Executive Summary to the 2019 Self Study for American Library Association's Committee on Accreditation Site Visit

Department of Information and Library Science

School of Informatics, Computing, and Engineering

Indiana University, Bloomington

Background

From being a division of library science in the School of Education (1930) to a School of Library and Information Science (1966) to a department of Information and Library Science in the School of Informatics, Computing, and Engineering (2013), in different academic unit configurations the Department of Information and Library Science has provided library and information science education for 89 years. The MLS program has been continuously accredited since its introduction in 1951/2. The MIS degree has been accredited since its introduction in 1995. Throughout its history, ILS has had a dedicated, talented, and productive faculty that has continually delivered high quality masters' degree programs to its students, who have gone on to successful careers in librarianship and the information professions. The recent placement rate for our graduates is over 90%.

Our 2013 merger led to a number of changes. First, the school became a department, so there were major structural changes. Formerly having an independent Dean and Associate Dean, ILS now has a department chair. Second, Responsibility Centered Management has now moved to the school. This means that major budgetary and hiring decisions must be negotiated with and approved by the school. Third, ILS now has access to the resources of the school, such as a communications and a marketing department, career services, and IT services, the first two of which the unit did not have previous to the merger. Fourth, there have been changes in faculty through two retirements and movement of five faculty within the school. This allowed ILS to aggressively recruit and hire five, young faculty who align with a departmental emphasis on the preservation, organization, and access to digital documents and data, while other faculty continue their work in social informatics.

Standard I: Systematic Planning

> *"The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve"*

Vision

The Department of Information and Library Science has a special role in the Information Age. The department focuses on the creation and management of, and access to documents, data, and other types of information, particularly as knowledge, and the study of such in overlapping information, communication, and media ecologies. We study the socio-technical means through

which people, information, and technologies are joined in social, cultural, and organizational contexts as knowledge institutions.

Mission

Prepare socially responsible graduates for fulfilling careers characterized by ethical practice, professional values, analytical skill, critical thinking, leadership, and lifelong learning. The Department is committed to excellence and innovation in the education of librarians and other information professionals, the creation of knowledge, and service and understanding in a diverse and changing global information environment.

ILS' vision and mission are aligned with the school, the campus, and the university. Department goals also align with ALA learning objectives. There are explicit program objectives for each degree that align with the department goals. The department goals were an outcome of the strategic planning process carried out in 2015 and again in 2017. The program objectives have been developed and revised over time as the faculty has reviewed the curriculum for both degree programs. All of this information (including the strategic plan) is available on the ILS web site and is communicated to the department's relevant constituencies.

Assessment of program objectives is carried out through direct and indirect assessment of course learning outcomes; the process was developed with the assistance of the Center for Evaluation and Educational Policy (an IUB consultative organization). The analysis of the data gathered from these assessments is used to improve both degree programs as evidenced by the curricular changes that have been made in the last three years.

Program goals

1. 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
2. To serve our students, our state and local constituencies, society, and the library and information science profession
3. To model a climate of intellectual engagement, openness, integrity, and respect within the department

MLS program objectives

1. Assist and educate users of libraries and information tools and environments
2. Identify, secure, organize, and represent information resources
3. Provide effective leadership using appropriate management and evaluations tools
4. Demonstrate skills for the storage, transmission, and retrieval of digital resources
5. Demonstrate critical and appropriate technical expertise for chosen career path
6. Understand and apply the ethical, cultural, and social values and traditions of the profession

MIS program objectives

1. Analyze, evaluate, design, and manage information technologies to support effective organizational activities, work practices, and human usability
2. Employ a sound conceptual foundation and critical understanding of research to enable them to develop strong, leadership-oriented careers as information professionals

3. Develop appropriate information management strategies and policies for organizations
4. Understand the theoretical and practical bases of information organization, storage, delivery, and retrieval systems
5. Understand the economic, social, political, and strategic value, and the ethical use of information and information technologies

The department has been involved in continuous systematic planning since joining SOIC/SICE. The chair and the faculty are responsible for carrying out general planning and policy activities for the department. The ILS Curriculum Committee and its director play a particularly important role in curricular planning for and review of the masters' programs. All major curricular changes are voted on by the full faculty. Strategic planning, departmental direction and other higher-level issues typically involve the full faculty. Planning is a year-round function involving the full faculty and many constituencies of the department. It is integrated into the department's structure and schedule and is synchronized with the year-round calendar of activities.

Highlights include the 2015 strategic plan (ILS 2020) and the revision to the plan in 2017, planning for and review of the curriculum for both degree programs resulting in a major revision of the MLS core, a minor revision of the MIS core, and the development of a more structured path through the curriculum, emphasizing the completion of core courses during the student's first year. During the most recent strategic planning activity, faculty were asked to ensure their MLS and MIS core course learning outcomes were in alignment with either the MLS or MIS objectives.

Standard II: Curriculum

The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.

The forward-looking curriculum in both degree programs is based on the departmental goals and program objectives. Courses in both degree programs expose students to theories principles, practices, and legal and ethical issues and values integral to the provision of service in libraries and information organizations. The curriculum emphasizes the core values of librarianship and information science and the value of critical thinking. It provides students with opportunities to learn about and use cutting-edge technologies including computational humanities, digital curation, natural history ontologies, natural-language processing. Almost every class in both degree programs focuses on information resources in one form or another and many explore the complexities of the services and technologies that are involved in information resource management and use (II.2.a.1).

The primary educational experiences for master's students include classes, seminars, and internships. Internships are required for MLS students and are optional for MIS students. The

faculty use a range of pedagogical strategies to provide students with rich and varied experiences, including in-class groupwork, presentations of group projects in class, wiki-based collaborative writing assignments, service-learning experiences requiring involvement in the community, research experiences in real-world settings, simulations, site visits, and guest lecturers.

