (Summer I 2009) Intermediate Unix
Clodfelter (Summer II 2008) Grantwriting for Public Libraries
Clodfelter (Summer II 2008) Grantwriting for Academic Libraries
East (Summer I 2008) Search Engine and Internet Marketing

S604 - Topics in Library and Information Science
Bantin (Fall 2011) History of Archives and Recordkeeping
Bantin (Fall 2011) Advanced Appraisal for Archives
Bantin (Fall 2011) Advanced Archival Access
Bowman (Fall 2011) Web Programming II
Casey (Fall 2011) Audio Preservation
Ekbia (Fall 2011) Health Information Management
Milojevic (Fall 2011) Information Networks
Bishop (Summer II 2011) Social Networking Technologies and Libraries
Bantin (Summer I 2011) Advanced Appraisal
Bowman (Summer I 2011) Social Networking
Holman (Summer I 2011) Public Library Programming
Silver (Summer I 2011) Rare Book Curatorship
Bantin (Spring 2011) Electronic Description of Archival Materials
Bantin (Spring 2011) Public Programming for Historical Organizations and Archives
Bantin (Spring 2011) Technology Issues in Archives
Ding (Spring 2011) Metadata and Semantics
Kowalczyk (Spring 2011) Digital Curation
Sugimoto (Spring 2011) Scholarly Communication
Walsh (Spring 2011) Digital Humanities
Paolillo (Spring 2010) Online Social Networks
Casey (Fall 2009) Audio Preservation Principles and Practice
Choksy (Fall 2009) Records Management
Ekbia (Fall 2009) Modeling and Simulation of Social and Organizational Behavior
Paolillo (Fall 2009) Statistics for Information Science and Usability
Silver (Fall 2009) Reference Sources for Medieval Manuscripts
Bantin (Spring 2009) Oral History
Bantin (Fall 2008) Audio-Visual Archives

S629 – Topics in Information Sources and Services
Silver (Spring 2011) Reference Sources Rare Books
Cheun (Spring 2010) Slavic Bibliography

Courses offered in Indianapolis

S603 – Workshop in Library and Information Science
Johnson (Fall 2011) Flash Multimedia Workshop
Johnson (Fall 2011) Teaching and Learning at a Distance
Jones (Fall 2011) Early Literacy
Lamb (Fall 2011) High Tech Learning
Frye (Summer 2011) Grant Writing
Lamb (Summer 2011) Electronic Materials for Children and Young Adults
Baugh (Spring 2009) Storytelling
Lamb (Spring 2009) Electronic Media for Children
Appendix 2.5: List of Special Topics Courses (Fall 2007-Fall 2011)

and Young Adults
Bloomfield (Fall 2008) Youth Services
Librarianship- Storytelling
Johnson (Summer 2008) Flash Studio
Tilley (Spring 2007) Grant Writing for Educators and Librarians

S604 – Topics in Library and Information Science
Holman (Fall 2011) Public Library Services
Lipinski (Fall 2011) Legal Issues in Libraries
Schilling (Fall 2011) Leadership Forum
Choksy (Spring 2011) Records Management
Schilling (Spring 2011) Consumer Health Informatics
Appendix 4.1
In addition to a variety of campus-level student groups, SLIS students have formed student chapters of professional associations and other professional organizations. This list of the groups currently active includes some of their activities.

**SLIS Indianapolis**

*Association for Library and Information Science Students (ALISS)*

*Students of SLIS Indianapolis (unofficial)*

Graduate and Professional Student Government (GPSG)

Adult Book Club

**SLIS Bloomington**

*American Library Association (ALA) - Student Chapter* - sponsors Courtney Greene and Staša Milojević

*American Society for Information Science and Technology (ASIST) - Student Chapter* - sponsor

*Association for Computing Machinery (ACM) - Student Chapter* - sponsor Hamid Ekbia

*Children’s and Young Adult Library Services Student Group* - sponsor Noriko Hara

*Progressive Librarians Guild (PLG) - Student Chapter* - sponsor Phil Eskew

*Society of American Archivists (SAA) - Student Chapter* - sponsor Dina Kellams

*Special Libraries Association (SLA) - Student Group* - sponsor Brian Winterman

*Students of Music Librarianship Group* - sponsor Charles Peters

*Graduate and Professional Student Organization (GPSO)* - SLIS has representatives on this campus group.

---

**SLIS Indianapolis Activities**

ALISS Luncheon Lecture series (ongoing)

ALISS Faculty Brown Bag series (ongoing)

- **ALISS Events: 2010-2011**
  - Tuesday, Aug. 10 – Adult Book Club meeting: *American Gods* by Neil Gaiman
  - September 2010 – ALISS Beginning of the Year Party
  - Friday, Sept. 10 – SLIS Alumni Brown Bag Lunch with Professor Chen: “Library User Studies”
  - Friday, Sept. 17 – Faculty Brown Bag Lunch with Professor Applegate: “Being a Librarian in a Small Academic Library” & “Being an Accreditor Site-visitor”
  - Monday, Sept. 27 – Adult Book Club meeting: *The Eyre Affair* by Jasper Fforde
  - Friday, Oct. 1 – Luncheon Lecture with Dean Cronin: “A Post-professional, Post-physical, Post-institutional Future?”
  - Friday, Oct. 8 – Luncheon Lecture with Sara Laughlin, Director of the Monroe County Public Library: “Whither Public Librarianship?: Missions, Funding, Community and SLIS Graduate Opportunities”
  - Friday, Oct. 20 – Faculty Brown Bag Lunch with Barbara Albee: “Alternative Careers for the MLS Degree Holder”
  - Saturday, Oct. 30 – ALISS Halloween Party
  - Friday, Nov. 5 – Faculty Brown Bag Lunch with Dr. Moeller: “School Librarianship”
  - Friday, Nov. 12 – Adult Book Club meeting: *Never Let Me Go* by Kazuo Ishiguro
  - Friday, Nov. 12 – Faculty Brown Bag Lunch with Professor Irwin: “When Doors Open, or Landing a Job”
  - Saturday, Nov. 14 – Indianapolis Museum of Art (IMA) Tour with IU Bloomington ALA-SC
  - Friday, Nov. 17 – Faculty Brown Bag Lunch with Professor Copeland: “From Library Practice to Library Research”
  - December 2010 – ALISS organized students for viewing of LLAMA (Library Leadership and Management Association) webinar, “Job Hunting for the Recent or Pending MLS Graduate”
  - Friday, Dec. 10 – Adult Book Club meeting: *Cheri* by Colette
  - Friday, Jan. 21 – Adult Book Club meet-
Appendix 4.1. Student Groups and Student Chapters of Professional Associations

Friday, Nov. 20 – Luncheon Lecture with Dr. Jean Preer: “Learning by Serving in a Kenyan Public Library”
Friday, Feb. 5 – Luncheon Lecture with John MacDonald: Prison Librarian, Pendleton Juvenile Correctional Facility
Friday, Apr. 2 – ALISS Academic Librarianship Career Workshop with Eric Snajdr
Friday, Apr. 9 – Luncheon Lecture with Patsy Allen: Research Librarian, Roche Diagnostics Operations, Inc.
Friday, Apr. 23 – Luncheon Lecture with Ellen Summers: Librarian, NCAA Library & Archives
Saturday, May 15 – ALISS End of the Year Party

SLIS Bloomington Student Organizations

ALA-SC Events: 2010-2011
Thursday, Aug. 26 – ALA-SC/ASIST Meet & Greet
Saturday, Aug. 28 – ALA-SC Nightlife Tour
Tuesday, Sept. 14 – ALA-SC Chapter Meeting: Volunteering Opportunities
Thursday, Oct. 7 – ALA-SC Kirkwood Observatory Tour
Tuesday, Oct. 12 – ALA-SC Chapter Meeting: Conferences: Midwinter and Beyond
Tuesday, Nov. 9 – ALA-SC Chapter Meeting: Area Studies/International Librarianship w/ Speakers: Marion Frank-Wilson, Akram Khabibullaev, Wen-ling Liu, and Luis Gonzalez
Saturday, Nov. 14 – Indianapolis Museum of Art (IMA) Tour with IUPUI ALISS
Monday, Nov. 15 – IU SLIS Alumni Career Talk
Friday, Dec. 3 – Movie Night/End of the Year Social
Friday, Jan. 14 – Welcome Back Social
Tuesday, Feb. 1 – Panel Talk “Emerging Technologies in the Librarian Profession” with speakers: Courtney Greene, IU Head Digital Library Experience; Chanitra Bishop, IU Instruction and Emerging Technologies Librarian; and Phil Eskew, Monroe County Public Library Technology Trainer
Friday, Feb. 4 – Downtown Bloomington Gallery Walk
Tuesday, Mar. 8 – ALA-SC presents: Librarians and Community Outreach w/ speakers: Alba Fernandez-
Appendix 4.1. Student Groups and Student Chapters of Professional Associations

Keys and Emily Okada
Happy Spring Break Social Night @ Nick’s English Hut
Tuesday, Apr. 5 – Nontraditional Library jobs w/ Barbara Kasper (Prison Librarianship) and Sara Laughlin

ALA-SC Events: 2009-2010
Friday, Sept. 11 – ALA-SC Meet & Greet
Wednesday, Sept. 23 – Beta Phi Mu, Chi Chapter: Fall Exploration Forum
Wednesday, Sept. 30 – Beta Phi Mu, Chi Chapter: Fall Exploration Forum

Sunday, Oct. 4 – ALA-SC Executive Meeting
Saturday, Oct. 24 – ALA-SC Pumpkin Decorating
Wednesday, Nov. 4 – Digital Libraries Panel
Friday, Dec. 4 – ALA-SC Movie and Social Outing

Friday, Jan. 22 – ALA-SC Spring Meet ‘n’ Greet
Saturday, Jan. 30 – ALA-SC Swing Dance Fundraiser
Monday, Feb. 15 – ALA-SC Meeting – All SLIS students invited

Saturday, Mar. 6 – Indiana Library Career Expo: ALA-SC Road Trip
Monday, Mar. 8 – ALA-SC Employment Panel
Wednesday, Mar. 10 – Diversity Talk by 2 Public Library Directors
Friday, Jun. 18 – ALA-SC Summer Meet ‘n’ Greet

ASIST - SC Events 2011
Thursday, Mar. 10 – Social: “Visit to Oliver Winery”
Monday, Feb. 28 – Held “Excel Tips Seminar for SLIS students”

Wednesday, Feb. 2 – Social: “Groundhog’s Day Happy Hour” at Crazy Horse Food and Drink Emporium
Monday, Jan. 24 – Social: “ASIS&T SUPERBOWLING Extravaganza” at Suburban Lanes
Friday, Jan. 14 – “Introduction to Information Architecture Webinar”

ASIST-SC Events 2010
Monday, Feb. 28 ASIST Networking Event at Uptown Café
- “Running E-Commerce: An In Depth Look Inside Finishline”

Thursday, Oct 21 – ASIST Talk: Brad Wisler from SproutBox
- Social: “ASIST Game Night” at Scholar’s Inn Bakehouse

Thursday, Aug. 26 – Social: “Welcome Back Social” at Nick’s English Hut (co-sponsored with ALA-SC)
Tuesday, Mar. 23 – ASIST Talk: Hanapin Marketing-Internet, Information, and Marketing Tech Talk

Tuesday, Feb. 16- Social: “ASIST Happy Hour” at Yogi’s

Tuesday, Feb. 16 – Data Center Tour at Wrubel Computing Center

Thursday, Feb. 4 – Social: “ASIST Bowling Extravaganza” at Classic Lanes

Monday, Jan. 25 – ASIST Talk: “Social Reference and Digital Reference: Online question answering practices in two diverse communities” by Howard Rosenbaum and Pnina Shachaf (co-sponsored with Indiana Chapter of ASIST)

PLG-SC Events 2011
Sunday, Feb. 20 – PLG Spring Meet n’ Greet @ The Irish Lion

Monday, Mar. 14 – PLG Pages to Prisoners Night
Wednesday, Mar. 23 – PLG Kinsey Library Tour
Saturday, Apr. 2 – PLG Eiteljorg Museum and Library Trip

PLG-SC Events 2009

PLG Bowling Night 2009

SAA-SC Events 2011

Friday, Mar. 25 – Wylie House Museum Tour
Friday, Apr. 8 – Archivist Job Panel: w/ Lori Dekydspotter, Carrie Schwier, and Rachael Stoeltje

Saturday, Mar. 5 and Sunday Mar. 6 – Conference for Graduate Students and Beginning Professionals in Archives, Rare Books, and Special Collections

SAA-SC Events 2010

Friday, Mar. 5 and Saturday Mar. 6 – Conference for Graduate Students and Beginning Professionals in Archives, Rare Books, and Special Collections
Friday, Feb. 8 2008 – Workshop: Getting to Know EAD
Saturday, Feb. 9 2008 – Second Annual SAA-SC Symposium: Graduate Student Conference in Archives and Rare Books
Friday, Apr. 4 2008 – What is the Liberian Collection Project? discussion w/ Verlon Stone
Workshop: Working with Photographs in Archives
Panel Discussion: Social memory and Oral History: Remember our past for our future
Monday, Apr. 16 2007 – Bit by Bit: A Panel Discussion on the Cultural Implications of Digitization
Tuesday, Feb. 20 2007 – On the Hunt: Tips for Archival Job Searching
SLA-SG Events 2011
Sunday, Mar. 13 – Bagel Call-out Brunch with Free Coffee @ Bloomington Bagel Company
SLA-SG Events 2010
Wednesday, Mar. 5 – Round Robin Resume Review
SLA-SG Events 2009
Monday, Feb. 27 – Study Break @ Crazy Horse
Wednesday, Apr. 1 – Guest speaker, Rachel Slough discusses the Fulbright experience
Saturday, Apr. 18 – Volunteering at TC Steele (Miss Potter’s Tea Party)
Saturday, May 2 – SLIS Year-End Bash at Olcott Park
Saturday, Jun 13 – Julian Hinchliffe, Lily Library Curator of Puzzles to speak about the Slocum Puzzle Collection and Puzzle Librarianship
Friday, Sept. 4 – SLA-SG’s Ice Cream Meet n Great at 3rd Street Park
Thursday, Oct 8 – Internship Panel featuring Debbie Evans-Cantrell on IUB Visual Resource Center; Nick Savot on Northwestern University; Emily Young on Department of State; and Brian Norberg on Library of Congress
Saturday, Oct. 10 – Benefit Concert at the Bishop:
Music from or about SLIS Librarians
About once a year, Blaise requests a summary of diversity initiatives. These summaries help us reflect on what we have done, and what we might do. They also help with SLIS reporting needs. Below is more of a work copy. Feel free to touch base with any questions or ideas.

Diversity Committee Charge: To provide advice and planning for the School’s diversity initiatives in the areas of student recruitment and retention.

SLIS Diversity Definition:
The Indiana University School of Library and Information Science (SLIS) strives to make all students feel welcome. Saying that we value diversity is a way to say that we want students to feel welcome - all students - from all backgrounds. We want to create an educational atmosphere that is inviting, respectful, and that values human dignity and individuality.
(drafted 6/03 - final version 8/04)

Diversity Initiatives Update, SLIS Indianapolis

Michael Butler-Harley, a newly admitted student to SLIS Indianapolis, is the recipient of an ALA (American Library Association) Spectrum Scholarship.

Kafi Kumasi Johnson is one of four IMLS (Institute of Museum and Library Services) doctoral student fellowship recipients supported by the collaborative grant coordinated by the Department of Curriculum and Instruction in the School of Education, Bloomington and the School of Library and Information Science, Indianapolis.

Scholarship dollars won by minority SLIS, Indianapolis students in 2002-2005 (including IMATES and Spectrum) totals $90,000.

Adjunct faculty: In 2005, two Asian Americans, two African Americans, and one Latino taught for SLIS, Indianapolis. In 2006, two additional African Americans have agreed to teach for the program in 2006.

Marilyn Irwin provided some statistical information for SLIS Indianapolis showing an increase in students of US ethnic minority heritage.

October 2005

2nd Annual Men of Color Leadership Conference, IU Bloomington - hosted in part by the FASE Mentoring Program. SLIS is helping to sponsor the conference ($600.) We will have a full page ad in their program, and have invited four SLIS students (2 of African American heritage and 2 of Latin American heritage) to help represent SLIS.

• DeLoice Holliday (SLIS Diversity Liaison), with her assistant (SLIS student, Christina Wray) have created a bibliography for the conference to be published in the program booklet.

Affirmative Action Plan, IU Bloomington, 2004-2005:

Email from Julie Knost, University Director, Office of Affirmative Action stated “The School of Library and Information Science is the only school on campus which fully utilizes women and minorities within their faculty.” For more details see: the IU Bloomington Affirmative Action Plan, 2004-2005.
Joint Recruiting with African American Studies: Per the request of A.B. Assensoh, African American Studies, we sent fliers about our joint program (MLS/MA) for a recruiting trip that Associate Dean Claude Clegg was making to Beijing. Dr. Assensoh is working to recruit in the “huge Asian educational market.” He connected Dean Clegg with a friend of his who “is one of the top officials of the Beijing Center of International P.E.N. writers association (an organization for Poets, Playwrights, Essayists and Novelists)” - stating “we have been P.E.N. members for years and attended annual meetings in Europe, Asia and Africa together.”

International Recruiting: With the help of SLIS international faculty and an international SLIS student, we created a set of labels for 37 international contacts. Our goal is to begin establishing contacts with libraries, academic advisors, and information science departments in other countries - to help with recruiting. Sent SLIS posters, viewbooks and a note.

September 2005

SLIS L620 “African American Information Sources and Services” Class Trip led by instructor Grace Jackson-Brown: SLIS rented a campus van for this class to attend the “100th Year Celebration of the 1st U.S. Full-Service African American Library” in Louisville Kentucky on 9/23/05. The event was advertised on the ALA’s Black Caucus listserv. The class had studied some of the history of this library, including information about the founding librarian Thomas Fountain Blue. DeLoice Holliday, SLIS Diversity Liaison and the IU Multicultural Librarian attended with the class. Jackson-Brown is also the African American Cultural Center Librarian at IU Bloomington.

Black Culture Center’s “Annual Black Student Leadership Retreat” scheduled for 9/10/05 - SLIS co-sponsored the event giving $750 to cover the luncheon. One of the goals is to recruit undergraduate students from the IU campus. SLIS was invited by Oyibo Afoaku, the Center’s Director. They usually have about 100 IU undergraduates attend who are interested in leadership roles. We sent SLIS flashing pens and brochures for the students attending, too.

Hudson and Holland Scholars “Exploring Graduate School Options” Fair - (co-sponsored by GROUPS and the Graduate School), IUB - Monday, 9/26/05: SLIS had a booth; Howard Rosenbaum spoke about the MIS program at a breakout session; SLIS MLS student Ryon Cobb participated in a Graduate Students Panel. — The organizers reported that 199 students attended some part of the fair.

Joint Recruiting with African American Studies: Professor A.B. Assensoh was named the “Honorary Academic Football Coach” for the IU-Nichols State game. We talked about recruiting with IU athletics for our dual MLS/MA. He is going to help advertise with the athletic department advisors.

Lorelle Brown Swader (MLS’86) from the ALA National Office, Office of Human Resources and Development expressed a willingness via phone for serving on the SLIS Alumni Board. I notified SLIS Alumni Board President, Keith Kuhn. (Lorelle is of African American heritage and has offered support to SLIS.)

Web Development - Established a credit voucher for international students who are admitted and begin at SLIS to receive $200 back to their bursar’s account - by submitting a form printed from our website. This is to offset the SEVIS and VISA fees - and was a suggestion at the International Symposium in April.

July 2005

Diversity Liaison for SLIS Admissions and Alumni Relations established: DeLoice Holliday,
the Indiana University Multi-Cultural Librarian (and a SLIS alumni) agreed to the position. In exchange for travel reimbursement to attend professional conferences in support of diversity recruitment (particularly ALA and ILF), and SLIS alumni events — for up to $2,000 per year for two years, she will work:

To help recruit students of African American heritage to SLIS by emailing, advising, and coordinating campus efforts with the Director of Admissions (as you have done). By formalizing your role, and adding stories to our website, we hope to make students feel more welcome and included.

To help recruit students of African American heritage to SLIS by improving alumni relations, and attending professional association conferences.

To help support SLIS diversity recruiting in a broad multicultural sense and to provide advice to the SLIS Director of Admissions.

DeLoice has served on the ALA Diversity Committee (national level), and currently manages a national diversity listserv for ALA. She will attend the 2006 “Joint Conference of Librarians of Color” for SLIS.

Diversity Budget and Diversity Liaison developed and formalized - with suggestions, support, and approval from Sarah Burton, Debora Shaw, and Blaise Cronin. Blaise approves committing $10,000 for diversity initiatives. The first two items are for (1) DeLoice Holliday as a Diversity Liaison ($2,000), and (2) $750 for co-sponsorship of the Black Culture Center’s “Annual Black Student Leadership Retreat” scheduled for 9/10/05.

Meeting with Edwardo Rhodes, IU Interim Vice Chancellor for Academic Support and Diversity and Associate Vice-President, Bryan Hall, IUB — discussed campus minority recruiting strategies. Discussed IU’s presence at the Indianapolis Black Expo.

Ronaldo Martinez, Professor and Librarian, University of Puerto Rico (and SLIS Alumni) requested his annual supply of SLIS brochures and pens to give to his students to help encourage them to consider graduate school at SLIS. We had nominated Ronaldo for the IU Distinguished Latino Alumni Award in March 2004.

Article submitted by Rhonda Spencer to “Versed” (Bulletin of the ALA Office of Diversity) - at the suggestion of DeLoice Holliday. ALA asked that it be expanded and resubmitted. It was resubmitted in August 2005 with the title “Change through Collaboration” - possibly to be included in the January/February 2006 issue.

GROUPS Program at IUB - they recruit first generation college and minority students to the IUB campus, bringing students in during the summer for early introductions to campus - to help make them more successful as freshmen. Students have advising and tutoring support throughout their undergraduate programs. And, their advisors help with graduate school decisions. SLIS gave 200 pencils, bookmarks, and fliers for distribution to help students consider SLIS as an option for graduate school.

June 2005

Met with Oyibo Ayfoaku, Director, Black Culture Center, IUB - discussed sponsoring events with them in the fall.

Targeted Recruitment Mailings: Fliers to “Historically Black Colleges”, to the “Association of Black Culture Center (ABCC)” members, “African Studies Departments”, Chicago Universities (selected by SLIS student of African American heritage from the area); IU Northwest departments; McNair Program Advisors; Tribal Colleges... (Most label sets were created by our
• Mailings are sent several times a year to most of these audiences.

**Web Development:** Worked on developing better web information for international students on the SLIS website — (a followup from the International Symposium in April.)

**May 2005**

Met with Marlin Howard, Director, IU Intensive English Program (IEP) - on recruiting, marketing, and web strategies for better visibility between SLIS and IEP. This was a follow-up to the Symposium on 4/22/05.

**April 2005**

Symposium sponsored by Indiana University, the Committee on Institutional Cooperation (CIC), and NAFSA (National Association of International Educators):
“In America’s Interest: Welcoming International Students - The Role of Higher Education”. Rhonda Spencer attended April 22, 2005 - including the working group “Reversing the Decline in the Flow of International Students through Comprehensive Recruitment Strategies.”

**January 2005**

Relationship with DeLoice Holliday, IU Multicultural Librarian being developed: A letter of support and summary of connections was sent to the IU Libraries for DeLoice Holliday’s annual report. The letter highlighted ways she has helped SLIS particularly in the area of recruiting students of African American heritage.

To Whom It May Concern:

In talking with DeLoice Holliday about our work, she mentioned doing her annual report. I asked if I could write a letter of thanks for all of her contributions to the School of Library and Information Science (SLIS) - particularly in the area of minority recruiting and diversity. The following are areas where her contributions have made a difference:

1. **Contact for prospective students of African American heritage.**
2. **Contact for current SLIS students interested in diversity issues.**
3. **Advisor - for SLIS admissions and retention issues.**
4. **Partner for diversity events at Indiana University.**

**14th Annual Association for Black Culture Centers (ABCC) Conference (11/5/04) - shared an exhibit table.** (The American Library Association National Office sent resources for the table. We let them know that we were contributing in cooperation with the IU Libraries).

**Exploring Graduate School Options Fair (10/5/04) - shared an exhibit table.** The fair was sponsored for the Hudson and Holland Scholars, FASE, and GROUPS students (US minority and first generation college students) on the IU campus. 152 students attended (probably about 80 stopped at our table). The table was also shared with the African American Studies Department.

An example where these four areas of support come together is in the story of our SLIS student Tahira Akbar-Williams. Tahira called me about our program after receiving an ALA Spectrum Scholarship. She is of African American heritage. She was unsure about the environment in Bloomington and at IU. We talked a while, then I gave her DeLoice’s email address and encouraged her to ask the hard questions to DeLoice. Tahira did
come to SLIS (started Fall 2003). Her time here has been rich, but she almost did not return to IU. She seriously considered transferring to another university. DeLoice’s support helped make her feel welcome at IU. Both DeLoice and I encouraged her in a “World Library Partnership” experience she had in South Africa in Summer 2004. Tahira has now begun coursework in the African American and African Diaspora Studies MA program. She is the 2nd student in the dual MA/MLS program with this department.

The human element is so important. DeLoice Holliday makes a difference at Indiana University. She has made me a better admissions director, and she has welcomed our graduate students to the IU Libraries. Feel free to contact me.

ALISE Statistical Report 2005
(SLIS Systemwide - prepared Fall 2005)
Part II: Students — Table II-4

Enrollment by Gender and Ethnic Origin

<table>
<thead>
<tr>
<th>Male</th>
<th>Program</th>
<th>AI</th>
<th>AP</th>
<th>H</th>
<th>W</th>
<th>I</th>
<th>NA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>ALA-Accredited Master's — Library Science*</td>
<td>--</td>
<td>--</td>
<td>1</td>
<td>93</td>
<td>1</td>
<td>2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Master's — Information Science*</td>
<td>1</td>
<td>--</td>
<td>2</td>
<td>14</td>
<td>5</td>
<td>1</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Other Master's</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Post-Master's (SpLIS)</td>
<td>--</td>
<td>2</td>
<td>--</td>
<td>3</td>
<td>1</td>
<td>--</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td>--</td>
<td>3</td>
<td>1</td>
<td>10</td>
<td>6</td>
<td>--</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>120</td>
<td>13</td>
<td>3</td>
<td>149</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Female</th>
<th>Program</th>
<th>AI</th>
<th>AP</th>
<th>H</th>
<th>W</th>
<th>I</th>
<th>NA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>ALA-Accredited Master's — Library Science*</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>398</td>
<td>7</td>
<td>10</td>
<td>437</td>
<td></td>
</tr>
</tbody>
</table>

Table II-4 collects enrollment data, as well as the distribution by gender and the ethnic origin or international student status of these students, for each program level.

Please report data for students officially enrolled in Fall 2005. U. S. schools should supply breakdowns by ethnic group; Canadian schools may supply breakdowns if these data are available. All schools should supply totals. Please note that international students should be reported only in the “I” column and not in any of the ethnic categories. The ethnic category columns are limited to reporting of students who are US. (or Canadian, for Canadian schools) citizens, permanent residents, or landed immigrants.

TO: SLIS Diversity Committee (Marilyn Irwin, Susan Herring) cc: Blaise Cronin, Debora Shaw cc: DeLoice Holliday, SLIS Diversity Liaison cc: Howard Rosenbaum (MIS) and Tom Nisonger (MLS) cc: Jill Clancy and Sarah Burton
FROM: Rhonda Spencer, SLIS Diversity Committee Chair
spencerr@indiana.edu
DATE: 12/5/06
RE: Diversity Initiative Update - draft- (last summary 11/8/05)

What have we done this past year to help with diversity recruiting?
What might we do in the future?

This is a draft summary document of Bloomington diversity initiatives from the past year.
Please email me additions, thoughts, suggestions. (Marilyn - can you make a list for Indianapolis.)
These summaries are useful for both reporting and planning.
Thanks, Rhonda

**Diversity Committee Charge:** To provide advice and planning for the School’s diversity initiatives in the areas of student recruitment and retention.

**SLIS Diversity Definition:** The Indiana University School of Library and Information Science (SLIS) strives to make all students feel welcome. Saying that we value diversity is a way to say that we want students to feel welcome - all students - from all backgrounds. We want to create an educational atmosphere that is inviting, respectful, and that values human dignity and individuality.

In general, we have developed strong ties with both Bloomington campus and national organizations that support diversity recruitment.

Other than the U.S. “minority” initiatives below, we have also worked on increasing international student recruitment. There have been many SLIS News stories posted on our website with an international/global focus. Also, our Fall 2006 alumni magazine had “SLIS is Global” as its theme.

December 2005

**Two articles on minority recruitment.**


- Written with support and suggestion by DeLoice Holliday.

**Grant project with John Nieto-Phillips, Latino Studies.** SLIS provided some fee remission support for SLIS MLS student Lindsy Serrano (Puerto-Rican heritage) to work with Dr. John Nieto-Phillips, Associate Professor of History and Latino Studies, IU Bloomington on a New Frontiers Grant: “Latinos on the Digital Frontier: Mexican Americans and Puerto Ricans in Print Media, 1890s-1940s.”

The project included research of popular newspapers through the ProQuest Historical Newspaper Database. He approached SLIS for help finding a research assistant, and was grateful that we helped provide support. He helped Ms. Serrano make contacts in New York for job possibilities. She is currently doing an internship at the New York Public Library, and will continue there fulltime after graduation in December 2006.

February 2006

**2005 Men of Color Leadership Conference (MOCLC) Thank You received.** SLIS helped sponsor this event held in November 2005. It was hosted in part by the FASE Mentoring Program. Dallas J.E. Easton, Founder and Coordinator of the Conference is a FASE Mentoring Program Student Consultant, IU Bloomington. He wrote a letter of appreciation that “commended Rhonda Spencer for contributing to the affirmation of Indiana University’s commitment to creating and sustaining a campus climate that promotes cultural, ethnic, and gender diversity, equity, and excellence.” The MOCLC “stands committed to uniting African-American, Asian, Latino and Native American men by providing them with a venue for effective dialogue and leadership development. The attendance of over 200 individuals from Indiana
to those who traveled from Maryland and Georgia illustrated the importance of such an event.”

March 2006

**Educational Opportunity Fellowship** - This fellowship is managed by the IU Graduate School. SLIS nominated 3 students this year. SLIS MLS student Dawn Childress was selected as a recipient. Some of the criteria “first generation college student or demonstrate acute financial need; of promising academic ability even though educational and/or economic background may have hampered preparation for graduate level work.”

June 2006

**Deloice Holliday attended the SLIS Alumni reception at the ALA annual conference.** She is planning to attend the Joint Conference for Librarians of Color in October — and, is presenting a paper with another SLIS graduate, Patricia “Gypsy” Tucker. We discussed plans.

**Jose Reyes, new SLIS student, was awarded an ALA Office for Diversity Spectrum Scholarship at the ALA Annual Conference.** Mr. Reyes also received addition funding from SLIS.

**Waived application fee for Clark Whitlow, a prospective student of African-American heritage, on June 23, 2006.**

**Worked with Indiana University Libraries on possible solutions for Neal-Marshall Black Cultural Center Library** on June 12 and 13, 2006. There has been discussion of closing the library due to funding.

**Proposal for scholarship from Indiana University Libraries to Dr. Charlie Nelms.** Discussed collaboration with SLIS. Scholarship would be for a SLIS student to work on collection support for the Black Culture Center Library.

**Gave 300 pens to the I.U. GROUPS program on June 14, 2006.** This program brings first generation college and students of U.S. ethnic minority heritage to I.U., and provides mentoring support. SLIS continues to work to develop relationships with the IU campus minority advisors. We hope these advisors will help encourage students to consider our graduate programs.

**Gave 200 pens to IU “Diversity Camp” counselors - in Room 033. Edwardo Rhodes was speaking.** Met with Edwardo Rhodes, Interim Vice Chancellor for Academic Support and Diversity and Associate Vice President in July 2005 to discuss minority recruiting.

**Jose Reyes, new SLIS student, was awarded a ALA Office for Diversity Spectrum Scholarship at the ALA Annual Conference.** Mr. Reyes also received addition funding from SLIS.

**Waived application fee for Clark Whitlow, a prospective student of African-American heritage, on June 23, 2006.**

**Worked with Indiana University Libraries on possible solutions for Neal-Marshall Black Cultural Center Library** on June 12 and 13, 2006. There has been discussion of closing the library due to funding.

**Proposal for scholarship from Indiana University Libraries to Dr. Charlie Nelms.** Discussed collaboration with SLIS. Scholarship would be for a SLIS student to work on collection support for the Black Culture Center Library.

**Gave 300 pens to the I.U. GROUPS program on**
Bergis Jules (MLS/MA African American Studies student) has been selected to participate in the 2006-2008 Association of Research Libraries (ARL) Initiative to Recruit a Diverse Workforce. This program offers a stipend, a mentoring relationship, leadership training, and assistance with placement in a research library.

