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Biennial Narrative Report
to the American Library Association, Committee on Accreditation
Indiana University
School of Informatics and Computing
2015

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Introduction

The Master of Library Science (MLS) degree from Indiana University has been continuously accredited since 1951/52; the Master of Information Science (MIS) degree since 1995. These degrees were originated by the School of Library and Information Science (SLIS), which merged with the School of Informatics and Computing (SoIC) in 2013. The Master of Information Science degree is offered only at the Bloomington campus. The Master of Library Science degree is offered at both the Bloomington and Indianapolis campuses. With the merger, the former SLIS departments have been encouraged to be responsive to the mission and expectations of their respective campuses. One result has been a gradual differentiation between the MLS programs at Bloomington and Indianapolis. The faculty in both the Department of Information and Library Science (ILS) at Bloomington and the Department of Library and Information Science (LIS) at Indianapolis are considering seeking separate accreditation for their MLS degree programs. This biennial narrative report presents accounts for each program, in anticipation of the potential request for two reviews in the next comprehensive review for Indiana University that is scheduled for spring 2019.

2015 ALA Standards for Accreditation of Master's Programs in Library and Information studies. Changes since the 2013 Biennial Narrative Report from 1) ILS, Bloomington; and 2) LIS, Indianapolis.

1) ILS (IU Bloomington)

Standard I: Systematic Planning

Working throughout the 2014-15 academic year, the Department of Information and Library Science (ILS) prepared a strategic plan that will guide the department through 2020. The plan represents the collective wisdom of ILS faculty and staff. It was compiled using an agile process consisting of meetings and brainstorming sessions, verbal and written input, as well as extensive review and writing during Fall 2014 led by Dr. Katy Börner, Victor H. Yngve Professor of Information Science. A first draft of the plan was distributed electronically to Faculty Affairs Committee, ILS faculty and staff, and representatives of the ILS student body, for discussion and feedback in November 2014. A subsequent version was sent to the Dean, ILS Faculty Affairs Committee and all ILS faculty and staff for reaction and input. The final version of the strategic plan was voted on and adopted by the faculty on February 20, 2015.

The document starts with an updated ILS mission statement; reviews the past, present, and future of ILS; and situates ILS in the context of a continually evolving local and global ecosystem of academic, government and industry relationships. The plan then discusses key foundations and strategic priorities for 2015–2020 that will inform specific priorities and action items in the years to come. The strategic priorities come with key action items and indicators of success that will be

used to measure outcomes. An implementation plan concludes the document. As circumstances change, the plan will naturally undergo adjustment. It is thus a living document.
https://www.soic.indiana.edu/doc/ILS/ILS-2020-strategic-plan.pdf

The new departmental mission statement reads:
The Department of Information and Library Science (ILS), School of Informatics and Computing (SoIC) at IU Bloomington (IUB) is committed to excellence and innovation in the education of librarians and other information professionals, the creation of useful knowledge, and service in a diverse and changing global information environment. To accomplish this mission, the department'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 interdisciplinary collaboration; and cultivating an appreciation for the role of information in society;
• To serve our students, our local and state constituencies, society, and the library and information science profession; and
• To model a climate of intellectual engagement, openness, integrity, and respect within the department.

The strategic plan implementation will be integrated into the department's existing planning cycle, so that it is built-in rather than added-on to existing structures and schedules and is synchronized with the department's year-round calendar of activities. The planning process emphasizes information sharing and coordination among the Chair, the Faculty Affairs Committee, standing and ad hoc committees, and the professional staff. Responsibility for each action item resides in the office or committee most directly connected to decision-making in that area. The ILS Chair is responsible for general coordination. The Chair will gather data from faculty members, academic program directors, departmental staff (admission, finance), and directors of ILS research centers. These will be summarized and shared with ILS faculty and staff to inform the work of individuals, centers, and committees in adopting action steps at the beginning of each academic year and in reporting achievements at the end of each academic year. Throughout the year, faculty will share their ideas and concerns with the Chair, Faculty Affairs Committee, and other appropriate staff and committees. An International Advisory Board will be invited and consulted to help prioritize initiatives and to review indicators of success. This external perspective will strengthen global leadership, effective collaborations, and an innovative vision for the department.

Standard II: Curriculum
The department seeks to maintain a curriculum that is sufficiently flexible for each student to build a meaningful specialization atop a solid foundation for the field. Students contribute through participation on the Curriculum Committee as well as through monthly informal open meetings with the department Chair, who also hears from alumni informally and from advisory panels. In summer 2014, a faculty sub-committee mapped skills found in job descriptions with courses in the degree programs. These sources were used in conjunction with ongoing reviews of foundation courses to adjust both degree programs.