As is explained in greater detail in the Self Study, relevant theories and conceptual frameworks are significant components of the core courses for both degrees (II.1.c.2.a). The same can be said of principles, for example, social justice and the importance of public service figure prominently in the MLS core; principles of project management and user-centered design are found throughout the MIS core. Students engage in relevant practice in every core class in both programs. All of the MLS core courses and four of the six MIS core courses foreground legal and ethical issues relevant to the course content.

The curriculum for both degree programs clearly indicates the faculty's desire to keep their courses current, incorporating the best of relevant basic and applied research findings and maintaining a balance between traditional and contemporary research topics. Because the faculty is research-active, they bring their own research and that of colleagues into the classroom. Because they keep up with research in their domains of interest, they are able to bring new and exciting research into their readings. Two ways that the relevant bodies of knowledge can be seen to evolve in many courses are in the balance that faculty attempt to strike between exposing students to the classic studies and to cutting edge research, and the need to constantly update syllabi to reflect the dynamic nature of the research domains covered in these courses.

It is important that students who are preparing to work in the information professions have a clear understanding of the information life cycle as a concept and as a metaphor, since in their professional lives and daily work they are often deeply involved in one or more of its stages. Because of the complexity of the information life cycle, most courses in the curriculum will focus on a stage or stages, with several exceptions that cover the entire life cycle. Taken together the courses in the MLS and MIS cores provide students with knowledge of, and experience with, the entire information life cycle. Through specializations, students are able to pursue more in-depth study of the stages that interest them the most and students not electing to specialize can work with their advisors to select appropriate elective courses.

The curriculum emphasizes the importance of leadership. ILS provides a variety of opportunities for students to take leadership roles through course work emphasizing leadership of a community as a team, in team-based course projects, in service-learning course activities, and in extra-curricular activities. The theme of fostering the development and leadership potential of library and information professionals extends beyond the core courses for both degree programs. Many of the elective courses also reinforce this theme. As well, there is a focus on the need for continuing professional development and life-long learning.

Once they have completed their core courses, students can select a specialization, a transcriptable option where students select courses from a curated set of elective courses designed to prepare them for specific careers. Relevant MLS specializations include Archives and Records Management, Rare Books and Manuscripts Librarianship, Art Librarianship, Music Librarianship, and Digital Humanities, all of which have a strong focus on information resources. Children and Young Adult Services, Digital Curation, Digital Libraries, Information Architecture, and Data Science have an equally strong focus on the services and technologies

that facilitate access to information resources. MIS students can specialize in Digital Humanities with its focus on information resources, and in Data Science, Digital Curation, Digital Libraries, Front-End Development, and Information Architecture, with their foci on technologies of information organization, delivery, and use. There is also a specialization in Information Technology Leadership, which is a hybrid because of its emphasis on the management of information, technology, and people.

ILS has established relationships with fifteen different departments, schools, and degree-granting centers to provide opportunities for students interested in earning second master's degrees alongside their ILS degree. To enroll in a dual-degree program, a student must apply for admission to, and meet the admission requirements for, both programs. This requires two separate applications. There are fourteen dual-degree options available for MLS students and five dual-degree options for MIS students.

As is stated in the department's mission statement, one important goal is to serve our students, our local and state constituencies, society, and the library and information science profession. A related goal is to model a climate of intellectual engagement, openness, integrity, diversity, and respect within the department. The curriculums of both degree programs are designed to respond to these constituencies and to do so in a way that recognizes the inherent diversity of a global society and raises awareness among the students about the ways in which the library and information professions interact with and serve underserved populations.

The Curriculum Committee oversees and reviews the MLS and MIS programs, as well as the specialist degree program and the Information Architecture certificate program. It handles curricular planning at the levels of the course and the program. The typical business of the committee involves course level planning and review. New course proposals, new specialization proposals, changes to existing specializations, new dual-degree proposals, course title changes, and, sometimes, major revisions of course content come before the committee. The committee and the faculty as a whole undertook a complete revision of MLS curriculum in 2015-2016 that led to a reformulated core requiring three courses, an open technology course requirement, and an internship. A subcommittee of the Curriculum Committee conducted an analysis of required and preferred job skills in 2015-2016, mapped them to the MIS core courses, and concluded that there was not a strong need to change the curriculum.

In terms of course planning and advising, a recent decision greatly improved the ability of students to plan their coursework in ILS. In 2017, the ILS faculty approved a sequencing of courses for both degree programs that went into effect in fall 2018. MLS students complete their required core courses and take two elective courses in their first two semesters. MIS students complete these requirements in their first year. If students are interested in a specialization, they can declare it in the spring semester of their first year, after which they work with the specialization advisor to select their courses. In addition, they enter the program in a cohort and move through their required courses together.

Advising interactions with incoming students begins before they come to campus. The department also uses social media platforms to maintain contact with them. ILS holds a two-day orientation for new students the week before classes begin. On the first day of the orientation, after a welcome from the department chair and the director of graduate programs, the students are split into two groups which meet with the director of their degree program. Once the semester begins, students can meet with their faculty advisors at any time, but they are strongly

encouraged to meet with their advisors each semester during the two weeks prior to registering for the next semester's classes. Staff are also involved in working with students. For example, the director of graduate student services provides a valuable service for students by conducting degree audits to make sure they have completed all of their required and specialization courses, and have the right number of credits.

Standard III: Faculty

The program has a faculty capable of accomplishing program objectives. Full-time faculty members, tenured/tenure-track and non-tenure-track, are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/ tenure-track and non-tenure-track faculty and are integral to the program. 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 the program.