DeLoice Holliday, Diversity Liaison for SLIS Admissions and Alumni Relations - formal relationship extended through July 2009. The appointment was established in August 2005, and has worked well. The benefit is $2,000. a year of travel reimbursement to attend professional conferences in support of diversity recruitment and alumni relations. The “work” stated on 9/18/06 was:

To help recruit students of African American heritage to SLIS by emailing, advising, and coordinating campus efforts with the Director of Admissions (as you have done). By formalizing your role, and adding stories to our website, we hope to make students feel more welcome and included.

To help recruit students of African American heritage to SLIS by improving alumni relations, and attending professional association conferences.

To help support SLIS diversity recruiting in a broad multicultural sense and to provide advice to the SLIS Director of Admissions.

Provided 100 SLIS fliers to advertise the dual MLS/MA African American and African Diaspora Studies (AAADS) Program - to A.B. Assensoh, Director of AAADS Graduate Studies and Admissions - per his request - for him to mail out to help recruit students.

Sponsored luncheon for the Indiana University Annual Black Student Leadership Retreat held at the Neal-Marshall Black Culture Center on September 9, 2006. Sponsored $750 of cost, and provided SLIS brochures and pens. This is part of a growing relationship with the Director of the Black Culture Center, Oyibo Afoaku. About 100 students were expected. Goals of the retreat included “…to focus on the leadership development of Black students... Participation in the retreat is open to all IUB students as well as students from other Higher Education institution in the state of Indiana.”

SLIS Alumni Board Meeting held on 9/15/06. Several member attended the Fall Reception at the Woodburn House - including two of African American heritage: Jerome Conley and Lorelle Brown-Swader. Their presence provides support to current SLIS students. Jerome Conley is both an academic librarian and the mayor of Oxford, Ohio. Lorelle Brown-Swader works in leadership at the ALA (American Library Association) national office in Chicago, Illinois.

October 2006

Per his request, SLIS Associate Dean Debora Shaw wrote letter to Dr. A.B. Assensoh, African American and African Diaspora Studies to express support for inviting Dr. Toyin Falola, a scholar in African History, as a Patten Lecturer. His presence on campus would benefit SLIS students interested in area studies, particularly African and African-American Studies. The SLIS contacts and relationship with the African American Studies Department continues to grow.

DeLoice Holliday attends the Joint Conferences of Librarians of Color with SLIS support. She presents a paper with another SLIS alumni, Patricia “Gypsy” Tucker. SLIS had a contract for $1,595. for a conference ad (insider back cover of the program book) and booth sponsorship — however, the conference returned our check due to tax form issues with their volunteer accountant.

SLIS provided a sponsorship of $500 for Bring IT on! - a diversity workshop that brought approximately 20 undergraduates from 10
different historically black colleges and universities to Indian University. The goal of the workshop was to help participants to develop K-12 Information Technology outreach programs for their communities and to encourage them to think about applying to graduate school at Indiana University.

**GAANN (Graduate Assistance in Areas of National Need) Fellowship Proposal:** Helped SLIS faculty Alice Robbin and Elin Jacob with proposal data. They are applying for a new GAANN grant. SLIS currently has five doctoral students supported by a $300,000. GAANN grant awarded in 2002 (see attached SLIS News story).

November 2006

**Graduate and Professional Schools Fair** at IU Bloomington: On November 1, SLIS had an information table at the Graduate and Professional Schools Fair held at the Neal-Marshall Black Cultural Center. The event was sponsored by the Hudson/Holland Scholars Program. This program works to increase the number of high-achieving students from diverse and underrepresented backgrounds. This is the 3rd year that the Hudson/Holland program managed the fair. The event was established 5 years ago jointly with SLIS and the Graduate School. By having the Hudson/Holland program manage it - they are requiring their 250 students to attend, plus inviting the GROUPS program and others to attend. They expected at least 300 students.

**ARL Diversity Scholarship News Story** - posted a SLIS News story on our website about Bergis Jules (MLS/MA African American Studies student). See attached story.

**SLIS Alumni News** - posted a SLIS News story on our website about Sandra Lockett (MLS’73 - African American heritage) appointed as the Deputy City Librarian, Milwaukee, WI (see attached).

2007

**Diversity Committee Charge:** To provide advice and planning for the School’s diversity initiatives in the areas of student recruitment and retention.

**SLIS Diversity Definition:** The Indiana University School of Library and Information Science (SLIS) strives to make all students feel welcome. Saying that we value diversity is a way to say that we want students to feel welcome - all students - from all backgrounds. We want to create an educational atmosphere that is inviting, respectful, and that values human dignity and individuality.

**Structural efforts are important.** We have worked to establish relationships with campus and national leaders in the area of diversity support. These individuals, in turn, have made a difference in recruitment and retention.

1. **Diversity Liaison for SLIS Admissions and Alumni Relations** SLIS alumna, and Indiana University Multicultural Librarian, DeLoice Holliday has worked with SLIS for a number of years to enhance minority student support. This relationship was formalized in August 2005. The formal relationship has worked well, as was extended through July 2009. The “work” is defined as:

   To help recruit students of African American heritage to SLIS by emailing, advising, and coordinating campus efforts with the Director of Admissions (as you have done). By formalizing your role, and adding stories to our website, we hope to make students feel more welcome and included.

   To help recruit students of African American heritage to SLIS by improving alumni relations, and attending professional association conferences.

   To help support SLIS diversity recruiting in a broad...
multicultural sense and to provide advice to the SLIS Director of Admissions.

**Deloise Holliday attended the Joint Conferences of Librarians of Color in October 2006 with SLIS support.** She presented a paper with another SLIS alumna, Patricia “Gypsy” Tucker. (Both women are of African American heritage). Ms. Holliday’s presence both on campus and nationally has helped support SLIS’s diversity goals.

### 2. ALA National Office

a. Lorelle Brown Swader (SLIS MLS alumna), Director of ALA’s Office for Human Resource Development and Recruitment is now a member of the SLIS Alumni Board. She welcomed SLIS Alumni Board President, Keith Kuhn to the ALA Office in July 2006. And, in August 2007, welcomed SLIS Alumni Liaison Sarah Burton and IU Foundation representative to the ALA Office for a tour.

Ms. Swader is of African-American heritage and has talked via phone with the SLIS Director of Admissions for several years about diversity recruiting. She also attended the SLIS alumni reception at the ALA Conference in New Orleans in June 2006. She came to the SLIS Fall Reception (for current students - in Bloomington) in September 2007.

SLIS Alumni Board:

Her active presence as alumni (along with DeLoice Holliday) provides both local and national support. **Jerome Conley** (SLIS alumnus, also of African American heritage) has been on the SLIS Alumni Board for a number of years. He is a librarian at Miami University in Oxford, Ohio - and is the mayor of the town.

b. Spectrum Scholarships — We continue to be delighted and grateful for the ALA Spectrum Scholarship program. The 2007/2008 recipients Bergis Jules and Dan Tam Do were very appreciative.

### 3. Other Scholarship Resources

a. Association of Research Libraries **Initiative to Recruit a Diverse Workforce** — awarded a 2007-2009 Diversity Scholar package to SLIS MLS student, Christina Thach.

b. Educational Opportunity Fellowship (Indiana University) — for first generation, economic need, and U.S. ethnic minority students. 2007-2008 awards were offered to SLIS students Christopher Goodbeer and Yhya Melham. SLIS nominates.

c. SLIS Scholarship Support — provided funding or aided in obtaining funding for students of U.S. ethnic minority heritage, including (2007-2008 Christina Thach, Mateo Palos, Sylvia Techavalitpongse, Virginia Vasquez Vought, Dan Tam Do, Christopher Goodbeer).

d. Other Indiana University Units - SLIS minority student support has also come from the IU Adaptive Technology Center, the IU African American and African Diaspora Studies Department, and the IU Folklore Department.

### 4. Academic Programs

SLIS dual degree programs and specialization options have helped recruit U.S. ethnic minority students. The new MLS/MA African Studies expands on a previous Specialization in African Studies Librarianship (within the MLS). The dual MLS/MA African American and African Diaspora Studies has graduated the first student: Tahira Akbar-Williams - who is now in a Ph.D. program in Ohio. Clark Whitlow and Bergis Jules are currently in the program - (all three students are of African American heritage).

SLIS also has dual degree options with Folklore, Latin American Studies, and specializations in Archives and in Digital Libraries that help attract students of U.S. ethnic minority heritage.

---

**Appendix 4.2: SLIS Diversity Committee Annual Summaries 2005-2010**
5. Cultural Centers and Campus Diversity Advisors

**First Nations Center** — IU has a new center to support Native American students. Lillian Casillas (the Director of the Latino Cultural Center) is the advisor to the Native American Graduate Student Association. This student group did most of the planning to establish the center Spring 2007. The SLIS Director of Admissions met with the Center in July 2007 and discussed student website support projects, professional library association contacts - and offered to sponsor an event for the Center for $500.

$5,000. SLIS Diversity Recruiting Support Budget - this amount is set aside for minority recruiting efforts. $2,000 supports travel for the SLIS Diversity Liaison, and $3,000 is dedicated for advertising/sponsorship efforts. Sponsorships for 2007-2008 include the *Men of Color Conference* (IU, November 2007) and the *Latino Student Leadership Conference* (IU, March 2008). By supporting these IU units and events, we are establishing relationships with advisors. These advisors in turn help students think about graduate school - and can help them consider SLIS.

**Pens and Brochures** - SLIS has given pens for several years for the new student orientation of the IU GROUPS program. We gave 200 more in June 2007. This program brings first generation college and students of U.S. ethnic minority heritage to IU, and provides mentoring support.

We also regularly give pens to the Neal Marshall Black Culture Center for their orientation sessions, events, and conferences. We provided 100 fliers to the African American and African Diaspora Studies Program for them to mail for recruiting for their dual degree with SLIS.

SLIS provided a sponsorship of **$500 for Bring IT on!** - a diversity workshop that brought approximately 20 undergraduates from 10 different historically black colleges and universities to Indian University. The goal of the workshop was to help participants to develop K-12 Information Technology outreach programs for their communities and to encourage them to think about applying to graduate school at Indiana University. (October 2006)

**Graduate and Professional Schools Fair** at IU Bloomington (November 2006): SLIS had an information table at the Graduate and Professional Schools Fair held at the Neal-Marshall Black Cultural Center. The event was sponsored by the Hudson/Holland Scholars Program. This program works to increase the number of high-achieving students from diverse and underrepresented backgrounds. This is the 3rd year that the Hudson/Holland program managed the fair. The event was established 5 years ago jointly with SLIS and the Graduate School. By having the Hudson/Holland program manage it - they are requiring their 250 students to attend, plus inviting the GROUPS program and others to attend. They expected at least 300 students.

6. Disability Support

**IU Adaptive Technology Center** (located in the IU Wells Library) — In January 2007 we had a new SLIS student begin that was from Thailand and is legally blind. We have worked with the Adaptive Technology Center to support her. SLIS made a small scholarship for a student to work 2 hours a week at the Center to help support their scanning and other activities for course preparation.

The relationship with SLIS and the Center has grown, and they came to us to find a student to aid another visually impaired student in another department — (the result was a SLIS student got a scholarship package through the Center.) They now regularly post internship and volunteer opportunities.
Website Accessibility - Two years ago SLIS created a fulltime web manager position. The manager has actively improved our website accessibility for visual impairment and other disabilities. The SLIS website has been regularly ranked #1 on the Google Accessible Search program. WAI (Web Accessibility Initiative a W3C sub-group) Validation and Section 508 Validation tests are regularly checked as well.

SLIS Diversity Initiatives - Update

notes by Rhonda Spencer, 11/18/08
sent to: Jean Preer, Jingfeng Xia, Blaise Cronin, Howard Rosenbaum, DeLoice Holliday, Marilyn Irwin, Jill Clancy, Sarah Burton

This is a two section informal working document from the SLIS Diversity Committee.

1. Diversity Committee

The 2008/2009 Committee includes Rhonda Spencer, Chair (Director of Admissions and Placement), Jean Preer and Jingfeng Xia (SLIS faculty members). The Committee functions primarily in an advisory role. The work of the committee includes summarizing what has happened, and to think about new possibilities. It was established in 2003/2004. Over the years this committee, along with SLIS faculty and staff in general, have made steady, positive, welcoming steps in the area of diversity.

The Charge of this Committee is “to provide advice and planning for the School’s diversity initiatives in the areas of student recruitment and retention.”

This committee functions in part as a “think tank” - creative contributors - people that help plant seeds of ideas. The committee worked this fall to create informal documents to help us think in new ways, to help with reporting, and to help acknowledge progress. The reports included:

1) a summary of things that happened over the past year that helped support diversity.
2) answers to the question: “what would I do in the area of diversity with unlimited resources?”

This is the brain-storming/think-tank question. It is meant to have the committee members spend some creative thinking time on the “what if...” questions. This effort - over time - has increased our national visibility and connections.

•The Fall 2008 document by Jean Preer and Jingfeng Xia is attached.

SLIS Diversity Definition: The Indiana University School of Library and Information Science (SLIS) strives to make all students feel welcome. Saying that we value diversity is a way to say that we want students to feel welcome - all students - from all backgrounds. We want to create an educational atmosphere that is inviting, respectful, and that values human dignity and individuality.

2. Key Goals:

People are important. Structure is important. We have worked to establish relationships with campus, state, and national leaders in the area of diversity support. These individuals, their organizations, committees, and connections have, in turn, made a difference in recruitment and retention.

A welcoming atmosphere is essential to diversity recruiting. SLIS makes customer service is a top priority. We try to treat people as individuals, and try to help them make supporting connections so that they can be successful in graduate studies at SLIS.

3. Diversity Liaison for SLIS Admissions and Alumni Relations: DeLoice Holliday

SLIS alumna, Indiana University Multicultural Librarian, and the Librarian for the IU Neal
Marshall Black Culture Center Library, DeLoice Holliday has worked with SLIS for a number of years to enhance minority student support. This relationship was formalized in August 2005 - with SLIS providing annual travel support funds. DeLoice Holliday’s work on campus, state, and national committees has helped with SLIS recruitment, retention, and awareness in the area of diversity.

Her role at SLIS:
To help recruit students of African American heritage to SLIS by emailing, advising, and coordinating campus efforts with the Director of Admissions. By formalizing her role, and adding stories to our website, we hope to make students feel more welcome and included.

To help recruit students of African American heritage to SLIS by improving alumni relations, and attending professional association conferences.

To help support SLIS diversity recruiting in a broad multicultural sense and to provide advice to the SLIS Director of Admissions.

DeLoice Holliday:

IU Campus - Affirmative Action and Diversity Committee
IU Campus - Provost - Diversity Committee
State Level: President of the Indiana Black Librarians Network (2006-2008) - which has about 50 paid members, but more on their listserv (80-85).
State Level: Task Force Committee - for the IMLS Diversity Grant with the Indiana State Library
National: moderated national listserv for Black Librarians Caucus
National: ALA Office of Literacy and Outreach Services
*helped with brochure “Non-English Speakers in US Public Libraries”

National: ACRL Racial and Ethnic Diversity Committee
National: Diversity in Libraries Conference - Louisville, KY (Oct.08)
*Note: This was co-sponsored by the Kentucky Library Association Conference. Fannie Cox (SLIS alumna, also of African American heritage) is the new President of the KLA.

4. Student-to-Student; Campus Contacts
Current students of US ethnic minority heritage are regularly asked to be an email contact with a prospective student.

Campus Culture Center Advisors are willing to be email contacts with prospective students. They also offer support roles, networking opportunities, and events.

IU Librarians of minority heritage, and who are collection managers in cultural disciplines, are supportive of SLIS students. They provide internship placements, part-time jobs, mentoring, and the guest speak in classes and for student groups.

5. Joint Degree Programs
SLIS Bloomington offers a number of joint degree programs. Each program offers contacts with diverse faculty, and opens options for different career niches. A partial list is included here. Both subject librarians, and the departmental faculty of these areas, have increased support for students of different cultural heritages. Extra scholarship opportunities are available through these academic units.

African American and African Diaspora Studies (MA) and MLS
African Studies (MA) and MLS
African Studies Librarianship Specialization and MLS
Comparative Literature (MA) and MLS
Folklore and Ethnomusicology (MA) and MIS or MLS
Latin American and Caribbean Studies (MA) and MLS
Russian and East European Studies (MA) and MIS or MLS

6. SLIS Alumni Board; SLIS Alumni Relations
Two members of the SLIS Alumni Board (one is the current President) are of African American heritage. Jerome Conley (MLS’90) works at the King Library, Miami University, Oxford, Ohio. He was a past Mayor of Oxford, Ohio. Lorelle Swader (MLS’86) works at the American Library Association, Chicago, Illinois. Both are leaders. Both are committed to diversity recruiting, and career support.

Sarah Burton (SLIS Alumni Relations) has worked with the SLIS Alumni Board, the IU Alumni Association, the IU Foundation, and others to host alumni events at professional association meetings. These events help build good relationships for the school which then helps with recruiting. The July 2008 Reception at the American Library Association Conference was attended by five SLIS graduates of African American heritage (Jerome Conley, Lorelle Swader, DeLoice Holliday, Fannie Cox, and Yolanda Cooper). These leaders are making a difference.

7. SLIS News, SLIS Alumni Magazine
Stories about SLIS graduates of US ethnic minority heritage are being intentionally sought and included in SLIS News stories on our website, and in the SLIS Alumni Magazine. It is hoped that these stories will help prospective students see the interesting career options available.

8. SLIS at Indiana University (System-Wide)
Understanding our state demographics, and working with Indiana University system-wide has been important. A 2003 Report on the Status of Minorities at Indiana University included an Ethnic Breakdown for Indiana in 2000 (White = 85.8%; African American = 8.3%; Latino = 3.5%). The largest population concentrations of persons of African American and Latino heritage were in Indianapolis, Gary, South Bend, and Fort Wayne. The SLIS Indianapolis campus manages distance learning opportunities to Gary, South Bend, and Fort Wayne. This helps the School reach out to the larger population centers for Indiana residents of US ethnic minority heritage.

SLIS Bloomington also does targeted mailings throughout the state of Indiana to libraries (academic and public), campus career centers, and academic departments. The goal is to help increase visibility for the career paths in the field, and the options of graduate studies at SLIS.

9. Disabilities and Student Support
The IU Adaptive Technology Center (ATC) has a strong partnership with SLIS. It has developed over several years. A legally blind MIS student from Thailand provided the initial contact. (That student is now in the SLIS Ph.D. in Information Science degree program.) SLIS has given several students small amounts of tuition fee remission (for 1-2 courses) to help partner with ATC on hiring. The ATC has had a hard time finding strong assistants, and the SLIS relationship and support has helped them.

SLIS has identified both a SLIS student with a math background, and another with a music background, to help with particularly difficult conversion work for the ATC for blind students in other departments. These two subject areas are particularly challenging. The experiences increase awareness and skills for SLIS students in future careers.

In addition, SLIS students have been hired by the Office of Disabled Student Services as note-takers.
the SLSI blind student. The connection was made through recommendation by the ATC.

10. Website Strategies

Continue to add links to diversity scholarships (particularly from professional associations)

Continue to work on news stories that include minority students

Summer 2008 with the support and ideas of Marilyn Irwin (SLIS Indianapolis Associate Dean), and Dale Wray (SLIS Bloomington Web Manager) - Dale worked on the Text Re-Sizing Feature for our SLIS websites. He has worked regularly on web accessibility issues.

11. Campus Initiatives

SLIS has co-sponsored campus events to support minority recruitment to graduate school. For example, in Fall 2007 we provided $500. for the IU Men of Color Leadership Conference, plus pens and brochures. They had about 170 in attendance. The goal (in addition to helping make them successful), is to help build relationships. These advisors can help students think about graduate school at the point of readiness.

We provide brochures for campus recruiters attending CIC (Committee for Institutional Cooperation) events. This includes Big Ten schools that go to minority student recruiting fairs around the U.S. Building goodwill for Indiana University helps SLIS recruit students.

Campus recruiters have also attended the SACNAS (Society for the Advancement of Chicanos and Native Americans in Science) graduate school fairs. SLIS has made personal contacts with these recruiters, so that they know about our degree/career options.

Educational Opportunity Fellowships: SLIS advertises on our website, and regularly nominates students for this fellowship. Most years, 1-2 SLIS students receive packages. The fellowship use to focus only on US ethnic minorities - but has now been expanded to first generation college students, and students with serious need.

12. International

There are a number of initiatives for international graduate student recruitment and support. These enrich and complement support of students of US ethnic minority heritage.

There are also student groups for Africa, Asia, Latin America, Saudi Arabia, and other regions of the world. These student groups host special events with cultural themes. They are welcoming groups and add richness to the campus.

13. Indiana Librarians Leading in Diversity Fellowships

This week three SLIS Bloomington and seven SLIS Indianapolis students received the good news of being selected for this fellowship. They receive about 36 hours of tuition remission, $15,000, plus travel and mentoring support. This is the first year of three. Ten students will receive awards each year. Details: http://in.webjunction.org/663/articles/content/4617125


Indiana Receives $1 Million Grant for Librarian Diversity Initiative

Grant provides scholarships and professional opportunities to racially and ethnically diverse students.

Press Release - Indiana State Library - June 20, 2008

“The Indiana State Library and the Indiana University School of Library and Information Science (SLIS) Indianapolis were awarded a $1 million federal grant from the Institute of Museum
and Library Services (IMLS) for the “Librarians Leading in Diversity (LLID)” project. The grant was given as part of the Laura Bush 21st Century Librarian Program. Additionally, the project is supported by the Indiana State Library’s Diversity Advisory Council, Academic Libraries of Indiana, Administrators of Large Public Libraries in Indiana, the Indiana Black Librarians Network, the Indiana Library Federation, and the Indiana Special Libraries Association...”

14. Closing Thoughts
SLIS - in partnership with campus, state, and national organizations - is able to accomplish a great deal in the area of diversity. The key to the accomplishments are individual people. With gratitude, and with pleasure, SLIS will continue to work on welcoming students of all ethnic and cultural heritages. The future looks bright and interesting. Digital library initiatives are reaching all over the world. Opportunities for SLIS graduates will be interesting, and will provide places of creativity.

If I had unlimited funds, I would make graduate education more affordable for everyone. The issue of student loan debt is significant. I would also sponsor more networking and career events. Travel support for students to attend state and national conferences would be nice. The more students can understand professional networking and career options - the better their chances are for successful careers.

Diversity Report
Indiana University
School of Library and Information Science-Indianapolis

Mission and Goals
Part of the mission of the IU School of Library and Information Science (SLIS) is to promote diversity. Voted by the full faculty of SLIS in May 2004, the mission of the School is as follows:

“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.”

IU SLIS Indianapolis, as part of the School, shares the same mission. Located on the campus of IUPUI, IU SLIS Indianapolis also shares its mission to promote

“the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.”

To achieve these missions, IU SLIS Indianapolis seeks to

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

“continue enhancing the diversification of the faculty.”

Diversity Efforts
A series of diversity initiatives and activities were taken in the past year at IU SLIS-Indy to promote a more diverse student, faculty, and staff and to create an environment that advances an appreciation of diversity in all its forms. The following highlight our diversity efforts.

A) Goal: To diversify the student population by increasing the proportion of minority students by 2% to 5% from 2005-2008.

Discussion: Under-represented student groups have been encouraged to enroll in the program, including male, out-of-state, and minority students. In 2007-
2008, 7.5% of the total students were minorities, an increase of 0.6% to the previous year; 16.8% students were male; and 3.9% students were from other states.

To further a diverse student body, representatives of IU SLIS Indianapolis cooperated with staff of the Indiana State Library to secure a grant from the U. S. Institute of Museum and Library Services (IMLS) to provide fellowships for students of diverse backgrounds. The successful proposal for Indiana Librarians Leading in Diversity (LLID) provides grant funds of nearly $1 million to help recruit and educate 30 ethnically and racially diverse students. Fellowship recipients will each receive a full tuition remission for the 36-hour SLIS program in Indianapolis or Bloomington, a living stipend up to $15,000, additional money for orientation and travel, and a professional mentor. They will be provided opportunities to participate in conferences, workshops, and community services.

In fall 2008, the fellowship process drew applications from 17 African American students to IU SLIS Indianapolis as well as applications to IU SLIS Bloomington.

Associate Dean Marilyn Irwin and Professor Jean Preer serve on the Advisory Council for the grant. They also served as members of the Indiana State Library Diversity Initiatives Task Force that helped develop the grant application and attended meetings throughout 2007-2008.

Future activity: Continue work with the Indiana State Library and with IU SLIS Bloomington to ensure successful implementation of the grant.

B) Goal: To increase the diversity of the IU SLIS Indianapolis faculty.

Discussion: A new hire who joined the faculty in January 2008 increased the rate of under-represented groups in the faculty population. A current search for several new faculty members also seeks to include candidates with diverse backgrounds. These positions were advertised in a variety of publications in order to reach a broad pool of potential applicants.

C) Goal: To create a climate within the School that fosters diversity.

Discussion: As part of the campus effort to create a more welcoming environment, IU SLIS Indianapolis seeks to work with committees at IUPUI in supporting activities that promote the diversity of student, staff, and faculty populations. Jingfeng Xia has succeeded Mary Alice Ball as the SLIS representative on IUPUI’s enrollment committee and is pleased to observe an increase the diversity of students enrolled at the university. In 2007, IUPUI’s total minority enrollment has climbed to number 2 in all IU systems (15.8%), 2% higher than at IU-Bloomington. Among undergraduates, the proportion of international students has increased 56% from 2006 to 2007. Jean Preer is now representing SLIS on the IUPUI Diversity Council and will attend its meeting on November 18. Other means to accomplish this goal in future include participating in workshops and other related activities at IUPUI that work for diversify teaching, learning and research and working with the IUPUI University Library on issues of joint concern related to diversity.

Future activity: Review school materials to ascertain how the School’s commitment to diversity is expressed.

D) Goal: To increase faculty and student participation in diversity activities of local and state professional library institutions.

Discussion: IU SLIS Indianapolis has established contact with the Black Librarians of Indiana, and in 2006, faculty participated in their meeting. In March 2009, IUPUI will host a Library Career EXPO: Indiana Librarianship in the 21st Century for those
interested in librarianship. Lorelle Swader, an IU SLIS alum and Director of the Office for Human Resources Development and Recruitment of the American Library Association, will be a featured speaker.

Submitted by Dr. Jingfeng Xia and Dr. Jean Preer, members of the IU SLIS Diversity Committee

TO: SLIS Diversity Committee:
Jean Preer and Jingfeng Xia
jpreer@iupui.edu; xiaji@iupui.edu
cc: Howard Rosenbaum, Marilyn Irwin, Blaise Cronin, DeLoice Holliday, Sarah Burton, Jill Clancy
FROM: Rhonda Spencer, Chair, Committee Chair spencerr@indiana.edu
DATE: January 26, 2010
RE: 2009/2010 Committee Work

1. Summary Notes by Jean Preer and Jingfeng Xia (Indianapolis)

2. Summary Notes by Rhonda Spencer (Bloomington)

The 2009/2010 SLIS Diversity Committee includes Rhonda Spencer, Chair (Director of Admissions and Placement), Jean Preer and Jingfeng Xia (SLIS faculty members). The Committee functions primarily in an advisory role. The work of the committee includes summarizing what has happened, and thinking about new possibilities. It was established in 2003/2004. Over the years this committee, along with SLIS faculty and staff in general, have made steady, positive, welcoming steps in the area of diversity.

The Charge of this Committee is “to provide advice and planning for the School’s diversity initiatives in the areas of student recruitment and retention.”

This committee functions in part as a “think tank” - creative contributors - people that help plant seeds of ideas. The committee worked this fall to create informal documents to help us think in new ways, to help with reporting, and to help acknowledge progress:

a) Brain-storm - and - prepare notes…
Ask “What-if”. What if we had unlimited time and money - what might we do?
b) Prepare an annual summary of diversity initiatives.

We want to be national leaders in the area of Diversity. We want to be creative thinkers in the area of Diversity. We want to contribute to a larger perspective.

SLIS Diversity Definition:
The Indiana University School of Library and Information Science (SLIS) strives to make all students feel welcome. Saying that we value diversity is a way to say that we want students to feel welcome - all students - from all backgrounds. We want to create an educational atmosphere that is inviting, respectful, and that values human dignity and individuality.

1. Summary Notes by Jean Preer and Jingfeng Xia (Indianapolis)

Diversity Report 2009
Indiana University
School of Library and Information Science-Indianapolis

1. Summary

This report summarizes the efforts and achievements that SLIS Indianapolis made in 2009 regarding diversity initiatives and activities, as well as the future plan for encouraging students, faculty, and staff of the minority groups to participate in our efforts.

2. Mission and Goals

Part of the mission of the IU School of Library and Information Science (SLIS) is to promote diversity. Voted by the full faculty of SLIS in May 2004, the mission of the School is as follows:
“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.”

SLIS Indianapolis, as part of the School, shares the same mission. Located on the campus of IUPUI, SLIS Indianapolis also shares its mission to promote “the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.”

To achieve these missions, SLIS Indianapolis seeks to “create a climate within the School that fosters intellectual engagement, openness and exploration, respect, support, and diversity.”

And “continue enhancing the diversification of the faculty.”

3. Diversity Efforts

A series of diversity initiatives and activities were taken in the past year at SLIS Indianapolis to promote a more diverse student, faculty, and staff and to create an environment that advances an appreciation of diversity in all its forms. The following highlight our diversity efforts.

Goal 1: To diversify the student population by increasing the proportion of minority students by 2% to 5% from 2005-2009.

Achievements: Under-represented student groups have been encouraged to enroll in the program, including male, out-of-state, and minority students. In 2009, 10.6% of the total students were minorities, an increase of 3.1% from the previous year; 20.3% students were male; and 3.6% students were from other states.

To further a diverse student body, representatives of SLIS Indianapolis cooperated with staff of the Indiana State Library to secure a grant from the U. S. Institute of Museum and Library Services (IMLS) to provide fellowships for students of diverse backgrounds. The successful proposal for Indiana Librarians Leading in Diversity (LLID) provides grant funds of nearly $1 million to help recruit and educate 30 ethnically and racially diverse students. Fellowship recipients each receive a full tuition remission for the 36-hour SLIS program in Indianapolis or Bloomington, a living stipend up to $15,000, additional money for orientation and travel, and a professional mentor. They are provided opportunities to participate in conferences, workshops, and community services.

The IMLS-funded Indiana Librarians Leading in Diversity (I-LLID) program has brought 20 individuals to the Indianapolis campus on full fellowships. They represent Native Americans, Vietnamese Americans, Indian Americans, and African Americans. Six of the fellowship recipients are on track to graduate in May 2010. Two or three additional fellowships will be awarded in February 2010; however, some or all may attend SLIS on the Bloomington campus.

Increasingly, student applications have left the “Ethnic Information” section of the application blank. That means that any data that we have from the applications on diversity will be incomplete.

Associate Dean Marilyn Irwin and Professor Jean Preer served on the Advisory Council for the grant. They also served as members of the Indiana State Library Diversity Initiatives Task Force that helped develop the grant application and attended meetings throughout 2009-2010.

Future activity: Continue work with the Indiana
State Library and with SLIS Bloomington to ensure successful implementation of the grant.

Goal 2: To increase the diversity of the SLIS Indianapolis faculty.

Achievements: A new hire who joined the faculty in June 2009 increased the rate of under-represented groups in the faculty population.

Goal 3: To create a climate within the School that fosters diversity.

Achievements: As part of the campus effort to create a more welcoming environment, SLIS Indianapolis seeks to work with committees at IUPUI in supporting activities that promote the diversity of student, staff, and faculty populations. Jingfeng Xia is the SLIS representative on IUPUI’s enrollment committee and is pleased to observe an increase in the diversity of students enrolled at the university. In 2009, IUPUI’s total minority enrollment has climbed to number 2 in all IU systems (15.6%), 4.2% higher than at IU-Bloomington. Jean Preer is representing SLIS on the IUPUI Diversity Council. Other means to accomplish this goal in future include participating in workshops and other related activities at IUPUI that seek to diversify teaching, learning and research and to work with the IUPUI University Library on issues of joint concern related to diversity.

Future activity: Review school materials to ascertain how the School’s commitment to diversity is expressed.

Goal 4: To increase faculty and student participation in diversity activities of local and state professional library institutions.

Achievements: SLIS Indianapolis established contact with the Black Librarians of Indiana, and in 2006, faculty participated in their meeting. In March 2009, IUPUI hosted a Library Career EXPO: Indiana Librarianship in the 21st Century for those interested in librarianship. Lorelle Swader, an IU SLIS alum and Director of the Office for Human Resources Development and Recruitment of the American Library Association, was a featured speaker.

Submitted by Dr. Jean Preer and Dr. Jingfeng Xia, members of the IU SLIS Diversity Committee January 22, 1010

2. Summary Notes by Rhonda Spencer (Bloomington)

11/18/08 - 11/18/09

The faculty and staff at SLIS work to build structural relationships for long-term effective diversity recruiting and support. This includes connections with national professional associations, state-level organizations, campus contacts, and work with our alumni.

a) Brainstorm:

Notes by Rhonda Spencer 12/14/09

What is something new? How can we be creative? How can we better encourage students of U.S. ethnic minority heritage (or other under-represented groups) to consider a SLIS master’s degree?