The MLS remains a 36-credit-hour program with 18 credits of foundation (required) courses and 18 credits of electives. The course Introduction to Information Studies was removed from the MLS foundation courses and replaced by a required internship experience.

The MIS degree was changed from a 42-credit to a 36-credit program, more in line with other master's degree programs in the School of Informatics and Computing. The foundation courses account for 18 credits (down from 21); the requirement for courses on Organizational Informatics and on Systems Analysis and Design was changed to the choice of one of these two courses. The remaining 18 credits are elective courses.

Both master's programs also offer a variety of specializations as well as dual degrees. Three specializations have been added to both the MIS and MLS degrees since 2013: Information Architecture, Data Science, and Digital Humanities. Two specializations are in final stages of approval: Digital Curation (MIS and MLS) and IT Leadership (MIS).

Accelerated MLS and MIS are now available to Indiana University students. These programs allow undergraduates to complete a BA or BS plus an MLS or MIS in five years. The first cohort of students in the accelerated programs is expected to start in 2016.

Standard III: Faculty
The department has 15 faculty members (one is a lecturer) and is conducting a search for an additional hire. Success with this search will bring the total to 16, the number of faculty at the time of the 2013 report. Two retirements and two departures are being replaced by four new hires; one was a strategic minority hire accomplished with support from the Provost. The department continues to maintain its high level of research productivity, ranking first among LIS departments world-wide in a recent report (Walters, W. H. and Wilder, E. I. [2015], Disciplinary, national, and departmental contributions to the literature of library and information science, 2007–2012. Journal of the Association for Information Science and Technology. doi: 10.1002/asi.23448).

Standard IV: Students
Student recruitment and career advising has been integrated to some extent with the larger School of Informatics and Computing (SoIC), notably with the addition of a fulltime career advisor for graduate students. Following years of enrollment decline, fall 2015 has brought a significant increase in the incoming cohort in all ILS graduate programs. The continuing SoIC growth has encouraged some decentralization of students recruiting and ILS resumes its recruitment efforts. ILS has enlarged and evolved social media communication and outreach, networking with campus partners, and engaging alumni.

International student recruitment and enrollment have strengthened, with several MOA with programs in China and Korea. An additional incentive is the iPad Award, which provides an iPad Air to all new full-time students in good standing.

The Admissions and Curriculum committees continue to recommend and implement program changes, such as the internship requirement for the MLS and the change in number of credit hours for the MIS.

Standard V: Administration, Finances, and Resources
The department is thriving as part of the School of Informatics and Computing. When former ILS Chair Debora Shaw retired in 2014, her replacement Professor Pnina Fichman was recommended by the faculty and appointed by the Dean. Dr. Fichman's expertise in organizational change and academic administration have served the department well through this transition. Dean Schnabel's effort to include representation from all three academic departments (regardless of absolute size) has provided a good measure of visibility for ILS and has integrated departmental faculty and staff into the school. Based on the financial Memorandum of Understanding, SoIC maintains a version of responsibility center budgeting for ILS, so that the school is aware of the department's financial contributions.

ILS faculty and administrators are also active at the campus and university levels. Pnina Fichman was selected as one of five faculty members to serve as 2015-16 fellows for the Committee on Institutional Cooperation's Academic Leadership Program, which helps develop leadership skills of professors who may pursue careers in academic administration. Katy Börner is a member of the new SoIC Intelligent Systems Engineering program founding group. As noted above, the department received support from the Provost for a strategic hire. ILS is also represented in the search committee for the new Dean of the school and in the planning for a new SoIC building. The building was approved by the Indiana University trustees in April 2015 and the Groundbreaking Ceremony took place in October 2015.

2) LIS (IU Indianapolis)

Standard I: Systematic Planning
In 2013-2014, all three new departments within the School of Informatics and Computing in Indianapolis proceeded to create new strategic plans and other updated, independent documents and procedures to reflect the new setting and situation.
- LIS Vision: Where Information Meets Innovation [school motto: Where People and Computing Connect.]
- LIS Mission statement:
The IUPUI SOIC LIS department is the place where:
    - Aspiring library and information science professionals gain current skills, a future orientation, and a professional mindset
    - Teaching is engaging, real, and innovative, primarily using non-placebound methods
    - Faculty and student service makes a different for the profession, in Indiana and beyond
    - Research advances knowledge in how information and effective information management changes lives, particularly but not exclusively for:
        o Public libraries
        o Open access and changing academic information flows
        o Community and scholarly memory
        o Library leadership
- LIS Strategic Plan 2013-2018. 3 areas: 1: strengthen graduate programs (curriculum, course delivery); 2: research (community memory, collaboration with other SoIC

departments); 3: civic engagement and diversity.
- LIS Advisory Board. This was created in spring of 2013 and met in fall of 2014 and spring of 2015.
- New departmental promotion and tenure standards; LIS faculty also participated in new SoIC-Indianapolis P&T standards. The previous version dated to 2005.
- Capital campaign (school and campus): A LIS project, a center for community heritage informatics, became one of four SoIC-I capital campaign priority projects.