ILS has three types of faculty. Full-time tenured and tenure track faculty are expected to conduct research, teach courses, and engage in service: a school-mandated 60% research, 20% teaching, and 20% service allocation of effort. Non-tenure track lecturers have an allocation of effort of 20% research, 60% teaching, and 20% service. At IUB lecturers have a path for career advancement to senior status based on performance. Visiting faculty may take on research or teaching responsibilities for a maximum of two years. ILS has twelve full-time, tenure-track faculty: five full professors, two associate professors, and five tenure-track assistant professors. A sixth full professor maintains a zero percent appointment in the department in conjunction with her appointment in the Department of Intelligent Systems Engineering. As can be seen in even a cursory review of the full-time faculty's CVs, they are a prolific group, successfully conducting both funded and non-funded research, publishing articles in a wide variety of high-impact journals, and publishing edited and co-authored monographs. Their CVs also provide evidence of extensive service activities to the department, the school, the campus, the profession, and the community, including journal editorships, conference program co-chairs, and leadership positions in professional organizations.

The ILS faculty has diverse ethnic, geographical, educational, and research backgrounds. Current full-time faculty members have PhDs in Library and Information Science, Information Transfer, Comparative Literature, Education, English, History, History of Culture, Instruction Systems, Linguistics, Literature, and Electrical Engineering. The faculty's current research interests include computer-mediated communication, information retrieval, knowledge organization, text mining, digital humanities, online communities, social informatics, cultural heritage informatics, biodiversity informatics, documentation, critical theory, knowledge management, digital data and document curation and repositories, archival studies, information infrastructures, intelligence studies, social epistemology, comparative media studies, and security. Faculty use their

education, research, and professional experience to inform their core and elective teaching and their areas of research and teaching expertise ensure that learning outcomes and program objectives are accomplished for both the MLS and the MIS degree program. In addition, many of the faculty have previous library practitioner experience, some at managerial levels. Some have extensive experience stretching over years that informs their teaching and from which the students benefit.

The current faculty in ILS is more than capable of accomplishing program objectives. They are well qualified to teach the courses offered in the two master's level degree programs. They are well versed in the domains covered in their classes and have current knowledge of the research and practice as well as knowledge of the relevant classic literature. Faculty are encouraged to teach courses that correspond to their research and practical experience and take advantage of their technical skills and knowledge to make their classrooms active and engaging spaces for students. Currently, core courses in the MLS program are primarily taught by full-time ILS faculty. The majority of core courses in the MIS program are taught by full-time faculty supplemented by adjunct faculty, a senior lecturer, and two visiting professors, with the proportions varying across semesters since 2012.

ILS also is fortunate to have well-qualified and committed adjunct faculty, many of whom taught in ILS for years and bring relevant professional experience and insights from their work and research into the classroom, ensuring that students have a balance between theory, research, and the applications of the same in professional settings. Adjuncts come from the library, documentation, and data units on campus, as well as from the public library and other professional organizations. They have a wide variety of expertise and experience as their CVs demonstrate. Their contributions include adjunct teaching and specialization direction, as well as student training through direct employment and internships. Their expertise and experience are particularly valuable because they may specialize in areas not represented on the faculty such as rare books.

There is strong encouragement and support for faculty to pursue excellence in teaching, research, and service flowing from the campus to the school to the department. In ILS, the faculty 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. The pursuit of excellence in teaching is a core value in ILS. Examples demonstrating effectiveness in teaching include the results of student evaluations, a record of engagement with campus services aimed at improving teaching in the classroom, peer observation of teaching, and internal and external recognition in the form of awards. IUB is well-positioned to provide support for encouraging the pursuit of teaching excellence, which is emphasized in the school and the department.

There is a clear culture of research in the school shaping activities in the four departments that make up the current structure of SICE. Faculty are socialized into this culture from the moment they join their departments. During the accreditation period, ILS faculty whose work requires external funding received 52 awards totaling almost seven million dollars, $6,792,500, for an average of some $973,000 each year. In addition to successful grant work, ILS faculty are research-active: publishing articles and monographs, engaging in creative digital scholarship, presenting their research at national and international conferences, and participating in and sometimes organizing research-oriented conferences and workshops. The careers of tenured

faculty indicate a sustained record of accomplishment and the untenured faculty are establishing themselves as scholars and researchers of note in their respective domains. Walters and Wilder (2016; 1495) examined LIS literature between 2007-2012 and found that ILS—then known as SLIS—was the single most productive department, contributing nearly 9% of the articles written by authors based in U.S. and Canadian LIS programs. The ILS faculty present their work at national and international conferences, symposia, and workshops, where this same diversity is evident. During the period between 2012 and 2017, faculty presented 151 refereed conference papers at 66 different venues; for the current faculty, the totals are 74 papers at 43 different venues. It is worth noting that the IU library system and other documentary and data institutions at IUB, such as the IUB Archives, the Moving Image Archives, the Archives of Traditional Music, the Kinsey Institute, the Liberian Collection, the Lilly Library, the IU Digital Library, and the campus supercomputer facilities and other IT infrastructures provide stellar research support to faculty and students.

Prior to the merger, SLIS had a vigorous and stimulating intellectual life. Since the merger this has expanded, as faculty and students can take advantage of the intellectual resources of the school. There are several regularly scheduled speaker series in ILS as well as a series of activities organized and hosted by ILS student groups. There is a regularly scheduled ILS colloquium series in which ILS faculty present their recent work and research in progress. The department has an annual lecture series, the Kaser Lecture, named in honor of Distinguished Professor Emeritus David Kaser, where a distinguished speaker is invited in the spring to give a talk on a topic related to library and information science. The Rob Kling Center for Social Informatics, housed in ILS, and directed by Dr. Pnina Fichman, has a well-attended monthly speaker series that brings in interesting people from across the country. There are informal brownbag talks and many more opportunities for faculty and students to attend speaker series and colloquia in the rest of the school and in schools and departments across the campus.

