STANDARD V: ADMINISTRATION AND FINANCIAL SUPPORT

Introduction

In July 2009, the former College of Information (CI) merged with the former College of Communication (CC) to become the College of Communication & Information (CCI). CCI consists of three Schools: The School of Library & Information Studies (SLIS), the School of Communication (SCOM) and the School of Communication Science & Disorders (SCSD). The executive officer of each School is a director; the directors report to the Dean of the College, Dr. Lawrence Dennis. The Dean reports directly to the Provost and Executive Vice President of the University, and sits on the Council of Deans. Prior to the merger, the executive officer of the College of Information was a dean. The Dean reported directly to the Provost and Executive Vice President of the University, and sat on the Council of Deans.

The merger occurred following a review by the University of opportunities for consolidation and reorganization of its academic units to increase its performance and ability to meet the challenges posed by instability of the state and national economic climate. The merger was undertaken voluntarily by majority vote of the faculty of each of the colleges. The vote at SLIS was unanimous.

In the three years since the merger, CCI and its constituent schools have undertaken administrative reorganization with sincere effort and good will. Some positions that had been located in specific Schools were moved to the College. In several cases, this relocation has worked well and has resulted in streamlining that has benefited SLIS. One example is the relocation of our Undergraduate Student Services Coordinator to the College, where he has the advantage of working with a team assigned to undergraduate student services, rather than operating solo without staff to support his efforts. In other cases, the relocation of positions has been perceived to be detrimental to the operations of SLIS. In some cases after careful analysis, these positions or new positions with similar functions have been returned to SLIS.

The School as a whole is relatively healthy financially, thanks in large part to its pioneering involvement in online learning. Our master's program was one of the first ALA-accredited programs to be delivered entirely online. Students who exercise the option to take online courses pay an auxiliary fee (currently $88.00 per credit hour), which is used to support our graduate programs only. Currently, we also participate in a pilot Market Rate program. This

allows us to enroll out-of-state students at a rate equivalent to in-state tuition plus the auxiliary fee for each course enrolled. No student FTEs are generated through these enrollments, but SLIS benefits in that we are able to administer the majority of the collected funds internally. These funds are also used to support our graduate programs only. Since the Market Rate enrollments do not generate FTEs, it is unclear whether the University will continue the program beyond the three-year pilot authorization. We are cognizant of this and are considering options for funding our programs if it is discontinued, including ramping up our recruitment efforts to generate more graduate enrollments. We also expect to benefit from an undergraduate tuition differential program that is a result of legislation allowing tuition increases at FSU and the University of Florida, but it is unclear at this time what formula will be used to distribute these funds, which may be used to support undergraduate programs only. SLIS is also seeing the fruition of efforts begun by Dean Jane B. Robbins (1994-2004) to build a climate that supports faculty entrepreneurship and alumni participation and support. SLIS faculty are highly productive researchers on all measures (see Standard III), and have been very successful in obtaining federal, state, and other external funding, as well as internal competitive funding for research and curriculum development. Finally, we benefit from a generous community of donors who have funded a large number of scholarships and one professorship (the F. William Summers Professor) to support our graduate programs. Although we have certainly “felt the pinch” of the recession and slow recovery, our ability to support our ALA- accredited Masters’ program has not suffered.

V.1 The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

V.1.1. The school is an integral yet distinctive academic unit within the institution.

As described in the Introduction above, SLIS is an integral yet distinctive academic unit within CCI and the University.

V.1.2. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of faculty, and the selection of its students are determined by the school within the general guidelines of the institution.

Intellectual Content

The autonomy of colleges and schools is guaranteed in the University's Constitution (Article VI): "Subject to the University-wide regulations of the Faculty Senate and the authority of the President of the University, the faculty of each college or school shall determine its internal policies such as specific admission requirements, requirements for majors, requirements for graduation, and the nature, content, and scheduling of its courses."

The intellectual content of each of the SLIS programs is determined by the School within the general guidelines of the University. Prior to Fall 2012, the Master's/Specialist Committee was responsible for developing, implementing, and reviewing all Master's level programs and recommending changes to the SLIS faculty.[1] Following the merger, the responsibility for reviewing syllabi and format of delivery requests for compliance with University guidelines moved to the College's Academic Affairs Committee, which is composed of an equal number of voting members from each School. Some faculty have expressed dissatisfaction with this arrangement, primarily because it has been difficult to predict when the College-level Committee will meet relative to University deadlines. In some cases the length of time from SLIS approval to University submission has increased; however, the faculty concerns are primarily related to convenience as opposed to autonomy.

Selection and Promotion of Faculty

The University's constitution provides for the autonomy of colleges in the selection and promotion of faculty within the general guidelines of the University. The Dean must approve all faculty searches. The University and the College may exercise discretion in returning lines, and a dean may decide not to search immediately on a line once it has been returned. Deans are also required to make the final offers to potential faculty hires. Dean Dennis makes these offers

[1] As of Fall 2012, with the approval of a new M.S. in Information Technology, the responsibility for master's programs was split between the MSLIS Committee and the MSIT Committee. Oversight of the ALA-accredited program remains with the MSLIS Committee. The interim director has proposed a further reorganization that will, if implemented, change the way that this responsibility is managed, but with no effect on autonomy.

based on the recommendations of the Director for selection, offer amount, and start-up package for each new hire. These procedures are consistent for tenure-line and non-tenure-line faculty. Principal Investigators may hire research-only faculty on grant money without the approval of the Dean or Director. Once hired, faculty report to the Director except in those cases where relationships exist that would make this inappropriate. Where the appointment responsibilities are shared with another unit, reporting may be negotiated between the units.

The policies and procedures for promotion and tenure are described in detail under Standard III and are consistent with academic units in the University with similar governance structures. All three faculty who went through the promotion and/or tenure process in 2011 were recommended by their colleagues at SLIS and were successfully promoted/tenured.

Selection of Students

The policies and procedures for selection of graduate students are described in detail under Standard IV and are consistent with academic units in the University with similar governance structures. SLIS has sufficient autonomy within the guidelines of the University to select students appropriate for the ALA-accredited Master's program. Enrollment targets set by the University have been a source of difficulty for SLIS since the introduction of the online learning option, primarily because the formulae used to set the targets are based on the previous two years' enrollments, and do not account sufficiently for the lack of sustainability of anomalous "blips" in the growth patterns. In 1995-1996, the total number of graduate students enrolled in the ALA-accredited Master's programs was less than 250. The enrollment target for 2012-2013 is 571. Overall, SLIS has made a strong contribution to graduate student enrollment growth at FSU over the past 20 years without compromising the quality of the students or the integrity of the admissions process.

