Core Values

The School of Library and Information Studies is committed to:

- Excellence and innovation in research, teaching and service;
- Interdisciplinary collaboration to actively engage and solve information problems;
- Service and leadership in the profession, nationally and internationally;
- Recognition and respect for ensuring diversity, establishing access and encouraging responsibility;
- Continual professional development to meet the emerging demands of the information fields.

Vision

People & Information: Making Vital Connections

Mission

Access to and use of information technology, services, and products by people in all their diversity throughout their lives is of profound individual and societal importance. Students educated at the Florida State University's School of Library & Information Studies work to ensure information access for all people.

Our instructional programs are concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use encompassing Information Architecture; Information Management, Use and Policy; Information Resources and Services; Information Technology; and Youth Services.

Through gifted teaching, significant research, and proactive outreach, the faculty, supported by a talented and dedicated staff and engaged alumni, sustain the School's commitment to empowering people through assuring access to relevant information.

As part of a comprehensive research university, the School has tripartite goals relating to instruction, research and public service.

Goals & Objectives

The provision of high quality instruction in all of its degree programs is the foundational goal of the School; we seek to assure that this goal is met through recruitment, selection, retention and evaluation of faculty, staff and students.

The School fosters faculty, staff and student research through the encouragement of collaboration, grant and contract seeking, and through support of its Centers and Institutes.

Public service by faculty, staff and students on behalf of local, regional, state, national and international agencies and professional associations is encouraged and supported by the School. These goals are reflected in the School's reward systems for faculty, staff and students, and form the basis for its degree program objectives found in the descriptive material for each program.

These goals are stated in terms of educational results to be achieved (outcomes) in accordance with the values of FSU and the culture and mission of the School.

Goal 1: To educate students to become leaders in the information professions with vision, imagination, and innovation.

Objectives:

a. The school offers a course in Information Leadership.
b. Management of Information Organizations is a required course for all master's students.
c. Introduction to Information Policy is a core course for all master's students.
d. The school provides an annual Outstanding Graduate Student Award to reward a student who demonstrates exemplary leadership and academic skills.
e. The school solicits advice from our Advisory Board about leadership skills needed in the marketplace.
f. Students participate in professional organizations, in preparation for future leadership in the profession.

Goal 2: To provide a curriculum based on innovation research, theory, and practice.

Objectives:

a. All students complete four of six core courses (Introduction to Information Policy OR Foundations of the information Professions, Research in Information Studies OR Assessing information Needs, Information Organization, and Management of Information Organizations) through which they gain a foundation in the information disciplines.
b. Students are encouraged to select a program of study (Information Architecture & Technology, Information Needs & Services, Youth Information Needs & Services, or General Librarianship) through which they gain a foundation of the basic principles of

that program of study as well as a thorough introduction to innovative theory, research, and practice.

c. The faculty engages in ongoing curriculum review.
d. The faculty engages in a continual process of environmental scanning in order to identify the skill sets needed by our graduates.
e. The faculty solicits feedback from employers, as represented by the Advisory Board.
f. The faculty solicits feedback from students via student evaluations, "Tell-the-Dean" sessions, and exit surveys.
g. The faculty solicits feedback from alumni through regular surveys.
h. Students participate in college decision-making processes through involvement on college program and service teams and the Advisory Board.

Goal 3: To educate students who are able to work proactively and effectively within culturally diverse environments.

Objectives:

g. All students take Management of Information Organizations, which includes a section on diversity
h. Many students take at least one additional course that covers diversity issues, such as:
    Introduction to Information Policy
    Multicultural Literature & Information Resources for Children & Young Adults
    International Literature for Children & Young Adults
    International & Comparative Information Services
c. Students take classes in our distributed learning program, which includes a diverse student body
d. The school engages in recruitment activities for culturally diverse students.
e. The school engages in active recruiting of a culturally diverse faculty
f. Students participate in an international internship program
g. The student body of the school reflects the diversity of the state of Florida

Goal 4: To educate students to use information technology to bridge the gap between people and their information needs in a dynamic environment.