The recruitment and retention of an excellent and diverse faculty is important enough at IUB that it has an Office of the Vice President for Diversity, Equity and Multicultural Affairs with a vice provost for diversity and inclusion, an associate vice provost for institutional diversity, an associate vice provost for development and diversity, and an associate vice provost for student diversity and inclusion. The policies in place in ILS to recruit and retain faculty from diverse backgrounds are derived from campus policies, outlined in a 2015 publication from the Office of the Vice Provost for Faculty and Academic Affairs: Policies, Procedures, and Best Practices for Faculty Recruitment: A Guide for Search Committees and Administrators. ILS follows SICE and university guidelines for hiring and retention. ILS actively seeks a diverse faculty and gender balance in the department. For example, two of the last four tenure-track hires made use of university-level strategic hiring funds because the candidates came from traditionally underrepresented minority backgrounds. The last two hires have been women. ILS continues to seek diverse hires whenever possible, both for the sake of faculty diversity and to encourage student diversity.

Evidence of the department's success in the hiring and appointment process can be seen in the achievements of ILS's five energetic and impressive untenured faculty and in the tenure and promotion process, which resulted in a successful case of promotion to associate professor and four promotions to full professor during the accreditation period. The new faculty hired during

the last four years bring to ILS research interests in biodiversity, computational humanities, scientific data curation, critical archives, and music informatics.

Standard IV: Students

> *The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program 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 program's mission and program goals and objectives.*

The main policies and services provided for students in the Department of Information and Library Science are well-aligned with the department's mission and both degree programs' goals and objectives. Over time, the school administration has come to appreciate the unique differences that come with having two accredited, highly ranked, high quality professional masters' degree programs, with specialized recruitment, a different admissions cycle, different types of courses, a different pedagogical role for technology, a different approach to retention and student support, and different career placement needs. They have responded by providing increasing support, such as in the shift in Career Services, which hired a staff person with an MLS to work with ILS students. This change has been noticed by students as the number of career advising appointments has increased from 62 in 2014-15 to 174 in 2016-17.

Despite the challenges of the overall decline in LIS enrollments across the US and decreased budgets, ILS faculty and staff have worked to maintain excellence in the student body and the curriculum. Students are supported by the four-person ILS staff: the director of graduate student services, the department administrator, the admissions coordinator and recorder, and the experiential learning coordinator. Staff help students with scheduling problems, financial aid questions, internship placement, and related services. They can also can take advantage of SICE Career Services which helps them with resume writing and interviewing skills, and holds two career fairs each year, among other services. Two people on the school staff, the associate director of career services and the associate director of academic and career planning specialize in working with graduate students. The director of SICE Career Services is an ILS graduate.

In terms of recruitment, ILS has shifted from paper-based methods of marketing and advertising to digital methods, including Google Ads and Facebook campaigns, search engine optimization, and increased presence through a variety of social media channels. Having transitioned from a separate school to a department in a large, well-resourced school, ILS has taken advantage of the services available to transform the recruiting process. All of the relevant information needed by current and prospective students is available on the school and departmental websites. The ILS, SICE, and IU websites are comprehensive sources of information, much of which is also compiled in the ILS Orientation Handbook. The department maintains a number of email distribution lists which serve as broadcast channels for up-to-date information and

announcements about course offerings, schedule changes, registration and drop/add dates, scholarship deadlines, internship and part-time job opportunities, and professional job postings. ILS also maintains a social media presence on Facebook, Twitter, YouTube, a LinkedIn page, an Instagram page, and a Pinterest page. These channels are used to provide information about activities and events in the department and the school and to interact with current and incoming students and alumni.

Since the 2012 reaccreditation review, ILS worked to recruit a more diverse group of students. Having an interest in improving the department's diversity, Dr. Devan Donaldson has represented ILS at national conferences to recruit students into our masters' and doctoral programs. During the American Library Association Annual Meetings in 2016, 2017, and 2018, he has participated in Leaders Wanted, a program geared towards increasing diversity in LIS leadership and research through doctoral programs sponsored by the ALA Office for Diversity, Literacy and Outreach Services (ODLOS). While there are still improvements to be made in terms of racial and ethnic diversity in the student body, ILS has maintained a degree of gender equity over the years with the MLS having a majority of women and the MIS being relatively balanced.

Applications to both degree programs are reviewed holistically. Quantitative indicators like GPA and test scores are treated as only one component of the overall application review process. Other significant factors come into play as the admissions committee considers the campus, school, and departmental emphases on diversity and inclusion and the student's personal statement and letters of recommendation. ILS strives to admit a diverse cohort of students in terms of racial and ethnic backgrounds. Another aspect of diversity can be defined in terms of academic disciplines. ILS has a long history of admitting students from a wide variety of disciplines. The largest cohort of entering students have a humanities focus followed by social science, and there are even students with PhD and JD degrees.

ILS has a very high retention rate. More than 90% of students complete their programs and 75% graduate with their matriculating cohort. By the end of the third year, the cohort graduation rate is more than 90%. In fact, ILS retained or graduated 96% of students in fall 2017 from the fall 2016 class. This exceeds the department's goal which is to retain at least 80% of students from their incoming fall semester to the beginning of their second year, and to graduate at least 70% of students by the beginning of the third year. The great majority of students who begin the program finish on time and this, coupled with the high placement rate for MLS and MIS graduates, are two strong sources of evidence that that the academic and administrative policies currently in place are consistent with and support the department's mission.

The department attempts to fund as many students as it can. During the 2016-17 academic year, 88 students received $463,385.27 in scholarship money (59 women and 29 men). The following academic year, 93 students received $672,392.88 in aid (73 women and 20 men). For the current academic year, 71 students have received $587,585.05 in aid (48 women and 23 men). ILS consistently makes available an average of $574,500 funding allocated to an average of 84 students who received full or partial scholarships and fellowships throughout the accreditation period.