V.1.3. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

Resources

University funds are allocated to colleges based on enrollment targets, and the dean of each college allocates funds to the schools. *Appendix V.1—SLIS Allocations by Academic Years, 2007-2012* details these allocations for the review period. *Appendix V.2–Budget Overview*

2004-2005, 2008-2009, 2011-2012 shows budget comparisons across the three Schools and the Office of the Dean for 2004–05, 2008–09, and 2011–12.

FSU's contract with the State of Florida requires a 2% growth in enrollment each year. Recently, it has been challenging for the School to contribute to this annual growth because of external economic factors. In terms of financial resources, since our last accreditation review, the national and state economies have experienced severe financial difficulties, with the University experiencing a series of budget cuts from the Legislature. Florida's current political atmosphere is one of decreasing state spending and fewer state government jobs Additionally, as the economy in Florida has worsened, the employment and funding outlook, especially for entities perceived by the Legislature as less "essential," such as libraries, has been severely impacted. Librarians in Florida, as elsewhere, are not retiring because they have experienced financial losses or real estate devaluation, lowering the employment outlook data created by the state. With little turnover in jobs, it has become harder for graduates to get jobs, and as library budgets are cut, library directors are less likely to pay for courses, certificates, or ongoing training, such as our Specialist Degree, for current employees, which has had a significant impact on our enrollment numbers.

Like most higher education programs in the State of Florida, SLIS has struggled to attain perhaps unrealistic enrollment targets while facing reduced state funding and political challenges. At the state funding level, our Biennial Reports since 2008 show continuous cuts to the Education and General (E&G) Budget, which funds faculty salaries. These reductions are shared across the Dean's Office and the three Schools on an enrollment percentage basis.

Fortunately, SLIS has other funding sources, such as the auxiliary and Market Rate programs described in the Introduction to this standard; endowments which fund scholarships and a named professorship; and research contracts and grants. While these have all increased and have helped offset these cuts to some degree, E&G, which funds faculty salaries, has decreased with a resultant reduction in tenure-line faculty. In order to meet the required budgetary decreases, SLIS chose, as did many academic units across the university to "give back" two tenure-track ($164,635) and one non-tenure-track ($46,144) faculty line during 2008-2009, and 1.89 tenure-track ($128,245) and 2.08 staff or non-tenure-track ($91,137) faculty lines during 2009-2010, for a total of $429,871.

We are fortunate that, apart from funding losses due to decreased enrollments, we have been able to shift resources and costs between the School and the College, and to utilize the federal stimulus as we managed our resources during the economic downturn. While graduate enrollment has dropped, undergraduate enrollment has grown, and there have been some attendant gains that we have been able to deploy that support our ability to sustain high quality graduate programs, albeit indirectly. In addition, we have implemented modest raises in our online learning fees (to $88 per credit hour), and created a Market Rate program, which brings in new dollars earmarked for graduate education. Throughout we have retained our ability to attract excellent new faculty including Chris Hinnant, Marcia Mardis, Sanghee Oh, Howard Rodriguez-Mori, Richard Urban, and Shuyuan Mary Ho. In this regard, SLIS is doing better than the University as a whole (see *Appendix V.3—Regular Faculty Appointment Trends, 2005-2010).*

Administrative Support

Prior to the merger, the College of Information was an autonomous unit and its head, the Dean, reported to the Provost. Two Associate Deans assisted the Dean, one for Academic Affairs and Research, and the other for Administration and Finance. As a result of the merger, the functions performed by the Dean and the Associate Dean for Administration and Finance were moved to the college level, and the occupants of these positions, Larry Dennis and Robert F. Brooks (now retired) moved to offices in the University Center, adjacent to Doak Campbell Stadium. The former Associate Dean for Academic Affairs and Research assumed the positions of Director of SLIS and Associate Dean for Research for the College. Several administrative staff positions were also reassigned to the College. Many of these were not replaced at the School level as the thinking was that SLIS would benefit from the realignment through strategically shared use of these resources at the College level, and through the addition of new appointments where necessary. Some new appointments have been made at the School level, primarily in SLIS Graduate Student Services.

The College now has two full-time Directors of Development, Mafe Brooks and David Judy. Mafe Brooks, who previously shared two half-time positions between the University Libraries and SLIS, has an excellent understanding of the LIS field; she now has primary responsibility for SLIS, but both development directors are available to all three Schools. The Dean has primary responsibility for fundraising and works directly with the development directors. School directors are encouraged to engage in fund raising efforts and to meet with the development directors to

establish School-level goals within the guidelines set by the College, and to meet with potential donors.

Unfortunately, there has been significant turnover in the case of several positions at the College. Robert F. Brooks retired in 2011 and has not been replaced; Gary Heald, currently Associate Dean of Academic Affairs, will retire in 2013. One Media Specialist position is now on leave while completing her doctorate, and the Research Coordinator will be on maternity leave beginning December 2012. Staffing of technology positions has been inconsistent and the turnover high. To ensure timely development of our web presence, the previous Director hired a doctoral student half-time for summer and fall 2012. This appointment will continue for spring 2013 as we analyze our needs and determine whether there is sufficient capacity at the College level to ensure that our website needs are met in the future. The SLIS faculty are concerned about these capacity issues, and made specific recommendations to the previous Director to build administrative and technical capacity within the School.

In fall 2012 Dean Dennis appointed Kathleen Burnett Interim Director of SLIS; she immediately altered Ebrahim Randeree's appointment as Assistant Director to Director of Undergraduate Programs, and appointed Lynne Hinnant as Director of Graduate Programs and Linda Swaine as Director of Articulation and Assessment. Together, they will monitor administrative capacity, and work with the Director and Dean Dennis to resolve issues appropriately.

V.2 The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

V.2.1. The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution.

Faculty

SLIS faculty are very active across a number of campus advisory and policy making committees, as is demonstrated in their CVs and discussed in Standard III. Dean Larry Dennis is a member of the Council of Deans and has been called upon to serve on numerous other campus committees, such as the Budget Crisis Committee, the FSU Campus Solutions Steering Committee, the FSU ERP Steering Committee, and the FSU IT Governance Council.