Objectives:

a. One program of study in the master's program is dedicated to Information Architecture & Technology, with specializations in Web Design and Technology & Networking
b. Online orientation is required for all students
c. The school offers an online distributed learning option for all students
d. The school has stringent computer requirements (as of Fall 2005) for all graduate students
e. The school includes in its statement of principles that students should be able to manage their own technology environment

f. A majority of students take at least one information technology course

Goals 5: To foster commitment to professional growth through active and ongoing engagement in professional associations and the literature of the field.

Objectives:

a. Students participate in student chapters of professional associations as well as regional and national associations.
b. The school provides support to send a student to ALA each year.
c. Students are encouraged to participative in listservs appropriate to their areas of interest.
d. Faculty members are actively involved in professional associations; this engagement in professional associations models such engagement for students.
e. Students use the literature of the field throughout their coursework, as faculty members integrate the literature of the field throughout the curriculum.

Strengths, Weakness, Threats & Opportunities

On November 18th 2011, the School's faculty members participated in an all-day retreat to discuss our perceptions of the internal *weaknesses* and external *threats* that currently confront the School, as well as our perceptions of existing internal *strengths* and potential external *opportunities* the School can leverage to meet these challenges.

Strengths

1. Online program: known as pioneering, respected, and established;
2. Faculty is collegial, expert and respected, independent minded and risk taking, creative, collaborative;
3. Good technology, resources for research and instruction;
4. Physical presence: we have a dedicated building and library, technology infrastructure;
5. Mentoring culture;
6. Relevance, ability to address current trends;
7. A director with national recognition, with vision and passion;
8. Financially stable with a strong tradition of funded research;
9. Collaborative research.

*Weaknesses**

1. Lack of administrative positions:
   - Director with 5 jobs
   - Website
   - Budget/Communication/Marketing/Publicity (1);
2. Loss of local control (administrative operations) (3);
3. Need for clearer strategy for long-term curricular development (programs, instructional design, technology and resources) (1);
4. Articulation/Integration; program separation (1);
5. Inefficient administration processes:
   - in School (1)
   - in College (3);
6. Lack of research support through the whole process: project management, reporting, liaising with sponsored research (either a 1 or 3/4);
7. Lowered ability to attract and retain new faculty (2/3);
8. Opaque budget information (1);
9. Blackboard-course management system (CMS) (4/5);
10. Limited faculty to cover emerging instructional needs (2/3);
11. Lack of definite marketing strategies with resources, branding, reputation management, website, PR, alumni (1);
12. Need better PR.

*Threats**

1. Competitive programs with better support for fundraising (4);

2. Fast paced technology change and uncertainty in aligning curricula to employment opportunities (3);
3. No one is in charge (5);
4. Diminished legislative funding and hostile political environment for education (5+);
5. Pointless reporting/scut work due in part to increasing metrics/poor accountability (4);
6. Increasing competition/decreasing opportunities in funded research (4/5);
7. Current perceptions that education and libraries are unimportant (4/5);
8. Increasing competition for students/faculty and resources (4/5);
9. Diminishing library jobs outlook (4/5);
10. The systems/resources we depend upon are externally controlled and of poor quality/design (4);
11. Ongoing, increasing culture wide attacks from all sides, push for "consumer model" of education (3/4);
12. Our ambiguous connections to CCI and FSU: communication, decision making, resource allocation, "Big" ideas, and lack of branding (2);
13. Increasing emphasis on STEM and decreasing emphasis on social sciences (3).

Opportunities

1. Manage public perception as "Florida's iSchool";
2. Untapped alums:
   - Source of advocacy for the School to FSU/legislature, student placement/recruitment, donors;
3. At its core, librarianship is the ultimate preparation for society's burgeoning information needs (we need to get better at framing, spinning and selling it);
4. Growing demand for quality online education;
5. Revisit our technology structure to abide a stronger online and web presence;
6. COA as leverage for making some needed changes before the visit (e.g. reallocation of resources);
7. Align our programs with forecasted employment opportunities in a changing marketplace;
8. New and emerging technology;
9. Increasing recognition that people and design are important, it's not just programming/technology;
10. New FSU administration;
11. We have an existing community engagement approach that we need to better leverage: STARS, Code Camp, service learning (practicum, project management);
12. Interdisciplinary: our strengths and flexibility allow us to make explicit links to university, funder and national grand challenges.