The primary constituencies served by the MLS and MIS degree programs are the students, the organizations that host their internships, and the organizations that hire them after they graduate. Data about the needs and values of students and other constituencies are gathered in a variety of

ways including surveys of continuing students, the results of course evaluations, student feedback from meetings with the chair, feedback from internship supervisors and employers, and feedback from the student advisory council. These data are evaluated and used to inform decision making about program direction, curricular changes, department policies and procedures.

A report commissioned by the campus in 2017 highlighted five "signature, high-impact" practices that contribute to optimal retention-graduation efforts. ILS faculty were pleased to discover four of the five practices were already in place in the department and had been since the merger with SOIC: engaging students in research with faculty, conducting periodic training on pedagogy, student engagement, and advising, creating research institutes with direct student links, and targeting the strategic allocation of funding in the form of scholarships for deserving students based on merit and need.

Advising is a critical component in students' abilities to chart their paths through their programs. There are four types of advising students may take advantage of. Academic advising is the primary process for constructing coherent programs tailored to their interests and goals. Advising is provided by the full-time faculty, the senior lecturer, and adjunct faculty who direct specializations. A second type of advising is oriented toward students' future goals. The school's Office of Career Services is available to all students and provides consultation on resume writing, cover letter writing, mock interviews and salary negotiation. ILS staff provide a third type of advising via logistical support for students and faculty, in addition to advising students on degree requirements. A fourth type of advising involves the librarians who employ ILS students. Many IU faculty librarians act as both formal and informal advisors. ILS is intentional in developing and maintaining a mix of support structures to assist students entering and working through the masters' degree programs. For example, the ILS website links to essential student information like financial aid, student jobs, and course, specialization, and degree information in order to help students evaluate their options.

The department seeks to enroll students who value their education are motivated to become effective leaders with command of appropriate management and evaluation tools (MLS program objective #3), who understand and apply appropriate ethical, cultural, and social values and traditions of the profession (MLS program objective #6), and who understand the economic, social, political, and strategic value, and the ethical use, of information and information technologies (MIS program objective #5). Toward these ends, faculty and staff work to provide and maintain a student-centered environment that encourages students to become involved in shaping the intellectual and social life of the department.

Students' main involvement in the work that affects academic policies in the department is through their involvement in the Curriculum Committee. The broader student body provides input into discussions of academic affairs through their participation on the annual survey administered by student members of the Curriculum Committee. In 2017 a Student Advisory Committee for Professional Programs was formed to provide students with an opportunity to participate in the formulation, modification, and implementation of policies affecting academic and student affairs in the department. This group currently has 15 members from both master's degree programs. One example of a decision made based on feedback from students was to remove an introduction to technology course from the curriculum that had been a required, non-

credit bearing degree requirement for MLS students and replace it with an open technology requirement that can be fulfilled with any appropriate graduate technology course.

Both degree programs emphasize the importance of student involvement in research. By the time students complete their programs, they should be able to demonstrate skills for the storage, transmission, and retrieval of digital resources (MLS program objective #4), demonstrate critical and appropriate technical expertise for chosen career path (MLS program objective #5), and employ a sound conceptual foundation and critical understanding of research to enable them to develop strong, leadership-oriented careers as information professionals (MIS program objective #2). All students in ILS can take an independent research course with a selected faculty member as one of their elective courses. From spring 2012 through fall 2017, 20 faculty sponsored 222 MLS and MIS students who completed independent reading and research courses. Student research spans the spectrum of research activities including literature review, exploratory research, and formal survey research. In addition, core and elective coursework in both degree programs involve students in the conduct of research through exploration.

Master's students in the Department of Information and Library Science have access to outstanding student services in the department, the school, and the campus. In the department, students can always meet with their academic advisors or any other faculty with whom they feel comfortable in order to discuss academic difficulties. Since almost all ILS MLS students work in library and documentation centers on campus, they have mentoring in the workplace. At the campus level, the two main types of support services are student affairs and academic support. The IU Division of Student Affairs provides services covering disability, gender, ethnicity, personal safety, health and wellness, and financial and career support. IU Health Center's Office of Counseling and Psychological Services (CAPS) is available to all students. CAPS works with thousands of IU Bloomington students each year. IU Academic Support Center includes assistive technology and accessibility, computer and IT training, writing tutorial services, libraries services, and the math learning center. The center works with students to encourage their academic success, integrate them into campus life, and create a support system to ensure they will excel in their studies and beyond. University Information Technology Services (UITS) Assistive Technology and Accessibility Centers provide a diverse range of services, resources, and support including alternate media services, hardware and software designed to alleviate vision, hearing, cognitive, and mobility impairments, consulting for web accessibility, and presentations and training on accessibility best practices.

Eight student groups are active in the department:

- American Library Association Student Chapter (ALA-SC)
- Association for Information Science and Technology Student Chapter (ASIS&T-SC)
- Youth Librarianship Group
- Indiana University Student Music Librarianship Group
- Progressive Librarians Guild (PLG) Student Group
- Society of American Archivists Student Chapter (SAA-SC)
- Society of Art Librarianship Students (SALS)
- Special Libraries Association Student Group (SLASG)

There are also groups in other departments and at the school and campus levels that are open to ILS students. Although these groups all have faculty sponsors, they are largely self-managed. Students have opportunities to experience leadership roles and engage in project management as they plan and carry out events and activities.