Staff

Staff at the School and College level also serve on a number of University committees: Candace Strickland is the Coordinator of the Departmental Research Administrators Work Group and has worked on testing new systems for university implementation (2008: Beta Group for “Apply Yourself ” & “Graduate Student Tracking”); Cathy Branton (SLIS) serves on the Parking Appeals Committee; Scott Thorp (CCI) serves on the Campus Solutions Committee and attends Council of Information Advisors (CIA) meetings; Frank Hart (CCI) attends meetings of the Campus IT Security Awareness group and of the Campus Networking Committee.

Students

SLIS students serve on SLIS program committees, the CCI Student Leadership Board, the Council of Graduate Students, and in other capacities across the University. The reach of our students extends far beyond the FSU campus. SLIS graduate students are active in state and national professional organizations. For example, doctoral student Chris Landbeck is on the ASIS&T SIG Steering Committee, and doctoral student Lenese Colson is co-Chair of the ALISE Doctoral Students SIG. The FSU ALA student chapter won the award for best chapter in 2012.

V.2.2. The school’s administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

SLIS maintains relationships of many kinds with other academic units across campus, ranging from courtesy appointments of faculty to a joint degree program with Law to cooperation in funding student research assistants and interns to student recruiting and providing services and support for student learning. Most of these, with the exception of academic programs, are not

formal administrative relationships in the sense that they have long-term structure or functions.

Most are developed to provide a variety of academic and professional experiences and opportunities for students, to provide research opportunities for faculty, or to address a specific issue.

Some examples of these types of relationships are:

- Providing tuition waivers for SLIS students working in and receiving compensation from University Libraries, the College of Medicine Library, and the Law Library.
- A joint degree program with the College of Law and a Museum Studies certificate with several other departments.
- Faculty serving as co-PIs on external grants or assisting with research through subcontracts with a number of other units.
- Student internships in various FSU administrative units.
- Participation in and support of the first annual University-wide DigiTech showcase of student work with the Program in Interdisciplinary Computing (http://digitech.fsu.edu/), the College of Visual Arts, Theatre and Dance, the College of Education, the College of Business and the other two schools in the College (Communication and Communication Science and Disorders).
- Joint recruiting at conferences with the program in Instructional Design in the College of Education.
- Research collaborations with the College of Medicine.
- Development of interdisciplinary certificates in areas such as Health Informatics and Archival Studies (in progress) with units such as the College of Nursing and the Departments of History and Art History.
- Programming around the Goldstein Library's collection of Youth Literature, which provides students, faculty, and staff on campus with a rich resource for study and pleasure.
- Expansion of the faculty library support services provided by graduate students working in the Goldstein Library to include Communication and Communication Science and Disorders.

The School, as part of a larger College, also benefits from the information sharing that takes place at the college level through the Deans' and Directors' meetings (see *Appendix V.4–Deans and Directors Meetings Minutes*) and the Faculty Assembly.

Two specific examples of more formalized types of relationships SLIS and the CCI maintain are with the University Business Associates and with the Program in Interdisciplinary Computing.

University Business Associates

Beginning in 2005, some of CI's staff (the senior accountant, administrative coordinator, and office assistant) were placed under the oversight of University Business Administrators (UBA), which is under the Senior Vice-President for Finance and Administration. This relationship has carried forward to the new organization of the college (CCI) and SLIS. The mission of the UBA is "to provide academic and administrative units of Florida State University exemplary professional staff, customized business operations and a proactive liaison relationship with the Division of Finance & Administration" (http://www.uba.fsu.edu/). While SLIS and CCI pay the salaries of these personnel, UBA provides on-going training, workload coordination, general supervision, backup support when employees leave or require extended leaves of absence, and mentoring of fiscal administrative staff and helps create career opportunities and staff development for these staff. The UBA assists in resolving problems that may arise with staff and provides back-up staff in the case of a staff member's emergency or longer-term absence.

Program in Interdisciplinary Computing

Planning for the Program in Interdisciplinary Computing (PIC, http://pic.fsu.edu/) began in 2008, led by interdisciplinary faculty from the College of Arts and Sciences and the College of Information. PIC was established in 2009 with the creation of a vision and mission ("to empower all FSU students to innovate and lead in their respective fields through computing and information technologies"), establishment of a steering committee, completion of a set of goals for 2009-2010, and the creation of a set of program and steering committee bylaws (http://pic.fsu.edu/psc.php), with oversight by a program director. PIC is supported with funding from the College of Arts and Sciences and the College of Communication & Information, with support from a number of other academic units across campus. SLIS and CCI faculty have

been active in the program, serving on the Steering Committee (Kathleen Burnett was chair from 2010–2011, and Lorri Mon is our current representative) and providing teaching assistants for the program. Last year PIC coordinated a DigiTech Showcase with projects ranging from art and music and costume design to a "weather coat" and novel uses of social media (http://digitech.fsu.edu/). One project ("Habitat Tracker"), overseen by SLIS faculty member and PI Dr. Paul Marty, won the Campus Choice award (http://digitech.fsu.edu/event/#awards). DigiTech 2013 is being planned and the event is expected to become an annual event with broad university support.

V.3 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

V.3.1. The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution.

Kathleen Burnett is the Interim Director of SLIS and is the current executive officer of the ALA-accredited Master's program. Her title is appropriate to her rank, and her status and authority are comparable to that of other directors at CCI, directors and chairs at FSU, and deans and directors in Schools of Library and Information Studies in the U.S. Because of her interim status, her salary is still under negotiation, but will be equivalent to that of other directors at CCI, directors and chairs at FSU, and deans and directors in Schools of Library and Information in the U.S. Prior executive officers of the program include Dr. Larry Dennis and Dr. Corinne Jorgensen. As Dean of the College of Information prior to the merger, Dr. Dennis had a title, salary, status and authority comparable to heads of similar units at FSU. Dr. Jorgensen served as the first Director of SLIS during a time of transition, and also had a title, salary, status and authority comparable to heads of similar units at FSU.

V.3.2. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

Current

Dr. Burnett held the rank of Professor when she was appointed Director. Her leadership skills and administrative ability have been demonstrated through seven years of experience (1998-2004) as Associate Dean of the FSU College of Information. Her understanding of developments in the field and in the academic environment is demonstrated through a history of 20+ years of research and publication in the area of LIS education, including four years as co-editor of the *Journal of Education for Library and Information Science*. She is currently co-chair of the Information Science Education Committee of the American Society for Information Science and Technology, and has been an active participant in the iSchools organization's iConferences.