There does not seem to be an early-in-life awareness of this field as a profession. There is a “disconnect” between tasks of shelving books and being tech support - and of being a professional. This “disconnect” continues past high school - and is seen in student questions at college career fairs.

How can we help students to know about the field? How can we increase a sense of excitement about being a professional in library and information science? How can we elevate an awareness of the career path (like that of a doctor, a teacher…)?

Pride in the field.
Stories about leaders.
Stories about adventures.
Stories about making a difference.
Children’s books about librarians.
Children’s books about information professionals. Career days at junior high schools.

Helping to plant the idea of a graduate school degree at a young age is important. A limited number of students consider at the junior high level that they might stay in school through a masters or Ph.D. degree. How can we change that possibility in their minds?

Awards might help.

Related example: Students in a 2nd grade class who participated in reading a certain number of books - received coupons for pizzas. The student who read the most books got a ride in a limousine - with a friend - for a free lunch at a hamburger place. It is something that class will remember for a long time.

We could ask alumni to do career days in elementary schools.

These ideas are not new, but are areas that could be developed. Focusing on creative communication to younger students of minority heritage may help.

b) Summary:
11/08 - 50+ pens for the Saudi Students Booth, IU International Fair, Indiana Memorial Union
12/08 - Rhonda Spencer made a referral to Lorelle Swader (SLIS alumna, and SLIS Alumni Board member) and Wendy Prellwitz (ALA Spectrum Office) — both at the American Library Association National Office about the Midwest Asian American Student Union (MAASU) Career Fair. Having connections with the ALA National Office has helped us expand visibility on the national level.
12/08 - updated SLIS Diversity Aid Flier (print copy of resources with professional associations, IU, etc.) — and online links to same scholarships
12/08 Sent information about the LLID Fellowship program to the IU GROUPS advising office (an IU mentoring/scholarship support program for under-represented students.)
12/08 Mailed pens and brochures to SLIS Alumni Ronaldo Martinez Nazario (MLS’81) at the University of Puerto Rico — (annual request).
1/09 Sent SLIS Diversity Aid Flier and other brochures to Alberta Comer (MLS’02), Dean of the Library, Indiana State University — at her request — for the ISU Black Leadership Conference being held in February. Alberta is of Native American heritage.

Mailings: twice a year we send posters, brochures, SLIS fliers on Diversity Scholarships, etc. to Historical Black Colleges and Universities and to Tribal Colleges to - attn: Career Services, and attn: Library Human Resources.

Working with the IU Disability Services Office and the IU Adaptive Technology Center to support a SLIS doctoral student who is blind.
1/09 Posted a SLIS News Story about Alberta Comer’s appointment as Dean. (Content reposted with permission from the Terre Haute newspaper). Excerpt here:
“Never in my wildest dreams did I think I would be dean,” she said, referring to when she started working in libraries years ago.
Libraries weren’t part of the world she grew up in eastern Oklahoma, the daughter of Cherokee and Choctaw farmers.
“It’s very rural and extremely poor, I mean extremely poor,” she said. “There were no local libraries.”
Instead, a mobile library rolled into a nearby community once a month.
“My father, it was a great sacrifice on his part, would take me to the bookmobile to check out books,” she said.

They would make the six-mile, 30-minute drive across the reddish dirt roads where Comer would enter a new world with each visit.

“I can remember going into that bookmobile, smelling those books, you know that smell you get in libraries, the feel of books, the look of the books, and just being overwhelmed every time I walked into it,” she said. “Every time I walked into it, it was a new experience. I would think, ‘I just can’t believe how lucky I am to do this.’ Then I would check out my books and go home and that was it.”


Spring/Summer 2009 - I.U. Neal-Marshall Black Culture Center Library Newsletter featured an article on Rhonda Spencer - and on how to apply to a MLS or MIS degree. DeLoice Holliday is the Librarian, and Bergis Jules (dual MLS/MA African American and African Diaspora Studies student) produced the newsletter. This was the 3rd issue. In each one Bergis Jules has tried to help highlight libraries and careers in library and information science.

2/09 SLIS MLS student Thea Bennetti was awarded an Educational Opportunity Fellowship (EOF) by the IU Graduate School. She applied, and SLIS nominated her. This is a “Diversity-Building Award” through IU. In her EOF essay she stated that she was an officer in the American Indian Student Association. She is the first college graduate in her family, and has experienced serious poverty. She left home at 16, and has raised two children. Her goal after SLIS includes reaching out to underserved populations, and developing programs that serve Native American communities. This scholarship is an example of working with the campus level resources.

2/09 Sent some of the SLIS Diversity Aid Fliers (“Financial Aid Resource Information for U.S. Minority Students”) to Marcia Smith-Woodard, Indiana State Library for a Library Career Expo (at her request).

2/09 For an IU Press Release (contact Stephen Chaplin) — Marilyn Irwin (SLIS Indianapolis) emailed this information from the Indiana State Library Librarians Leading in Diversity (LLID) grant proposal. Chaplin requested some statistics for the state of Indiana for the SLIS story.

“Data in Indiana indicate that of the 4,210 librarians in the state, 94.9% are white non-Hispanic compared with 84.3% of the white population in the state of Indiana according to the 2005 Census. Only 125 librarians are African American (3%) compared to 8.8% of the Indiana population, while 75 (2%) fall into the Other categories compared to 2.6% of the Indiana population (see above). (Indiana State Library 2007). These numbers indicate a large gap between the number of racial and ethnic minority librarians and the numbers in the general population. Furthermore, they suggest that greater efforts need to be made to reduce the under-representation of these diverse groups.

Quote: The Librarians Leading in Diversity project provides Indiana with an incredible opportunity to increase the number of librarians who reflect diversity of the communities they serve. This has the potential to increase library use by minority populations throughout the state as they see libraries as more responsive to their needs.”

3/09 Sent emails to 17 new applicants to the MLS program who were self-identified as U.S. ethnic minority heritage - to advertise the diversity scholarships on the SLIS website, and the Indiana State Library’s LLID Fellowship program.

3/09 Nominated two students for the IU Provost’s
Round Table: 1. Willie Miller - of African American heritage, and a **LLID Fellowship** recipient — and, 2. Rachel Slough (dual MLS/MA Latin American and Caribbean Studies student - who was a Fulbright Teaching Assistant to Chile. She did not indicate ethnicity in her application.)


The IU Bloomington Diversity Committee is hosting concurrent events across campus at 11:00 a.m. to celebrate its inaugural observance of Diversity Day on March 25th. The Day will be “filled with diversity-themed events and robust conversations about why and when diversity matters.”

The SLIS panel discussion will be - **On the Topic of Diversity:**

- How can we make our profession better?
- How can we meet the library and information science needs of a diverse world?
- How can we make Indiana University better?
- Personal reflections/comments.

**SLIS Panel:**

- Howard Rosenbaum, Associate Dean and MIS Program Director
- Noriko Hara, Associate Professor
- Willie Miller, MLS/MA English student
- Dan Tam Do, MLS/MA Russian and East European Studies Student
- Stacy Kowalczyk, Ph.D. Candidate - and Associate Director, IU Digital Library Program
- Moderator: Rhonda Spencer, Director of Admissions and Placement - and - Chair, SLIS Diversity Committee

4/09 Posted a SLIS News story about the **Indiana State Library - Career Expo.** The Expo was held at SLIS Indianapolis on 3/5/09 in partnership with the Indiana State Library. Lorelle Swader (MLS’86) was one of the speakers. She is the Director of Human Resource Development and Recruitment at the American Library Association National Office, and is a member of the SLIS Alumni Board. Swader is of African American heritage and supports SLIS diversity initiatives. The event was covered by the Indianapolis Star newspaper - where Swader was quoted as saying: “**Where else can you work in a profession where you can make a difference in a person’s life every day?**” [http://www.slis.indiana.edu/news/story.php?story_id=1927](http://www.slis.indiana.edu/news/story.php?story_id=1927)

4/09 Saudi Open House (4/23/09) - sponsored by the IU Office of International Services, the IU Saudi Students Club, and the Saudi Cultural Mission. SLIS Associate Dean Howard Rosenbaum was the club’s faculty sponsor. 7 of the 10 members of the 2008-2009 Saudi Students Club Executive Team were SLIS MIS students. SLIS was a sponsor of the event ($250.) Speakers included the Bloomington Mayor, the IU Vice President for International Affairs, and members of the Saudi Royal Embassy and Cultural Mission.

5/09 - **IU Asian Alumni Association - IU Asian Student Recognition Banquet:** Howard Rosenbaum, Associate Dean gave the award (his fifth year) for the **Best Student Association Web Site.** This year: the Vietnamese Student Association.

5/09 - Renewed connection with DeLoice Holliday till July 2011 (started in 2005). She is a SLIS alumna, the Director of the Neal Marshall Black Culture Center Library at IU, and of African American heritage. Title: Diversity Liaison for SLIS Admissions and Alumni Relations Work Connection:

To help recruit students of African American heritage to SLIS by emailing, advising, and coordinating campus efforts with the Director of
Admissions (as you have done). By formalizing your role, and adding stories to our website, we hope to make students feel more welcome and included.

To help recruit students of African American heritage to SLIS by improving alumni relations, and attending professional association conferences.

To help support SLIS diversity recruiting in a broad multicultural sense and to provide advice to the SLIS Director of Admissions.

5/09 Indiana State Library Librarians Leading in Diversity (LLID) Annual Forum on 5/11/09 - Howard Rosenbaum was the “Leadership Discussion Facilitator”, DeLoice Holliday and Debora Shaw were there, too. SLIS alumna Fannie Cox was the “Forum Speaker”. Cox is of African American heritage. She is a Librarian at the University of Louisville, and was the 2007-2008 President of the Kentucky Library Association.

5/09 American Library Association (ALA) President Jim Rettig invited over 50 current undergraduate students from the Chicago area colleges to attend the ALA Conference, and to learn about librarianship. They came from historically underrepresented populations, and were paired with current Spectrum Scholars. SLIS was invited to mail items. We sent 75 pens, bookmarks, SLIS trifold, and SLIS Diversity Aid Fliers.

6/09 - 300 pens and some brochures for incoming students in the IU GROUPS program (US ethnic minority and first generation students). GROUPS is a mentoring program for IU undergraduates. They requested materials. They also encourage their students to consider graduate school.

6/09 Howard Rosenbaum gave the keynote address for the CIC IT Accessibility and Usability Working Group. The CIC (Committee on Institutional Cooperation) includes twelve member universities — those in the Big Ten plus the University of Chicago. Rosenbaum’s talk was titled “The importance of accessibility and usability now and in the future.” This year’s meeting was held at the Alumni Hall, Indiana Memorial Union, Indiana University Bloomington (June 14-16, 2009.)

Margaret Londergan, Manager of the UITS Adaptive Technology and Accessibility Centers, Indiana University is the Chair-Elect of this Working Group. Londergan has supervised a number of SLIS students in volunteer and paid hourly roles at the UITS Adaptive Technology and Accessibility Center (ATC) at IU Bloomington. SLIS News Story about the Event: http://www.slis.indiana.edu/news/story.php?story_id=1967


SLIS Scholarship Notes 2009/2010: These three examples show efforts to develop partnerships and connections that help with minority recruiting.

SLIS provided 27 hours of tuition remission ($26,050.) plus an hourly job ($4,320.) for a student of Asian/Pacific Island heritage (Suseela Eyal). The placement was with the IU Libraries Information Commons - Multicultural Outreach Librarian DeLoice Holliday.

ALA Spectrum Scholar (Jessamyn Sudhakaran) received a similar package ($26,050.) in tuition, plus an hourly job ($4,320.) The placement was with two SLIS faculty members. Indiana’s LLID (Librarian’s Leading in Diversity) - working with the Indiana State Library to help stretch the budget, and to help cover the SLIS pre-requisite course — SLIS awarded three of the fellows (3 credit hours each) — total ($6,728.)
9/09 - Howard Rosenbaum organized a Faculty/Adjunct Faculty session on 9/4/09 that included: Margaret Londergan, IU Assistive Technologies (Adaptive Technology Center), and two representatives from the IU Office of Disability Services for Students.

9/09 - The HistoryMakers Project — http://www.thehistorymakers.com — contacted Dean Blaise Cronin about partnering on an Institute of Museum and Library Services - Laura Bush 21st Century Library Program grant. The 3 year proposal would focus on “African American Archives and Archivists.” Howard Rosenbaum agreed to be the Project Coordinator for SLIS. Valerie Grim (Chair, IU African American and African Diaspora Studies), DeLoice Holliday (IU Multicultural - and - Neal Marshall Black Culture Center Librarian), Phil Bantin (IU - University Archivist), and SLIS faculty members Pnina Shachaf and Noriko Hara — all agreed to be considered for Guest Lecturers for training for this project.

9/09 - Rhonda Spencer met with Valerie Grim about The HistoryMakers Project, recruiting students to the dual MLS/MA African American and African Diaspora Studies program, and other joint department ideas.

9/09 - Rhonda Spencer to be the SLIS contact for the IU Black Graduate Student Association. (email from Autumn Harrell, BGSA Vice President). Rhonda copied DeLoice Holliday on the email to help build connections.

9/09 - Contacted by the Foundation for the Advancement of Education Minority Teacher. Added their scholarship information to our website - under “diversity scholarships”.

11/09 - Faculty and Staff Additions:
As a part of this year’s summary, we requested extra notes from faculty and staff. This helps to capture a broader picture of SLIS’s commitment to diversity.

**Ron Day:**
We cover special user groups, such as ethnic and disabled populations, along with children in the Reference (S501) class, sometimes formally and certainly throughout the semester.

**Pnina Shachaf:**
I gave an invited talk about “are virtual reference services color blind?” on this panel at the ARLIS/NA Annual Conference in April 2009: Reaching Out and Bringing In: Understanding and Encouraging Diversity in the Library.

I also have one session devoted for diversity in my library management class every semester (a total of 5 sessions of 3 hours every year). We talk about race, ethnic, and gender diversity of library employees, and about services to diverse user populations.


**Susan Herring:**
In my research I collaborate often with students and colleagues on computer-mediated communication that takes place in different languages in different cultural contexts. I co-edited a book on this topic (Oxford U Press) in 2007 with the late Brenda Danet. Ongoing collaborations include Arabic / English CMC (newssites, blogs, YouTube) with Muhammad Abdul-Mageed; Italian and Lithuanian interactive television and Internet Relay Chat with Asta Zelenkauskaite; and Polish / English Wikipedia content with Ewa Callahan (former SLIS PhD student).

This research was presented at the following
conferences in the past year:
Polish / English Wikipedia research: ASIST, October 2008
Internet Research 10.0 (October 2009)
Al Jazeera English on YouTube: Internet Research 10.0 (October 2009)
Lithuanian iTV SMS (included a gender component): Cultural Attitudes towards Technology and Communication (CAtaC) conference, July 2008
Italian iTV SMS and Internet Relay Chat (included a gender component): Language in (New) Media conference, September 2009
Italian iTV SMS: Internet Research 10.0 (October 2009)

As for teaching, I developed and used to teach the Gender and Computerization course, although Sharon Stoerger has been teaching that lately, and I was on sabbatical last year, so I don’t have as much teaching to report. I included a unit on culture and cross-cultural differences in Web content in my Web Content Analysis course this semester, as I do every time I teach the course. I also include such a unit in my CMC course and in Gender and Computerization, when I teach it. And I include a unit on gender in my CMC course, as well.

Katy Börner:
Cyberinfrastructure for Network Science Center Diversity activities, 2009
Jan 6-9, iPlant Collaborative Cyberinfrastructure Workshop, Biosphere 2 in Oracle, Arizona. (Tina Lee)
Jan 15-16, Creative Metaphors to Stimulate New Approaches to Visualizing, Understanding, and Rethinking Large Repositories of Scholarly Data talk at CreativeIT Workshop, NSF, Washington DC. (Brian Magerko, David Roberts)

Jan 19-20, SPIE Conference on Visualization and Data Analysis, San Jose, CA, Jan 18-22, 2009.
Jan 26/27, Peter Gloor visits our Center. (author of Crowdsourcing/MIT Press)
Feb 11-Aug 4, Yunwei Chen, Associate Professor in Chengdu Library of the Chinese Academy of Sciences, China works at our Center.
Feb 23/24 Katy Börner and Elisha Hardy, Visit SEED, NYC-present Mapping Science and Places and Spaces: Mapping Science to the staff
May 6-8, Inaugural Meeting of the Concept Web Alliance, New York Hall of Science, NYC. (Barend Mons).

May 2009—opened discussions with Enrique Campos-Nanez and Enrique Campos-Lopez on collaborative opportunities (George Washington University/Natural Resource advisor, Mexican Government)

May 24-27, Charles van den Heuvel, Royal Netherlands Academy of Arts and Sciences vists our Center.
June 2-31, Andrea Scharnhorst, Royal Netherlands Academy of Arts and Sciences vists our Center.
June 14-16, 40 minute presentation during the IU
Showcase Session and Mapping Science exhibit at North American Conference on Computing and Philosophy (NACAP), Bloomington, IN.

June 17/18, Organized, directed and attended, NSF/JSMF Workshop on Mapping the History and Philosophy of Science, IUB.

July 14-17, Regional Chair for North America, ISSI 2009, Rio de Janeiro, Brazil.

July 15-16, Debbie presents exhibit at Innovative Approaches to Turn Statistics into Knowledge, OECD, US Census Bureau and World Bank Seminar, Washington, D.C. July 26-31, Envisioning and Communicating Science, Visualization in Science and Education, Gordon Research Conference to be held at Magdalen College, Oxford University. (Shaaron Ainsworth)

Aug 12-14, MediaX Workshop, Stanford University, CA

Aug 10-15, Angela Zoss presents at Information Kinetics Workshop led by Bestiario in Spain. (Kepa Landa)

Aug 24, Peter Hook, Joseph Cottam, Scott Weingart and Hanning Guo attend Edward Tufte’s all-day workshop Presenting Data and Information in Indianapolis.

Sept 2-3, Plenary Speaker, Northwestern Institute on Complex Systems (NICO) Annual Conference, Northwestern University, IL. (Nosh)

Sept 13-16, Hanning Guo presentaes at Fifth International Conference on Webometrics, Informetrics and Scientometrics (WIS) & Tenth COLLeNET Meeting, Dalian, China.

Nov 30 - Dec 2, Charles van den Heuvel, Royal Netherlands Academy of Arts and Sciences (KNAW), Virtual Knowledge Studio for Humanities and Social Sciences visits our Center, meetings with Nicole Coleman of Stanford University and Robert Hatch of the University of Florida, Colin Allen of History and Philosophy of Science department, IUB and Scott Weingart, Center and HPSC.

Dec 7-9, Dr. Eric Meyer, Oxford Internet Institute, displays exhibit at 5th IEEE International Conference on e-Science, Oxford, UK.

Dec 9-10, VIVO NIH Meeting, DC.

Sarah Burton
(SLIS Director of Finance and Administration - she also serves as SLIS Alumni Coordinator and is Director of Development.) providing funds for DeLoice Holliday (SLIS Diversity Liaison) to travel to at least two conferences each year on behalf of SLIS. SLIS provides $2,000/year.

I sometimes post to an African-American librarians listserv to announce our alumni activities.

The SLIS alumni Board is committed to increasing diversity, both on the Board and in SLIS faculty and students by Alumni Board advocacy. Lorelle Swader is charged with leading the Board on a number of ideas that she has (Lorelle recently rotated off the Board as a regular member, but still works closely with the Board on two committees, and represents the Board to the IUAA Executive Committee).

SLIS facilitates training of librarians through the LLID (Librarians Leading in Diversity) program by providing funds initially to ensure tuition is awarded according to IU procedures. The State Library does not have that capability alone.

DeLoice Holliday (summary 11/30/09)
2009 Diversity Activity Report
DeLoice Holliday

Nov 12/13, VIVO meeting at IUB—teams from Cornell and the Univ. of Florida attending

Nov 20, 10a Mapping Science Colloquium Talk and 2h NWB Workshop at Indiana University School of Informatics at IUPUI, Indianapolis, IN. (Karl MacDorman, Vicki Daugherty)
Multicultural Outreach Librarian
And
Head, Neal-Marshall Black Culture Center Library

Campus:
The Bloomington Faculty Council Diversity and
Affirmative Action committee met several times
throughout the year. One order of business was the
disputed naming of former Chairman of the Joint
Chiefs of Staff as Poling Chair of Business and
Government. The committee has been working
toward writing a resolution to express its views on
the naming of this distinguished university honor.
The reason behind the dispute is the university’s
policy on non discrimination. General Pace has
made public statements about Gays in the military.
As members of this committee, we felt it necessary
to bring attention to the matter, and are fully aware
that there will be questions from the faculty at large
about this decision. All committee members are
ready to engage in these discussions. The second
reading of the resolution occurred on February 3,
2009. Voting on the resolution will be on February
17, 2009.

The Indiana University Provost Diversity
Committee has worked diligently for more than
a year on implementing the University diversity
plan and to create initiatives supporting diversity.
The committee will be hosting a series of events
that will culminate in its efforts with a daylong
campus-wide program called, “Diversity is bigger
than u think” events. Beginning with the Provost
opening the daylong event at the Kelly School of
Business, followed by events such as a nationally
known speaker, poster presentation competition,
and YouTube blitz advertising and filming these
activities. All events planned and executed during
March 2009. The committee is working toward
defining the 2010 diversity programs and services.

To help recruit students of African American
heritage to SLIS by emailing, advising, and
coordinating campus efforts with the Director of
Admissions (as you have done). By formalizing
your role, and adding stories to our website, we
hope to make students feel more welcome and
included.

To help recruit students of African American
heritage to SLIS by improving alumni relations, and
attending professional association conferences.
To help support SLIS diversity recruiting in a broad
multicultural sense and to provide advice to the
SLIS Director of Admissions.

Cross-Cultural Interaction program – organized by
the Office of Multicultural Initiatives was a fun-
filled, informal program in which all the cultural
groups get to know all the other centers and the
people who work there. Although all of our units
almost have the same mission, because we are
scattered in different parts of the campus we hardly
get to know each other. This was a good opportunity
for putting faces and names together. This event was
held in February 2009.

Around April of 2009, the Office of First Year
Experience Programs contacted diversity educators
from around campus to work on a new project
aimed at first year college students. Organized
as working groups consisting of: Academics, IU
Traditions, Leadership, Health and Wellness,
Careers, Community Service, Arts and Culture,
and Diversity; Barry W. Magee, Assistant Director
for Diversity Education Residential Programs and
Services is leading the effort. We met as a group in
April and May 2009. The focus for this committee
is more about identifying and organizing what many
of the members are already doing and then uses the
FYE machine to market and enhance those efforts.
The workgroups are not implementation groups, but
merely conceptual/advisory groups. During our May
meeting, we identified a list of more than 20 books

Appendix 4.2: SLIS Diversity Committee
Annual Summaries 2005-2010
for First Year Experience students as must reads. This is a committee of 10 people.

**State:**
The Diversity Advisory Council (Member) - I met with this committee both in person and through conference calls to support diversity initiatives throughout the state of Indiana. The culmination of these meetings has resulted in an upcoming “Library career Expo” which will be held in March 2009, with the bulk of the planning having occurred during 2008. I also serve as mentor three diversity fellows who were recipients of the IMLS Diversity Grant that was awarded to the state in 2008. Members of the council along with Marcia Smith-Woodard from the State Library of Indiana and Dean of SLIS Indianapolis, Marilyn Irwin in securing the more than one million dollar grant. I have given formal presentations at several of the events recognizing recipients of the diversity scholarships. The initiative Indiana Libraries Leading in Diversity has already awarded 20 of the 30 scholarships, with the last 10 to be announced during the fall of 2009. Not only do I participate in the state meetings, but I also serve as mentor for two of the fellows studying library science on the Bloomington campus; and also will be on the committee selecting the next round of diversity fellows. We all received “thank you’ letters from Governor Daniels for our participation.

Enhancing Minority Attainment Conference (EMA): Designing and Implementing Diversity Plans – during the EMA conference attendees gathered to discuss and participate in ways to write a new relevant and compelling Indiana University diversity plan. Each campus is responsible for designing and writing its own plan, but there are overarching commonalities for all. The group worked on a rubric for evaluating and refining measurable objectives for the IU Bloomington campus in terms of diversity. Some objectives that we continue to work on are leadership and commitment, curricular and co-curricular transformation, campus climate, and representational diversity. The conference was held on November 30, 2007, Indiana University, Kokomo, Indiana.

On May 5, 2008 Vice President of Diversity, Equity, and Multicultural Affairs (DEMA) Edwin Marshall called the Bloomington group together for a follow-up meeting in which policies and procedures for internal controls were laid out. These policies connected employees working under the DEMA umbrella and also those who work collaboratively with department s or units under that umbrella to get familiar with financial, personnel, and security policies and procedures that affect the office. Processes such as account managing, account supervision, delegation of signature authority, and purchasing contracts among others were discussed. The daylong conference was held off campus. The title for the conference was, “Office of the Vice President for Diversity, Equity, and Multicultural Affairs Sharing the Vision for Diverse and Culturally Supportive Society”.

Priorities emerging from the meeting include:
Recruitment and retention of excellent faculty members
Facilitation of intercampus research collaboration, especially between Bloomington and IUPUI
Significant increases in graduation rates and numbers for bachelor’s degrees and certification programs
Expansion of academic initiatives focused on (a) life and health sciences, (b) arts and humanities, and (c) international partnerships
Increased commitment to economic development in Indiana.

The work is this group is ongoing.
National:
ACRL: Racial and Ethnic Diversity Committee – 2008-2010 - to initiate, advise and mobilize support for appropriate action related to issues of racial and ethnic diversity in academic librarianship including recruitment, advancement and retention of underrepresented groups to academic librarianship and the promotion of quality academic library and information services for members of racial and ethnic groups. I attend meetings and programs, and participate in the committee’s activities. I was asked to serve and co-chair of this committee for 2009-2010. This committee is currently engaged in writing the policy statements cultural competency in LIS education and in academic libraries—and are planning a formal presentation for the upcoming “Diversity in Libraries Conference 2010. If the proposal for the conference is accepted, I will be heavily involved in that initiative. Apart from the National Diversity in Libraries Conference, we are hoping to have the first draft of the policy statements unveiled at a program at the ALA Midwinter Conference in Boston January 2010.

Diversity and Outreach Fair, the Office of Literacy and Outreach Service (OLOS)
The annual Diversity and Outreach Fair celebrates local library services, programs and collections to underserved and under-represented communities. This year’s theme highlights services to Older Adults. Visit with program implementers, learn details and strategies for success, and consider how they might be repeated in your library community. The annual diversity and outreach fair is sponsored by DEMCO, Inc. And this will be my second year to serve on the jury for selecting the most innovative diversity library programs and initiatives. A DEMCO representative, the Chair of the Diversity and Outreach Fair, and I make up the jury. More than 50 libraries from around the United States and Canada participate in this yearly event. The participants run the gamut of libraries including academics, special, school library media centers, and medical libraries. The Office of Outreach Services (new name for this ALA office) my appointment on this committee goes further than simply judging a library’s diversity program, but I also co-moderate the listserv for this group on non-English speaking initiatives in which librarians from public, academic, and others send their best practices for engaging non-English speakers from their communities to the list— (And a bunch of other stuff that can be found in my formal annual report). My term with this office ends in 2011.

Community:
Diversity Theatre Presents 2009 MOSAIC Diversity Film Festival At City Hall – I was able to participate in this endeavor this year by providing financial support and a space for the committee to meet and plan for the event. The film festival was held on two different Saturday during the month of April 2009. I believe one Saturday screening had to be postponed and held on another date, but this was a local community event which I was happy to participate even in a small but meaningful way. The festival marked the 25th anniversary of Diversity Theatre, a local group whose mission is to promote equality and create awareness of discrimination issues. MOSAIC consists of various short films for adults and children addressing the issues of disability, aging, race, and ethnicity.

My dual appointments as the multicultural outreach librarian, and as Head, of the Neal-Marshall Black Culture Center Library affords me the opportunity to work in many areas of diversity from policy making to program planning; but diversity is not true diversity if one or the same person is always leading the effort. My thoughts for awhile have been that the IUB Libraries Diversity Committee would be better served if there is an appointed roving chair. This should be a two-year staggered appointment so that there are always committee members who
have knowledge of the committee’s work and activities. True, one can turn to the committee’s notes for such updates, but it is my opinion that a committee functions best when there are members serving from the previous year(s). With my attitude of flexibility, insight, and foresight, I think the above recommendation would best serve the IUB Libraries in diversity matters, initiatives, strategies, and in future diversity planning. While grateful for the confidence the administration has shown in my abilities, selection of a roving chair should be viewed as a move forward for diversity in University Libraries. The multicultural outreach librarian should serve perhaps as a liaison to the committee providing updates on current diversity concerns; and as librarians we should support the representation of a variety of points of view which can only be realized if we all participate.

TO: SLIS Diversity Committee:
Jean Preer and Jingfeng Xia
jpreer@iupui.edu — xiaji@iupui.edu
cc: Howard Rosenbaum, Marilyn Irwin, Blaise Cronin, DeLoice Holliday, Sarah Burton, Jill Clancy
FROM: Rhonda Spencer, Chair, Committee Chair spencerr@indiana.edu
DATE: 12/21/10
RE: 2010/2011 Committee Work

Summary Notes by Jean Preer and Jingfeng Xia (Indianapolis)
(Indianapolis) - (see separate attachment)

Summary Notes by Rhonda Spencer (Bloomington)
The 2010/2011 SLIS Diversity Committee includes Rhonda Spencer, Chair (Director of Admissions and Placement), Jean Preer and Jingfeng Xia (SLIS faculty members). The Committee functions primarily in an advisory role. The work of the committee includes summarizing what has happened, and thinking about new possibilities. It was established in 2003/2004. Over the years this committee, along with SLIS faculty and staff in general, have made steady, positive, welcoming steps in the area of diversity.

The Charge of this Committee is “to provide advice and planning for the School’s diversity initiatives in the areas of student recruitment and retention.”

This committee functions in part as a “think tank” - creative contributors - people that help plant seeds of ideas. The committee worked this fall to create informal documents to help us think in new ways, to help with reporting, and to help acknowledge progress:

Brain-storm - and - prepare notes…
Ask “What-if”. What if we had unlimited time and money - what might we do?

Prepare an annual summary of diversity initiatives.

We want to be national leaders in the area of Diversity. We want to be creative thinkers in the area of Diversity. We want to contribute to a larger perspective.

SLIS Diversity Definition: The Indiana University School of Library and Information Science (SLIS) strives to make all students feel welcome. Saying that we value diversity is a way to say that we want students to feel welcome - all students - from all backgrounds. We want to create an educational atmosphere that is inviting, respectful, and that values human dignity and individuality.

1. Summary Notes by Jean Preer and Jingfeng Xia (Indianapolis)

Diversity Report 2010
Jean Preer and Jingfeng Xia
School of Library and Information Science
Indiana University, Indianapolis

Increasing the diversity of students, staff and faculty has been the priority of SLIS Indianapolis. In 2010, SLIS made great efforts and achieved its goal in initiating diversity programs and organizing various
related activities. The purpose of this report is to review these efforts and achievements and propose future plan for encouraging people of the minority background to participate in our efforts.

The mission of the IU School of Library and Information Science (SLIS) includes promoting diversity. In May 2004, the full faculty of SLIS voted the mission of the School which states: “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.”

The SLIS Indianapolis program is a part of the school and shares the same mission. Located on the campus of IUPUI, SLIS Indianapolis also has the mission to promote “the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.”

In order to achieve these missions, SLIS Indianapolis seeks to “create a climate within the School that fosters intellectual engagement, openness and exploration, respect, support, and diversity.” It is also the purpose of the program to “continue enhancing the diversification of the faculty.”

In the past years, a series of diversity initiatives and activities have been taken at SLIS Indianapolis to promote a more diverse group of students, staff and faculty, and to create an environment that advances an appreciation of diversity in all its forms. The following descriptions highlight our diversity efforts.

GOAL 1.
To diversify the student population by increasing the proportion of minority students

Achievements: SLIS Indianapolis has encouraged under-represented student groups to enroll in the program. These include male, out-of-state, and minority students. In 2010, around 11.5% of the total students were minorities, which represented an increase rate of 8.8% from the previous year. About 20.3% of all students were male; and 5.4% students were from other states.

In 2010, the first five recipients of the Indiana Librarians Leading in Diversity (I-LLID) Indianapolis fellowship completed the requirements for the Master of Library Science. This was under a grant that SLIS Indianapolis received from the Institute for Museum and Library Services in partnership with the Indiana State Library. The grant aims to increase the number of under-represented librarians in the State of Indiana through 30 fellowships given to students over three years. The fellowships cover a full tuition remission, a living stipend up to $15,000, additional money for orientation and travel, and a professional mentor. The recipients can attend the Indianapolis or Bloomington programs.