For the first time in 20 years, the IUPUI campus has an overall strategic plan, and LIS and SoIC activities closely reflect the institution's mission and priorities, as well as being part of the overall IU Bicentennial Plan.

Standard II: Curriculum
The MLS program in Indianapolis has made the following changes since the last ALA report:
- Renaming of courses to reflect the evolved content: " 501 Information Sources and Services" instead of "Reference," "502 Acquisition and Management of Knowledge and Information" instead of "Collection Management," "632 Advanced Resource Management" instead of "Technical Services."
- New courses: Marketing for Libraries, Grant Writing, Scholarly Communication, Project in Library and Information Science.
- Change in one required area: now, students take only "Organization and Representation of Knowledge and Information" and "Cataloging" is now an elective.
- Addition of specialization tracks (for transcripts): academic librarianship, public librarianship/adult services; youth services; school media; technical services (plus existing technology management).
- School media for Indiana University is now offered solely through IUPUI.
- The faculty are in the process of updating all current dual degree programs (history, law, public management).
- There is an "Knowledge and Information Management" track within the School's newly developed Master of Science in Informatics (not accredited); and a LIS Ph.D. minor available.

In several instances, LIS departmental policies have been adopted (through faculty governance) at the School level, such as faculty feedback expectations and policy on multiple incompletes. Faculty have also strengthened overall student guidance with the development of SoIC and LIS-specific syllabi templates and an LIS Graduate Student Handbook.

The faculty have made steady progress in the development and use of an electronic portfolio (ePort) system for assessment of student learning outcomes. A quantitative analysis was conducted in spring of 2015, demonstrating course-outcome mapping. An internal university grant funded a project in summer 2015 to involve practitioners in reviewing student achievement and also the program outcomes themselves. Another grant, to cover migration to a new ePort infrastructure, was receieved.

All changes have been made based on LIS faculty discussions, collaboration with the Advisory Board, data from student evaluations, and data from ePort artifacts.

Standard III: Faculty
Currently the LIS department has 7 full time faculty members: 3 tenure-track and 4 lecturers. Tenure-track faculty have 2-2 teaching loads and contribute to research along with service; lecturers have 4-4 teaching loads and concentrate on teaching and service. One "section" is 20 students. One lecturer will be replaced with a tenure track faculty member as of fall 2016 (search underway): 4 tenure-track and 3 lecturers.

Standard IV: Students
The fall of 2013 represented a low in enrollments for the IUPUI campus, at 171 headcount, vs. approximately 300 in the high years of the program (2009). This trend has strongly reversed, with a 20% gain to 2014 and a further 10% gain to 2015. The Indianapolis MLS program offers an out of state student scholarship that brings the rate of tuition to in-state levels. As of 2015, approximately 25% of applicants have been from outside Indiana, where previously the student body was 95% or more from Indiana. Both Indiana and out of state students have increased; the total headcount now is approximately 210. Students are usually working, typically take 2 courses per term, and take courses throughout the year.

Admissions standards have remained consistent. Since the transition to an all-online program, applicants are specifically advised that they need to incorporate visits to physical facilities near them as part of the learning process: this is an 'online' but not 'virtual' program.

Career services are integrated into the School resources. Because a high percentage of students are already library professionals, an internship is not required, but when students do an internship, this is integrated into the School's 'capstone' procedure, with an LIS student receiving an audience award at the last Capstone night.

Standard V: Administration, Finances, and Resources
In 2013, LIS faculty moved to the building housing the Informatics program. Faculty have offices on the same floor as most tenure-track Human Centered Computing faculty, and the proximity of conference and break rooms has fostered greater collaboration. During 2015-2016, rooms on this floor and another will be renovated to provide collaborative research space for faculty and students.

The Indianapolis program is managed as a "resource center" with its own income (tuition, external support, and appropriations) and assessments (campus and school overhead)—this had been the case as the independent SLIS-Indianapolis, and was maintained after the merger. The low enrollment / low income periods of SLIS had been covered by built-up reserves, and the budget now produces a surplus. This "cash" balance is managed for departmental priorities; for example, this funded adjunct faculty to develop the Are You Experienced? Public library-oriented MOOC (massively open online course), as well as student attendance at the state librarian conference.

LIS faculty are engaged on the campus and in the community. Rachel Applegate, chair, is on the campus Distance Education committee and the ePort Task Force, and, with Pnina Fichman, on the search committee for the new (2016) Dean of the School. Andrea Copeland is an at large member of the Indianapolis Faculty Council and president of the School's Faculty Council.