Prior

From the time of the merger until Fall 2012, Dr. Corinne Jorgensen served as Director of SLIS and Associate Dean for Research for the College. Dr. Jorgensen held the rank of Professor when she assumed these responsibilities. Previously she had served as Associate Dean for Academic Affairs and Research (2005-2009) for CI. Dr. Larry Dennis was appointed Dean of the College of Information in January 2005, and became Dean of the College of Communication & Information in July 2009. Immediately prior to his appointment as Dean, Dr. Dennis served FSU as Associate Vice-President for Academic Affairs and Director of the Office for Distributed and Distance Learning.

V.3.3. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

Dr. Kathleen Burnett has been an engaged and active faculty member since being hired at FSU in 1996. She has taught in each of the degree programs offered at SLIS, and was responsible for designing several courses over the years. In 2001, she received the Florida State University President's Award for Excellence in Technology for Instruction for her work leading to the development of the course management system used for six years by the first online learning degree program at FSU. She was a member of the Faculty Senate from 2008-2011 and chaired its Ad Hoc Committee on Academic Integrity from 2010-2011. She was a reviewer for the Quality Enhancement Review of the graduate degree programs in Instructional Systems (College of Education) in 2010.

Dr. Burnett has served as PI or co-PI on many research projects funded by the IMLS and NSF, including several that were multi-institutional or multi-disciplinary. Currently she is a consultant on Project VIEWS, an investigation of early literacy programs in public libraries (University of Washington, funded by the IMLS), and has just concluded her role as principal investigator on an investigation of the lifecycles of scientific teams at the National High Magnetic Field Laboratory (http://voss.cci.fsu.edu). She was appointed to the FSU Council on Research and Creativity (CRC) in 2002 in recognition of her role in developing a culture of funded research at the School, and has served continuously since that time. Dr. Paul Marty will serve out the remaining year of her current appointment. As a member of the CRC, she has served as a reviewer of numerous internal grant proposals, and has mentored first-year faculty and others in the preparation of proposals for submission to the CRC and to external funders.

Dr. Burnett has chaired and/or served on many committees and councils within the School, the College, the University, and for professional and academic associations. In these ways, she has demonstrated that she will "nurture an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives." Her deep commitment to interdisciplinary scholarship, demonstrated through her NSF-funded research at the High Magnetic Field Laboratory, development, teaching of the SLIS Doctoral Proseminar in Teaching and Research, and prior experience as PI of two multi-institutional grants to increase and diversify the future LIS professoriate, clearly demonstrate that she will foster an "environment [that] encourages faculty and student interaction with other academic units and promotes the socialization of students into the field."

V.4 The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

V.4.1. The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities.

Current

As discussed in V.1.3 above, the first iteration of a reorganization of the administrative structure of the School was begun on September 4, 2012. This reorganization will address deficiencies in administrative support for the executive officer and faculty in performance of their responsibilities. In the first phase, the interim director appointed three program directors, who are non-tenure-line faculty, to support the director and oversee the management of our degree programs and the administrative staff associated with those programs. In the second phase, the Bylaws were revised to affirm the voting rights of non-tenure faculty in accordance with the College's Bylaws and our practice since the merger, and to establish the terms of appointment for the program directors. We are currently monitoring the overall situation and the effect of these changes, and will likely propose additional changes in spring 2013 to better support faculty governance and assure that the teaching, research, and service missions of the School are well supported.

Prior

Prior to this reorganization, the previous SLIS Director worked to redefine the previous college as a school within a new college. Prior to the merger, each School had its own Finance and Administrative (F&A) workflows, procedural guidelines, and staff culture. In order to address the inefficiencies of maintaining multiple workflows and build a unified team over multiple physical locations, Bob Brooks (now retired Associate Dean of Finance & Operations), instituted the "F&A Team." This team was comprised of 1-2 lead F&A staff members from each site. The F&A team met biweekly during 2010 to review, revise, and then recommend procedural changes to the Deans and Directors for tasks such as processing travel and appointments.

Once approved, the team published workflow charts that illustrated each task and how/when it fit into the overall process. Later the team started addressing compliance and other issues that affect day-to-day operations. The net effect has been a cohesive F&A staff that trust one another and work together to effectively complete their day-to-day tasks across the various sites. This team continues to meet once or twice a month to address new issues, share information, and foster trust.

While the advantages of the more centralized approach are apparent in the cross---training and back--- up among most of the staff, Dr. Jorgensen felt that being in separate buildings created some functional disadvantages. Communications with centralized staff were perceived to be more difficult and time--- consuming, especially because details needed to be explained to college staff who did not know our faculty and students. As a result, SLIS seemed to have less local control over how quickly various needs and requests were addressed. For example, it was difficult to make sure copies of important documents that needed College---level signatures were consistently returned to SLIS. Efforts are underway to determine the extent of these problems and institute solutions with the College and newly added SLIS staff.

Technology planning and services were also moved to the College level under the supervision of Dean Dennis. The SLIS Help Desk staff, primarily funded by SLIS in the form of student support, now serves the needs of three Schools. There has been considerable turnover in the technology staff and there are currently several vacant positions. It has become challenging to fill these positions at the salary levels allowed by the University, as jobs in the private sector pay considerably more. CCI is a very technology intensive organization with faculty needing the latest software and hardware for research and teaching, and of the three Schools, SLIS has the most intensive technology needs. Since the merger, the School of Communication Science & Disorders has decided to run their own technology support as they have adequate grant funding to support this; this change has relieved some of the pressure on CCI technology support. SLIS is currently investigating the costs and benefits of the centralized model.

Another unit that was moved to the College level was our Office of Undergraduate Advising. SLIS had two undergraduate advisors, one who was employed at the University level in the Advising First unit, and one whose salary was paid by CI. Just prior to the merger our Advising First advisor was moved to the College of Engineering following a University-wide needs analysis. This left us with one advisor for all of our undergraduate students. With the merger the

Dean decided to consolidate all undergraduate advising, as one of the goals of the merger was to create more interdisciplinary programs; this meant moving our remaining undergraduate advisor to the College level and location. SLIS undergraduate advising is now located in UCC. Graduate advising is still located in the Shores Building and is funded entirely by SLIS.

V.4.2. The staff contributes to the fulfillment of the school's mission and program goals and objectives.

Current

SLIS and CCI staff contribute to the fulfillment of the mission and program goals in a variety of ways, as appropriate to their positions. Staff operate with the understanding that everyone's priority is to ensure the success of our students, and that each of their jobs contributes to this in a vital way. SLIS staff enjoy warm relations with the students, and we often hear students praise their responsiveness and friendly and helpful attitude. Staff are incorporated into the governance of SLIS through ex officio appointments to the degree program committees. The student services staff work closely with the Degree Program Committee Chairs and the Program Directors to ensure that students' needs are met.