Associate Dean Marilyn Irwin and Professor Jean Preer served on the Advisory Council for the grant. They also served as members of the Indiana State Library Diversity Initiatives Task Force that helped develop the grant application and attended meetings throughout 2010-2011.

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

At the same time, the program will use the Impact IUPUI campaign to raise funding targeted for fellowships to recruit and retain outstanding
students from under-represented populations. 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.

GOAL 2
To increase the diversity of the SLIS Indianapolis faculty

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

Future activity: SLIS Indianapolis will also seek to add one additional under-represented faculty member.

GOAL 3.
To create a climate within the School that fosters diversity

Achievements: As part of the campus effort to create a more welcoming setting, SLIS Indianapolis seeks to work with committees at IUPUI in supporting activities that promote the diversity of student, staff, and faculty populations. Jingfeng Xia is the SLIS representative on IUPUI’s enrollment committee and is pleased to observe an increase the diversity of students enrolled at the university. In 2010, IUPUI’s total minority enrollment climbed to 7,780 in all IU systems (28%). Jean Preer is representing SLIS on the IUPUI Diversity Council. Other means to accomplish this goal in the future include participating in workshops and other related activities at IUPUI that seek to diversify teaching, learning and research and to work with the IUPUI University Library on issues of joint concern related to diversity.

Future activity: Review school materials to ascertain how the school’s commitment to diversity is expressed.

Goal 4.
To increase faculty and student participation in diversity activities of local and state professional library institutions

Achievements: SLIS Indianapolis established contact with the Black Librarians of Indiana, and in 2006 faculty participated in their meeting. In March 2010, IUPUI hosted a Library Career EXPO: Indiana Librarianship in the 21st Century for those interested in librarianship. Lorelle Swader, an IU SLIS alum and Director of the Office for Human Resources Development and Recruitment of the American Library Association, was a featured speaker.

Submitted by
Drs. Jean Preer and Jingfeng Xia
Members, IU SLIS Diversity Committee
November 12, 2010

2. Summary Notes by Rhonda Spencer
(Bloomington)

*This list is compiled throughout the year to capture both larger - and more day to day - efforts in the area of diversity. This list is for the period 11/19/09 - 11/19/10.

The faculty and staff at SLIS work to build structural relationships for long-term effective diversity recruiting and support. This includes connections with national professional associations, state-level organizations, campus contacts, and work with our alumni.

11/19/09 - mailed 457 posters, trifolds, and SLIS diversity aid fliers to Historically Black Colleges and Tribal Colleges (Libraries and Career Services), and to McNair Program (diversity scholarship) Advisors around the U.S.

11/20/09 - Indiana University Undergraduate Research Conference (IUURC) - Graduate School
Fair at the Indiana Memorial Union. SLIS had a table (pens and brochures). Cathi Egan, Assistant Dean, University Graduate School and Director of the McNair Scholars Program helped to organize. Advisors at IU that support US ethnic minority students (Hutton Honors College, Hudson and Holland Scholars, and the GROUPS program) were also invited, and were asked to help advertise the Fair with their students. Yolanda Trevino, Assistant Dean, Graduate School (works with diversity scholarships) was the conference organizer. 77 students registered for the conference.

12/11/09 - Howard Rosenbaum wrote a letter of support for an IMLS grant proposal with Scott Brandt, Associate Dean for Research, Purdue University Libraries. The grant (focused on data curation) would provide funding for internships. In his letter, Rosenbaum wrote: “I would also like to add that this project will also be a great incentive we can use in our diversity recruiting efforts as we seek to interest minority students in careers in librarianship and other information professions.”


2/4/10 - Joan Linton emailed that this series is now renamed “ARC 2010! Attention, Reflection, Connection — Steps Toward an Inclusive Campus”. She wrote “SLIS was one of the first to support this campus-wide diversity series.” They have a planned speaker (Thao Nelson, Principal, Credo Management Consulting) for February 24, 2010.

1/4/10 - SLIS News story posted (from Indiana State Library website article 12/17/09) about Indiana Librarians Leading in Diversity Fellows - Cohort 3 Selected.


1/11/10 - SLIS-L listserv advertisement for the Indiana Librarians Leading in Diversity - final 2 positions (a “Cohort 4” group). Also sent information about this fellowship to several newly admitted SLIS students.

1/10 - Reviewed the American Library Association website “diversity” pages. Statistics on their “Diversity Counts” page [the Office for Research and Statistics - Office for Diversity] includes some helpful information about the profession. The report (page 10) also compares demographic information from the 2000 Census. It looks at “Implications for Professional Participation.”

http://www.ala.org/ala/issuesadvocacy/diversity/diversityresearchstatistics/index.cfm

“In October of 2006, the American Library Association (ALA) released “Diversity Counts,” a comprehensive study of gender, race and age in the library profession. The study was conducted by the ALA Office for Research & Statistics, ALA Office for Diversity and Decision Demographics, a research firm based in Arlington, Va. and confirms the need for continued recruitment of people of color. “

1/11/10 - Worked with SLIS professor Susan Herring wheel-chair access needs for the Room 030 classroom configuration.

1/26/10 - Met with the staff of the IU Black Film Archive (a part of the African American and African Diaspora Studies Department). Met with the Director (Michael Martin) and the Archivist (Mary Huelsbeck. We discussed internships, volunteer work - for SLIS students, and how to advertise on our listservs… SLIS students have had connections (volunteer, internships…) with this archive in the past. The Black Film Archive is being relocated to the old Kent Cooper Room (same floor as SLIS - in the Wells Library).
2/1/10 - Began advertising for the “SLIS Diversity Talk by 2 Public Library Directors: March 10, 2010” - posters, SLIS News story, initial listserv email. This event is a part of the Indiana University Bloomington Campus Diversity Day(s). The organization of this campus-wide observance comes from the recommendation of the IU Bloomington Diversity Committee, and Karen Hanson (IU Provost and Executive Vice President.) news URL: [http://www.slis.indiana.edu/news/story.php?story_id=2101](http://www.slis.indiana.edu/news/story.php?story_id=2101)

2/23/10 - EOF (Educational Opportunity Fellowship) - an IU Diversity Building award - was given to Dennis Sipe (MLS student) for 2010/2011. He applied, we nominated. He will receive a $1,500. stipend — (and would have received the “instate” tuition rate - but already an IN resident). SLIS has received EOF awards for a number of years.

2/24/10 - LLID (Librarians Leading in Diversity) - notified about final class - a 4th Cohort group: Amber Painter, Nicholae Cline, and LaNesha DeBardelban (SLIS Bloomington).


4/15/10 - Mark Puente, Director of the Diversity Program, ARL (Association of Research Libraries) met with new IUL Library Dean Brenda Johnson. They then asked for him to meet with Rhonda Spencer. We discussed recruiting, news stories, scholarships. SLIS graduate Bergis Jules was an ARL Diversity Fellowship recipient. Bergis is now at the University of Chicago - Black Metropolis Research Center - as an archivist.

4/22/10 - Emailed with the IU AAADS Department about Jaminnia States (African American heritage) - dual MLS/MA applicant — deferring a year to do “Teach for America”. We had offered her a SLIS Merit Scholar package.

4/29/10 — Emailed with the IU AAADS Department about Kimberly Grant (African American heritage) — (MLS new admit - who was also interested in the dual with AAADS). We offered her the package originally offered to Jaminnia — 24 hours of fee remission and a job with DeLoice Holliday (NMBCC Library).


SLIS provides $2,000. a year in travel reimbursement for her to attend professional conferences in support of diversity recruitment (particularly ALA and ILF), and SLIS alumni events. Her participation nationally, at the state level, and at Indiana University makes a positive impact at SLIS. The defined goals of her work are:

To help recruit students of African American heritage to SLIS by emailing, advising, and coordinating campus efforts with the Director of Admissions (as you have done). By formalizing your role, and adding stories to our website, we hope to make students feel more welcome and included.

To help recruit students of African American heritage to SLIS by improving alumni relations, and attending professional association conferences.

To help support SLIS diversity recruiting in a broad multicultural sense and to provide advice to the SLIS Director of Admissions.

5/19/10 — LaNesha DeBardelaben (African American Heritage) received one of the ALA Spectrum Scholarships. She is also a LLID (Librarian’s Leading in Diversity) fellowship
recipient. SLIS provided an additional 6 credit hours of tuition in partnership with the Spectrum Award. LaNesha also was a recipient of the Society of American Archivists Mosaic Scholarship.

*James Wallace and Aron Gutierrez (SLIS IUPUI) also received Spectrum Scholarships.

6/18/10 — SLIS gave a summary of matching scholarship support to Marcia Smith-Woodward (LLID grant) for those who were LLID recipients (overall full tuition and large stipend). The recipients mainly needed S401 coverage. Over the grant - SLIS gave $15,259. in fee remission support, plus an extra $500. fellowship to one person.

10/10 - Howard Rosenbaum advertised The HistoryMakers (African American Archives) fellowship. He is on the grant committee.

11/19/10 - Working to formalize final plans for the Indiana’s Librarians Leading in Diversity Final Forum - to be held at IU Bloomington on March 21, 2011. Currently the planned budget is $1,287.
Appendix 4.3
SLIS alumni are invited to send announcements of their new positions to the IU Alumni Association. These examples help prospective students understand career options and also provide a way for alumni to stay in contact with each other. Sometimes SLIS features stories about alumni careers on the website or in the alumni magazine. The job successes listed here include brief self-reports and some of the spotlight articles.

Loay S. Alfi
MIS 2009
Assistant Manager, KAUST Industry Collaboration Program (KICP)
Economic Development, King Abdullah University of Science and Technology

Fagdeba (Bako) Bakoyema
MIS/MLS 2005
Assistant Professor
Web Services Librarian - User Services, MTSU James E. Walker Library, Middle Tennessee State University

Fagdeba Bakoyema, IU Digital Library Project
SLIS alumni Fagdeba (Bako) Bakoyema (MLS/ MIS ‘05) has accepted the position of Digital Imaging Specialist for the IU Digital Library Project. Bako received his MLS/MIS and his MA in French Literature from Indiana University. In addition, he earned a MA in English Literature from West Virginia University and his Maîtrise ès Lettres, Licencié ès Lettres, and his Teaching Certificate from Université de Lomé, Togo. Bako’s most recent position was as a regional consultant for the Pilot East Africa Digital Library of the Commons project where he built three pilot digital library collections for three of the International Forestry Resources and Institutions’s Collaborating Research Centers (CRC).

[IUU News - 2/16/07 - Vol. 34, No. 7: Jennifer Chaffin, Libraries Human Resources and Staff Development Coordinator, IUB.]
Posted March 06, 2007

Heather Beery
MIS 2007
Information Architect
Office of Creative Services, Indiana University
Bloomington

Galadriel Chilton
MLS 2000
Electronic Resources Librarian
Murphy Library, University of Wisconsin - La Crosse

ALA Coutts Award
SLIS alumni Galadriel Chilton (MLS’00) and colleague William Doering recently received the ALA Coutts Award. The formal press release by the American Library Association is included below. Chilton is the Electronic Resources Librarian at the Murphy Library, University of Wisconsin - La Crosse. In an email interview, she commented: bull; “My colleague and I have been working on an open source Electronic Resource Management (ERM) system, and we were honored and humbled that our ERM (ERMes) won this year’s ALA Coutts Award.
• I know without a doubt that my SLIS coursework — both the practical and theoretical classes — gave me the foundation for this open source project. Javed Mostafa’s database class gave me relational database knowledge/skills to know what was possible - while Howard Rosenbaum’s courses on intellectual freedom and information architecture - and Elin Jacob’s L505 all gave great theoretical/philosophical frameworks that influenced my desire to create an open source system.”
• Here is more information about ERMes:
Article published in Computers in Libraries vol. 28, no. 8
Follow up article published in Computers in Libraries vol. 28, no. 9
Select ERMes Blog Posts that give an overview of/philosophy behind the project:
1. About:
2. This I Believe:
American Library Association
Press Release
Contact: Charles Wilt, Executive Director, ALCTS
(312-280-5030)
March 2, 2010
Chilton and Doering receive Coutts Award
CHICAGO - The Collection Management and Development Section (CMDS) of the Association for Library Collections & Technical Services (ALCTS) has declared Galadriel Chilton, electronic resources librarian and William Doering, systems, catalog & digital initiatives librarian at University of Wisconsin - La Crosse, winners of the Coutts Award for Innovation in Electronic Resources Management. The award recognizes significant and innovative contributions to electronic collections management and development practice. The recipients each receive a $1,000 award generously donated by Coutts Information Services and a citation. The award will be presented on Sunday, June 27, at the ALCTS Awards Ceremony during the 2010 American Library Association (ALA) Annual Conference in Washington, D.C.

Galadriel Chilton and William Doering developed ERMes, an open source electronic resource management system. It allows for effective management of electronic resources and the various workflows and processes associated with them. ERMes has been continually improved and updated, with much input being gathered from the user community. Today ERMes has been adopted and implemented by more than 30 libraries.

The Association for Library Collections & Technical Services (ALCTS) is the national association for information providers who work in collections and technical services, such as acquisitions, cataloging, collection development, preservation and continuing resources in digital and print formats.

ALCTS is a division of the American Library Association.

Posted April 21, 2010

Hemingway Foundation of Oak Park

May 18, 2010

The Ernest Hemingway Foundation of Oak Park’s Board of Directors on May 13, 2010 elected John W. Berry as the 26-year-old organization’s sixth chairman, succeeding Allan Baldwin. Berry joined the EHFOP in 2008 and became the organization’s vice-chairman in 2009. He is executive director of the Network of Illinois Learning Resources in Community Colleges based in Chicago. The 40-year-old consortium has 50 member institutions across Illinois and Missouri. Formerly, he was director of advancement and research associate professor, the University Library, University of Illinois at Chicago (UIC) 1990-96. He has held faculty and management positions at Northern Illinois University, Elmira College (NY) and Indiana University. He is currently professor of the Practice of Library and Information Science in the Graduate School of Library and Information Science at Dominican University.

He holds the MLS (Library and Information Science), MAT (Social Studies) and BA (Political Science) from Indiana University.

A widely published author and frequent lecturer, his areas of research interest include 21st Century literacy skills, intellectual property, distance learning, library building design and fundraising for libraries.

Mr. Berry served as American Library Association’s 118th President in 2001-02. He is Past President of the Freedom to Read Foundation Board of Trustees (the legal defense arm of the ALA) and past chair of ALA’s International Relations Committee. “John Berry has been an able Board member and Vice Chairman of the Foundation and is more than capable to lead us into the future,” Baldwin said. “I am proud to pass the gavel to John.” The Ernest Hemingway Foundation of Oak Park fosters understanding of the life and work of Ernest Hemingway, with emphasis on his Oak Park origins and his impact on world literature. Its mission reflects the Foundation’s belief in the importance of the written word and the value of thoughtful reading and writing.

Access, Recruitment, Electronic Outreach Priorities
For ALA President-Elect and SLIS Alumnus, John W. Berry

John W. Berry Elected Chairman of The Ernest Hemingway Foundation of Oak Park

John Berry
MLS 1974
Executive Director, NILRC (Network of Illinois Learning Resources in Community Colleges)
Professor of the Practice, Library and Information Science, Dominican University

John W. Berry Elected Chairman of The Ernest
have run their terms of office with “tag-line themes” a different theme each year for each new president. All that will change when John W. Berry becomes ALA president next June. Berry, BA’69, MAT’71, MLS’74, plans to institute a three-part initiative that embraces the overarching goals of the ALA and that will ensure a long-term plan for future presidents to follow.

His focal points will be equity of access bridging the digital divide between the have and the have-nots in the new world of electronic communication; recruitment to the profession with a strong emphasis on diversity; and the establishment of electronic participation for ALA members and library workers. “I don’t think there’s been a time in my 30 years in the profession that’s as exciting and challenging as it is right now,” Berry says.

Berry became involved in the ALA right after leaving IU, where he managed the microforms department while earning his MLS. “Just about everyone on the faculty encouraged us students to get involved in the work of state and national associations, particularly the ALA,” Berry recalls.

He credits former professors David Kaser, Blanche Woolls, and Calvin Boyer with teaching him much of what he knows about the profession.

After teaching at Elmira College in New York and at Northern Illinois University at DeKalb, Berry joined the ALA as executive director of the Library Administration and Management Association, a division of the ALA. He remained committed to the organization after leaving that job, serving on the ALA Council and on ALA committees.

He has worked most recently in an administrative/faculty position at the University of Illinois at Chicago and for the last four years as executive director of NILRC: A Consortium of Community Colleges, Colleges, and Universities based in Chicago. NILRC specializes in the development and use of instructional resources and technologies and fosters satellite teleconferencing and satellite delivery of video materials. Berry negotiates group purchases of library products, services, equipment, and instructional resources.

Berry plans to use techniques he has developed at NILRC to reach as many librarians and educate as many members of the public as he can during his term in office.

During National Library Week in April, the ALA will launch a five-year, $3 million [@yourlibrary] Campaign for America’s Libraries. Berry is already developing ideas for billboard campaigns and radio and television spots to promote the campaign.

To achieve his goal of reaching ALA members, he is planning satellite teleconferences, town hall meetings, and Internet conferencing technologies direct to the desktop.

“One of our biggest challenges is that about 70 percent of current professional library workers will be retiring by 2014,” Berry says. “As professions, librarianship and teaching are a good five years behind in thinking about how to replace themselves in the workforce. It’s not an instant brain drain, but nonetheless, it’s a challenge.”

Another challenge the profession faces is the rapidly expanding marketplace for Web education and the round-the-clock provision of library resources and databases to students who may never have set foot on a college campus, Berry says. “It’s just a fascinating time right now,” he says. “Connecting people with ideas and a love of books and learning initially attracted me to this field. That’s what still drives a lot of what I do.”

Photo Courtesy of John W. Berry

[NOTE: The current ALA President, Nancy Kranich recently visited SLIS to discuss the “Digital Divide” and “Libraries: The Cornerstone Of Democracy.”]

Rebecca Bingham
MLS 1969
National Commission on Libraries and Information Science
Kentucky Governor’s State Advisory Council on Libraries and the advisory committee for the 1979 White House Conference on Library and Information Services
President, Kentucky Library Association  
President, American Association of School Librarians  

An Advocate for Equality  
by Tiana Tew  
SLIS Alumni Magazine, Fall 2002  

Dedication, leadership, and professionalism are just a few of the terms that have been used to describe Rebecca Taylor Bingham, MLS’69. Others include vision, innovation, and pioneer. All apply to Bingham, who was recently honored with Indiana University’s highest alumni award: the Distinguished Alumni Service Award. Presented to Bingham last June by IU President Myles Brand, the Distinguished Alumni award recognizes Bingham’s devotion to service and education. Says IU Alumni Association Senior Vice-President John Hobson, “Rebecca Bingham has been a leader in the field of education and library science, and her service to her community and Indiana University has been marked by great distinction. She is most deserving of the Distinguished Alumni Service Award.”  

Bingham was born in Indianapolis at a time when library services were still segregated by race. She received a bachelor’s degree in education from IU in 1950, four years before the U.S. Supreme Court desegregation ruling on Brown v. Board of Education of Topeka, Kan. She continued her education with a master’s degree from the University of Tulsa in 1961, and her master’s in library science from IU in 1969. Bingham has always been an advocate for equality in education and access. In 1971, Bingham became the first black president of the Kentucky Library Association (KLA), and served as director of media service in Louisville, Ky., and later as director of school library media services for the Jefferson County (Kentucky) public school system. “Library science tends to be a more color blind field,” observes Bingham. “The focus is on understanding the information itself. Promotion of ideas, validity, integrity—these values are paramount in the profession. Soundness of thinking and creativity hold sway, more so than in other disciplines.”  

Bingham has also enthusiastically dedicated herself to her alma mater. She served as president and vice-president of the SLIS alumni board, and was a founding member of the Neal-Marshall Alumni Club. “I think I’ve served in every possible capacity within the club,” reflects Bingham. “I have to applaud IU for being a pioneer, as it was among the first universities to have a black alumni club.” “Rebecca has been an integral part of the alumni club. She was a co-founder of the club, and the Delta Sigma Theta student chapter. Her fingerprints are all over it. She was active in the fund-raising for the Neal-Marshall Black Cultural Center and essential in rallying support for the building,” comments Clarence Boone, director of the Neal-Marshall Alumni Club. He continues, “Rebecca is a warm and delightful woman, articulate and very intelligent. She possesses such a rich knowledge and perspective of the club and of campus life at IU.”  

Bingham was the first recipient of the SLIS Louise Maxwell Award (later renamed the Distinguished Alumni Award) in 1977, received the 1998 DEMCO/ALA Black Caucus Award for Excellence in Librarianship, and was the 1999 recipient of the Indiana University Alumni Association President’s Award. Her achievements are also recorded in the Handbook of Black Librarianship. SLIS Associate Dean Debora Shaw says of Bingham, “Rebecca has been a role model for succeeding generations of SLIS graduates because of her commitment and persistence. She is a true professional, and SLIS is honored to count her among its graduates.”  

Bingham’s role as a leader and innovator in library science extends far beyond regional or racial concerns. Her distinguished career culminated in her appointment by President Clinton to the U.S. National Commission on Libraries and Information Services in 1998. NCLIS is an independent agency of the federal government, charged by law to advise the President and Congress on national and international library and information services policies and plans. Says Bingham of her role as commissioner, “It was a wonderful, wonderful experience. We were able to study, consider, and debate important issues surrounding libraries and particularly education.”
During her tenure as commissioner, Bingham provided insight on issues such as child safety on the Internet, library services for individuals with disabilities, and the role of the school librarian in student performance. She has also worked extensively with the Laura Bush Foundation for America’s Libraries.

Posted February 06, 2003

Rebecca Bingham Honored by AASL

The American Association of School Librarians (AASL) presented Rebecca T. Bingham, MLS’69, the Distinguished Service Award for her lasting impact on libraries across the country. Bingham, a past president of the AASL and member of the President’s Commission on Libraries and Information Science, is the subject of an article in The (Louisville) Courier-Journal. Posted July 27, 2005

Kristy Davis
MLS 2004
Collection Manager
The Raymond Mander & Joe Mitchenson Theatre Collection

Costumes, Props, Tickets ... Managing ‘Everything to do with the Theatre’

Main Job Duties:
Responsible for the managing of, organization, storage and safety of Collection. Promote the Collection in UK and overseas by giving lectures and participating in international organizations. Develop and carry out cataloguing projects. Formulate collection management, copyright, environmental control, preservation, and photo management policies. Manage picture library. Responsible for the office management such as booking researcher visits, ordering specialist supplies, and managing volunteers. Provide reference assistance to visiting researchers in person, by phone, and via email. Create informational resources for music, dance and theatre students. Manage reorganization of the Collection. Liaise with other similar specialist organizations.

Highlights:
The two actors who started the collection where I work collected ‘anything and everything’ to do with the British theatre — and it’s true — there are books, journals, programs, playbills, photographs, tickets, correspondence, artworks, props, costumes and porcelain figurines ranging in date from the early 1600s to present day. So, it’s exciting to stumble across items such as the actor William Macready’s diary entries from 1849 when he was touring in the United States and met up with the presidential candidate James K. Polk, or the handbag Vivien Leigh carried in Tennessee William’s production of A Streetcar Named Desire at the New Theatre in 1947.

Did the path to your current position have unusual or interesting aspects?
I started travelling abroad when I was 15 years old and knew that I wanted to live overseas at some point in my life. I also acted in children’s theatre in my hometown, and I did my undergraduate degree in Art History and Russian, then went on and did a graduate degree in Visual Culture with a specialization in Costume Studies before deciding to go back and get my MLS specialization in Art Librarianship and Special Collections. So, when a job in a theatre collection in London came up — it seemed like a great opportunity!

Favorite Quote:
Twenty years from now you will be more disappointed by the things you didn’t do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbour. Catch the trade winds in your sails. Explore. Dream. Discover. — Mark Twain

Leslie L. Denton
MLS 1976, JD 1986
Business Analyst
LexisNexis

LexisNexis’ WORLD-TRAVELLER

Main Job Duties:
Currently, I am a business analyst in an operational division of LexisNexis, responsible for developing and maintaining the editorial tools and systems used by legal editors around the world to produce primary, secondary, and custom legal information products. The legal content is ultimately available in a wide variety of formats, including online, from mobile devices, in print, and CD. I am responsible for understanding business needs and
challenges; working with legal editors to identify needed improvements in their tools and processes; and communicating needed changes to software development teams. Highlights: Traveling has always been one of the most exciting aspects in my career. For a number of years, I worked on developing new online legal research applications and introducing them to customers. I visited Johannesburg, South Africa, for several weeks in June of 1995 to train the clerks of the South African Constitutional Court in online legal research. During the visit, the Constitutional Court read aloud in open court their first decision, finding the death penalty unconstitutional under South Africa’s interim constitution – it was an exciting moment in South Africa’s history and very moving to be present in the courtroom.

Did the path to your current position have unusual or interesting aspects?
Going to law school was not part of my original plan. I worked in the Indiana University library system for several years after graduating from SLIS, then took a leave of absence to do an internship at the National Endowment for the Arts in Washington, D.C. I was amazed by the number of people at the Endowment who had been to law school but had no intention of ever practicing law. I took the LSAT while I was Washington, applied to the IU School of Law, and started law school when I returned to work in Bloomington. I have always been interested in publishing and information delivery. After law school, I accepted a position with LexisNexis and found that everything I learned about information systems, user access, and retrieval at SLIS, as well as a background in the law, was brought to bear and still is – 23 years later.

Carrie Donovan
MLS 1999
Instructional Services Librarian, Indiana University

SLIS Student and Alumna Create Podcasts for International Students

Current SLIS student Rachel Slough (MLS’10) and IU Instructional Services Librarian Carrie Donovan (MLS ’99) recently created a number of podcasts of audio tours of the Wells Library. The tours are recorded in languages such as Italian, Swahili, Arabic, and Bulgarian to help explain library services like Interlibrary Loan that international students may not be aware of. Tours are now available in 18 languages - with more to come. Other SLIS alumni and students helped contribute to the recordings.

Below is an excerpt from the IU Libraries publication, Sources’ article “More than a tour, it’s a teaching tool” (Fall 2009):

“This from her experience as a Fulbright teaching fellow in Chile last year, Rachel Slough understands all too well the difficulties of communicating in a foreign language… Now a graduate student in IU’s School of Library and Information Science, Slough works part-time as an instructor and teaching assistant in the Herman B Wells Library. And because international students make up nearly 10 percent of the study body on the Bloomington campus, she see firsthand the challenges they face when doing research or trying to learn about library services and resources.

To minimize communication roadblocks, Slough is creating a series of podcasts, or downloadable audio tours, of the Wells Library… Slough wrote the tour script, recruited volunteer students and faculty to record it in their native language, and is posting the files online…

Images and text accompany the audio, allowing students to see the translations side by side. Students, for example, can hear words in their native language and compare it to printed versions in other languages. "This is a teaching tool," Slough says. ‘Our idea is that we’re not just helping international students better understand the United States, but the project is also allowing us to come to know them and their languages.’

Slough is partnering with Carrie Donovan, instructional services librarian, whom she credits for conceiving and inspiring the project…”

Posted January 07, 2010

Ross Durrer
MIS 2008
Consulting Analyst
Accenture
Medical Library Association’s Member Spotlight

SLIS alumna, Julia M. Esparza (MLS ’93) was featured in the MLA (Medical Library Association) News, August 2010 issue. Excerpts from the article “Member Spotlight: Julia M. Esparza, AHIP, Clinical Medical Librarian, Medical Library, Louisiana State University Health Sciences Center–Shreveport” are included below.

Article Excerpts:
“Current Position: I work as a clinical medical librarian, rounding with attending physicians, residents, medical students, and other health care professionals [and] answering questions at the point of care and providing follow-up information after rounds via email. [With other library faculty,] I also assist in teaching a variety of courses that the Medical Library, Louisiana State University Health Sciences Center (LSUHSC), offers. I have developed several courses for nurses. One is “Searching for Quality,” where I use the context of quality improvement to [teach] them to search EBSCO’s MEDLINE and CINAHL. The other course is “ITT, RCT, & RRR: Cracking the Clinical Code to Provide Excellent Patient Care,” and this was developed to instruct nurses on how to analyze journal literature. I also serve as the liaison librarian to the [departments of] internal medicine, emergency medicine, and critical care, and as co-liaison to the [departments of] infection control and oncology…”

What Do You Find Most Interesting About Your Work?
I love my current job because I spend time directly [attending to the] information needs of an internal medicine team. I also get to read the medical and library literature. I love reading about the cool ideas my colleagues and others have for teaching information literacy…

What Advice Would You Give to a New Member of MLA or Someone Starting Out in Medical Librarianship?
Don’t sit around and wait for things to happen. Make them happen by joining professional organizations. Write to people who interest you, and talk to them. Most professionals will never turn down a chance to talk to someone starting out. Your personal connections will mean more in the future than the latest technology buzz. However, learning something new everyday is incredibly important. I still keep [to] this motto and try to learn something new technologically every day—even if it is just a simple fact…”

2010 MLA Research Award:
Julia Esparza was the first author of a paper that won second place at the Medical Library Association Research Section Awards 2010.
Lead author: Julia Esparza, AHIP, Medical Library; Co-authors: Daniel Banks, Department of Medicine; Marianne Comegys, Medical Library; Jerry McLarty, Cancer Prevention and Control and Feist-Weiller Cancer Center; Runhua Shi, Feist-Weiller Cancer Center; Ulysses S. Wu, Section of Infectious Diseases and Department of Medicine; Louisiana State University Health Sciences Center–Shreveport
Title: The Effect of a Clinical Medical Librarian as Part of an Internal Medicine Team on Hospital Length of Stay and Costs
Posted September 20, 2010

Chris Ferguson
MIS 2001
Lead Member Experience Architect, USAA Insurance

Michael Fisher
MIS 2002
Senior Software Engineer, eImagine Technology Group

12th Healthcare Internet Conference
SLIS Alumnus Michael Fisher (MIS ‘02) will speak at the 12th Annual Healthcare Internet Conference. The conference will be held at the Omni Orlando Resort - ChampionsGate hotel from November 10-12, 2008. Greystone.net is hosting the event.
The Annual Healthcare Internet Overview conference is held to discuss how healthcare is marketed on the internet. Michael Fisher (Senior Web Developer) and colleague Scott Smiley (Web Developer), both of the Community Health Network (Indianapolis, IN) will present on Wednesday, November 12 from 10:30 to 11:30 a.m. Their talk is titled “The Ideal Personal Health Record.”

Abstract: “Discuss how a Personal Health Record (PHR) should interact with an Electronic Medical Record (EMR) kept by a caregiver. The ideal PHR should be linked to an EMR and facilitate patient education, communication with the caregiver and transparency of care according to the research. Explore [Community Health Network’s] CHN’s PHR as the first step in the evolution toward the ideal PHR and discuss the statistics collected during the past two years of usage.”

“As attending this meeting you will…
Identify Internet healthcare market forces and trends,
Evaluate the impact of the Internet on relationships between consumers, physicians, hospitals, and healthcare systems,
Define how the Internet can enhance the market presence of your organization,
Examine innovative strategies for redesigning business processes to facilitate communications and patient interactions, and
Identify proven approaches for gaining organization-wide support for your Internet efforts.”

Posted September 30, 2008

Jim Gates
MLS 1983
Librarian, National Baseball Hall of Fame and Museums

The BASEBALL Librarian

“I have one of the best possible library jobs in all America.”
“If you come to a fork in the road, take it.”
–Yogi Bera, Major League Baseball player and manager
Favorite Quote: Baseball - It’s like church. Many attend but few understand.
–Wes Westrum, MLB player and manager

Main Job Duties:
Oversee all aspects of the museum library operation including work with acquisitions, preservation, organization. Involved in the reference and research activities of the institution, and provide research and editing assistance to the public relations department. Highlights: My position at the Baseball Hall of Fame allows me to meet and work with any number of VIPs, including Hall of Fame inductees, other ball players and managers, noted journalists and authors, actors and politicians, and other celebrities. Whether it is working with them on research or writing projects, or just providing behind-the-scenes tours, you never know who might walk through the door on any given day. I have had to learn to be very careful of everything I say, because when dealing with so many journalists and bloggers it is very easy for an off-the-cuff remark or an aside to make its way into the press. There are many issues upon which the Hall of Fame needs to stay neutral, so it is important and sometimes difficult to keep all my thoughts to myself.

Did the path to your current position have unusual or interesting aspects?
I spent 15 years in law school libraries, which included being granted tenure at the University of Florida, but I just had to give this job a shot when it was announced in 1995. I was lucky enough to be selected, but there certainly is no standard career path to become the baseball librarian.

Anything else?
I have one of the best possible library jobs in all America. I get to work in my chosen profession, doing the things I most enjoy, and it is all baseball … 365 days a year. Some of America’s great cultural treasures reside in our collection, and our staff is responsible for ensuring their long term care, but also to share them with all our visitors. How cool is that?

Jessica Gerdes
MLS/MIS 2005
Librarian, Yellowstone Research Library

Cataloging under Yellowstone’s BIG SKY

“Thankfully, I haven’t yet seen a bear between work and home though they do come into town and there have been grizzly prints behind our building.”
Main Job Duties:
Mostly cataloging, about 75/25 original/copy. Other than that, anything library-related you can think of and then some.