* The numbers listed in parentheses under "Weaknesses" and "Threats" indicate, on a scale from 1 to 5, how much control the faculty perceives SLIS having over these concerns, with 1 being "a great deal" and 5 being "almost none."

Band Aids

In preparation for action planning, it was suggested that each faculty member create a list of the 3 most pressing issues he/she believes the School currently faces, otherwise known as each faculty member's list of "Band Aids." The following is the aggregated list of "Band Aids" suggested by the School's faculty members:

1. Additional Personnel:
   a. Assistant/Associate SLIS Director (faculty line) (11)*
   b. Graduate Program Director (faculty line) (7)
   c. Additional Faculty & Adjuncts (to reduce class size, increase rigor of academic programs & offer new courses, especially in Technical IT, Social Media & Management) (7)
   d. Additional Teaching & Research Technology Support (6)
   e. Webmaster (must improve our web presence, including for our alumni) (5)
   f. Course Development/Instructional Design Coordinator (including redesigning, updating & automating UG Foundation Courses) (3)
   g. Additional Accreditation, Research & Grant Coordination Support (3)
   h. Service Learning/Internships/Community Service Coordinator (2)
   i. Retrain and/or Additional Graduate Student Advisors (2)
2. Reevaluate Teaching Assistant/Research Assistant Program, specifically Training & Placement (faculty & students should be paired for the long term) (2)
3. Improve Communication with SLIS Alumni (2)
4. Online Teaching Resources:
   a. Maintain an online teaching environment that is Elluminate or its equivalent (1)
   b. Bring all teaching technology – including Bb and Elluminate or their open source equivalents – "in house" (1)
   c. More funding for IT Development (1)
5. Marketing:
   a. Revamp marketing tools (website, brochures, etc.) to make SLIS more competitive (1)
   b. Increase concern for our "brand," not only with potential students, but within the I-School movement. (1)
6. Revisit School Name (1)
7. Advocates for SLIS (at the local, state and national levels) (1)
8. Shores building in desperate need of "freshening up" (1)
9. Increase & Encourage Faculty Governance (1)
10. Clarification of Staff Roles and Expectations (1)
11. Whenever possible, increase planning to try and get "ahead of the curve" and out of "crisis mode" (1)

* The numbers in parentheses indicate the number of faculty, of the 18 who participated, who mentioned the issue in their "Band-Aids" lists.

Action Plans

In response to the overwhelming need to clarify the School's organizational structure, as well as increase administrative and technical capacity, before additional initiatives can be undertaken in earnest, the faculty has chosen to delay the action planning process until the following concerns have begun to be permanently addressed:

1. Clarify with the Dean the School's existing organizational structure, relative to the College of Communication & Information, based on the 2 tentative organizational charts recently created at the request of the School's faculty members (see Appendix A).

2. Increase the School's administrative capacity by creating, funding and staffing the following positions:
   a. Associate Director;
   b. Assistant Director in charge of Graduate Programs. The current Undergraduate Program Director position would be promoted to Assistant Director in charge of Undergraduate Programs;
   c. Research Coordinator (with PhD or comparable degree);
   d. Instructional Designer.

   If any of these positions are filled with existing faculty or staff, their current positions need to be retained by the school and filled.

3. Increase the School's technical capacity by creating, funding and staffing the following positions:
   a. Online Information Technology Specialist and Webmaster;
   b. Technical Services Coordinator (including server management);
   c. Student Technology Support Position(s).

   If any of these positions are filled with existing faculty or staff, their current positions need to be retained by the school and filled.

Appendix A

SLISOrganizationChart_Nov2_2011.pdf
PartialCCIOrganizationChart_RelevantToSLIS_Oct30_2011.pdf