Evaluations of student achievement contribute to decisions about program changes and revisions in several ways. The most frequent use of these evaluations is in the ongoing work of the Curriculum Committee, which oversees the curricula of both master's degree programs. Systematic evaluations of student achievement in the form of grade distributions and in faculty reporting about student performance inform discussions about the course offerings and the structure and requirements of the two master's degree programs. The department evaluates student-focused academic and administrative policies on an ongoing basis to ensure that the programs' objectives are being achieved. Administrators, faculty, students, internship supervisors, employers, and alumni are all involved. The evaluation of student learning outcome data plays an important role in decisions related to course approvals, course revisions, structural changes to degree programs, curricular revisions, and academic policies. Evaluation data are also used by the Admissions and Scholarship Committee. These data are important because as ILS has engaged in curricular evaluation and revision and in program planning and improvements, the decisions of the faculty have been influenced by the ongoing evaluation of student learning outcomes at individual, class-based, and program levels.

ILS high placement rates for both masters' degrees. The most recent hiring report from SICE Career Services indicates a 100% employment and continuing graduate education rate for 2017 MLS job seeking graduates. Organizations hiring ILS graduates include North Carolina State University, Library of Congress, National Park Service, Indiana University, and Indiana's Johnson County Public Library. Almost half of our graduates work in academic libraries, a quarter in governmental organizations and public libraries, 15% in non-profit organizations, 7% in for-profit organizations, and 5% in school libraries.

According to SICE Career Services, 88% of 2017 MIS graduates were employed or continued graduate education within six months of graduation. Organizations that hired these graduates include Microsoft, Cummins Engine, Indiana University, OCLC, and the Library of Congress. More than half are working in for-profit organizations, a little less than a quarter are working in academic organizations, 18% are in government organizations and public libraries, and 5% are in schools.

A recent alumni survey (n=600 600 MLS/60 MIS) indicated that 64% of MLS graduates are working in libraries, 4% are in for-profit organizations, and 32% are in other organizations like banks and financial services, software or technology companies, retail. Of those working in libraries, 55% are in academic libraries, 27% in public libraries, 7% in special libraries, 7% in special libraries, 6% in school libraries, and 5% on "other" libraries. MIS graduates indicated that 32% are in for-profit organizations, 18% in libraries, and half in other organizations. A little more than half of MIS graduates in the for-profit sector are working in software and technology companies and slightly less than half are working on "other" industries, including pharmaceuticals, medical technology companies, health insurance, and consulting.

The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. 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 program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

Prior to the merger, SLIS was a core school operating on two campuses, IUB and IUPUI. After the merger, Bloomington SLIS became ILS and the Indianapolis SLIS became LIS, a department in the IUPUI School of Informatics. The two units have continued to evolve separately and in different directions. Currently, ILS is an independent unit within SICE alongside Informatics, Computer Science, and Intelligent Systems Engineering, each of which has its own chair and administrative staff.

The merger required negotiation of a memorandum of understanding (MOU) that stipulated that ILS would retain control of its IU Foundation funds, donated primarily by SLIS alumni, and that the MLS and MIS programs would retain sufficient autonomy and receive institutional support to ensure that the ILS faculty could continue to deliver a high-quality education to our students. The MOU allowed ILS to maintain control over its budget, which it did until 2015. In fall 2015, Acting Dean Brad Wheeler worked with the school and ILS to create a more rational educational accounting system that counted credit-hours, scholarships, and faculty lines by department instead of revenue and expenses. This change shifted the burden of balancing the budget from the department to the school, making all units within the school financially equal.

The budgeting model for the campus, responsibility-centered management (RCM), means that each school is a revenue-generating and cost center, retaining its revenues after the tax is paid to the central administration. RCM does not go down to the department level. Decisions regarding funding and resource allocation are made in the school in the same way as is done in comparable schools on the campus. What differs is the balance sheet, so a school with more revenue has more options for allocating resources.

Currently, the department's financial situation is stable and adequate to its needs. In this regard it needs to be emphasized that the department is not a responsibility center management unit; RCM stops at the school level. ILS's overall financial stability is therefore buffered by shared school budgeting, even during ILS enrollment downturns. While the school is responsible for financial management of all units, departments are responsible for managing the budgets they receive from the school. This responsibility lies with the department chair, with the assistance of the staff and faculty administrative assistants. Each year the department chair and the two head staff administrative assistants meet with the chief financial officer of the school and possibly with assistant deans and arrive at a budget for departmental operations and scholarships. The ILS budget is a small proportion of the overall school budget for SICE. The department is expected

to adhere to its budget from the school, but excess costs are negotiable and have no negative side effects to the department in the next budgetary cycle.

With respect to its current financial state, the SICE FY2016-2017 budget was $427 million. As explained above, the ILS draft budget is submitted to the school, reviewed, adjusted, approved, and incorporated in the school budget by the end of the fiscal year. In general, the budget is overseen by the school and the department oversees the spending. In fiscal year 2017-2018 the ILS budget was approximately $3.7 million, with its 2018-2019 expected to be about the same. ILS income is seven percent of total SICE income while its liabilities are about four percent of total SICE liabilities. In addition, because ILS does not require a heavy investment in facilities, nor as heavy an investment in technology, its net contribution to the school in both intangibles and tangibles far exceeds its book-value net value.

ILS's budget allocations are primarily associated with its enrollment in tuition dollars-per-credit-hour—this includes students from other units taking ILS classes. With an average enrollment of 228 students per year from FY2013-2014 to FY2017-2018, ILS spends a little more than $16,000 for each MLS, MIS, and PhD student. Each tenured ILS faculty member has a $7,000 per year research and travel budget with no restrictions, and the non-tenured faculty have their startups of approximately $175,000 with few restrictions.