Highlights:
I am proud of the fact that we have implemented a bookmobile here in the park. From the public’s point of view, it is probably fairly simplistic to think, “Oh, yeah, of course a library would have a bookmobile.” However, working in a special library makes it a bit more unusual. Once a month during the summer, one of our staff (usually the seasonal intern) drives a van loaded with books around the Grand Loop stopping at the major areas in the park. Not, perhaps, a true bookmobile, but something like this hadn’t been done before and park employees are really warming to the idea—we’ve had 60 to 150 percent increases in use every year since we started in 2006. We generally bring three or four boxes of books, as well as anything else park staff have requested. During the summer, most of the park staff live one to four hours away from the library and have intermittent to no dial-up as their Internet connection. This makes it pretty difficult for them to get the information needed to do fireside presentations and informational walks. The bookmobile helps with that as well as bringing books for general learning (hiking, bird/plant/wildlife identification, etc.) as well as for entertainment. We try to collect anything and everything that has to do with Yellowstone, so even the fiction and AV sections are pretty well developed. I live near and work in a national park so walking to my job can be pretty interesting. I started out as an intern in 2003 and during one of my first days at work, the administration building had all of the front doors shut down because an elk had given birth right outside. Pretty exciting for someone who rarely saw wildlife other than the IU squirrels. Though the library’s location has since changed, I still have to walk through elk in the fall and bison herds in the spring (both groups like to eat the grass on the school’s football field which is in between my house and the Heritage and Research Center). I’ve had issues leaving because of pronghorn antelope loitering outside. Thankfully, I haven’t yet seen a bear between work and home though they do come into town and there have been grizzly prints behind our building.

Did the path to your current position have unusual or interesting aspects?
I didn’t want to work in Yellowstone. I liked being near Chicago and Indianapolis. I liked having more than three choices on where to eat out during the winter months. I liked being anonymous in a sea of 40,000 people. I only called to inquire about an internship so that my mother would stop nagging me. Imagine my shock when the third sentence of the phone call was, “So, what day do you think you can you start?” It was my second shortest job interview ever.

Favorite Quote:
Life isn’t about waiting for the storm to pass…it’s learning to dance in the rain — Unknown

Michael Hohnecker
MIS 2001
IT Project Manager, Business Applications, John Deere Intelligent Solutions Group

John Deere’s GPS Guru

Main Job Duties:
I’m a project manager for the newly created Intelligent Solutions Group within John Deere. My main projects are centered on the integration of our four locations in Georgia, North Dakota, California, and Iowa to common business systems.

Highlights:
I have worked on many different projects during my time with John Deere. One of our recent projects was to create a Web application to authenticate GPS receivers over our satellite network. This application also allows customers to select different software options for the receivers. Most of my projects during the last several years have been on internal business systems. It’s pretty rewarding to also work on our products.

Did the path to your current position have unusual or interesting aspects?
I went to school and grew up in towns in Iowa, Illinois, and Indiana. Moving to Los Angeles was an adjustment for the first few years. Everything was different, from eating Sushi and avocados to working in a small California technology company. Learning to adjust and find ways to make things work is a valuable skill that has helped my career.

Emily Ford
MIS/MLS 2007  
Scholarly Communication Librarian  
Assistant Professor, Oregon Health & Science University

Natalia (Minibayeva) Framil  
MIS 2002  
Director of Information Architecture, Empathy Lab, LLC

Peter Hall  
MIS 2009  
Social Media / SEM Project Lead, Room 214

SLIS Graduate at Room 214 - Social Media Agency

SLIS Master of Information Science (‘09) alumnus Peter Hall is now working at Room 214 (a Social Media Agency in Boulder, Colorado). We asked him about his job - and requested tips for current students - in an email interview. His responses:

Job Title:  
Social Media & Search Marketing Strategist (We have no official job titles at Room 214, but that best describes my day to day activities.)

Main Duties:  
I help create and implement both social media and search marketing strategies for Brands. On the social media side, we listen to the conversations going on in different social media spheres and determine how a brand can best leverage these networks to promote the brand, gain awareness, engage with users, and ultimately, make more money. For search marketing, I perform both pay-per-click advertising as well as search engine optimization to better position brands in both organic and paid search results. I would say it is about a 50/50 split for me between social media and search marketing.

What I like:  
Things are always moving and shaking around here. Every day, I’m doing something different, from blogger and influencer outreach, tweaking PPC accounts, running promotions and contests on Twitter, and so on. Additionally, I work with a really smart and talented group of people, so we are always sharing creative ideas and working together to make our clients stand out. Also, the environment here still very much has that “start-up” feel to it, so everything is pretty relaxed. We drink beer on Fridays, we wear pretty much whatever we want to, we don’t have cubicles, we have relaxed hours and no set amount of vacation days, and creative thinking is always encouraged.

SLIS coursework that helped:  
Pat East’s Search Marketing Summer Workshop gave me the foundation, interest and knowledge in search engine marketing and was the number one reason why I was able to get the job I really wanted after I graduated from SLIS. Additionally, Howard Rosenbaum’s course on Digital Entrepreneurship (S643) gave me invaluable insight into the way businesses are started up and how they operate in general. It made the transition into the business world much easier having this knowledge coming in. If you are able to talk shop with your potential boss about the business side of things, it will really help you land the job.

Advice/Tips for students:  
1. Network. Network with your professors, with your fellow SLIS students, with Informatics students, network with everyone you can. SLIS does a great job in making this easy, and your professors are more than happy to meet with you whenever. You never now who may help you find that first job after you graduate.
2. Take a variety of coursework, especially if you don’t know what you want to do after you graduate. I for one had no idea what career path I wanted to pursue when I started the program. I had no idea even after my first two semesters. It took a summer workshop (Pat East’s Search Marketing workshop in my case) for things to really click and for me to see the light at the end of the tunnel.  
3. Take advantage of all the group work required in SLIS. You may not like it at first, you may even hate it, but group work is critical to almost any career path after you graduate. Do your best to compromise and make ends meet with your fellow group members. Try to stand up for yourself and take a leadership role within these groups. Prospective employers are on the lookout for leaders, not followers. If you are able to show your leadership skills by providing concrete examples of leadership from Graduate School and prior employment, it will greatly improve your chances of getting the job.  
4. Reach out to potential employers a few months before you are set to graduate. Identify the types
of companies you want to work for and send out a personalized email. Put some time into it, you only get one first impression. For me, it was best to email weekly and connect with the places and people who could help me get that job. Continue to reach out until they get back to you. Utilize social media to help you get there. I actually communicated with my future employer almost exclusively through Twitter and email before actually flying out for an interview. Room 214 wasn’t even hiring at the time, but making that initial connection and getting them to remember me was the key to eventually getting the job.

Posted February 01, 2010

Empathy Lab

**Derren Hermann**
MIS 2000
Manager, User Experience
Nationwide Insurance

**User Experience Manager - Nationwide**

SLIS alumnus Derren Hermann (MIS’00) and colleague Richard Douglass gave a presentation on September 15, 2009 at SLIS (Room 030). Hermann and Douglass are both User Experience Managers with Nationwide. The announcement stated:

- Presentation: How a SLIS alumni ended up at Nationwide working on an incredible User Experience team of 40+ individuals and how you could end up doing this too!
- We asked Derren Hermann to give more details about his career, and tips for SLIS students. He responded to this email interview:

I’m currently a manager on the User Experience team at Nationwide. Our overall team is around 40 people. We have a director and three managers. I manage a team of about 15 information architects and interaction designers. My team creates site maps, flow diagrams, and lots and lots of wireframes. The two other managers handle the visual design and usability analysis teams. The visual design team is responsible for all design specifications and creative, while the usability analysis team does a lot of discovery work (e.g. contextual inquiries, focus groups, participatory design sessions, interviews, etc.) and they run all of the user testing within our usability lab.

Our team has people from a wide variety of backgrounds. We have people with degrees in human-computer interaction, visual design, human factors, cognitive psychology, industrial design, and others. We have a mixture of full-time employees and contractors. We tend to be very collaborative and do quite a bit of knowledge sharing.

Nationwide is a rather large company that sells all varieties of insurance, investment products, various products for business owners, and we have an online bank. Our User Experience team is responsible for the online experience for all consumer facing websites and applications. This includes nationwide.com, our auto quote and bind application, all customer self-service areas, and iPhone apps to name a few. We design applications for sales agents and investment administrators. Furthermore, we maintain all online design standards for Nationwide. So how did I end up as a user experience manager for a large Insurance company? I started out by gaining my undergraduate degree in cultural anthropology from Indiana University. I then went on to receive a MIS degree from SLIS in which I focused on human-computer interaction and information architecture. After graduating from SLIS, I spent about 3 years working as a usability specialist for Diamond Bullet Design up in Ann Arbor, Michigan. It was there that I learned a quite a bit from experience, including much about web accessibility and how to lead a project. I then came to Nationwide as a contractor and over time worked my way up to a manager.

My advice to students would be to focus on two things. One is to gain as much knowledge as possible about your discipline. The second is to work on being able to really lead an effort and communicate effectively. We look for people that can provide value similar to that of a senior level consultant. This doesn’t mean you necessarily need to have a lot of experience, you just need to know what you’re talking about when it comes to your discipline and be able to effectively work with all of your partners on any given project.

The best way to keep on the look out for jobs on the User Experience team at Nationwide is to send me your resume as you’re coming close to graduation. My email address is: hermand3@nationwide.com

Thanks,
Derren L. Hermann
Manager, User Experience
Customer Choice Distribution - Internet

Posted September 17, 2009
SLIS alumna Terra Jacobson has found career success as Public Service Manager at the Prairie State College Library. Terra’s job duties include supervising 4 part-time and 2 full-time staff members, working with a consortium, and creating circulation policies. She also performs collection management and development tasks, works the reference desks, and helps to update library policies.

Terra responded to a few questions in an email interview. She describes what she likes about her job, gives advice to current students, and gives thanks to SLIS professors that helped her along the way.

What do you like about your job?
I love my job, but what I like most about it is that since the library is in a transitional stage, every day is different. I also have great mentors at the library that want to prepare me to be an academic library director and encourage participation in all aspects of the library, which makes work fun. I love having the opportunity to help decide what direction our library is going to move in and how to best serve our unique population. Overall, I would say that the variety of opportunities that come up in the library is what makes it so enjoyable to go to work every day.

Do you have any advice for current students?
My current boss told me that the reason he hired me is because I had management experience and an MLS, where most people had one or the other. I think that library students should take any chance to get some experience in management, even if it isn’t in a library setting. Also, I would recommend that library students take a variety of classes and not just focus their career so much in library school. I’m so glad I took a little bit of this and that at SLIS, you never know what may come up in a small library. I often find myself wishing I had more cataloging experience.

Any other comments?
I would just like to thank Noriko Hara, Lokman Meho and Pnina Shachaf for all their help and encouragement through library school. You taught me so much of what I use every day.

Posted September 02, 2009

Facebook as a Library Tool

SLIS alumna Terra Jacobson (MIS/MLS’09) has been accepted for future publication in journal of the Association of College & Research Libraries (ACRL). Her paper is titled “Facebook as a Library Tool: Perceived v. Actual Use” and is set to be published in the January 2011 issue of College & Research Libraries. Terra’s paper was originally written for a class she took with SLIS faculty member Noriko Hara.

Dr. Hara commented in an email interview:
• “One of the former SLIS students, Terra Jacobson, just published a paper in the journal College and Research Libraries. The paper was originally written for my courses [SLIS S518: Communication in Electronic Environments]. Her final paper was about comparing the perceived use and actual use of Facebook in academic libraries. It is one of the core ideas in Social Informatics (Terra took my other courses as well). She incorporated my feedback and made the paper publishable. I had recommended that she should pursue the possibility of publishing the paper, but she is the one who went through the submission process. I’m very happy for her.”

Below is an excerpt from the preprint, now available on the ACRL website:
• “Libraries, in the past few years, have begun to examine the possibilities available to them through social networking sites like MySpace and Facebook as a tool for library awareness and marketing. As Facebook has come to dominate the social networking site arena, more libraries have created their own library pages on Facebook to create library awareness and to function as a marketing tool. This has spurred a large amount
of how-to articles about the uses for Facebook in libraries as well as research about how librarians and libraries use Facebook. This paper examines reported versus actual use of Facebook in libraries to identify discrepancies between intended goals and actual use. The results of the 2009 study by Hendrix, Chiarella, Hasman, Murphy and Zafron, about the use of Facebook in libraries, is used as a guide to gauge the perceived and actual uses for Facebook in this study.”

**Brian Kleber**
MIS 2004
CEO
Viveda, Predictive Physiology and Medicine, Inc.

**Brian Kleber (MIS’ 04) Named Chief Executive Officer of PPM**
“Predictive Physiology and Medicine Inc. (PPM), announced that Brian Kleber has been named CEO by the company’s board of directors.” Brian Kleber graduated from SLIS in 2004 with a Master of Information Science degree. Read the press release below to learn more about his new position.

FOR IMMEDIATE RELEASE
March 4, 2009 (Bloomington, Indiana)
CONTACT: Christa Curtis, PPM - ccurtis@PPMWellness.com

Kleber Named New Chief Executive Officer of PPM
Predictive Physiology and Medicine Inc. (PPM), today, announced that Brian Kleber has been named CEO by the company’s board of directors. After one and a half years as PPM’s COO, Kleber’s transition to the role prepares PPM for its next business phase. Since its founding in 2005, PPM has been focused on research and development for its Viveda Assessment product line. Now that the Viveda Health Assessment has been released, the company’s focus has shifted to sales, marketing and building health education and information systems.

Current Chairman of the Board and former CEO, Dr. Stephen Naylor said, “Brian has worked tirelessly on behalf of PPM over the past 18 months. His creativity and vision has allowed us to launch a series of innovative products since the beginning of the year.” Naylor went on to say, “As PPM moves from development to sales and marketing, Brian is the obvious person to lead the company into its next exciting stage of evolutionary growth.” Dr. Naylor will remain with the company as its Chief Scientific Officer.

PPM’s change in focus has also prompted the company to add individuals with business, sales and marketing expertise to its board of directors. Brian Kleber has joined the board as well as Dr. Herb Senft, President of Indianapolis based Symbios Holdings LLC. Senft is a seasoned business executive with experience in sales, product positioning, pricing and strategic planning. When asked about the transition in leadership Senft said, “I am excited to see the company enter into its next stage of growth and believe that Brian has the energy and drive to lead the company forward. Furthermore, I am very pleased that Dr. Naylor will remain active with the company and provide his extensive expertise in guiding the company’s scientific endeavors.”

About PPM
PPM is a life sciences company that offers personalized health products and services to consumers, physicians, hospitals and laboratories. PPM translates complex medical data into functional health information and education tools that empower individuals. The company’s line of Viveda products and services bridge the gap between information and action that improves health.

About Viveda
The Viveda Health Assessment, Viveda Reports, and Viveda Workplace serve different audiences, but all deliver personal, proactive and preventive health information in a consumer friendly format. Viveda Reports is a lab test reporting service for physician’s offices, clinics, hospitals, and laboratories. This service packages lab test results in the Viveda format, translating those mysterious numbers into relevant information. Viveda Workplace is a health screen reporting service for employers and providers in the corporate wellness market. PPM’s final product is the Viveda Health Assessment, the most thorough
health evaluation available today. Powered by an innovative molecular blood analysis, Viveda details an individual’s bioprofile. This comprehensive analysis can warn of potential future health problems in time for individuals to intervene and take some control over their health.

Posted March 18, 2009

MIS Alumni Brian Kleber active in Bloomington

Brian Kleber, Director of the Small Business Development Center participated in the Fuse Business Innovation Awards Luncheon this week in Bloomington, Indiana. The event, featured in the Herald Times newspaper is reposted here with permission.

SLIS faculty Howard Rosenbaum commented on what a terrific job Brian is doing since his graduation from SLIS. He requested that we repost this story as an example of the contributions of MIS alumni - and in acknowledgment of Brian’s hard work.

From the Herald Times, by Marcela Creps

Attendees at the Small Business Development Center’s FUSE Business Innovation awards luncheon were asked to take a seven-question quiz to test their innovation level. Before the awards ceremony, SBDC director Brian Kleber asked anyone who scored at least a 5 to stand. With the entire room on its feet, Kleber asked anyone with a score higher than 35 to continue to stand. John Goode of MSP Aviation Inc. was the only one left standing. So it seemed only fitting that the program’s entrepreneur of the year award was given to Goode. “I scored a 36,” Goode said after the luncheon.

Goode’s company manufactures avionic clamps. Since moving the company to Bloomington three years ago, it has experienced more than 280 percent growth.

The luncheon Tuesday at Chapman’s Restaurant & Banquet Center celebrated not only the seven business innovation award winners, but the 20th anniversary of the SBDC.

“We thank you for the risks you take on a daily basis,” said Christy Steele, president of the Greater Bloomington Chamber of Commerce.

The first-time event sold out with 155 people in attendance.

Kleber said the event is designed to highlight all the work done by area small businesses, which he said make up 98 percent of all Monroe County businesses. “It’s important because they are the backbone,” Kleber said. “They represent most of our businesses.”

Kleber said he hopes the awards will be an incentive for small-business owners. “It’s really important to encourage these people,” he said. “Over time, these companies grow. They add jobs over time. These are the companies that are really creating the jobs.”

Award winners:

Seven awards were presented at Tuesday’s FUSE Business Innovation luncheon:

- Community Service Award: Kiva Networking
- Small Business Advocate: Lynn Coyne
- Social Entrepreneur of the Year: Middle Way House
- Microenterprise of the Year: Tommy Saucier of Crawlspace Doctor
- Innovative Business of the Year: Information in Place
- Entrepreneurial Growth Award: Electronic Communications Systems
- Entrepreneur of the Year: MSP Aviation.

Related Story: Small-Business Firm One of the Best

Posted October 27, 2005

The Inventive CEO

“As an entrepreneur you face many challenges each day as you try to make your mark on an industry ...”

Main Job Duties:

Oversee the vision and strategy of the company in addition to all information technology development. I bring the unique perspective of an extensive entrepreneurial and small business management background combined with comprehensive information systems architecture capabilities.

Highlights:

Being with an entrepreneurial/ start-up company brings many exciting and fun things each day. The basis of what I do is create a vision and direction for the company and ensure that it becomes a reality. Being able to see a raw idea become a product/service that is sold and that ultimately changes the landscape of the industry is exciting. There is nothing else like it.
Did the path to your current position have unusual or interesting aspects?
This current position is unique in that it lets me draw on many skills I learned at SLIS, everything from project management to usability for interface designs. It is rare that one might have the opportunity to “touch” as many things as I am able to in a company, but I am grateful for that flexibility and opportunity. Favorite quote: As an entrepreneur you face many challenges each day as you try to make your mark on an industry, which in many cases is slow to embrace change and new ideas. So, one of my favorite quotes is: “To invent, you need a good imagination and a pile of junk.”
–Thomas Edison

Maureen Mostyn Liebenson
MLS 1976
Managing Editor, World Book Encyclopedia, Inc.

Uncommon Paths: Alumni In Interesting Careers

Librarians are often referred to as walking encyclopedias. Of course, librarians don’t have to know everything; they just have to know where to find it. And it’s Maureen Mostyn Liebenson’s job to make sure that they can.

Liebenson is managing editor at World Book, Inc., where she directly manages the production of an extensive variety of annual publications, including: YearBook, Science Year, Childcraft (a thematic resource for young children), the Childcraft Annual, the World Book Student Discovery Encyclopedia (a junior encyclopedia), World Book’s Animals of the World (a 40-volume collection on animal families), and the World Book Encyclopedia of People and Places (a cultural geography series). As Liebenson says, she oversees all print publications except the World Book Encyclopedia.

Before entering SLIS, Liebenson earned a BA in journalism from IU. “That degree plus my master’s seemed to make a career in publishing a logical choice,” says Liebenson. Liebenson’s career has allowed her stay connected to library and information professionals, and to connect them with quality resources. Says Liebenson, “I enjoy creating new products and revising older ones that benefit students, teachers, librarians, and families. I also enjoy learning about various subjects as the products are created. And it’s great to work with interesting, intelligent people. Plus I have flex time and a wonderful boss!”

Liebenson advises SLIS students and alumni to pay attention to new developments in the field. “Keep current with technology and curriculum trends, and definitely be able to multi task.” Writing and interpersonal skills are invaluable assets, emphasizes Liebenson. “Work hard and get along with everyone at every level in the company. And know how to write to fit your audience.”

Posted October 29, 2004

Jennifer McCormick
MIS 2000
User Researcher, Microsoft Surface

Master of Information Science graduate, Jennifer McCormick (MIS ‘00), works as a user researcher at Microsoft Surface in Redmond, Washington. Before joining Microsoft in 2005, Jennifer worked at Eli Lilly and Company. She also took doctoral coursework at the University of Texas-Austin (2002-2003).

“The cool thing is that I utilize both the theory and practicum that I learned in SLIS courses such as Social Informatics and User Information-Seeking Behaviors as a core function of my job,” Jennifer says.

What are your main duties as a User Researcher at Microsoft Surface?
I use information to influence Surface’s design and development. My job involves gathering and synthesizing a diverse set of user-based information, including user needs, desires, practices, and usability testing data, in order to ensure that our product is designed to be exciting and intuitive. My expertise is in hardware user research, and day-to-day I get to answer questions about hardware design and usability to Surface developers and across Microsoft.

What do you like most about your job?
That first and foremost I use research to advocate for users. I’m inspired by the opportunity to develop a new generation of technology that
is accessible across age and experience, and encourages face-to-face social interaction. Also, at Microsoft I get to work with some very smart and interesting people.

Do you have any advice for current students, either in terms of getting the most out of their education at SLIS or general career advice? Definitely! The skill to recognize information needs and anomalies, clearly define user questions and problems, and strategize a plan to get an answer is a highly valuable skill that I use every day — and I learned it in my core SLIS courses. I would say it’s critical to be able to understand and articulate how the skills learned at SLIS are valuable and transferrable across various professions and functions, because they really are. Lastly, I would encourage anyone interested in technology and user experience to think broadly about the implications of emotion and social interaction on the individual user experience.

Posted June 02, 2008

Willie Miller
MLS 2010
Informatics and Journalism Librarian, IUPUI University Library

MLS Graduate: Informatics and Journalism Librarian

SLIS alumnus Willie Miller (MLS’10) is now holds the title of Informatics and Journalism Librarian: Liaison to the School of Informatics and the School of Journalism at the IUPUI University Library. In a recent email interview, we asked him about his job - and requested tips for current students. His responses:

Main Job Duties:
“As the Subject Specialist or Liaison to the IU School of Informatics and the IU School of Journalism at IUPUI, I represent the Library to these Schools and their departments and the concerns of these Schools to IUPUI University Library. I also support the students and faculty of the Schools through instruction, information literacy initiatives, research consultation, and the acquisition of teaching materials and research resources. Further, I develop and maintain library collections in those subject areas, for which I select library materials, in all formats, and monitor ongoing fund commitments.”

Favorite Aspects of the Job:
“Instruction is easily my favorite aspect of the job. I love working with students. By imparting information literacy skills and teaching students how to use the Library, I am not only directly influencing researchers, and indirectly research itself, but I also have a large impact in shaping a student’s opinion of and relationship to the Library. This role as a representative of the Library is something I value and that I thoughtfully consider every time I go in front of a group of students or faculty. Plus, it is really fun when I can blow someone’s mind talking about the resources and services offered by the Library.

I also really enjoy infusing instruction with technology. New and emerging technologies create opportunities for educators to reach students in more effective ways. I great a feeling while I’m doing instruction, and I can tell that students are really absorbing the material. I think staying current on technology and incorporating it into instruction in a manner that is valuable for learning helps us keep students engaged and advancing as lifelong learners. As result of that passion is that I get to work with iPads in the classroom this year; so, shopping the App Store is also a great part of the job.”

Tips for Students:
1. “Get a job in a library; take internships; or even volunteer your time in a library. This is essential. Think of your dream job; find out what the duties are of people in that position or in similar positions; and find ways to structure your part-time or internship work to provide you with experience in those areas. The significance of getting experience in a library setting is practically comparable to that of completing your degree. Get as much experience as possible. Most successfully employed graduates that I know had at least one library job during their time in SLIS. The myth that tons of librarians are retiring and leaving positions free has flooded the job market with job seekers just like you. Experience working in a library makes all the difference between you and the next applicant. Bloomington boasts the currently top ranked research library in the country, a strong public library, well-valued school libraries, and world-renown special libraries. It is a great place to get experience.”
2. “Join the ALA (American Library Association). Generally, join organizations that you would want to be a member of if you had your dream job now,
while you are in graduate school. Specifically, if you are interested in being an academic librarian, join ARCL (Association of College and Research Libraries) and some of its sections (Instruction, University Libraries, etc.). I am also a part of the ALA New Members Roundtable (NMRT) that gives tips to new librarians and graduate students on navigating the profession. Through professional listservs, job postings are regularly distributed. I found the job posting for the position that I currently hold through a professional listserv.

3. “It is also very helpful to find mentors who work in the area or position to which you aspire. Do not be afraid to reach out to SLIS alumni or the librarians around you for mentorship. Librarians love to help. In addition to finding mentors, I found it really beneficial to lean on professors, SLIS staff, my fellow students for support and advice, especially when during my job search. I cannot say enough about the importance of having people to go to for assistance, but I can say that SLIS is full of those people.”

Posted October 13, 2010

Ellen Munds
MLS 1978
Executive Director, Storytelling Arts of Indiana

Uncommon Paths: Alumni In Interesting Careers
As its executive director Ellen Munds is the only full-time employee at Storytelling Arts of Indiana (SAI), formerly Stories, Inc. She is responsible for all program planning and implementation, marketing, and fundraising. Working closely with a 17-member board, two part-time employees, and many volunteers, Munds is reintroducing audiences in central Indiana to the power of the spoken word.

“As the children’s librarian at the Carmel Clay Public Library I told stories. I was on the Children’s and Young People’s Division Board of the Indiana Library Federation in the early days and we brought George Shannon in to be our keynoter. This was the first time I had heard stories as an adult. It was like he looked into my eyes and knew what story I needed to hear. I sat in the back of the room with tears running down my face. Soon after, I attended the Corn Island Storytelling Festival with two friends. We then attended the St. Louis Storytelling Festival and by then we were telling others that we were going to produce a festival. That one day event in August of 1988 has grown into an organization with year-round programming.” SAI offers an impressive schedule of events. The major program is the Hoosier Storytelling Festival, a four-day event in October that features five nationally known storytellers and approximately 15 other regional and state tellers.

In addition to the Festival, SAI hosts a Storytelling Series from January through April. Each month SAI brings in a nationally known teller to perform an evening concert for adults. SAI also sponsors roughly 20 family performances throughout central Indiana in collaboration with such organizations as the public libraries, the YMCA of Greater Indianapolis and the Children’s Museum of Indianapolis.

“Sharing Hoosier History Through Stories” is a collaboration with the Indiana Historical Society where each year SAI commissions two stories based on Indiana History. The stories are premiered at the Indiana History Center and then offered to public libraries, county historical societies, and others throughout the state. Subjects have included Indiana Avenue at its heyday, Indiana Canals, Hobos and Trains, Mr. Civil Rights of Indiana, and Steel Mills. SAI also sponsors outreach performances to the Women’s Prison of Indiana, LaRue Carter Hospital, Shepherd Center of Indianapolis, the Marion County Juvenile Center and the 38 Neighborhood Parks in Indianapolis. One such outreach program is Therapeutic Storytelling at Riley Children’s Hospital and the children’s unit at St. Vincent’s Hospital, funded by the Junior League of Indianapolis. SAI also sponsors outreach performances to the Older Adult Service and Information System (OASIS) Storytellers project is funded by the Nina Mason Pulliam Trust. SAI staff and volunteers teach seniors to recall, develop, and tell their family stories. As part of this two year project, participants will share...
their stories at the 2004 Hoosier Storytelling Festival. Every year SAI offers two $1,350 Frank Basile Emerging Stories Fellowships to Indiana storytellers as they work on new stories. The stories are premiered in November of each year and retold during the festival.

SAI also publishes an annual Directory of Indiana Storytellers and distributes a copy to each public library in the state. The directory is also available at www.storytellingarts.org Says Munds, “Since working with Storytelling Arts and becoming involved in the national organization-The National Storytelling Network-I now have friends all over the country. I meet really interesting people. I also love to watch the audiences that attend our events. I get such pleasure from seeing them enjoy themselves.”

“I feel so very lucky concerning my work,” Munds continues. “I loved working as a children’s librarian and I never thought I would leave the field. And then storytelling came into my life, and I was as passionate about storytelling as I was about working in a library. Since I had worked in the library, I decided to go for something new and I have never looked back. My current job has and always will be a challenge but I seem to thrive on challenges. I just wish everyone loved their work as much as I do.”

More information about Storytelling Arts of Indiana is available at:
http://www.storytellingarts.org

Posted October 29, 2004

Brent Mundy
MIS 2000
User Experience Analyst, Pearson Pattern Library

Thom Pinelli manages the NASA Langley Center for Distance Learning, located at the NASA Langley Research Center in Hampton, Virginia. The NASA Langley Center for Distance Learning, an organizational unit of NASA Langley’s Office of Education, offers six distance learning programs that “span the educational horizon” from kindergarten to adult learners. According to Pinelli, “Our focus is science, technology, engineering, and mathematics. Our mission involves extending the potential of traditional and emerging instructional technology; providing sustainable distance learning programs that inspire students; creating learning opportunities that complement NASA’s education and outreach mission; and achieving critical work force development and national STEM (science, technology, engineering, and mathematics) goals especially as they relate to under-represented and underserved groups.” Pinelli continues, “A large part of the work I did at IU in information-seeking behavior and information use is directly applicable to my current position.” As a youngster, Pinelli was fascinated by how things worked. “I spent much of my youth and early teenage years fixing bicycles, building rockets, and reading books about science and space,” he says. The creative environment is one of the most appealing aspects of Pinelli’s position. He says, “I get to work with some of the most creative, dedicated, and intelligent people on the planet. They are passionate about science and technology and are always willing to help educators and inspire students.”

Reflecting on his days at SLIS, Pinelli says what he enjoyed most, apart from the course work, was being able to interact with the faculty. “They always took time to listen and to engage in conversation. I enjoyed my association with all of the faculty and Professors Herb White, Clay Shepherd, and George Whitbeck. I would have been lost without the valuable assistance of Peg and Beverly in the office.”

Looking toward the future, Pinelli says computer skills will obviously be important (“The more the better”), but that people and language/communication skills will also be crucial. “You have to be able to work, function, and contribute as a member of a team.

Appendix 4.3 Examples of Alumni Job Success

Brent Mundy
MIS 2000
User Experience Analyst, Pearson Pattern Library

Thomas E. Pinelli
PhD 1990
Manager, NASA Langley Center for Distance Learning

Uncommon Paths: Alumni In Interesting Careers

INDIANA UNIVERSITY
SCHOOL OF LIBRARY AND INFORMATION SCIENCE

SLIS PROGRAM PRESENTATION | 342
And being able to read and speak a second language will become increasingly important.” Pinelli advises SLIS alumni to think broadly and beyond the library. “Believe it or not you can do lots of cool things with an MLS when you focus on the multitude of possibilities involving information.” He further recommends, “Become and stay professionally involved. Learn as much about the organization you work in as possible and make yourself known to as many people in the organization as is reasonably possible. Never stop developing yourself.” And finally, “Make time in your life to teach or to mentor; it’s one of the most rewarding things you can do.”

More information about the NASA Langley Center for Distance Learning is available at: http://dlcenter.larc.nasa.gov

Posted October 29, 2004

Michael Porter
MLS 1999
Communications Manager, WebJunction.org

Timothy Prehn
MIS 1998
User Experience Manager, Vodafone

Uncommon Paths: Alumni In Interesting Careers

Tim Prehn’s career path stretches halfway across the globe. As a User Experience Manager at Vodafone in Tokyo, Japan, he designs user interface (UI) specifications and tests and reviews UI specifications produced by such mobile phone manufacturers as Sharp, NEC, and Sony Ericsson. User interface refers to the information on the screen of a computer, web site, PDA, or mobile phone. Says Prehn, “I help design and evaluate the flow or architecture of information on Vodafone mobile phones. I do this in conjunction with the phone manufacturers but generally the phone manufacturers have very weak UI departments.

The concept is relatively new in Asia. “Since the overall consumer electronics that have positively fueled the economy in this part of the world have been hardware, such as cameras, LCDs, computer monitors, etc., companies don’t see the profitability attached to a good UI. On the contrary, they try to load the phone with every feature technology will allow. Often, these features are quite silly and never used by the average person, so I have to manage this situation.”

Vodafone is a global mobile phone service provider. It is a leader in most European countries, and the third largest service provider in Japan.

Prehn became interested in this industry when he was working at the Palm computer company and observed the mobile market and PDA markets begin to merge in functionality.