Two meetings were held with staff during the September 2012 reorganization, and the Director and Program Directors will be meeting with staff individually and by functional grouping to assess their performance and explore their interests. As we move forward with the process, staff may be reorganized to better meet our needs and to take better advantage of their knowledge, skills and abilities.

Prior

During the merger, many key staff positions were shifted from the School to the College, including our lead UBA staff person, Ellen Harman, and there are still issues that resulted from those shifts that need to be resolved. In 2008, just prior to the merger Dean Larry Dennis decided to surrender one key staff position, the Research Coordinator, to meet a budget shortfall resulting from a 10% budget cut to the University by the Florida Legislature. Beverly Tranchand retired at that time. A student, Candace Strickland, who had been assisting Beverly, has provided very limited grant development and management support since that time. Following the merger, her position was moved to the College under the supervision of Ellen Harman.

Proposed Changes

SLIS faculty are unhappy with the support that the current Research Coordinator arrangement brings to the School, and would like to see a full-time, fully qualified Research Coordinator serving the School only. The faculty are actively considering options to increase our research support capacity.

Other staffing weaknesses that will need to be addressed include adding a staff person to assist with developing, implementing, and maintaining a systematic process for learning outcomes assessment across all of our degree programs. Once identified and hired, this position will be under the supervision of Dr. Linda Swaine, Program Director for Articulation and Assessment.

We are also monitoring our needs for technology staffing, particularly in web development and social media management, to determine the extent to which we can effectively use staff at the College level for these purposes.

In addition, we are currently in the process of creating and hiring for a new position to support graduate internships, particularly those in school libraries, which must be monitored closely either remotely or through site visits. This position will ensure that some of the duties performed by Dr. Linda Swaine prior to her appointment as Program Director continue to be performed, and will be under her supervision.

In making assessments of staffing needs, our primary goal is to fulfill the mission, program goals, and objectives of SLIS.

V.4.3. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

The establishment of effective decision-making processes requires improvement at SLIS, and we are aware of this. During the period of this review, many factors have contributed to the need to make decisions without sufficient participation by the faculty. Internally, Larry Dennis had just replaced Jane B. Robbins at the time of our last review in 2006. Three years later we merged

with the College of Communication to become the College of Communication & Information, and yet another three years later, we are still realizing a variety of challenges resulting from that merger. During the same time, the University has seen a nearly complete change in higher administration. Dr. Eric Barron assumed the Presidency just a little over two years ago, and Dr. Garnett Stokes was appointed Provost one year ago. Several administrative dean-level functions have been reorganized and have new occupants, and the Vice-President for Research position will have a new occupant in October 2012 (Dr. Gary Ostrander). Florida is just showing the beginning signs of recovery from an economic recession, and has also experienced substantive changes in governmental leadership. SLIS has met these challenges and responded to changes in leadership to the best of its ability, but not without some cost to faculty morale and loss of confidence in the idea that faculty are equal partners in decision-making processes. The appointment of Dr. Kathleen Burnett as Interim Director of SLIS was undertaken to address these concerns and rebuild faculty morale and confidence. As the faculty member with the longest tenure at SLIS (1996-), and with significant administrative experience at FSU (1998-2004), Dr. Burnett has a deep appreciation of, and confidence in, constitutive planning and decision-making processes, and has already made progress in demonstrating that with the faculty's participation she can put these into place.

The mechanisms for faculty governance are described in full in the SLIS Bylaws (see *Appendix III.7b--Bylaws of the School of Library & Information Studies*), and include regularly scheduled meetings of the committees described therein, as well as regularly scheduled faculty meetings. Currently, general meetings of the faculty are held biweekly as we move through this most recent period of transition. We expect to move to less frequent general meetings once the reorganization is complete and effective mechanisms for constitutive faculty decision-making that do not require such frequent meetings are in place.

V.5 The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.

Educational and General Funding (E&G) is provided to SLIS and CCI by the Provost from appropriations of the Florida Legislature to the University. The Florida Legislature meets for 60 days (March through May) each year to develop and pass annual appropriations, among other legislation. The Legislature uses a model to determine funding for universities in the state system, but may provide funds at a different level than that generated by the formula.
The overall context of the following discussion is the series of budget cuts the University, and higher education in general in Florida, have experienced over the last four years. It is important to keep in mind that SLIS has fared better than many units on campus and many LIS programs nationally because it developed an entrepreneurial culture relatively early for a small school in a public state university. In addition to E & G funding, SLIS has developed healthy auxiliary and Market Rate funding, thanks largely to its well-established graduate online learning program; a relatively large number of endowed scholarships, professorships, and general foundation funding that can be used to enhance SLIS' ability to serve our graduate students; and a robust record of attracting federal, state, other grants and contracts for both research and curriculum development, and the reduction in overall administrative costs obtained by centralizing some activities.

V.5.1 The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards.

Financial Accounts Overview

Within CI, and now SLIS and the CCI, there are five basic types of financial accounts: Educational and General (E&G), Contracts and Grants (C&G), Auxiliary (distance learning fees), Sponsored Research and Development funds (SRAD which is the result of C&G overhead), and Foundation accounts (fundraising, which supports scholarships, chairs, professorships, and awards). In addition, we have a Carry Forward Account (generated from E&G savings from previous years) and a Market Rate Account (generated from a non-FTE generating pilot program to enroll out-of-state students). Each budget entity is different in the generation and expenditure of funds and is governed by different regulations and policies. All of these accounts are included in the annual ALISE reports.[2] An overall picture of SLIS funding shows increases in three of the four budget types: Contracts and Grants, Auxiliary/Market Rate, and

[2] Annual budget summaries will be made available to the external review panel onsite.

the Foundation budgets. SLIS has more flexibility in how these accounts are deployed for expenditure to support its mission and program goals and objectives than it does with its E&G account.

Contracts and Grants

Contracts and Grants accounts are dependent upon active pursuit by faculty through applying for grants and seeking contracts, and expenditures are largely tied to specific requirements of the grant or contract. The two research institutes and PALM Center are a key component in this funding, but the faculty as a whole have embraced a culture of entrepreneurship, and individual faculty have been vital contributors regardless of affiliation with an institute or center. There has been a relatively small decline in the receipt of contracts and grants in the past three years; however, this decline is in line with declines both at FSU and nationally within LIS programs.