ILS faculty salaries have relative equity compared to peers in the school and in relation to peer units on campus and in the school. Staff are compensated as per negotiated school and university HR agreements, as implemented by the chief fiscal officer for the school and the HR staff in the school and the university. Though salaries vary depending on individual and institutional context, generally what they show is that ILS faculty salaries are comparable to their peer Midwest institution at Illinois. Beginning salaries for ILS faculty are now in the low 90s, and with 1/1 teaching loads per year up until tenure and $175,000 startup funds. The department is extremely competitive in hiring.

The school has made investments in the department, most notably in approving the hiring of five assistant professors since the merger and in the last year approving the hiring of two visiting lecturers. Despite dips in enrollment along with faculty moves, retirements, and hires since 2012, the number of students per FTE faculty has remained fairly steady at an average of 11.6. The stability in FTE per student played an important role in ensuring all faculty can teach their preferred specialty, as well as supporting core courses where necessary.

When ILS became a department, the level of administrative representation at the campus and state university level was lessened, in part because the SLIS dean's position was eliminated, but participation opportunities for students, staff, and faculty did not change. Faculty, staff, and students have the same opportunities for service engagement at departmental, school, and campus levels as the other three departments in the school. As stipulated in school bylaws, all school-level committees have two representatives from each department. On the Faculty Policy Committee, the Curriculum Committee, the Promotion and Tenure Committee, and the Budgetary Affairs Committee. Faculty from all departments interact with each other on a regular basis, learning about other departments. The same holds for the Data Science Curriculum and Admissions Committees, which have representatives from all four departments. The department chair participates in monthly or twice monthly chair meetings in the school.

Now a co-equal unit within a larger school and unencumbered by cross-state obligations, ILS has greater breadth and depth of support than it had as SLIS, with equal access to facilities, information technologies, information resources, human resources, career services, research support, and opportunities for faculty, staff, and students that were not previously available. ILS has a level of autonomy and support that ensures that the faculty can deliver the intellectual content of the masters' programs, that the department can search for, hire, and promote its faculty, and that it can admit students who, as has been made clear in Standard IV.5-8, succeed in the program and largely find employment either before or soon after graduation. The maintenance, revision, and delivery of the masters' programs curricula, including course development, course review and approval, degree requirements, the development of the course schedule, and the teaching assignments of faculty are all controlled within the department. As was explained in Standard II.1.b., the Curriculum Committee provides oversight of the department's masters' curricula. The full faculty review, debate, and vote on all program-level changes.

All four departments in the school are roughly equivalent in terms of structure and operations, although they differ in size (number of faculty, staff, and students). All department chairs in the school have equivalent authority to manage their units and interact with the school administration. The chair of ILS participates in chair's meetings and similar administrative meetings at both the school and the campus level and is equal in other respects of authority and responsibility to other chairs at SICE and at IUB. The administrative heads of ILS since the merger have been well qualified to lead the department. Former SLIS Dean and first ILS Chair Debora Shaw, who was chair from 2013-2014, Pnina Fichman, who was ILS chair from 2014-2016, and current chair Ron Day, all are full professors (Shaw is emeritus) with previous administrative experience. ILS has been fortunate over the past seven years to have three well-qualified administrative heads to lead the unit, bringing different but effective leadership styles, a wide range of administrative experiences and a deep understanding of library and information science. They have provided continuity in the effort to sustain a vital and dynamic teaching, research, and learning environment that allows the department to pursue its mission and goals. All have been able to maintain active research careers and admirable levels of professional service while serving as dean (Shaw) and chair (Shaw, Fichman, and Day).

The school provides ILS with the administrative support needed to meet program objectives for students and faculty. The Office of Career Services has staff dedicated to working with graduate students, with the director of that unit having earned her MLS degree from ILS. The associate dean for research has a number of initiatives under way to help faculty with their research. The Office of Marketing and Communication has worked with ILS, assisting in the development of recruitment strategies and in the preparation of publicity materials. The school's Development and Alumni Relations staff has assisted in working with alumni and the cultivation of potential donors. A staff writer is available to read over grant proposals.

Faculty affairs in the department now involve some additional administrative layers: the hiring process requires approval from the school's administration, and promotion and tenure decisions are reviewed by a school committee and the dean after the department decision, but before the case moves to the campus. Once a search request has been approved by the administration, the ILS chair establishes a search committee. Once the process begins, the search is controlled entirely within the department, with the exception of the case where an offer is made to a person

with tenure in their home department. Since merging with SICE, ILS has successfully hired five new faculty members at the assistant professor level, bringing an energetic and talented cohort into the department. ILS has its own bylaws (which were completely revised and approved after the merger), but these, of course, conform to the constitution and bylaws of the school and the bylaws and practices of the campus.

One issue that could have impinged on ILS' autonomy involved the MIS degree program. This involved the extent to which there was overlap between ILS courses and those offered by the Departments of Informatics and Computer Science. Once a working relationship with these departments developed, conversations about topical overlaps were held in Bloomington campus all-faculty meetings led by Dean Acharya, who began at SICE in 2016. One outcome was that it became clear that there was far less curricular overlap than had previously been thought. For example, the ILS version of HCI has a research focus but the Informatics master's program focuses primarily on design. Also, the programming language in the ILS course is Java. It is intended for novices and thus does not overlap with the range of programming courses taught in the Computer Science department.

Another outcome was the realization that the MIS degree program is unique in SICE. It may appear to overlap with the newly created Master of Science in Informatics, but it does not. The MIS focuses on the knowledge, design, and use of information technologies in service to the needs of user communities in the public and private sectors, while the MSI is a degree with few requirements that tends to be given to students in the Informatics PhD program who have done their coursework and either have decided not to continue in the program or have not passed their qualifying exams.