Prehn regularly travels to Dusseldorf, Germany, because many Asian manufacturers, notably Sharp, Samsung, and Sony, have factories in the area. “Dusseldorf is also where my manager is stationed. He visits Tokyo once every 8 weeks. I also go to London on occasion for online content work.” In Japan, Prehn’s work takes him to Hiroshima for work with Sharp, and Shinagawa in Tokyo for work with NEC. He also has plans to visit China and Korea.

Prehn says he enjoys working on international teams and with an international product, and credits his SLIS education for preparing him for his career. “Experience in the usability lab, computer consultant work, the HCI curriculum and Howard Rosenbaum’s classes helped me with technical knowledge and knowledge of the market.”

Prehn’s advice to SLIS students and alumni is to join related organizations such as ACM-CHI, and stay informed on what colleagues are doing in other fields/markets. “Be prepared to educate fellow work mates in the field of HCI. Many people may have an idea of what usability is, but rarely does it match what you learn in SLIS.”

Posted October 29, 2004

Sam Rajkumer
MIS 2004
Senior Usability Engineer, Oracle
MIS Graduate at Oracle

SLIS grad Sam Rajkumer (MIS ‘04) is currently working at Oracle headquarters in Redwood Shores, California. Oracle is the largest business software company in the world. Sam is part of the Applications User Experience group and in an email interview he answered some questions about his job and gave some advice to students.

What are your key job duties?
As a Senior Usability Engineer I plan and execute a wide range of UX research projects. From requirements gathering in the early stages of the lifecycle (methods such as Card Sorts, Focus Groups, Wants & Needs analysis, interviews) to validating designs in the design and testing stages of the lifecycle (methods such as usability sessions, CIF Tests etc.)

What do you like the most about your job?
I like seeing myself as an advocate for our customers and end users. I gather their feedback on our UI designs, turn issues into design recommendations and ensure that end user feedback is incorporated in the next round of design.

Do you have any advice for current students?
Get as much hands-on experience as possible in your area of interest while at SLIS, whether it be a part time job, an assistantship, or even a summer internship. While in the MIS program I worked for a year and a half as an Usability Specialist (Graduate Assistant) at the Office of Communications and Marketing (now called Office of Creative Services). My stint at OCM gave me excellent hands-on usability experience, which was key to my getting hired at Oracle.

Posted August 07, 2009

Sherron R. Rogers (Moore)
MIS 2002
Director, Information Services, Clarian Health

SLIS Alumna - Director, Information Services, Clarian Health

Master of Information Science graduate Sherron Rogers (MIS’02) recently responded to an email interview. Rogers has kept in touch with SLIS, and has posted job openings with her company on the SLIS website.

Name, Job Title, Company, Town
Sherron R. Rogers (Moore)
Director, Information Services
Clarian Health
Indianapolis, Indiana

Basic Job Responsibilities
I report directly to the Clarian Health’s CIO [Chief Information Officer]. My teams are responsible for managing and staffing the Project Management Office (over 130 active projects in the portfolio), managing an $80 million departmental budget and all IT administrative functions, Contract management and negotiation, and establishment and deployment of Microsoft SharePoint technology.

Within this role, I have realigned resources to improve customer service and effectiveness while simultaneously increasing capacity and performance with fewer resources. I am frequently responsible for leading IT strategic planning and quality improvement initiatives that have elevated performance to unprecedented departmental results. I am also responsible for assessment and deployment of new technologies.

Favorite Aspects of Job
I love the flexibility of my role. I have the ability to be creative, enterprise-focused, and initiate process changes. I also really enjoy mentoring other employees. I take pride in seeing my staff work hard to accomplish significant goals and move on to excel in other parts of the organization.

Tips for SLIS Students
Take full advantage of your time within the SLIS program and upon graduation, take pride in communicating the range of skills you learned throughout your tenure. Within SLIS, I studied Information Science (specifically: Human-Computer Interaction, and Systems Analysis & Design, with special research in Project Management). Since entering the workforce, I’ve found there are few other academic areas where the students leave equipped with such diverse and robust expertise. My experiences within SLIS have allowed me to uniquely compete with both MBAs and Informatics students. And, in all roles I’ve held since graduation, I’ve had the opportunity to draw upon my ability to look at problems comprehensively and draw very pointed solutions.
for complex issues.

I also encourage students to seek solid internship experiences while they are in enrolled in SLIS. In this competitive market, having successful work experiences will provide valuable knowledge and allow you to demonstrate your ability to apply your academic knowledge. This will put you ahead of others when you decide to enter/re-enter the workforce.

Posted August 03, 2009

Michelle Scott
MIS 2008
Web Application Developer, Blue Cross Blue Shield of South Carolina

Michael Sutherland
MLS 2005, SpLIS 2007
Assistant Professor and Web Services Librarian, University of Nebraska-Kearney Libraries

Junior Tidal
MIS/MLS 2005
Web Services and Multimedia Librarian, New York City College of Technology

Marijke Visser
MLS 2010
Assistant Director, ALA’s Office for Information Technology Policy

SLIS Executive Associate Dean Marilyn Irwin recently forwarded this announcement:

“The American Library Association reports that Marijke Visser, a May 2010 SLIS Indianapolis graduate, will become the Assistant Director of ALA’s Office for Information Technology Policy (OITP). She was originally hired to work with OITP on a Gates Foundation funded project, and has since advanced within the Office. In an email message, Marijke sends her thanks to ‘my IU professors for helping [me] get to where I am now.’ The full story can be found at on the ALA News website.”

Excerpts from the press release are included here:

ALA News
Office for Information Technology Policy names new directors
By Jenni Terry, Washington, D.C.
For Immediate Release
Tuesday, 10/12/10

“The ALA Washington Office today announces two staff appointments in the Office for Information Technology Policy (OITP). Larra Clark will serve as the new director of the Program on Networks and Associate Director of the Program on America’s Libraries for the 21st Century. Marijke Visser will become the new assistant director of OITP.”

“As assistant director, Visser’s responsibilities will include primary management of OITP’s E-rate activities, working in collaboration with Larra Clark and Alan Inouye. In addition, Visser’s policy portfolio will include projects focused at the intersection of children and youth and information technology policy. She will also have responsibility for OITP communications and other office-wide activities.

Since January 2009, Visser has served as Information Technology Policy Analyst in OITP. Visser was initially hired to work on the Opportunity Online Broadband Grant Program, sponsored by the Gates Foundation, and her work portfolio expanded to include E-rate and support for a number of OITP activities on the Broadband Technology Opportunities Program (BTOP) and the National Broadband Plan. Visser received her master’s degree in library science from Indiana University, Indianapolis. Visser’s appointment will be effective on October 18, 2010.”

Posted November 03, 2010

Appendix 4.3 Examples of Alumni Job Success

Michelle Scott
MIS 2008
Web Application Developer, Blue Cross Blue Shield of South Carolina

Michael Sutherland
MLS 2005, SpLIS 2007
Assistant Professor and Web Services Librarian, University of Nebraska-Kearney Libraries

Junior Tidal
MIS/MLS 2005
Web Services and Multimedia Librarian, New York City College of Technology

Marijke Visser
MLS 2010
Assistant Director, ALA’s Office for Information Technology Policy

SLIS Executive Associate Dean Marilyn Irwin recently forwarded this announcement:

“The American Library Association reports that Marijke Visser, a May 2010 SLIS Indianapolis graduate, will become the Assistant Director of ALA’s Office for Information Technology Policy (OITP). She was originally hired to work with OITP on a Gates Foundation funded project, and has since advanced within the Office. In an email message, Marijke sends her thanks to ‘my IU professors for helping [me] get to where I am now.’ The full story can be found at on the ALA News website.”

Excerpts from the press release are included here:

ALA News
Office for Information Technology Policy names new directors
By Jenni Terry, Washington, D.C.
For Immediate Release
Tuesday, 10/12/10

“The ALA Washington Office today announces two staff appointments in the Office for Information Technology Policy (OITP). Larra Clark will serve as the new director of the Program on Networks and Associate Director of the Program on America’s Libraries for the 21st Century. Marijke Visser will become the new assistant director of OITP.”

“As assistant director, Visser’s responsibilities will include primary management of OITP’s E-rate activities, working in collaboration with Larra Clark and Alan Inouye. In addition, Visser’s policy portfolio will include projects focused at the intersection of children and youth and information technology policy. She will also have responsibility for OITP communications and other office-wide activities.

Since January 2009, Visser has served as Information Technology Policy Analyst in OITP. Visser was initially hired to work on the Opportunity Online Broadband Grant Program, sponsored by the Gates Foundation, and her work portfolio expanded to include E-rate and support for a number of OITP activities on the Broadband Technology Opportunities Program (BTOP) and the National Broadband Plan. Visser received her master’s degree in library science from Indiana University, Indianapolis. Visser’s appointment will be effective on October 18, 2010.”

Posted November 03, 2010
When I decided to go back to academic [libraries], I was concerned that after my years in public and then taking a few years off to stay home with daughter [would hinder my relevancy.] However, I did what any librarian would do; I conducted in-depth research on the position, library and school. I made sure I was prepared and [showed] how my reference experience in public and knowledge of technology, in particular, were suited for academic.” Whited notes that the federal “hiring system is much more complex than anything I have ever experienced,” and points students to Careers in Federal Libraries. “This is a great Google group where I spent a lot of time. I had my résumé reviewed which is a free service by other federal librarians and asked many questions about the federal employment maze. There is a long list of internships opportunities with contact information here as well - just a plethora of federal library subject matter. President Obama’s recent memo to improve the Federal Recruitment and Hiring Process should ease the path to federal employment.” Whited also recommends trying to fit in an internship or work as a paraprofessional in a library noting that “it is difficult to get into federal/military librarianship without library experience.” She recommends looking into the Army Intern Program and the Army Library Program. “The National Library of Medicine’s Associate Fellowships Program is another amazing government library opportunity.” One of the things she likes best about her new job is the “great people I work with - staff, students, and faculty. Military are by far the most polite and appreciative users as a whole. I had a student who said ‘You’re an information maven, like in Gladwells’ book.’ That is such a compliment.”

The Military Libraries Division of the Special Libraries Association (SLA) is a professional network that students can explore. Whited notes that the “Joint Forces Staff College (JFSC) is hosting the 2011 Military Library Workshop in Norfolk. I am excited to be on the MLW 2011 planning committee, and as an observer for the 2010 committee in Florida.”

Final note: “Curiosity is extremely important as a librarian. Please don’t forget that.”

Posted May 20, 2010
Michael Witt
MLS 2006
Assistant Professor of Library Science and Interdisciplinary Research Librarian, Purdue University

Michael Witt - Fulbright Scholar - Alexandria, Egypt

SLIS graduate Michael Witt (MLS’06) has been selected to be a Fulbright Scholar beginning in January 2011. We will be located in Alexandria, Egypt. A press release by his employer, Purdue University, is included below.

Purdue University News Room
Press Release
June 16, 2010
Writer: Jim Bush (jsbush@purdue.edu)
Source: Michael Witt (mwitt@purdue.edu)
Purdue Libraries professor headed to Egypt as Fulbright Scholar

WEST LAFAYETTE, Ind. - Michael Witt, an assistant professor of library science and interdisciplinary research librarian at Purdue University, has been named a Fulbright Scholar. The Fulbright Scholar Program is the U.S. government’s flagship academic exchange effort. It is administered by the Council for the International Exchange of Scholars for the U.S. Department of State.

The award will support Witt in relocating his family to Alexandria, Egypt, where he will lecture and conduct research at the Bibliotheca Alexandria from January to May 2011. The city once housed the Library of Alexandria, which was founded in the third century B.C., and is widely recognized as the first and greatest library of its kind in ancient times. The Arab Republic of Egypt began construction of the modern Bibliotheca Alexandria in 1995. The library has capacity to hold 8 million books and houses three museums, four art galleries, a planetarium, conference center and other specialized facilities.

Witt’s lecturing and research will benefit Egyptian librarians who are managing electronic resource collections and help them assess technologies to improve access, such as link resolvers, federated search engines and resource selection tools. His research focuses on new roles for librarians in curating non-traditional digital information such as datasets and applying library science principles to e-science. He also has been invited to speak at Alexandria University and the October (City)
SLIS Alumni Association Board Meeting

Friday, Sept. 9, 2011
1:00 p.m. - 4:00 p.m.
IUPUI UL 2115E

In attendance: Dean Ralph Shaw, Jennifer Gentry, Lorelle Swader, Vicky Martin, Sarah Burton, Jacob Nadal, Howard Rosenbaum, Tom Lipinski, with Pat Court, James Wiser, and Rachel Slough attending via telephone.

I. Welcome Remarks and Introductions

Jacob Nadal called to order the regular meeting of the SLIS Alumni Board at 1:05 p.m. on 9/9/2011 in Indianapolis, IN.

II. Approval of minutes from last meeting

The minutes were approved as written. Motion by James Wiser, seconded by Pat Court.

III. Student Reports

Carrie, the president of the Student Chapter of ALA, spoke to the group about some of the activities they’ve been involved in this year. They organized several events including a tour of North Manchester at the end of September and hosting an event for the Book Band. There is a speaker in October about gains in libraries where a children’s librarian will speak to the group. There was a faculty brown bag lecture where Bill Weare offered tips on how to get involved with ALA as a professional. They are also planning a career forum with Phi Beta Kappa.

They are also involved with a beginning of the year party on Sept. 17 at Oliver Chen’s house. This will involve many organizations that provide activities for all student groups on campus.

Lorelle Swader volunteered to speak to the student groups anytime.

IV. SLIS Alumni Events & Activities – Sarah Burton

Sarah provided a handout of the 2011 events since our last meeting.

The ILF conference dates are different than previously reported—the alumni reception is now set for Nov. 14 from 6:30-8 p.m.

There is a new Student Chapter (Students of Music Librarianship) recently formed. Student groups receive $200 from the Bloomington campus’ budget to use within certain guidelines. Currently, this is money is not available for the IUPUI student groups. The student chapters on the Bloomington campus fall under the Student Activities Office. Many of these groups charge modest membership dues that are used for their programming. The $200 from the School provides additional money to supplement their activities.

The SLIS Network magazine should be mailed on/before mid-October. This board was asked to participate in the spring issue.

Expenses for alumni receptions (with no travel expenses included) total around $12,000.

V. IU Foundation Report – Vicky Martin

50% of Vicky’s time goes to support the fundraising efforts of SLIS. Vicky had face-to-face meetings with 66 people since Jan. 2011 (half of which were SLIS alumni/donors).

Vicky is proud to report that $8,500 has been raised for SLIS from July 1 – Sept. 6, 2011. While this figure...
is down from this time last year, the number of donors is holding steady – they are just giving less.

Vicky intends to do a mailing for the IUPUI campus sometime in early Nov. The IUPUI campus does not currently have an annual giving donor base yet, so she’s hoping to kick start this program. This solicitation will include a choice of all 5 accounts – General, Diversity, Law Library, University Services, and Unrestricted.

She is working on making a “Give Now” button more friendly and hopes to have a drop down box for all 5 accounts.

Update on the Indianapolis campaign: So far, it’s slow, but things are progressing and they may have a major donor in the wings. Right now, they are fundraising for a Graduate Scholarship for Diversity and an anonymous donor has offered a $5,000 match.

VI. IU Alumni Association Report – Jennifer Gentry

Jennifer Gentry presented the SLIS Alumni Association budget and mentioned that due to the bad economy, the IUAA has had to reduce all School budgets by 10%.

The number of SLIS alumni who are paid IUAA members is now at 739, down 3 since June 30, 11. The overall percentage of membership is 10.85%.

Jennifer shared that the IUAA has hired a new Alumni Events and Services Coordinator, Erin Bruce. Erin will be working with Jennifer and the SLIS AA board on all alumni activities.

VII. SLIS, IUPUI Report – Executive Association Dean, Tomas Lipinski

Tom Lipinski reported that they are moving forward with the student commons area project on the 3rd floor. There have been delays, but they are now back on track. Construction is set to begin in the next month or so.

They had a faculty retreat which focused on brainstorming on an online MLS degree component. The consensus of the faculty is to move forward with this and they are hoping to by online by next fall.

They are down 3-400 credit hours and are trying to figure out why. They are confident that the online courses will increase this.

VIII. SLIS, Bloomington Report – Interim Dean Ralf Shaw

Ralf Shaw reported that the Bloomington campus enrollment remained steady with 142 students (148 has been the highest). The overall campus has had another record enrollment year so many seniors are still there.

She gave an update on the re-accreditation and said that the commitment to online courses at IUPUI is helpful to the process. Online courses increase the reach of the school which is a really positive thing. The next steps are for the faculty’s masters statements to be sent to the Chair of the External Committee by Nov. 2011. The accreditation team will visit both campuses at the end of March, 2012 and they are shooting for a final decision in June, 2012. She expressed her appreciation for the support of the Alumni Board throughout this process.

IX. Committee Reports – Distinguished Alumni Awards – James Wiser

James reported that the revised criteria for the Distinguished
Alumni Awards are now done (handouts provided). The next step is to put a call out for nominees. James will approach members of this alumni board to serve on the committee to review nominees with the goal to vote at the spring board meeting. Typically, the award is given at the ALA conference in the summer, but this can be flexible depending on the recipient’s availability.

X. Committee Reports – Executive Council – Lorelle Swader

The IUAA Executive Council was held in conjunction with the Volunteer Leaders Conference on June 17-18, 2011. Lorelle was the only representative from the SLIS alumni board in attendance and she really encouraged more to attend. The IUAA has restructured the Executive Council and volunteer leaders are now serving on Committees that align with the 9 areas of Functional Excellence. Lorelle serves on the Advocacy Committee. Committees are designed to help the IUAA shape future alumni programming. Handouts from the weekend are provided. The IUAA is reviewing how all Distinguished Alumni Awards are done for all schools. They are hoping to get a better sense of who awards their alumni, when, and in what format.

The new IUAA website was revealed. It is more transparent and easier to find things. Please be sure to visit that site at [www.alumni.indiana.edu](http://www.alumni.indiana.edu).

One of the sessions focused on how to engage people of different generations most effectively. The IUAA is trying to be more intentional in the way they communicate with alumni in an effort to increase engagement and offer better experiences overall. Lorelle spoke out and encouraged J T. Forbes to focus more on graduate level students.

XI. New Business

New Board Members: James Wiser brought forth the names of two potential new Board members – Bill Crowe and Carrie Donovan. Bill Crowe, PhD’86 and 2004 recipient of the SLIS Distinguished Alumni Award, is the former Dean of Libraries at Kansas. He lives in Kansas and has family in Indiana. Carrie Donovan, BA’98, MLS’99, currently lives in Bloomington, IN and works as the Instructional Services Librarian at IU Bloomington.

Motion to approve both candidates – James Wiser; Seconded by Rachel Slough. Both Approved. Their board terms are from July 1, 2011 – June 30, 2014.

James will try to find a Public Librarian and an IS/Special Libraries from IUPUI. Please send any recommendations of potential board members to Jacob Nadal. Jacob will serve as the chair of the Nominating Committee in lieu of the Vice President since that position is currently vacant.

IUPUI Reception: Monique Sims offered a brief report about the alumni reception that was held on April 29, 2011 to introduce Tom Lipinski as the new Executive Associate Dean at IUPUI. The event was well attended with about 35 in attendance. Monique is working on future events for SLIS-IUPUI alumni, hoping to host something yet this fall.

Thank you letters: Pat Court offered a suggestion that Jacob send thank you letters to Courtney Greene, Christina Bennett-McNew, and Blanche Wools for their dedicated service on the alumni board. A motion was put forward by Pat; seconded by James. Motion carried.

XII. Adjournment

Jacob Nadal adjourned the meeting at 3:55 p.m.

Minutes respectfully submitted by Jennifer Gentry
SLIS Alumni Association Board Meeting

Friday, April 29, 2011
1:00 p.m.-4:00 p.m.

In attendance: Dean Ralph Shaw, Jennifer Gentry, Courtney Greene, Pat Court, James Wiser, Lorrelle Swader, Vickie Martin, Sarah Burton, Jacob Nadel, Howard Rosenbaum, Tammy Schnell with Neal Starkey and Christina Bennett-McNew attending via telephone.

I. Welcome Remarks and Introductions

James Wiser called to order the regular meeting of the SLIS Alumni Board at 1:00 p.m. on 4/29/2011 in Bloomington, IN.

II. Approval of minutes from last meeting

The minutes were approved with this edit: Pt 1 changes to 4/2010 add an “e” to Courtney Greene’s name. Motion by Lorrelle Swader as amended, seconded by Courtney.

III. Student Reports

Rebecca, the president, ASIS of MLS/MIS dual students, networking with business groups, opportunity to get Indy involved. Male dominated club.

David Wright from ALA- Career week planned for Oct of this year to help students: job search, personal branding, interviewing, negotiation, reaching out to ASIS, SLA, and other organizations; SLIS mentoring program between professionals and students; 2 hours work of shadow, 1 conversation a month, give them an opportunity for professional insight into their careers of interest, informal, minimize burden;

Lorrelle Swader suggests the national shadowing day via ALA; students could partner to shadow with someone at home during a spring break etc.

Also discussed collaboration with SLIS board to find internships.

Student outreach committee via the Alumni Association- Question: what can SLIS IU Alumni Association do to assist?

IV. Foundation Report Vickie Martin

Vickie Martin discussed connecting with students via SLIS sponsored events.

V. IU Alumni Association Report

Jennifer Gentry presented the IUAA- SLIS budget. James Wiser moved, Pat Court-seconded. Motion carried.

VI. SLIS Report

Ralf Shaw has been appointed Interim Dean of SLIS Bloomington, appointment through June 2012. Blaise Cronin remains on faculty.

VII. Accreditation Discussion

Faculty tasked with evaluating the “school” should it remain a school? Stand alone school, school of informatics, or SLIS and informatics. Report available on the IU Website; Indianapolis budget gets 1.2% increase; Bloomington Campus reduced by 900%.

VIII. SLIS Alumni Events & Activities

Sarah Burton Presented about upcoming conference events for alumns. Helping to identify new board members via these events. Connect people to IU, look for active people in the field- who are or who will be active with IU;
IX. Board Recruitment

Board Positions: identified 3 positions that will need to be filled.

X. Committee Reports

a. Distinguished Alumni Award (DDA): edits and changes to the criteria proposed by Courtney Greene. DAA procedure adjusted. Pat Court moved, Lorelle Swader seconded. Motion carried.

b. SLIS Alumni Board Constitution: revise constitution, see attachment. Tammy Schnell moved, Pat Court seconded. Motion carried.

c. Executive Council: Lorelle Swader presented on the executive council meeting. The group meets twice a year. The next meeting will be on November 3 & 4, 2011 in Bloomington. Lorelle told us about their new leadership, now seen as a working body for the IUAA. Lorelle to stay on Executive Council: Jake Nadel moved, Courtney Greene seconded; Motion carried.

XI. New Business

Fall meeting, Indianapolis, IN. Tentative date: September 9th.

Courtney’s last board meeting is today (she’s been on the board for 8 years); Neal’s last meeting is today as well.

XII. Adjournment

James Wiser adjourned the meeting at 4:10 p.m.

SLIS Alumni Board Meeting

Friday, September 10, 2010
Indianapolis

Participants: James Wiser, Courtney Greene, Pat Court, Neal Starkey; via telephone: Jacob Nadel, Lorelle Swader, Blanche Woolls; ex officio: Marilyn Irwin, Howard Rosenbaum, Sarah Burton, Jennifer Gentry

1. President James Wiser called the meeting to order at 1:40pm. Changes to the minutes of the April 2009 meeting were accepted: Tammy Schnell last name corrected spelling; item 4 was re IU Foundation, not IUAA; item 7 T. Kirk is at Earlham College. Courtney Green moved and Neal Starkey seconded approval of the minutes as corrected; passed unanimously.

2. Sarah Burton reported on the SLIS alumni events and activities. She stressed that they are trying to cut costs and be respectful of gifts while still accomplishing what is needed, doing more with less. For smaller meetings, we may have receptions in alternate years. Her detailed written report was distributed.

3. In absence of Vicky Martin, Sarah Burton gave the report for the IU Foundation. For the “Matching the Promise” campaign, SLIS met our original $1 million dollar goal, which was then upped to $2.5 million. We were happy to exceed $2 million by June 30, 2010, the end of the campaign. Vicky and Sarah meet individually with many alumni, to build gifts, engagement, and interest in IU/SLIS. As our main fundraiser, Vicky is now formally supported by SLIS. For Indianapolis, there are 1,000 SLIS graduates, but no separate goal set for Indianapolis SLIS. Donations are used first for student scholarships, and then for faculty research.

4. Jennifer Gentry gave the report of the IU Alumni Association. In the push to add life members, SLIS recently added 16 new life members, taking our total over 500. Handwritten notes of thanks, written by Sarah and board members. J.T. Forbes, new IUAA Executive Director, is great person for this position; he is looking for new ways to get alumni involved. Looking into the possibility of having a SLIS reception at Winter College this year; checking number of alumni in the area. SLIS AA budget is proposed at $1,335.53. Detailed budget was distributed. “We Are IU!” follows President McRobbie on his visits around the world, focusing on alumni and adding student speakers. IUAA is streamlining its partnership with the IU Foundation, especially with the great IUF Marketing Department.
5. Discussion of the Volunteer Leaders Conference. Lorelle attended last year as our Executive Council representative. VLP is usually held on Fathers’ Day weekend. Lorelle lauded the conference as a great chance to learn what other groups are doing, and let others hear from smaller groups like us. She also encouraged SLIS to look at Constituent Societies Award Program for recognition and outreach in alumni relations, student engagement, and alumni publication (good category for SLIS). She has a thumb drive with all the documents and is happy to share; Howard will put up the documents on the SLIS web site. Jennifer and Lorelle will compare two versions to get the complete archive.

6. Marilyn Irwin presented news of SLIS at Indianapolis, noting first that they have over 1,000 alumni as of May 2010. Tomas Lipinski has been selected as the new Executive Associate Dean. SLIS graduate Michael Witt (MLS’06) has been selected to be a Fulbright Scholar, January-May 2011. He will be located in Alexandria, Egypt, where he will lecture and conduct research at the Bibliotheca Alexandria. Dual degree with library science and law is being expanded. Eleven thousand service hours have been logged in the community. The first five librarians who received diversity fellowships just graduated from Indianapolis; two graduated from Bloomington in May. Marilyn serves on ALA’s Schneider Family Book Awards Committee, which honor an author or illustrator for the artistic expression of the disability experience for child and adolescent audiences. Alumna Kristin Stout is an ALA Emerging Leader in 2010. The number of credit hours taught is down, but the number of students is over 300, this at a time when 80 school librarian positions are being eliminated in Indiana. Prof. Rachel Applegate has received the IUPUI Experience Excellence Award for service “above and beyond the call of duty.” Lorelle was interested in getting the word out about the success of the Diversity Fellowships; Marilyn plans to put a story together on this.

7. Howard Rosenbaum presented an update on SLIS at Bloomington. There are 2 more students this year over last; has been going up every year since 2006. Of 300 current students, 148 are new and most are MLS, with 15-17 MIS students. Expanded course offerings include Emerging Technologies, Storytelling, Advanced Storytelling, Grant Writing, and Public Library Programming, with plans for a course in Sustainable Librarianship. Wider offerings are available in technology courses: php, ajax, python, perl, etc. He referred to the Fall 2010 issue of SLIS magazine for an excellent review of faculty research. Ralf Shaw received the 2010 SLIS Trustees Teaching Award.

8. James presented committee reports and noted that we have no Vice President at this time. Distinguished Alumni Awards Committee is chaired now by the Immediate Past President. Courtine is leading an overhaul of the DAA. It will then be broadly publicized. James is leading the Nominating Committee this year. Members should send to James names of excellent potential board members. In describing board members’ responsibilities, James noted that they should try to attend at least one of the two meetings each year, and that they need to be engaged. Marilyn would like to see more IUPUI alumni on this board. James announced that the lunch program that afternoon with students was a great success. Howard will help set up something similar in Bloomington. Lorelle suggested that a graduate luncheon in the spring and new student reception in the fall had been good links between alumni board members and students. Question of spring meeting timing will be discussed at a future meeting, to determine if we might meet earlier in the spring. Other ways we could interact with current students: Beta Phi Mu, round robin resume program (discuss at April 2011 meeting); Howard will send board member names and contact info for student chapter leaders; Dinner for Twelve: a few board members and 12 students; coordinate mentoring with Indiana Library Foundation; participate in SLIS Facebook page (has 600+ members), to which we could add photographs.

9. Blanche moved and Lorelle seconded adjournment of the Fall meeting. Adjourned at 4:00 pm. Next meeting in Bloomington on April 29, 2011.

Minutes taken by Pat Court

SLIS
Winter Meeting
April 30, 2010
Bloomington

Jennifer Gentry, Courtney Greene, Marilyn Irwin, Pat Court, Tammy Snell, James Wiser, Howard Rosenbaum, Vicki Martin, Christina Bennett-McNew, Jerome Conley, Neal Starkey, and Sarah Burton were present.

Richard Steele, Lorelle Swader, Blache Woolls, and Jacob Nadal teleconferenced into the meeting.

1. Welcome, Remarks, and Introductions – Courtney Greene

President Greene called the meeting to order at 2:10 pm. After a welcome to the meeting, introductions were made by each person.

2. Approval of the Minutes – Courtney Greene

Pat moved to approve the minutes, Jerome seconded their approval. The minutes were approved.

3. SLIS Alumni Events and Activities-Sarah Burton

Looking for someone in SLA New Orleans – James Wiser volunteered to help host it

ALA- June – SLIS exhibit booth; feels booths are good for SLIS, if a large city / larger organization i.e. D.C. or Chicago

Feedback SLIS often gets- comments that individuals are glad SLIS is doing the receptions, reaching out to alumni

Newsletter fall theme- alumni with leadership positions in professional organizations, email Howard / Rhonda

4. Foundation Report- Vicki Martin

June 30th campaign closes, SLIS only ~$500,000 short of the campaign goal

Raising money for the David Kaiser lecture- started by two students, John and Jenny wanted to raise funds to endow the lecture; all PhD’s who were advised by David Kaiser- raised $16,215 from ~300 people; now it is endowed; phase 2- 3,000 letters being mailed to MLS students who studied while DK was at SLIS; Goal of $50,000= 2,500 per year for a speaker; volunteers called everyone on the list; mailing should come the week of May 1st. Reduction of staff at IUAA, will soon be doing a reorganization, hoping that Vicki remains with the school.

Indianapolis campaign-IMPACT IUPUI campaign will kick off in October 2010

5. IUAA Report- Jennifer Gentry

Life memberships seems to be growing vs. annual memberships; campaign for new graduates – opt in clause for new graduates to get the new membership; creates awareness that students are getting this as a ‘gift’; collected 2,000 at the senior expo; increase awareness about joining IUAA; applies to anyone graduating with their first degree from IU; benefits career services & alumni directory; Jerome requested details about how SLIS compares to other schools;

IU with three commencements –to make it more personal; opinions shared by Jerome and Lorelle- shared how graduation gives notice to the schools- inspiration for undergraduates

Financial Statement- Jennifer Gentry

Conference call fees come out of
SLIS budget - efforts to keep fees down - board members will call a number instead of a 800 call.

1,000 base from IUAA, 6.50 per membership dues (paid as of 6.30.10); goal to carry over 20% of fund balance into the next year.

We trust Sarah to manage the finances appropriately; can she pull it from other line items? Parameter from the IUAA; want to ensure we’re spending our money to engage our alumni; keeping Jennifer apprised of any changes; likes to use the dues across several areas - apply dues to a broad number of things.

James motions to approve budget - Tammy seconded, the budget was approved.

Executive council - diversity IUAA web site, connecting the association with the university.

6. SLIS Report - Dean Cronin

Three professors up for tenure; 10% increase in student enrollment over last year; tuition increases 5.5% in state; 5.8% for out of state; no furloughs to date/ no pay increases.

7. Committee Reports – Courtney Greene

DAA - Thomas Kirk former Dean of Earlam College, scholarship, distinguish record of mentoring young librarians, anonymous committee for the award of 7 people; 4 nominees considered.

Guide lines in the future, lead nominator: contact information, status of the nominations; who tells the nominee? Process for nominee?

Challenges - some people not associated with IUAA or SLIS; Have they given back in meaningful ways? Identify other ways to recognize SLIS alumni – i.e., meaningful contributions? Unsung Heros award? Not just for academic librarians, how to ensure more people get recognized.

- Exceptional skills
- Noteworthy contributions to society at large
- Significant impact on the job or community at large
- Statement about what we value about a school? Future people, nominations in the future. How to handle them?
- Letter from IUAA, thank you for the nomination- to the primary contact telling them who got the award Call a question: Jerome makes the motion, James seconds it call; motion passed.

CONSTITUTION - motion to accept constitution - Jerome 1st, James 2nd, Hope the revision will generate some interest in the IUAA, ask to be able to revise for grammatical corrects, effective July 1st, 2010; gives us time to sort out the terms; recommending some term limits to ensure turn over and new blood for the board, provisions for people to continue with a more robust committee member; motion passed by roll call vote.