Auxiliary & Market Rate Accounts

Auxiliary Account funds are generated by fees that students pay in addition to tuition to cover the added cost of receiving their courses online. These funds must be used solely to offset the costs of online delivery. In fiscal year 2010–2011, SLIS was one of two units in the University to implement a newly authorized type of auxiliary referred to as Market Rate. This functions similarly to the fees collected in lieu of tuition with one distinct difference. Surplus funds generated from the Market Rate are transferred to a surplus fund that does not have the restrictions normally associated with a tuition-based auxiliary fund. The program has been in effect just long enough to realize financial benefits, and the net result is expected to provide an increased level of fiscal flexibility while providing out-of-state students pursuing their course work entirely online an opportunity to attend the program at rates lower than traditional out-of-state rates. The Dean of the School of Graduate Studies has opposed the program because she perceives the cost to the University to meet legislatively mandated student enrollment targets to be greater than the benefits to the units; therefore, the future of the program beyond the pilot is unclear. SLIS must plan to meet its needs without these funds in the event that the program is not renewed at the end of the pilot in two years. Auxiliary budgets are governed by a strict set of regulations as to how they can be spent (see *Appendix V.5–Auxiliary Accounts Allowable Expenses*) and are tightly monitored by the Office of Distance Learning. Our auxiliary can only be spent for additional costs incurred by the online format; thus, they cannot be used to cover faculty salaries without losing credited headcount in enrollment targets, even though early on it was clear that the online format resulted in larger enrollments for our program.

Foundation Accounts

Foundation Accounts are funded through fundraising activities that encourage donations to the School or College. These monies can be used to fund student travel to conferences or expenses associated with workshops or guest speakers. SLIS has done well with these budgets despite the effects of the economic downturn on stock market portfolios (see *Appendix V.6—SLIS Foundation Balance, 2006-2012*).

Education and General Account

Our E&G budget presents a different picture, with a series of cuts beginning in 2008 (see *Appendix V.7—FSU Budget by Fiscal Year*). Effective July 1, 2007, the state has allowed FSU and the University of Florida, its flagship universities, to implement a Tuition Differential for undergraduate enrollments. This differential applies to all undergraduate enrollments (including graduate students who enroll in undergraduate courses) except those by students who were active participants in the Florida Pre-Paid Tuition plan as of July 1, 2007, and students who were enrolled through the Florida Bright Futures Program as of July 1, 2007. These funds are used to supplement legislated allocations (E&G funds) but *must* be used in support of undergraduate education. This brief history serves as background for the following discussion of SLIS and CCI finances during the review period.

Budget Reductions

In the two years immediately following our last accreditation, University funding remained stable and CI saw an increase from $4.3 M in 2005 to $5.4 M in 2006. During this same period, CI was able to expand its research funding and endowment, provide funds for a curriculum revision, and add three staff. In 2006 the State of Florida began experiencing budget problems, and in 2007 the CI budget was reduced to $5.2 M. Reductions in funding to the University have continued each year, and are projected to continue for the foreseeable future. In FY 2008 the CI E&G budget was reduced 7% (approximately $300,000) through two cycles of budget reductions. Some of these cuts were temporarily mitigated by additional stimulus funding; SLIS received $140,000 and $100,000 in stimulus funding AY 2009-10 and AY 2010-11, respectively, based on proposals for use of this money. Also in 2008, increased graduate enrollment in the previous year resulted in an additional $62,000 (1.5%) in funding (this funding varies annually with graduate enrollment levels and is based on the prior year's enrollment); graduate student

enrollment reached its peak in 2007 and has been declining, due in part to the state's economic situation, but has also been affected by changes in state higher education policy.

To handle the loss of the temporary supplementary funds, CI returned 3.97 faculty FTE in 2008-09, and an additional 3.0 faculty FTE and 1 staff FTE in fiscal year 2009-10. In 2010, following the merger, the new College took, along with the rest of the University, two further budget cuts. From FY 2009 through FY 2010, CCI lost approximately 14% of the recurring E&G budgets from the two merged Colleges. These reductions were shared between the Dean's Office and the three Schools on a percentage basis. SLIS E&G funding dropped from approximately $3.8 M in FY 2009 to $3.3 M in FY 2010. Further cuts to the University, although smaller than past cuts, took place in 2011; these were handled by reductions in personnel in central university administration and without cuts to the units. *Appendix V.7—FSU Budget by Fiscal Year* and *Appendix V.8—CCI/SLIS E&G Budget and Other Reductions* demonstrate the impact of these cuts on state-supported funding to SLIS.

SLIS has used several strategies to accommodate these budget reductions. One response has been to ensure that class enrollments are near capacity. In the undergraduate program the number of undergraduate courses offered each semester was reduced from a high of 24 per semester to 15 per semester (and down from 15 to 8 in the summer); this increased the average undergraduate class size and reduced the number of available electives. While there was no targeted reduction at the Master's level, Dr. Jorgensen reviewed all class enrollments for the previous five years and made some changes to the rotation schedule to maximize class enrollment by reducing the frequency of some offerings. We did not reduce the number of courses offered, but were able to trim offerings of about two classes per semester by noting which courses tended to have low enrollment when offered every semester, and we reduced these offerings from three times a year to two, or in the case of more specialized classes, from two times a year to one. Since the rotation schedule is published, students were able to plan ahead so that they got the courses they wanted and needed to complete their degrees. The University also gave us short-term authorization to carry-forward unexpended E&G from one year to the next.

Another response has been to tighten our fiscal policy. In spite of the reductions, CCI and SLIS have fared better than some units on campus. Dean Dennis was appointed to the University

committee to develop plans to cope with budget cuts, and Dr. Gary Heald from the School of Communication serves on the University budget committee. The voluntary merger resulted in the transfer of staff jobs across the three Schools to the Office of the Dean and the reduction of some duplication of processes. In contrast, in other units some programs were closed and unanticipated mergers were proposed, accompanied by loss of tenure lines in these programs. A legal challenge followed and these changes were eventually overturned, but not without disruption that led to the loss of good faculty who did not return.

Another response by SLIS has been to build auxiliary funding through small stepped increases to these fees over two years, and to spend these funds a little more aggressively within the funding restrictions. Although our enrollments have decreased, our ability to use these fees has helped to keep our overall financial picture healthy. We began funding portions of faculty and staff salaries, and the stipends for teaching assistants and direct support of our online program through our auxiliary account. The current Market Rate pilot program discussed above, and its predecessor (discussed in Standard IV), was another strategy that we have used to address budget reductions without detriment to our ALA-accredited Master's program.