There is also support from the campus that helps the department achieve its goals. ILS has a strong relationship with the University Libraries and other documentation centers on campus in ways that have been mutually beneficial: many SLIS and ILS graduates work in them, ILS fellowship students are assigned to work in them, and also many ILS adjuncts come from such units. During their time in ILS, most MLS students work, and have internships, in the Wells Library and the other IUB libraries and documentation centers, including the Lilly Library, the Kinsey Institute Library and Special Collections, and the Mathers Museum. Some students also work at the local public library, the Monroe County Public Library where ILS faculty member John Walsh is currently a fourth term president of the Board of Trustees. These students gain valuable hands-on experience and mentoring at such institutions, which complements their classroom work. ILS benefits from having a cadre of committed librarians and other information professionals, many of whom have taught for the department for years, and quite a few who are graduates of SLIS/ILS's programs.

A key group that has been critical in the department's ability to achieve its mission, goals, and objectives is the ILS staff. The ILS staff is outstanding in their education, skills, intelligence, dedication, planning, and in their management abilities. It is important to stress that ILS is a small unit, and unless faculty, staff, students, and administration are fully working together, it is hard to accomplish its goals. Consequently, ILS staff perhaps have been more empowered in this department than some others. The success of ILS has been due in no small part to the extraordinary dedication and abilities of its staff. They show this dedication both in performing their tasks and showing the highest standards of professionalism in their interactions with ILS and school faculty, staff, students, alumni, administrators, and outside constituents. ILS staff

work with SICE staff to ensure the department's success in many areas, with a particular focus on finance, marketing, and alumni. The staff are sometimes the primary contact with students and often with outside constituents for the department. The department relies upon them to model all the above qualities and to become attuned to the professional values behind ALA accredited degrees and the department. Though not trained in the library and information professions, all staff have learned these values from previous SLIS era staff and from the departmental culture, and they have public service orientations from previous jobs, training, and employment.

In terms of facilities, Luddy Hall houses the departments of ILS, Computer Science, and Intelligent Systems Engineering, as well as SICE technology support, the Office of Career Services, and SICE administration. The building has state-of-the-art classrooms, information technology labs, engineering labs, innovation labs, kitchens, showers, a cafe, and technology-equipped meeting and study areas. It is accessible with ramps, elevators, and automatic entry-way doors. The building provides gendered and non-gendered restrooms and showers as well as automatic doors on most restrooms. There is easy access to computer work stations, collaborative work spaces, and technology-equipped meeting rooms.

The building has eight conference rooms, all equipped with monitors, and two interview rooms for students to meet with employers. Each floor has open areas with furniture for everyone to study, eat, or informally meet. Classrooms are primarily on levels 0 and 1, with thirteen technology-equipped group work spaces along the central stair/atrium. All classrooms and group work spaces have monitors that can be connected using a downloadable app called Solstice that mirrors a laptop or smartphone in addition to permitting multiple screens to be shared at once. Classrooms are equipped with multiple monitors configured according to whether the class is a lecture or designed for learning activities. Classrooms designed for active learning have small tables around which students can work and show their work on monitors or have individual chairs with desk units on wheels that can be moved to create different configurations and allow individuals or groups to share their work on a monitor using Solstice.

ILS has its own, technology-equipped meeting room used by all members of the ILS department for meetings, seminars, and classes. The student work space in the center of the ILS suite has 20 desks and computers, half of which are assigned to doctoral students and half of which are available for use by master's students. The Rob Kling Center for Social Informatics, also located in the ILS suite, has desks with computers, a table, and chairs. This is an open area for informal group work, small receptions, and other events. ILS students and faculty have access to high-quality information resources and services and state-of-the-art information technology.

Because ILS' MLS and MIS programs are primarily residential, support services for online teaching is less of a priority. Occasionally a course must be presented on-line, ILS faculty have access to state-of-the-art campus facilities for delivering distance education. Online instructors are directed to work with UITS online support staff to maintain IU Bloomington standards. SICE is also setting up an in-house, online course support team in 2019. SICE started an Office of Online Education in January 2019, and if ILS decides to further expand into online education, then it can take advantage of this office. At the time of this writing, however, ILS has no plans for further expansion into online education.

Conclusion

SICE, ILS, the MLS program and the MIS program are made of many different moving parts. The only way to ensure all those moving parts result in a superb educational experience for great students is to have a strategic plan and then ensure everything in that plan is working in alignment. The next task is to execute on the plan. As demonstrated in the reaccreditation self-study, ILS has worked through enormous changes to ensure it continues to provide high-quality education to its students.

Since the merger, ILS has evolved through two different strategic plans, reorganized staff responsibilities, let go of and then reabsorbed some parts of alumni relation and marketing with SICE, and has created and dissolved different staff and administrative structures the past few years. Core classes were reviewed and changed in the curriculum and student fellowships with the libraries and other campus documentation centers were reestablished during that time. ILS strengthened the internship program with coordinators and more stakeholder feedback, including making internships required for MLS students. ILS continues to evolve in the face of competition from peer institutions, the direction of the school of which it is a part, the needs of the profession, and the research and other achievements of its faculty.

As for resources, ILS is now in an exciting new space with access to information technology, labs, and state-of-the-art classrooms. It is in one the best research universities in the country, with massive resources both on the campus and within the school. ILS has five new faculty members with great research credentials and agendas and great teaching experience, and seven experienced tenured faculty who have excellent research and teaching credentials and who know how to run the programs and the department, work in the school and campus environment, and work with the reaccreditation process. It has dedicated and innovative staff members who care for the students and are dedicated to their advancement and well-being. Last, and perhaps most importantly, ILS has high quality students that are a great beacon for the library and information professions.

ILS has gone through difficult times in its seventy-plus year history and, not surprisingly, has had its ups and downs following the most recent merger. But it has come out stronger and with greater resources than ever before. Its faculty, staff, and students form a cohesive whole that work together in the school from an established past toward a greater future.