After July 1st, 2010 Persuant to Article 5 section 1, the board of directors will make nominations to the expired terms via proxy - the terms and appointments; in an effort to get on track with new term requirements via the constitutions. Jerome makes the motion, James seconds it call; motion passed.

Forward nominations to James - Sarah has a list of good potential board members from alumni receptions.

8. New Business
Last meeting- raised getting closer to current students; SLIS to sponsor a brown bag lunch; presentation on SLIS alumni association; Marilyn Irwin will set up – time 12:15 - 1:15 board meeting at 1:30

9. Adjournment / Next Meeting

Jerome and James moved and seconded adjournment of the meeting at 4:00 pm. The next board meeting will be in Indianapolis on Friday September 10th.

Meeting was adjourned at 4:02

Minutes by Christina Bennett-McNew, Secretary-Treasurer

IU School of Library and Information Science Alumni Association Board

Minutes
Friday, September 25, 2009

The Indiana University School of Library and Information Science Alumni Association Board met on Friday, September 25, 2009 in University Library on the IUPUI campus.

Sarah Burton, Jennifer Gentry, Courtney Greene, Marilyn Irwin, Brian Kleber, Vicky Martin, Howard Rosenbaum, and Lorelle Swader were in attendance. Jerome Conley, Jacob Nadal, Richard Steele, and Blanche Woolls teleconferenced into the meeting.

1. Welcome, Remarks, and Introductions – Courtney Greene

President Greene called the meeting to order at 1:35 pm. She welcomed members to the meeting.

2. Approval of Minutes – Courtney Greene

The minutes of the May 1, 2009 meeting were presented. After questions about Board membership were clarified, Jerome moved and Lorelle seconded their approval. The minutes were approved.

3. SLIS Alumni Events & Activities – Sarah Burton

Sarah reported on Alumni events held since the last meeting. She noted that the numbers of attendees was increasing, over 100 in Chicago at the ALA Annual Conference. There was also positive feedback on the exhibit booth. Sarah is exploring ways to steward the booth and make the most of the available resources. At this time, there are 7000 alums, but less than 1000 on the listserv; therefore, the U.S. mail continues to be the best way to reach most of the graduates.

2009/10 Events Held and Scheduled:

- MLA, Honolulu, May 17. Approximately 20 people attended.
- NASIG, Asheville, N.C., June 4-7
- SLA, Washington, DC, June 16
- ALA, Chicago, July 12. Approximately 125 people attended.
- AALL, Washington DC, July 27. Between 40 and 45 people attended.
- ASIST, Vancouver, BC, Nov. 9
- ILA, Peoria, IL, Oct. 8
- ILF, Fort Wayne, IN, Oct. 19
- PLA, Portland, OR, March 23-27
- Kaser Lecture, Apr. 1 (tent.) with Jinnie Davis as featured speaker.
- MLA, Washington, DC, May 23
- SLA, New Orleans, June 14
- ALA, Washington, DC, June 27
- AALL, Denver, July 12
- ASIST, Pittsburgh, Oct. 25
- ILA, Chicago, Sept. 30
- ILF, TBD
- Kansas City, KS Linda Hunt Library reception, not finalized.

Sarah also reported that $150 was given to support each of the SLIS professional student chapters each year.
4. IU Foundation Report – Vicky Martin

Vicky reported that the fundraising efforts for SLIS, Bloomington were so successful that the goal was raised from $1 million to $2.5 million. She stated that the role of the Foundation was in fundraising and stewardship for Indiana University, and SLIS is one of her priority areas for fundraising; however, when working with potential donors, Vicky said she stresses that the donor give based on where the individual feels happiest. Because SLIS is a graduate program, funds can be given for student fellowships, not scholarships. Finally, Vicky reported that Keith Kuhn’s father was inducted into the President’s Society, a group reserved for those giving $100,000 or more.

5. IU Alumni Association Report – Jennifer Gentry

Jennifer reported on efforts of the Alumni Association to develop “friend raisers” to stay connected with alumni. She continues to work with SLIS to maintain the mailing list and coordinate events. Jennifer is the liaison to SLIS and four other constituent societies. SLIS has 776 paid Alumni Association members, or 13.88% of the potential base.

Jennifer reminded everyone that membership dues are tax deductible. Dues are used to partially support the activities of the SLIS Alumni Association. The budget that was submitted had been approved. Expenditures equaled the costs for reception materials.

IU is participating in a blood donor challenge, October 1 – November 13 with 5000 units as a goal. I.U. Cares will take place in the spring where clothes, shoes, etc. will be collected.

President McRobbie is holding a reception in Chicago. Courtney, Richard, and Lorelle are on the RSVP list.

Jerome, Courtney, and Lorelle attended the Constituent Society Leadership Conference June 18-20, 2009. Sixty others also attended from other groups. It was viewed as an opportunity to network with others to exchange information and get new ideas. Lorelle attended as the SLIS representative to the Alumni Association Executive Council.

The I.U. Mini University is scheduled for June 20-25, 2010.

6. SLIS Report – Howard Rosenbaum, Bloomington & Marilyn Irwin, Indianapolis campuses

Marilyn reported that two new faculty members had joined the ranks in Indianapolis. Andrea Japzon, a recent Ph.D. in Information Studies from Drexel University, has a research interest in the area of digital preservation of community collections and archives. Hsin-liang (Oliver) Chen earned his Ph.D. in Library and Information Science from the University of Pittsburgh. His research interest is in the area of digital media design and user studies.

Enrollment on the Indianapolis campus continues to grow with a five percent increase in student credit hours for fall 2009 over fall 2008. In collaboration with the Indianapolis program, the Indiana State Library successfully acquired a grant from the Institute for Museum and Library Services to support ten diversity fellowships a year for three years. The program also received an internal grant to develop an ePortfolio project to evaluate student learning outcomes.

Finally, Dr. Jean Preer was the recipient of the 2009 Greenwood Publishing Group Award given by
the American Library Association for her book, *Library Ethics*, published by Libraries Unlimited. Howard reported enrollment for Bloomington: 120 MLS students, 18 MIS students, six Dual degree students, and two students in the Specialist program for a total of 146. Ninety-five students are out of state, 51 in state. Specializations are now listed on all degrees.

Strategic plan is in place for the School. Stasa Milojevic joined the faculty in this fall, and she is teaching Organization and Representation of Knowledge and Information Architecture. Her Ph.D. is from UCLA.

Faculty grant productivity includes:

- Noriko Harra: NSF: Transmission of Tacit Skills in East Asian Graduate Science Programs ($65K)
- Ying Ding: Scholarly Evaluation Metrics: Opportunities & Challenges ($21K)
- Katy Borner and Ying Ding: NIH: VIVO: Enabling National Networking of Scientists ($1.9M)
- Katy Borner:
  - NSF: Developing A Tool That Groups & Maps ($25K)
  - James McDonnel Foundation: Mapping the Emergence & Development of Scientific Disciplines ($365K)
- NIH: Accuracy of Models for Mapping the Medical Sciences ($74K)
- NIH: Informatics Infrastructure for Vector-based Neuroanatomical Atlases ($250K)
- John Walsh:
  - NEH: Digital Tools & the Chemistry of Isaac Newton ($200K)
  - NEH: Text-Image Linking Environment (TILE) ($70K)
- Howard Rosenbaum and Mark Napier: IU podcast grant ($35K)

Lokman Meho accepted a position as library director closer to home and left SLIS. A search is in place for two faculty positions.

It is the 45th year of the SLIS Ph.D. program – the theme for the spring Alumni magazine.

Proposals in progress:

- Dual degrees, MLS/MIS with Central East Eurasian Studies (approved there)
- Proposed new specialization in Children and Young Adult Services
- New courses in public library programming and grantwriting

7. Committee Reports

Executive Council. Lorelle reported that 100+ people are members of the Alumni Association Executive Council. They meet twice a year, June and December. She reported that it was a great opportunity to gather information and get the word out there about SLIS.

Nominating Committee. The term of two Board members expires in June. Sarah volunteered to assist in locating additional members.

Distinguished Alumni. There was one nomination; however, the committee felt the individual wasn’t qualified. There was a call for additional names; however, no award will be given this year. Lorelle stated that there may be issues with the way the guidelines are stated and the visibility of the criteria for selection. The committee charge should be reviewed for possible updates including clarification of the cycle for the award, the deadline for applications, contact person, and communication with nominators regarding status of nominees not selected.

Constitution & Bylaws. Jerome, Lorelle, Brian, Sarah, and Jennifer form an ad hoc committee established by Courtney to review
the constitution and bylaws. Jerome agreed to chair the group. They have been asked to share their recommendations to the Board by March for action at the April Board meeting.

Questions were asked related to

- Election capacity, specifically does “members” mean members of the Board or members of the SLIS Alumni Association.
- Definition of a meeting, including whether conference calls are considered meetings.

8. Goals & Objectives

One of the goals is to provide help to SLIS, and the question was raised about what is being done in this area. Areas discussed include

- Build an alumni base from Indianapolis and support the Indianapolis fundraising campaign
- Provide support for colleagues who are displaced
- Help further career development
- Provide practical information about networking for job seeking
- Work with Student Alumni Association - Dinner with Hoosiers - students and alumni held in homes of faculty members
- Assist career services through the IU Alumni Association
- Stay in touch with current students – two events per year; one in Bloomington and one remote
- Dedicate one third of meeting to strategic planning
- Establish goals for going to receptions
- Establish guidelines for sponsored events
- Engage with information science
- Explore student membership on Board; voting membership

8. New Business

Board documents should be placed in a password protected, university controlled space. Howard volunteered to work on this.

Blanche moved to adjourn the meeting; Jerome seconded. The meeting was adjourned at 4:30 pm.

The next meeting will be Friday, April 30, 2010, in the DeVault Alumni Center on the Bloomington campus.

The Indiana University School of Library and Information Science Alumni Advisory Board met on Friday, May 1, 2009 in the DeVault Center.

Jerome Conley, Courtney Greene, Patricia Court, Beverly Martin, Howard Rosenbaum, Sarah Burton, Vicky Martin, and Jennifer Gentry were in attendance. Dean Blaise Cronin attended the meeting from 1:00 p.m. – 1:30 p.m. Richard Steele, Christina Bennett-McNew and James Wiser teleconferenced into the meeting. Lorelle Swader, Blanche Woolls were excused. Brian Kieber ’04 MIS was a guest.

1. Welcome, Remarks, and Introductions – Jerome Conley

President Conley called the meeting to order at 12:07 p.m. He welcomed members to the meeting and made note of the deaths that occurred among board members and/or close loved ones within the past 18 months. He noted that our thoughts remain with the families of the deceased.

2. Approval of Minutes– Jerome Conley

Minutes of the September 2008 meeting were presented. Pat Court moved and Bev Martin seconded their approval. Minutes were approved unanimously.

3. Alumni Receptions and Activities Report - Sarah Burton

Sarah provided an overview of the Alumni events held since the last meeting. She noted that the Career forum coincided with 2008 Homecoming. They had good attendance and received
good feedback from attendees. Distinguished alumni Jim Fish and Bill Crowe were the speakers.

Beta Phi Mu hosts a smaller annual career forum as well.

This year, SLIS also had a presence at Hoosier Village which is the big tailgate before each home game. Sarah doesn’t expect to participate every year but would like to have another table in the future.

A memorial reception for Keith was held in Columbus, Ohio that coincided with the Annual ASIS Conference. Keith’s father accepted the Distinguished Service Award posthumously on Keith’s behalf.

ILF—The largest gathering, up to 100 attendees soon, ALA

[See Sarah’s report]

Sarah shared that SLIS plans to change its strategy. They plan, in some cases, to tap into receptions sponsored by several schools.

ALA – The SLIS webmaster plans to attend. SLIS will have an exhibit booth. They plan to have a techie presentation that features the information about the school.

The Linda Hunt Library in Missouri will serve as the venue for an Alumni Reception in August.

The SLIS Network is scheduled for publication in about 2 weeks.

Sarah presented each board member in attendance with a little gift. SLIS plans to offer various gifts to Friends of the Schools based on their level of financial support.

The Bloomington Fall Reception is September 21. This year’s event will take place on a Monday evening at The Farm.

The School will no longer have a graduation lunch. The School realized that the lunches weren’t that effective. Basically, the graduating students didn’t attend. Therefore, the School has decided to recognize each graduate with a silver SLIS business card holder. The students are asked to come to the office to receive their gift.

4. IU Foundation Report – Vicky Martin

Vicky reported that SLIS initial Matching the Promise goal was achieved; however, the university recently increased the overall campaign goal which resulted in an increase in the SLIS campaign. The new goal for the campaign is $1.1 Billion and is scheduled to end in 2010. SLIS new goal is $2.5 million that Vicky says very achievable.

825 donors last year/668 donors this year but more money!

Still have around donors but giving less “friend raising”—not all about money. It was noted that the letter written by the new CEO of the Foundation to donors was wonderful.

Vicky noted that Keith’s family honored his wishes and donated a part of the proceeds from his home to SLIS. As a result of this gift, Keith’s father is now a member of the President’s club.

Mr. Conley thanked the alumni, staff and new foundation head for staying committed to SLIS. He encourages board members to give as they can for there is a direct correlation between personal outreach and giving back.

IUF is releasing a new Giving magazine. Vicky hopes to have more of a SLIS presence.
5. IUAA Report – Jennifer Gentry

Having a stable workforce from all departments within the university has been great. It has been a pleasure having Jennifer on the SLIS team as well as her assistant Kathleen.

Jerome would still like to have President Michael McRobbie at an upcoming meeting. Since we will be in Indianapolis during our fall 2009 meeting, we may want to extend an invitation for him to attend the April 30, 2010 meeting. Jennifer extended the regrets of Tom Martz, the new CEO and president of the IUAA, who was supposed to attend today’s meeting. He had a personal emergency that prevented him from attending. It may be possible to have Mr. Martz and President McRobbie make presentations at the same meeting next year.

Jennifer directed the members to the new diversity statement of the IUAA.

She noted that SLIS had gained 34 new members and the membership now stands at 974.

Bloomington Alumni Forum

Getting updated information in database, increase email and business information to increase SLIS membership

The IUAA is exploring the feasibility of getting a portion of alumni dues tax deductible. Apparently, a few institutions have adopted this practice. Current life members would be ineligible to claim this deduction.

She reminded everyone that Commencement is next week.

IUAA is sponsoring a June Leadership Conference at IMU. It will take place June 19, 20, 21 and all board members are invited to attend.

SLIS facebook for current students

Brian Kieber asked about Facebook and LinkedIn and SLIS alumni interfacing with both of them. Howard has set up an account for SLIS alumni.

6. Dean’s Report – Blaise Cronin

Dean Cronin reported that President McRobbie has set up a task force to review what should Indiana Memorial Union be in future. He sits on that committee.

Dean Cronin made note of the new $2.5 million campaign goal of SLIS.

He reported that it appears unseemly to give faculty merit raises; however, the university plans to stay committed to equity adjustments.

Tuition of out of state and foreign is an important factor in the revenues of the university since their tuition is three times that of in-state students.

SLIS has hired two new faculty at Indianapolis and they are very good. The Dean reported that 40% of Indianapolis students are taking classes online

Bloomington faculty continues to generate high research income. He noted that SLIS now ranks seventh in the recent US News and World Report rankings. He perceives that the latest rankings are good reflection of the top schools in the nation.

A new faculty member will join the Bloomington faculty in the Fall. She has not completed her PHD yet.
Dean Cronin provided an overview of the Scholl’s Strategic Plan that had been disseminated prior to the meeting.

Jerome asked if Indiana University plans to keep library in SLIS’ name given that a school recently dropped it from their name. The Dean report that they plan to keep library in School’s name. Dean Cronin noted that the School of Informatics may become the School of Informatics and Computing. Board should discuss whether L and IS Schools will continue, and if so, what do we need to do to stay with our role? Meaningful, deep conversations.

Brief discussion ensued on the impact of the federal stimulus money as well as national programs that may benefit SLIS (i.e. NSF).

James inquired on how open access is taught handled by the School?

Dean Cronin noted that the SLIS faculty is very supportive of open access. He shared how the journal he edits is handling this issue.

7. Committee Reports

Nominations committee

8. New Business

Had a discussion regarding possibly updating our constitution/bylaws

Elected officers, Clarified the terms of office for each member

Conversation about the Executive Council rep and their membership on the SLIS Board

The next meeting will take place on the Indianapolis campus on Friday, September 25th. There will not be a reception in Bloomington following the meeting.

SLIS Alumni Board

Fall Meeting
September 12, 2008
IUPUI

Sarah Burton, Jerome Conley, Pat Court, Jennifer Gentry, Courtney Greene, Melanie Hollcraft, Vicky Martin, Howard Rosenbaum, Richard Steele, Lorelle Swader, and Phil Young were present.

James Wiser teleconferenced into the meeting.

1. Welcome, Remarks, and Introductions – Jerome Conley

President Conley called the meeting to order at 2:10 pm. After a welcome to the meeting, introductions were made by each person.

2. IU Foundation Report – Vicky Martin

SLIS has achieved 121% of its goal for the Matching the Promise campaign and is one of the top schools in that regard. The current campaign is scheduled for ten years but may end successfully before that time. The number of donors and the amount of money received are both up for SLIS, which Vicky sees as a reflection of our increased activity with alumni. Jerome thanked Vicky for her excellent service this past year.

3. Approval of Agenda – Jerome Conley

Upon presentation, seconded by Lorelle Swader, the agenda for the meeting was unanimously approved, with items to be discussed in slightly different order.


Sarah reported that there have been several successful receptions at conferences in the past six months:
MLA in Chicago in May, ~25 attended
SLA in Seattle in June, ~25 attended
ALA in Anaheim in June, 85 attended
AALL in Portland in July, 40 attended
Archivists in San Francisco in August, ~25 attended

Upcoming in the fall are receptions in Chicago in September, Louisville in October, and Indianapolis in November.

It has been an extremely busy year for receptions, often attended by Sarah and Vicky. Now time to assess response to these efforts. They are expensive events; with $5,000 from Alumni Foundation, SLIS has spent $20,000 on receptions. Sarah would like to see sponsorships and joint receptions. Alumni are making it known that they want to see SLIS in their conference programs. She sees definitely continuing ALA, Indiana Library Federation, and AALL receptions, due to the strong turnout.

In response to questions, Sarah explained that conferences on the west coast contributed to high expenses lately, along with room rental charges and the price of food. Vicky is supposed to do 30% of her time for SLIS but in this building year she spent significantly more time.

Jerome asked what percentage of schools have dedicated alumni staff like Sarah and development staff like Vicky. He suggested that board members could learn from other schools how to synergize our efforts. Tapping into the base supporters who attend the receptions would move us well along to stronger alumni ties.

5. Approval of Minutes – Jerome Conley

Minutes of the April 2008 meeting were presented. Pat Court and Richard Steele moved and seconded their approval. It was suggested that it would be appreciated if minutes, agenda, and other handouts were sent earlier to board members.

6. IUAA Report – Jennifer Gentry

Jennifer is the new IUAA liaison to the SLIS board and is learning about all we do. She reported on the upcoming Constituent Society Leaders Conference, to be held June 18-20. Hoosier Village, the ultimate IU tailgate destination, has a good response this year. SLIS is not participating this year because of the death of the immediate past president, and our Distinguished Alumni Award is to be presented in his honor in Ohio the same weekend as Homecoming.

IUAA would like to see more goals from the SLIS Board. Jerome asked the group to consider why we do a newsletter, why we hold receptions, and what else we would like to be doing.

7. Financial Statement – Jennifer Gentry

The Board reviewed the current financial statement for 2008-09 and unanimously approved the statement as presented.

Expenses for alumni receptions are up. We are cutting money allotted to the newsletter to actual money spent in the previous year.

We have 730 members, for which we receive $6.25 each, giving us $5,563.00 from IUAA. More members would give us more income. Our 730 members represent just 13.86% of total eligible.

8. Bloomington Campus Report – Howard
Enrollment for August 2008 is 139 new students, with six new Ph.D. students. This total is close to the high in 2005 of 141 new students. Twenty-four states and six countries are represented, including Saudi Arabia, Korea, and China. A recent New York Times article discussed New Yorkers who come to Indiana University.

The school is proud to recognize Eric Meyer, Ph.D. ’07, who won this year’s doctoral dissertation award from ASCIS. He is currently doing post-doctoral work at the Oxford Internet Institute.

Newly tenured faculty are Lokman Meho and Noriko Hara. Newest faculty member to join SLIS is Ying Ding, from Innsbruck, who teaches semantic web classes and database classes. They continue to search for digital archives faculty who can do core courses and an interesting specialty, at the assistant professor level.

Since the accreditation review, faculty are working on long range planning, with objectives for every committee. Two classes in public libraries were added this semester, at the insistence of MLS students.

The 2008 Kaser Lecture was April 3 this year, delivered by Bill Crowe, Ph.D. ’86. About eighty people were in attendance, including retired faculty and MLS students.

Plans are being discussed for a graduation lunch, with the presence of the Dean. In the SLS magazine, there is to be a new section on faculty news and doctoral student news.

SLIS Indianapolis is searching for three new faculty. Grant applications are currently under review. They are working with the Indiana State Library for full SLIS scholarships.

10. Committee Reports – Jerome Conley

Alumni Council: Need to replace Beverly Martin on the Alumni Council. Phil Young and Pat moved and seconded that Lorelle Swader be appointed. Lorelle accepted, with congratulations from the Chair. She will work with Jennifer on logistics.

It was noted that regular financial statements from IUAA should be sent to the Secretary-Treasurer.

Nominating Committee: Members are Courtney Greene, Christina Bennett-McNew, and James Wiser. Discussion ensued on terms of officers. Terms begin July 1. Vote for new officers is at April meeting. Pat agreed to serve as Secretary–Treasurer through June 2010. Currently, board needs:

1 2-year term member
3 3-year term members
1 President-Elect

Membership Committee for 2008-09 will be the members of the just-appointed Nominating Committee members.

Distinguished Alumni Award: Pat and Richard moved and seconded that for this year the requirement that the award recipient be living be waived. The name of Keith Kuhn was put forward by the committee for the award, with heartfelt reasons for the nomination. Richard and James moved and seconded the nomination, which was passed unanimously. A presentation of the award to Keith’s family will be held in Ohio on October 26.

Lorelle asked that information about the award recipient be sent.
to the Cincinnati Public Library, the Public Library Association, and ALA. Jerome will send letters to Mark and to father.

11. New Business – Jerome Conley

SLIS board goals have been requested by IUAA. The Goals sheet (behind light green tab in SLIS binder) will be completed by Jerome, Courtney, Sarah, and Jennifer.

Pat will send cards of congratulations to newly hired faculty, newly tenured faculty, and to recipient of ASCIS dissertation award, on behalf of the board. Jerome will write letter of welcome to the new IU Foundation head.

Discussion of alumni names who board members could contact. Vicky will prepare lists of alumni five years around each board member’s graduating year, and alumni in specific states for Ohio (Jerome), New York (Pat), and California (James).

Jerome spoke of plans he would like to see put in place, including a committee on fund raising, increasing diversity (for which Lorelle has ideas), and additional events taking place at SLIS.

The question was posed whether the board could have meetings virtually. Jerome said that communicating virtually is good but he does not like voting virtually. Howard will set up an online discussion list to facilitate our communications.

Recapitulating the action items from this meeting, Jerome made this review:

1) Goals for 2008 to Jennifer asap
2) Letter from IUAA re Distinguished Alumni Award
3) Letter to Keith’s family re award
4) Letter to new IU Foundation head
5) Vicky to make alumni lists
6) Nominating/Membership committee action before next meeting
7) Howard will set up online discussion list
8) Pat will distribute list of board members’ cell phone numbers
9) Lorelle to work with Council
10) Pat to send cards to faculty & dissertation award winner
11) Everyone thinks about how we move forward
12) Handouts for April 2009 meeting to be sent in advance of meeting

12. Adjournment / Next Meeting

Phil and Lorelle moved and seconded adjournment of the meeting at 3:45 pm. The next board meeting will be in Bloomington on Friday, May 1, 2009.

Minutes by Pat Court, Secretary-Treasurer
McNew moved & seconded the approval of the April 2008 minutes.

2. Finance Report – Bridget Sutton

The Board reviewed the current financial statement for 2006 – 07, and for 2007 -08. The Board unanimously approved the statement as presented.

The School receives a standard amount of funding for each graduate regardless of the number of degrees earned from the University (for example, for a graduate of Music and SLIS, both Music and SLIS would receive funding from IUAA).

Sarah Burton recommended that for the 2008-09 budget, some funds that had been previously directed into the newsletter be diverted to increase the funding for alumni receptions. The Board unanimously approved this change to the budget.

IUAA has asked that the Board explicitly articulate goals for the expenditure of funds, and metrics for monies spent (number of attendees at receptions, newsletters mailed, etc).

3. President’s Report – Jerome Conley

To help us be mindful of the context for our activities, a wide array of documentation was distributed to all board members; in addition to materials pertaining to the spring meeting (agenda, financial reports, etc), distributed binders also include information about the University and the School. These include but are not limited to: President McRobbie’s inaugural address; the missions, strategic goals, budgets, minutes, and the organizational charts for the IUAA, the IU Foundation; the mission, strategic goals, budget, minute, and the organizational chart for the School; and organizing documentation for the Board, and for the alumni boards of other constituent schools. Binders can be expanded and updated over time, and will be mailed to board members unable to attend in person.

The Board welcomed this development as extremely helpful, and made several suggestions for additions or clarifications. Associate Dean Howard Rosenbaum will arrange to have the materials made available digitally on a server housed at the School.

President Conley suggested that additional committees be formed to facilitate communication and action between meetings; this will be taken up further during New Business.

The office of Secretary / Treasurer is currently open. Terms will commence on July 1, 2008 and run through the fiscal year. Pat Court was unanimously elected as Secretary / Treasurer for 2008-09.

4. IUAA Report – Bridget Sutton

Currently the IUAA is focusing their new and continuing activities within six areas: recruitment, internationalization, advocacy, marketing, development and diversity. Some outcomes include an ambassador program for the University, a reorganization of the Association to align with these stated foci. Bridget Sutton works with SLIS, HPER, Journalism, Music, and Nursing; she now reports to the Senior Director of Constituent Societies & Affiliate Groups, a new position. This change will free Bridget to be able to participate more in alumni receptions and other events, and will also enable a move towards greater uniformity and consistency of approach for all constituent societies.

In June 2009, there will be a Constituent Society Leaders Conference intended to encourage communication and networking. Concomitantly with this, a series of awards for successful receptions, publications, programs and other alumni board activities will be inaugurated, as well as a granting program to support both continuing efforts and new initiatives.

IUAA will also be preparing a
detailed demographic snapshot of the School’s Alumni. The IUAA and the IU Foundation continue to strengthen ties and coordinate efforts to support alumni and constituent societies.

There is a new program called Hoosier Village, which will allow constituent groups to reserve seats or tables for tailgate parties at all eight home games of the 2009 football season.

Paid membership for SLIS has increased by seven (13.66% increase).

5. Report from the Dean – Blaise Cronin

All of the School send their best wishes to Keith.

Tom Nisonger is retiring after over 20 years of service. Two current faculty members have received notifications that they have been granted tenure. David Kaiser recently lectured at the Lilly Library; the event was well attended (over 70).

IUPUI enrollment continues to grow.

Two searches for IUPUI right now. Three new faculty have been hired at Bloomington. Katy Borner received another NIH grant in the amount of $1.2 million.

Sarah & Vicky Martin should be congratulated on their development efforts; so far the School has exceeded its campaign target by 10%.

Accreditation – biennial report document (see binder)

Long range planning (see report)

6. IUAA Executive Council Report – Bev Martin

See section 4

7. Alumni Reception & Activities Report – Sarah Burton

There has been an ambitious schedule of events. See report for more details.

Some changes to the graduation lunch event are in the works – a more formal ceremony will take place at the beginning in conjunction with the luncheon.

IU Foundation Report – Vicky Martin

Vicky will be attending all the receptions. She encouraged the board members to accompany her on her visits when possible.

The Matching the Promise Campaign extends through 2010.

8. 2008 Distinguished Alumni Award –Bridget Sutton

The slate of nominations currently consists of three candidates: two for whom there currently is complete documentation and one for whom only the name has been passed forward.

Due to Keith’s health situation precluding him from coordinating this process, Christina & Richard moved and seconded the motion to empower Pat, Lorelle and Phillip Young to oversee the nomination process for this year’s Distinguished Alumni Award.

James Wiser & Courtney Greene moved and seconded the motion to empower the committee to recommend the Distinguished Alumni Award recipient, and to accept their recommendation.

9. New Business

Ideas for more board involvement:

• Welcoming new faculty
• Engaging more alumni in the IUAA
Survey of alumni populations and potential membership
Best practices, benchmarks – what makes a prof school alumni assoc successful? Objective data
• More standing committees to address priorities
  Diversity - addressing this in students, faculty and alumni
  Advocacy
  Development – strategies etc; Ways to facilitate connections: by class list; more consideration to development goals
  Assessment and Evaluation
• Networking and business relationships (linkedin.com) – how can SLIS expand into social networking online or in person; specifically, more information about varied career paths and accomplishments
• Increasing transparency of information transmission to alumni
• Local lectures by SLIS alumni about their research or practice
• SLIS blog – a good venue, esp. if advertised
• Future meetings: looking at the scheduling arrangements so that the IUPUI campus gets an entire day – perhaps more arrangements, like a lunch and forum etc? If the IUB spring arrangements change, then that day could be dedicated to IUPUI.
• Starting active involvement by alumni early – practical work skills etc
• Setting up a discussion list for the board – Howard will take care of this

We’ll be thinking about these ideas in light of the grant program mentioned in section 4.

Consider a scholarship targeted at diverse students, named for respected diverse faculty as a way to connect to undergrads.

10. Adjournment

Phillip Young and Lorelle Swader moved and seconded the adjournment of the meeting at 5:24 pm.
January 1, 2008.

Minutes from the April 27, 2007 meeting will be approved at the April 2008 meeting to allow full time for review. Any changes to the roster should be sent to Bridget by email.

2. IUAA Report – Bridget Sutton

Paid memberships for FY07 have increased by ten. Overall percentage of membership across the alumni base remains stable at approximately 14%. It has been some time since the Alumni Association has conducted a membership drive on behalf of the School; Bridget will work with Howard Rosenbaum, Sarah Burton and Marilyn Irwin to undertake such an effort starting this fall. Bridget will report back on this project at our spring meeting.

One change that will be made by the IUAA is that the complimentary one-year membership, previously awarded only upon the completion of the first IU degree, is now being expanded to include subsequent degrees as well. Further, IUAA has initiated a discount on yearly and life memberships for alumni within five years of graduation.

Members of the Alumni Association are more likely to give, and the gifts are typically higher.

Financials were reported as follows: Beginning balance of $624.80, Dues of $912.00, Interest of $2.84, Total balance as of July 31, 2007 - $1473.39

The Board discussed the expenditure of the alumni dues. This is primarily directed into three sources: some subsidization of the SLIS newsletter, the alumni newsletters, and the Distinguished Alumni Award. The SLIS newsletter is distributed to all SLIS graduates. Some questions were raised and suggestions were made about ways to encourage IUAA membership among SLIS alumni. The Board opted to leave the management of the funds to the discretion of the School and the IUAA, trusting that the impact of the funds will be maximized.

3. Bloomington Campus Report – Howard Rosenbaum

Following the appointment of IU President McRobbie, there have been reorganization and new appointments at IU Bloomington. He seems to be broadly interested in all departments at IUB.

News from the School:
Enrollment – 137 new students for this year, a slight increase; 101 MLS students, and 30 MIS students, four dual degree students, and two in the new Certificate in Information Architecture. The Certificate is a 18 credit hour program, primarily aimed at working professionals but which can also be undertaken by students pursuing graduate degrees.

Academic Advising – The Curriculum Advising Committee has developed an advising guide for faculty based around various library careers, and the SLIS courses that will be most relevant for those career paths.

Recruiting – SLIS estimates that nine of ten inquiries are coming through the website. Many prospective students are collecting information using the website, and plotting and analyzing their paths is an area for further research. This makes the SLIS website’s performance in search results especially important; the School is considering various ways to achieve the best search engine optimization. There is a full-time webmaster, so that increases
responsiveness. All syllabi are posted online; scheduling and program requirements are posted; and faculty news is also posted. This is helpful in recruitment as well. Word of mouth and personal connections are another key venue for bringing in prospects. Numbers of IU employees pursuing SLIS degrees on a part time basis are growing.

Marketing – Rhonda Spencer has started discussion with University units about a joint-program graduate program brochure, which will include the MIS degree, and the Digital Libraries specialization for the MLS, Informatics and the Kelley School of Business.

Faculty News – The MIS program was redesigned to have seven required courses which has greatly simplified the program; the changes were put into place this fall.

John Walsh is a new faculty member. He joins the faculty from the Digital Libraries unit at the IUB Libraries. He will be overseeing the Digital Libraries specialization, as well as an IMLS grant in this area. He also received an NEH, is working on development of CBML (comic book markup language), and serves as a board member for the Monroe County Public Library.