V.5.2 The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.

As described above, SLIS has been able, and expects to continue to be able to sustain the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out our program of teaching, research and service. We expect that a baseline level of support from the state of Florida will continue while the University and the College and School will continue to explore new external and academic funding strategies for their graduate programs. The 2011 state funding reductions were absorbed by higher administration, and although under the current "Hiring Freeze," units must justify and be given permission from higher administration to hire when a faculty or staff line becomes vacant, SLIS has been granted permission to fill all its vacant lines as they have occurred. One tenure-line hire was authorized and the position filled this fall, and a recent request for an additional non-tenure-track line was approved. This demonstrates the commitment that the University has to maintaining the quality of its academic programs. President Barron has initiated a series of strategic planning meetings

among the deans to generate a series of "Big Ideas," http://one.fsu.edu/community/document.doc?id=1272 which will inspire excitement and generosity among alumni and other benefactors and stimulate donations to the University. Noteworthy is the fact that SLIS and CCI have potential as partners in a number of these initiatives and could benefit from increased funding for these proposed programs.

V.6 Compensation for a program's executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Faculty (including Executive Officer)

Compensation for faculty at FSU is governed by the Collective Bargaining Agreement. Faculty at FSU are represented by the United Faculty of Florida (http://dof.fsu.edu/Collective-Bargaining). The University uses the OSU Faculty Salary Survey results to establish salaries by CIP codes. Salaries for new hires (when vacant lines are returned to the unit) are usually returned at the Assistant Professor level and for some time have been calculated at the OSU rate plus 10%. Faculty raises at FSU are primarily the result of the Promotion and Tenure process. Occasionally a small salary increase is awarded based on additional responsibilities (such as directing a research center or institute). Recently the university has permitted faculty to earn more than their official annual FSU salary when outside compensation is earned by defining their base FSU salary as funding less than 100% of their responsibilities.

Faculty pay at SLIS has historically been comparable with other similar disciplinary units at FSU, falling at the median, and is equitable according to education, experience, accomplishments, and responsibilities (see *Appendix V.9 – FSU Average Faculty 9 Month Compared to SLIS*). Some SLIS faculty salaries have suffered from salary compression, but overall this has been less of an issue than at the other two Schools within the College. As with many units at FSU, salary compression is an issue within the College and across the University, particularly at the full professor level among both women and men[3]. Those who assume administrative positions are compensated by an additional salary differential in the form of additional administrative

[3] http://www.ir.fsu.edu/Performance_Indicators/Faculty/F07.pdf

pay for the three months beyond the nine-month appointment, rather than adding to their 9-month base salary.

Faculty at FSU have had no cost-of-living increases since 2008 when the University funded a 3% cost of living increase for faculty and a 2.5% cost of living increase for staff. The University gave another 3% across-the-board increase this past year, to offset the State's corresponding mandatory 3% retirement contribution. The net gain/loss from this most recent increase for faculty and staff was zero. Until July 2011, the state contributed 10.42% of an employee's earnings to their retirement plan if they were enrolled in the Optional Retirement Plan (ORP) plan and 10.77% if they were enrolled in the traditional FRS plan. As of July 1, 2011, the state dropped their contribution level to 7.42% (ORP) and 4.91% (FRS) and mandated employees to contribute the difference. As of July 1, 2012, the state will again decrease their percent of retirement contributions for the ORP plan to 5.14%. The FRS plan's contribution level will remain at 4.91%. Employee costs for insurance have stayed stable over the last several years with the exception of a reduction to employer paid offsets for married couples who are now required to each pay approximately $8 biweekly for single major medical insurance and $30 biweekly for family coverage.

There has been progress in compensation for non-tenure-track faculty. These faculty, who are on yearly contracts, were previously eligible for promotions in rank, but without an accompanying increase in pay. The University has now put in place procedures for promotion in rank with accompanying pay raises equal to those of the regular faculty (http://dof.fsu.edu/Collective-Bargaining). Since this took place, SLIS has successfully put forward five non-tenure-track faculty who have received promotions and a corresponding percentage increase in pay (see *Appendix V.10 – Non-Tenure-Track Promotions 2009-2012*).

Staff

Staff positions are under the purview of Human Resources (HR, http://hr.fsu.edu/). Staff positions are assigned classification codes and defined pay bands; a new hire must fit into one of these predefined categories (http://hr.fsu.edu/index.cfm?page=Classification_homepage). Pay bands are established by market analysis and are determined by the job description for a particular position. Staff replacements are funded at the minimum rate established by the job code plus 4% unless a higher rate is approved by the appropriate University vice-president; this

requirement has made it very difficult to replace experienced staff with someone with equivalent experience. Additional funding can be approved when there is a change in the job description relating to additional duties. Staff pay rate is thus not under final control of the hiring unit. HR and the College Finance and Administration Operations Manager (Ellen Harman) both provide assistance with navigating pay bands and job descriptions. SLIS has worked with HR to improve pay rates for some positions by rewriting and upgrading job descriptions in the Graduate Student Services area. With the merger and the move of many SLIS personnel to the College level, the College is now responsible for their job descriptions; depending on the area and the level of interaction, Directors may be consulted.

V.7. Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

V.7.1. Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution.

Faculty

FSU has funding available for a variety of activities, including research, staff professional leave, and conference travel; these types of funding are usually awarded on a competitive basis. SLIS faculty have competed well and have received steady funding from these programs (Standard III, Faculty). A moratorium on non-essential travel has been in place in the state of Florida since 2008. Faculty must document that their travel expenditures are mission critical.

The Council on Research and Creativity (CRC, http://www.research.fsu.edu/crc/) administers awards for seven separate internal grant programs, as well as three research awards. CI/SLIS faculty have been successful in receiving funding from these programs. Individual faculty research funding from the University is described in more detail in Standard III. Included in the programs administered by the CRC is a program of summer funding for new assistant professors. All new assistant professors hired by CI/SLIS since the implementation of this program have received funding to support their research during their first summer at FSU. Start-up funds for new faculty are available through the School, the Office of the Dean, the Provost,

and sometimes Sponsored Research for a portion of the funding (see *Appendix V.11 Start-up Packages for New SLIS Assistant Professors*).