Katy Borner has a number of NSF grants focused on information visualization, with links to bibliometrics. Her exhibit “Spaces & Places” is currently at the New York Public Library, and she just signed an agreement to do an exhibit every year for ten years. The exhibit may also travel internationally.

Tom Nisonger recently published a new article and new book, and is considering retirement in the not too distant future.

4. IUPUI Report – Marilyn Irwin

The IUPUI campus, currently the campus with the largest number of IU graduate students in sum, brands itself as the “leading urban research campus in Indiana” – their goal is to be as recognizable and as respected as UCLA.

The campus facilities are expanding; IU Simon Campus Center opens Jun 2008. Campus center will be opening in December 2007; recently a new Informatics and Law building was opened, and Herron School of Art moved into the renovated former Law building. The campus is partially residential, and three-quarters of IUPUI undergraduates are full time.

Enrollment – 338 students, primarily part time (6% increase); credit hours currently stand at 1908.5 (almost a 10% increase). Over 100 graduates the last three years, compared to 38 in 2000. Many internship opportunities exist in Indianapolis, and this is a draw.

IUPUI manages distance education for SLIS, including students at Gary, New Albany, Fort Wayne, and South Bend.

Faculty news – Seeking to fill two new faculty positions.

Rachel Applegate has received an IMLS grant in the amount of nearly $750,000, titled “Shaping Outcomes Continuing Education,” over three years. The program is instructor-mediated, and runs over the period of four weeks; cohorts begin throughout the year. This program will be also part of the ILF conference. For more information go to http://www.shapingoutcomes.org/

Katherine Schilling was awarded an IMLS grant of a little over $730,000
5. Alumni Reception & Activities Report – Sarah Burton

SLIS Alumni receptions have been held at numerous professional conferences in 2007, including:

- ACRL, Baltimore, March
- MLA, Philadelphia, May
- SLA, Denver, June
- ALA Annual, Washington DC, June (nearly 85 attendees)
- AALL, New Orleans, July
- SAA, Chicago, August

Other upcoming receptions and events planned prior to the Spring meeting:

- ILA (Illinois Library Association), Springfield IL, October
- ASIST, Milwaukee, Oct
- ILF/AIME, Indianapolis, Nov
- PLA, Minneapolis, March

Attendance at events continues to rise.

The Fall edition of the SLIS Network newsletter has been sent to press and the magazine should be ready to mail within a couple of weeks.

The student chapters remain active, and the School provides some funding to each of the six student organizations.

More details are available in the report distributed at the meeting.

6. Matching the Promise Endowment Campaign Report – Vicky Martin

Vicky had a total of 133 contacts last year with SLIS alumni (phone, in person etc.); she’s attended all the events, and has had twenty-five contacts since July 2007.

88% of campaign goal has been reached. A $250,000 gift may be in the pipeline; due to the matching promise, this will be doubled.

She hopes to encourage the documentation of these type of estate gifts sooner; this allows the donor to specify very particularly the conditions of the distribution. Also in our current campaign, the matching promise increases the impact.

The Matching the Promise campaign for SLIS is still in a silent phase. FY06 giving shows the impact of focused attention from IUF, alumni receptions, Sarah’s time and other efforts. This campaign will go public November 3, 2007.

There was discussion about possibly adjusting goal of our campaign; the goal was set at $1 million dollars and with the expected gift, giving will exceed that ($1.2 mil).

There will be a targeted mailing to SLIS grads to market for the Matching the Promise campaign.

Over $20,000 in gifts to the School’s Endowment were collected so far this year; $17000 pledges outstanding at the time of the meeting.

7. Round Table Discussion

There was discussion on ways to increase recruitment of a more diverse population to SLIS; how can the Alumni Board work with the School to leverage influence? Rhonda Spencer will be invited to attend our spring meeting for further discussion on this topic. Jerome, Lorelle, Marilyn, Keith and Howard will work together to pull together a report.

Phil Young had major surgery a few weeks ago. Keith will send a card on behalf of the board.

The spring meeting is scheduled for Friday, April 25,
2008, on the IU Bloomington campus, to coincide with the SLIS Graduation Luncheon.

The meeting was adjourned at 4:40pm.

The School of Library and Information Science Board of Directors

Friday, April 27, 2007 on the Bloomington campus of Indiana University

Jerome Conley, Karl Zacker, Sarah Burton, Blaise Cronin, Christina Bennett-Mcnew, Patricia Court, Courtney Greene, Keith Kuhn, Vicky Martin, Phillip Young, Debora Shaw, and Lorelle Swarder were present. Karl left at 2:33 and was replaced by Bridgette Sutton.

James Wiser, Blanche Woolls and Beverly Martin teleconferenced into the meeting.

President Kuhn called the meeting to order at 2:00 p.m.

Curt Simic and Vicki Martin—IU Foundation

Curt Simic gave an overview of the goals and expectations of the Foundation’s next campaign. He shared that this was an opportunity for the SLIS Board to work with the university in making connections with individuals who may help the Foundation in reaching its goal. Priorities for the campaign are set by the school or program. Ultimately, Indiana University can no longer afford to “major in minor things”. We must focus our energies on establishing “world-caliber” programs.

Vicky Martin provided a power point presentation on some of her development efforts on behalf of SLIS.

- 1/3 of time dedicated to SLIS
- Identifying people to meet during visits
  - We are currently at 85% of our goal—Do we need to raise it?
  - Challenged us to get the annual group numbers up
- Consider your own stretch
- “High Touch” is more effective
- The SLIS Board is the bridge between Alumni Association and Foundation

New Board Members

Keith introduced our two new Board members.

- Christina—Works at ELI Lilly as a contract employee. She is the current president of SLA-Indiana Chapter
- Phillip works for the University of Indianapolis where he is Director of the Libraries. He holds a PhD in Classical Archeology

Secretary/Treasurer’s Report

- Minutes from the September 16, 2006 meeting were approved with minor corrections.
- Collected $4,054.50 in dues, $20.99 in interest, $4,075.49 in Income
- Budget and Treasurer’s Report—2007/2008
  - Jerome moved and Pat seconded motion to accept the Financial Report
  - Budget--$5,506.00, increase $100.00.

A presentation was made on Societies. Some of the issues presented:

- Review timeline
- Regular board meetings
- Terms expired around limits
- Different tools to help society (working on online tutorial for societies)
- Policies and mission
- Liaisons
- How to measure how each society is doing
  - What are goals?
    - Assist in publishing newsletter
    - Hosts number of conferences through-out year
    - Award alumni award
    - Increase membership by a certain number
    - What are other stretch goals?
    - Plan to create an award program
    - Constituent Society Leadership conference
    - Setting a way to increase endowment campaign
- The goals were passed by Phillip and
seconded by Pat
- Select Executive Committee
  - Matt’s move cause some geographic issues
  - Bev Martin has expressed an interest
  - Passed by unanimous consent—3 year term

Dean’s Report
- Adam Herbert retires in June 2007 and Michael McRobbie will replace him.
- Internal search for provost
  - August 2007 is hopeful start date
- Danny Callison is new Dean of Continuing Studies and is being replaced by Marilyn Irwin.
- Enrollments at near historic highs on Indianapolis and the program is almost at its saturation point
- Dean Cronin discussed some new programs
  - New certification in information architecture with Trustees approval
  - MLS and Health Informatics
  - Indianapolis to play on strength of strong medical program
  - Digital Library Specialization
- SLIS is the only school that doesn’t have a full-time development officer
- Scholarship remains at the core of the faculty efforts. Faculty is recognized nationally and internationally. It is vital that students have a world class faculty

Associated Dean’s Report
- Marilyn asked her to hand out brochure on health informatics
- GCLA brochure distributed
- Digital Libraries specialization in either program
- Specialization in African Studies
- Fall will be using new course lexicon replaced by S numbers
- Information Sciences major was more rationalized
- Students didn’t think that they were structuring coherent programs which was an outcome of the accreditation
- Sarah
  - Shared some of the conferences that SLIS had a presence at since the last meeting and some of the future conferences that hope to attend.
- Newsletter
- SLIS Alumni magazine is out. The fall issue will focus on social informatics
- Fall—Mid-Sep Theme, social informatics
- Student chapters are pretty active and spending money that are given to them
- Except groups under auspices of state
- The Fall board meeting will take place Friday, September 14
  - Coincide with reception

Distinguished Alumni Award
We have begun making this presentation at ALA Annual Conference. Chaired by Jan Gillespie, the committee recommended Mary Beth Launo,
- Pat made a motion to pass and Blanche seconded
  - Beverly raised a concern about certification and Probe Report
    - Continuing education post-MLS primarily for public library
    - Who should represent SLIS for the Certification Board?

A brief discussion followed.

President Kuhn shared that he has enjoyed serving as president; however, we needed to establish a succession plan since he can’t serve as president forever. The Board approved the following succession plan:
- Keith will serve as president for an additional year
- Jerome will become vice-president/president elect
- Courtney will assume responsibilities as secretary

Bev moved and Lorelle seconded a motion to adjourn. Motion passed.

After adjourning, there was a discussion held regarding the establishment of a Constituents Task
Force and what are the duties of a Board member.

The School of Library and Information Science
Board of Directors

Friday, September 15, 2006 on the campus of IUPUI.

Jerome Conley, Courtney Greene, Bridget Sutton, Richard Steele, Lorelle Swader, Keith Kuhn, Bev Martin and Pat Court were present.

James Wiser, Blanche Woolls and Matt Gullett teleconferenced into the meeting.

IUB representatives: Sara Burton and Ralf Shaw
IUPUI representatives: Marilyn Irwin and Danny Callison
IUAA representative: Bridgette Sutton

President Kuhn called the meeting to order at 2:50 p.m.

Welcome and Introductions
President Kuhn welcomed the new board members Lorelle Swader and Richard Steele to their first meeting. Current and new board members introduced themselves.

Bridget delivered the IUAA membership report.

- 927 current SLIS members in the Association
- IUAA has had ten straight months of increasing membership
- Bridget reminded board members that they must be current with IUAA in order to serve on the Alumni Board.
- IUAA continues to identify new membership benefits.
- The Annual Blood Drive “Roll Up Your Sleeves” between Indiana University and Purdue University will take place September 18 to November 10.

Financial Statement
The receipts received for the period were $901.00 dues and $1.44 for net income of $902.44. Combined with a carry-over balance of $433.95 for a current balance of $1336.49. The proposed budget for the upcoming year was presented. Approval of budget has been moved to Spring Meeting.

Jerome moved and Beverly seconded to accept the IUAA report as presented. Motion passed.

Minutes from Spring Meeting
The Spring 2006 minutes were presented. Minor changes were made and a motion was made to accept the minutes with changes. Motion passed.

SLIS IU at Bloomington
- Dean Shaw highlighted the next issue of the SLIS Alumni Magazine. The focus will be on the civic library.
- John Walsh joined faculty in August. He was previously Associate Director for Projects and Services for the IU Digital Library Program.
- SLIS is in the process of renumbering and renaming courses to make figuring out the foundational courses more clear.
- Enrollment is down a little this year. 130 new students enrolled this year in the program versus 141 from 2005.
- Dean Shaw provided a profile of the students on Bloomington campus.
- Dean Shaw reported that SLIS was once again ranked #1 in the nation in terms of faculty and program productivity for the second year.
- Dean Blaise Cronin will receive the American Society for Information Science and Technology Award of Merit (the Society’s highest award) during their annual meeting in November. The Board directed President Kuhn to send a letter of congratulations to Dean Cronin.

SLIS IU at Indianapolis
President Kuhn thanked Executive Associate Dean Danny Callison for hosting the Board on the IUPUI campus. It has been an ongoing desire of the board to identify ways to engage the Indianapolis campus in Board activities and to have a board meeting on the campus.

- Dean Callison highlighted dual programs of-
ferred by the Indpls campus. Some were unique to that campus including a masters with Health Informatics, a masters with philanthropic studies and a certificate for nonprofit management with SPEA as a
  • Dean Callison added that the Indpls. campus seeks to add to the overall IUB program and not to subtract from it. Most programs are still new and in their infancy.
  • Dr. Jean Preer has received a LISE 2006 National Teaching Excellence Award. The Board directed President Kuhn to send a letter of congratulations to Dr. Preer.
  • Dean Callison provided a profile of the Indpls. campus student who differs from his/her Blgtn. counterpart. The Indpls. student traditionally has 5-7 years of library experience, is a “non-traditional” student and expects his/her professor to understand what is going on in the profession.
  • Graduated 120 students with Master in Library Science. 50% of their students take advantage of the distance education aspect for the school.
  • 12 courses taught completely online. Developing dual degree program with museum studies

Dean Callison also provided some institutional goals as well as divisional goals:
  • Make the campus an objective driven campus. Each department must have mission statement and track goals from one year to the next. They should also make goals for the next five years.
  • Activities are intended to add to the school.
  • Indpls. has attempted to “create a culture of why not?”
  • Diversity of the student body remains a priority. The School hopes to have at least 10% of the SLIS population composed of minority students by 2008.

Sarah’s Report
The spring meeting is Friday, April 27, 2006 on the Bloomington campus. This meeting will coincide with the spring reception for SLIS. A block of rooms have been reserved for this meeting. The fall meeting will take place September 14, 2007 on the IUPUI campus. The reception will follow that evening on the Bloomington campus.

Sarah provided an overview of the recent receptions and their attendance.
MLA- Phoenix 8 people
SLA- Baltimore 14 people
ALA- New Orleans 50 people
AALL- St. Louis 40-45 people

2006 marks the 40th Anniversary of SLIS as a school. Vicki Martin from the IU Foundation continues to help on the development side.

SLIS continues to identify ways to reach out to alumni.

Board Membership
Keith and Bridget have been asked to clarify membership terms. They are reviewing the bylaws and will provide a report before the next board meeting. Two individuals were nominated for a three-year term commencing Spring 2007. Philip Howard Young, the Library Director of the University of Indianapolis, and Christina McNeal from Infotrive were nominated for their connections with the Indianapolis campus. Motion made and passed unanimously.

The Board also elected Bev Martin to the Board as the membership chair.

Bridget will develop an orientation packet with position descriptions for new members and officers as well as expectations. Issues for new members and officers to be aware of include attending meetings twice per year and supporting IU Foundation. The president’s duties include meeting preparation, preparing the agenda, working with IUAA and representatives from other schools, and the community, and attending SLIS/IU sponsored receptions/functions.

Bylaws will need updating in the spring.

Major Endowment
Indiana University has launched the silent phase of its next capital campaign. Vicky will provide more information about the campaign during the spring meeting.

The meeting adjourned 5:40 p.m.
The Indiana University SLIS Alumni Board met on April 28, 2006 in the DeVault Center on the Bloomington campus in attendance at the meeting were Ralf Shaw, Paula Schmidt, Matt Gullett, Mr. Conley Conley, Keith Kuhn, Courtney Greene, Sara Bushong, Pat Court and Mr. Wiser Wiser. Blanche Woolls and Paula Schmidt teleconferenced in for the meeting.

IUB SLIS staff: Ralf Shaw and Sara Burton
IUI staff: Marilyn Irwin
IUAA staff: Karl Zacker and Ms. Sutton Sutton

President Keith Kuhn called the meeting to order at 2:02 p.m.

President Kuhn welcomed the Board to the spring meeting. President Kuhn announced that IUAA liaison Karl Zacker has taken on new responsibilities within IUAA and will no longer serve as IUAA liaison to SLIS. Mr. Kuhn thanked Mr. Zacker for his service to SLIS and introduced Mr. Zacker’s replacement, Ms. Sutton Sutton. Mr. Zacker highlighted his new responsibilities.

IUAA Report
Ms. Sutton provided an overview of SLIS alumni membership during the first four months of the year. There has been a decrease in annual memberships but growth in lifetime during the period Overall SLIS alumni membership remains at 14% of eligible memberships which is consistent with other programs.

Ms. Sutton also provided the financial report as of April 1, 2006. The total income received to date was $4,094.91. Expenses for the period were $1,739.97. The beginning balance was $139.22 and the current balance is $2,494.16. Ms. Sutton reminded the Board that the fiscal year for IUAA now runs from July 1, through June 30th. Mr. Conley moved and Mr. Wiser seconded the motion to accept the IUAA Report as presented. Motion passed.

Report from Dean Shaw
Dean Shaw discussed the concept of SLIS being a “core campus” She also shared that SLIS is actively looking at ways to raise the profile of both the Bloomington and Indianapolis campuses. Recently, US News and World Report ranked SLIS 7th in the nation. SLIS is the highest ranked program of any school on the Bloomington campus despite having a smaller budget and less professors than any other school. It is perceived that SLIS is “punching above its weight”.

Ron Day will join the faculty on the Bloomington campus this fall. He completed his PhD in comparative literature from SUNY Binghamton. His MLIS is from Berkeley.

June Fry passed away in early April. Dean Shaw anticipates that a fellowship will be established in honor of the contributions of Mrs. Fry and her husband Bernie to SLIS.

SLIS faculty members continue to seek external funding to fund their research. Over $7 million dollars has been secured during the past 3 years.

The SLIS library will be repurposed into an Information Commons during the summer of 2006. It will also include some general and group study spaces.

Dean Shaw also provided an update on the enrollment in the various programs. She also discussed ways that the school is looking to develop classes for undergraduates in order to lure them into information science.

Alumni Receptions and Activities
The meeting for the fall will be on September 15, 2006 on the Indianapolis campus. The SLIS annual Faculty, Staff, Student Reception will take place later that evening at Woodburn House. The spring meeting – graduation luncheon will be on April 27, 2007. Ms. Burton will reserve a block of rooms at the IMU for the out-of-towners.

Staff continues to identify ways to increase the program’s presence with alumni through receptions and support to various communities. There were recently two receptions held in Bloomington and Indianapolis. The Ohio Valley Technical Librarians will meet in Bloomington in May. SLIS is a co-sponsor of the conference.

The alumni reception will take place June 25, 2006 from 5:30-7:30 at the Embassy Suites in New...
Orleans during the ALA Annual Conference.

Ms. Burton also provided an update on the SLIS’ support of the various student professional chapters.

Campus Alumni
Marilyn Irwin provided an overview of the student and activities on the Indianapolis campus. She also provided GIS maps of MLS and MIS alumni throughout the United States and the world. Her data indicated that we have at least one graduate in all fifty states. Strong cohorts of alumni are in Indianapolis, San Francisco, Cincinnati, Dayton and the District of Columbia.

There is only one alumni association at Indiana University SLIS. How do we make sure that the board represents the interests of both campuses? Hopefully, we can continue to identify ways to get Indianapolis campus alumni’s presence on the board. Ms. Irwin will continue to serve as the staff liaison to the Board for the Indianapolis campus.

Distinguished Alumni Award
James H. Fish was nominated to receive the Distinguished Service Award. Mr. Fish is a 1971 SLIS graduate. He is the director of the Baltimore Co. Public Library. Hennen’s American Public Library Rating (HAPLR) recently rated the system 4th in the 500K population in their 2005 survey. He was commended for effective and efficient use of tax dollars. He is a recipient of the SIRSI/Dynix/ALA/APA award for attempting to improve pay for his staff. Mr. Conley moved and Mr. Wiser seconded that Mr. Wiser H. Fish be the recipient of this year’s Distinguished Alumni Award. Motion passed.

The award will be presented to Mr. Fish at the SLIS reception during the 2006 ALA Conference in New Orleans.

Nominations Committee
There are currently five board openings. The nominations committee presented a slate of two people: Lorelle Swader serves as the Director of the Office of Human Resource Development and Recruitment of the ALA Headquarters. She is a 1986 graduate of SLIS. Richard Steele is a 1976 graduate. He is currently the Senior Vice President and CFO of Vienna Beef Ltd in Chicago, Illinois. Ms. Woolls moved and Mr. Gullett seconded the slate as presented. Motion passed unanimously.

IU Foundation
Eileen Savage has accepted new responsibilities with the IU Foundation. Ms. Martin will replace her. Ms. Martin is currently the Senior Analyst for Major Gifts at the Foundation. A new initiative that Ms. Martin would like to explore is a peer screening process in order to ascertain an alumnus/a ability/capacity to give to SLIS Ms. Martin will be invited to the fall meeting in order to provide additional information about the peer screening process. The economies of scale by the profession were discussed in context of this initiative.

The Foundation also plans to announce a new major campaign this fall.

Mr. Gullett has accepted a new position in Charlotte, NC. He has expressed a willingness to stay on the alumni board. However, the Board may need to replace him on the Alumni Association General Council. Bev Martin is the alternate to the Council.

President Kuhn thanked everyone for their attendance (in person as well as via phone) and encouraged everyone to attend the fall meeting which will take place on the Indianapolis campus.

Adjournment adjourned at 4:15 pm

The School of Library and Information Science Board of Directors
Friday, September 16, 2005 in the DeVault Center on the Bloomington campus.

Sarah Burton, Jerome Conley, Courtney Greene, Blanche Woolls, Keith Kuhn, Ralf Shaw, Bev Martin, Pat Court, and Karl Zacker attended this meeting.

Susan Cott, Library Director of Ivy Technology and President of Beta Phi Mu – Chi Chapter also attended the meeting.

President Kuhn called the meeting to order at 1:03 p.m.

Approval of Spring 2005 minutes (Corrections were made to the Spring 2005 Minutes)
Vice-president/president-elect Kevin Butterfield
announced his resignation from the board effective immediately. As a result, Keith Kuhn was re-elected to serve another term as president. Jerome Conley was re-elected as secretary.

Courtney Greene’s name was misspelled throughout the minutes.

Minutes passed as corrected.

**Welcome and Introductions**
President Kuhn welcomed Blanche Woolls and Pat Court to their first meeting. Current and new board members introduced themselves.

**Partnerships**
President Kuhn introduced Ms. Cott who serves as president of the local Beta Phi Mu chapter. Ms. Cott gave an overview of the Chapter and its current activities. Additionally, she sought ways to partner with SLIS on future initiatives.

The Board also discussed with Ms. Cott ways to identify potential members for the chapter

**Dean’s Report**
Dean Cronin is out of the country. Dean Shaw provided the report on his behalf.

Dean Shaw distributed various brochures, which will be used as part of the new marketing campaign and are the standard colors of the University.

A contest is currently underway to help redesign the SLIS website. A $1000 dollar prize goes to the winner.

Dean Shaw provided a graph outlining the distribution of students in the various programs. She shared that the MIS program has not grown as much as we anticipated.

- There are currently 239 total students enrolled on both campuses.
- 3 Special students enrolled
- 98 Indianapolis students enrolled
- 111 Bloomington students enrolled
- 17 MIS students enrolled
- 10 Dual students enrolled

Indiana University President Adam Herbert believes that the university is not securing external funding at the level it should. Fortunately, SLIS research funding remains high. The program has nearly 13 million dollars of external funding and grants during the past 3 years.

The focus of the spring newsletter will be on research and its connection to the community, students, and faculty.

Bloomington campus is up for reaccredidation this year. The University will emphasize its connections to the greater Bloomington community and service learning.

There are three candidates for chancellor of the Bloomington campus position. The university is also looking for a new Dean of the University Libraries. Pat Steele will be interim for two years replacing Suzanne Thorin who is going to Syracuse University.

SLIS has hired Dale Wray to serve as webmaster for the Bloomington campus. They are also conducting two searches for new faculty members on the Bloomington campus.

They have received official notification from ALA that both programs have been reaccredited

**Report on SLIS Alumni and Development Activities, Fall Semester, 2005**
(provided by Sarah Burton)

**ALUMNI ACTIVITIES**

**Receptions**

**September 10, 2005**
Fall issue of SLIS Network sent to press. Expected distribution to Alumni and Friends of SLIS should occur between Oct 1 and October 15. We have increased our Friends list to include admissions and alumni groups at small colleges and universities – particularly those in areas where we are advertising and distributing materials (East Coast campuses).

**June 6, 2005**
SLIS participated in the Alumni & Student Reception during the annual conference of the Special Libraries Association, in Toronto, on Monday, June 6, 2005, 5:30-7:30p.m. SLIS was one of 18 schools that participated. SLIS was
represented by MLS/MIS graduate student, Fawn Blackwell. Karl Zacker has provided some funding from his IUAA budget to help support this reception. Eighteen people stopped by our table at the reception, which is a rather good gathering. We posted the reception on the InSLA listserv, to let our alumni know that SLIS would be at the meeting. Future annual conferences will take place in Baltimore, Denver, Seattle, and Washington, DC.

June 22, 2005
SLIS hosted three tables (eight people each) for SLIS alumni and friends at the 2005 Mini University luncheon, “Lunch with the Schools”. Each table included a faculty member along with guests; Howard Rosenbaum, Tom Nisonger, and Lokman Meho were faculty who represented SLIS. Mini-University is is a very popular event at I.U., with participant ages ranging widely. Cost for this activity was less than $300. We had the opportunity to give away small SLIS and IUAA items. This was SLIS’ first year to participate. Law, Music and Informatics did not participate. Most were not SLIS alums, but with our materials, and questions that were asked, this was an opportunity for SLIS to have presence on this campus and beyond. Also, our participation supports the IU Alumni Association, as this is one of their events.

June 26, 2005
A reception for SLIS alumni was held at Café Ba-Ba-Reeba! on Sunday evening, June 26, 5:30-7:30p.m. during the annual conference of the American Library Association meeting in Chicago. There were between 50-60 people who attended. Keith presented the annual Distinguished Alumni award to Dr. Bradley Schaffner during the reception. The interest in, and comments from our alumni indicate that they are appreciative that we are making opportunities to connect. Interest was generated by our being able to announce the reception in our SLIS Network spring issue, and by posting on the SLIS alumni-l listserv. The next conference is scheduled for New Orleans in late June, 2006.

July 18, 2005, AALL
SLIS hosted a reception at the annual meeting of the American Association of Law Librarians, San Antonio, Texas on Monday, July 18th. SLIS Board Member Pat Court made all of the arrangements for the reception. It was a wonderful turnout with 16 people attending. It is especially helpful to SLIS when Board members or alumni take the initiative in planning receptions.

September 16, 2005
SLIS Alumni Board Meeting, time & place, to be announced
SLIS annual Faculty, Staff, Student Reception, Woodburn House, 7:30-9:00 p.m.

October, 2005
ASIS&T, annual conference combined alumni reception, Charlotte, NC

October or November, 2005
SLIS Reception at another Indiana location, either Evansville or Fort Wayne is planned for the fall semester.

January, 2006
SLIS colors will change to Cream and Crimson, to be consistent with Indiana University colors. We anticipate that all units will be asked to change to cream and crimson colors at some point. SLIS is making its change now.

March, 2006
Bloomington alumni reception, Woodburn House Indianapolis area (Danny, with Marilyn Irwin, will be planning)
Regional reception, To be determined, perhaps Evansville
SLIS Alumni Board meeting, time and place, to be announced
SLIS Graduating Students Luncheon

IU Alumni Association Report

2 SLIS students, Tom Sparrenberger and Travis Ross, have benefited the Association lately through internships. Tom is working with chapters while Travis is working on web appearance for all sites

The Association will be looking for a new president soon. Under Ken Buckley’s leadership, the Association developed a strategic plan for 2005 – 2010.

The Association’s Affinity partnership with MBNA expires soon. Currently, the Association receives from the partnership; however, new affinity partnerships haven’t been as lucrative to institutions.

The Association is continuing to identify ways to increase its endowment.
Appendix 4.4: Minutes of SLIS Alumni Association Board Meeting

The 150th anniversary of the school went well. The Association hopes to enhance its international presence in the upcoming years.

The IUAA is now on the same fiscal year as the rest of campus (Foundation and University)

Karl reported a 13% overall membership for SLIS

**Hurricane Katrina – IU’s response**
Karl and Ralf provided an overview of the University, the Foundation, and SLIS responses to Hurricane Katrina

**New Business**
Engaging students – other constituent organizations have student representation on the Boards whereas we do not. It would be nice to have current student perspective on the SLIS Board

Bev moved to create a student representative seat from each campus with full voting privilege to be recommended by the Dean. The motion passed.

Appointment of the SLIS rep to the Executive board of IUAA.

Matt Gaullett was re-nominated to serve as the SLIS representative, with Bev Martin nominated as the alternate. The motion passed.

How can we engage Indianapolis alumni into this group?
- Membership on board representing alumni from Indianapolis program
- Hold Board meeting in Indianapolis
- Invite Danny Callison to meetings with the approval from the Dean

**New Members**
Forward names of possible new board members to Keith by October 15. The Board as a whole will serve as the nominating committee. We currently have 5 vacancies. The membership should represent all fields of the school. We will also need to elect a new VP to replace Kevin. Eligible members include – Courtney, Jerome, Matt, Bev, and Jim.

The Spring meeting will take place on April 28.

We will update Board photos at that meeting.

Meeting adjourned at 5:00 pm.
Appendix 6.1 Computing Facilities

SLIS Bloomington Computing Facilities

- **SLIS Information Commons Lab:**
  17 Windows PCs (currently Dell Optiplex 755 3.0GHz Core2 Duo) and 6 Macintosh workstations (3 24" iMacs, 3 quad-core towers.) Network feed to the lab is gigabit Ethernet to a switch which in turn provides 1GB Ethernet to each workstation. Also available in this lab are a flatbed scanner, 2 HP laser printers, and 2 VCR/converter boxes for digitizing audio and video. The laser printers in this lab also serve the classroom lab.

- **Classroom Lab:**
  Located in the SLIS Library – 29 Macintosh workstations (28 student plus one instructor station), all 27" iMacs with i7 processors and Solid State System Disks. In addition to the standard SLIS Macintosh software package, these machines also have Windows 7 running under VMWare virtualization and selected applications from the standard Windows PC build. This lab is fed by a gigabit Ethernet drop and each workstation has a gigabit Ethernet connection. There is an LCD projector mounted to the ceiling of this lab. A laser printer for this lab is located just outside in the main area of the SLIS Information Commons.

- **Ph.D. Lab:**
  A smaller lab reserved for the exclusive use of SLIS Ph.D. students. It includes 9 Windows PC and 3 Macintosh workstations. A laser printer is located in this lab. This lab also has multiple gigabit Ethernet drop and switched gigabit Ethernet to each desktop.

All computers in the above labs have LCD displays of at 20 to 24 inches.

- **Digital Culture Lab:**
  Flexible workspace that houses digital library work as well as space for other projects. Work in this lab is completed on either project-owned desktop or laptop computers. Each desk has a gigabit Ethernet connection as well as wireless access. Print services are located in the adjacent mail room.

- **SLIS server room:**
  SLIS maintains a server room for a large and growing number of servers. Each student is automatically assigned an account on Ella (student web server) and iris2 (student login server). Both of these are virtualized servers and can be migrated from one piece of physical hardware to another in the event of hardware failure. Faculty have a separate pair of servers (info, cat) that serve the same purposes. Approximately 6 TB of dedicated space is available for home directories for these systems and student OS X homes. (All students also are assigned an OS X account, which includes a networked home directory). SLIS recently upgraded its database services with a dedicated PostgreSQL server that holds 48GB of RAM for processing large datasets. A variety of other servers are available to support specific classes and projects. Students have access to php, perl, java/tomcat, and python languages, databases, and streaming media. Files are backed up daily in a disk to disk-to-tape scheme.

  The file server dedicated to faculty/staff using Windows has more that 1TB of disk space for institutional data. Files on this server are backed up nightly. Faculty OS X home directories are hosted on an Apple xServe (Edison). (Other xServes are in place for research and to act as an emergency back-up to the first one.) A Podcast Producer server supports a research project conducted by the associate dean and the director of information technology. The main SLIS website is hosted on a dedicated server. SLIS also maintains a development server and an online backup web server to mitigate effects of any hardware failure. A Final Cut Server instance is being evaluated for storing, indexing, and retrieving SLIS media archives.

  Other projects (most notably the Cyberinfrastructure for Network Science Center) main-
tain a number of servers – both physical and virtual – to support their efforts. One CNS server has over 100GB of memory. Several tens of terabytes of disk space are allocated to this effort.

- Faculty Office Computers:
  Like the lab computers, the faculty office computers are on a three year life cycle replacement scheme. Most faculty machines are replaced in the same year. (Most recently in 2008) Faculty workstations have the same specs as those in the Shepherd Lab. Faculty have Ethernet connections in their offices and access to laser printers and a color solid ink printer.

SLIS Indianapolis Computing Facilities
Faculty, staff and students have access to the UITS STC labs on campus. Current detailed lists of hardware and software in these labs can be found at: [http://stc.iupui.edu/lab_info.php](http://stc.iupui.edu/lab_info.php)
Faculty and staff have Dell Computers Optiplex 755 or 760 computers (similar configuration to those in use at SLIS Bloomington.) Faculty and staff also have access to laser and/or color-inkjet printers. Two labs can be reserved from the University Library for use as classrooms. (One with 30 workstations, the other with 24.)

The school’s central offices are located near the campus Center for Teaching and Learning (CTL), which offers a variety of programs and services designed to enhance academic work. CTL offers individual sessions with faculty members that help them better integrate technologies including Oncourse (Indiana University’s virtual learning system) and Powerpoint into teaching and learning activities. CTL staff is also available for professional development needs related to concerns such as managing effective discussions, writing successful grants, and creating inclusive classrooms.