In addition to grants funded with the advice of the CRC, the Florida State University Research Foundation (FSURF) runs the Grant Assistance Program (GAP). The Program funds projects that FSU researchers and other interested parties agree will quickly improve the odds that current research results will lead to public availability of a new product or service. Annual reports from the FSU Office of Research can be found at http://www.research.fsu.edu/annualreport/index.html.

CCI/SLIS receives a return from the University of indirect costs associated with contract and grant funding; the Office of Research returns this money to the Dean, institutes, centers and schools once a year in a Sponsored Research and Development (SRAD) account and based on the percentages brought in by faculty.

Sabbatical leave may be requested by faculty and must be approved by a University committee; it is funded at full pay for one semester or half-pay for a full year. Since the last COA report, three SLIS faculty have had one semester sabbaticals funded.

The Provost's office provides a limited amount of funding each year, which faculty can apply for to attend national or international conference meetings where they are presenting peer-reviewed papers; this funding may be granted when there is no other funding available. CI/SLIS faculty have been successful in obtaining this funding when they have applied. SLIS also provides funding to faculty for travel at levels that are comparable with other units at FSU (see *Appendix V.12—FSU Faculty Travel Support from a Sampling of Departments*). SLIS faculty travel stipends for tenure-line faculty were increased this fall from $1000 to $1500 per year. Prior to fall 2012, non-tenure-line faculty (except for the librarians) did not receive travel funds except by special request to the Director. As of fall 2012, non-tenure-line faculty will receive travel stipends of $1500 a year. Up to $1000 additional funding each year may be requested by tenure-line and non-tenure-line faculty for professional development. All faculty are able to request additional funds from the Director. New faculty start-up packages usually include additional travel funds for the first two or three years. Faculty at the Associate level and above are expected to fund their own travel beyond that provided by SLIS and the University through grants and contracts.

The Office of Distance Learning (ODL) provides limited funding for departments to convert existing courses and programs to an online format, and offers on-site workshops in distance learning pedagogy and the Blackboard course management system by request.

Staff

The Grant-in-Aid program previously available to staff, which provided up to two semesters of educational leave for study and some replacement funds to the unit for hiring an additional temporary staff, has been suspended until further notice. This was a program that our staff took advantage of in the past. The University administers a Professional Development leave program, similar to the faculty sabbatical program, for A&P employees. Other continuing benefits available to staff include programs and services administered by the Employee Assistance Program (EAP, http://vpfa.fsu.edu/Employee-Assistance-Program/), such as conflict resolution, emergency loans, and information on many other state affiliated and professional groups.

Students

Travel funding for presentations at conferences is available for students through the Congress of Graduate Students (COGS, http://sga.fsu.edu/cogs.html); in addition, COGS occasionally provides some funding for students to attend conferences where they are not speaking. SLIS matches student funding awarded by COGS; awards generally run around $300 and may run higher for international travel. Additional travel funding is available from poster competitions at the School and College during events such as Research Week. Travel funding comes from the Carry-Forward budget. The amount available is difficult to predict, especially as the University has the authority (and has used it in the past) to “sweep” these funds from academic units to meet University needs or Legislative mandates.

V.7.2. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

There are several levels and sources of financial aid available for graduate students at FSU. General information about graduate school funding, including fellowships and scholarships and other competitive programs, is found on the Graduate School website[4]. CI/SLIS graduate

[4] http://www.gradstudies.fsu.edu/Funding-Awards/Financial-Support-General-Information

students, local and distance, have competed successfully for the prestigious University Fellowships and McKnight Fellowships. Many of our local and distance students receive financial aid in the form of loans and grants administered by the University (http://financialaid.fsu.edu/). The School awards an average of $17,000 in scholarships from its endowment fund per year, with individual scholarships ranging between $500 and $1500 (see *Appendix V.13 – Scholarship Summary 2005-2012*, *Appendix V.14 – SLIS Graduate Assistants by Fiscal Year*, and *Appendix V.15 – SLIS Waiver Allocations by Academic Year*).

V.8 The school's planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

V.8.1 The school's planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support.

Current

The Director and the Director of Undergraduate Programs and Finance, Ebrahim Randeree, are currently reviewing administrative and fiscal policies. As we move forward with reorganizing our faculty governance structure, we expect to tie planning and evaluation processes much more closely to review of administrative and fiscal policies, and to financial support. Our current understanding is that we need to be prudent in our expenditures to ensure that we are investing wisely in our future. The reorganization was accompanied by a review and revision of the SLIS Bylaws and associated administrative policies. As SLIS resumes the strategic planning process in spring 2013, we will continue this review, as well as reviewing our fiscal policies and financial support.

Prior

Administrative and financial planning processes have gone through several changes since our last accreditation. Prior to the merger, Dr. Bob Brooks was the Associate Dean for Administration and Information in CI, and he had financial and administrative oversight and was also responsible for oversight of technology planning and staff. With the merger, his position

was moved to the College level, where his title was Associate Dean for Operations and Finance. As such, he maintained administrative oversight of the College's budgets as well as the spending of the three Schools. Dr. Brooks' oversight of staff was also maintained with the move of Ellen Harman to the College level in the position of Administrative Coordinator. Input on the administrative reorganization came from the Schools' directors in the biweekly Deans and Directors meetings, although much of the operational planning was done among personnel in the Dean's office. Dr. Brooks left his position in August 2011 (approximately two years after the merger was official) and that position has not been filled; the Dean has indicated his intention of not filling it in the future. Associate Dean Gary Heald assumed administrative responsibility for finances and administration, and Dean Dennis assumed responsibility for technology at the College level at that time. Ellen Harman became SLIS's main point of contact in the Dean's Office for operational matters. She, Associate Dean Gary Heald, Sandy Beard and Shuhong DEnrico assists School personnel with budgeting, purchasing, human resources issues, and other administrative procedures as needed. The staff person at the School level who assists with financial and administrative policies and oversees the two UAB employees in the School administrative office is Shonda Sampson, Financial Specialist. These three employees also have responsibilities for specific administrative procedures for all three Schools' activities, such as purchasing and travel.

V.8.2. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

In the past, faculty evaluations have been conducted primarily at the administrative level with little faculty, staff, or student involvement. In fall 2011 the former Director of SLIS initiated a faculty-based strategic planning process designed to encourage rethinking our goals, developing new goals if necessary. It was expected that this process would guide our spending for the future, and would identify any deficits in our administrative capacity. During the strategic planning retreat, SLIS faculty conducted a SWOT analysis, and subsequent to this the faculty voted to support creation of several new positions within the School that will support the School's financial and administrative planning (see *Appendix I.5–CCI Strategic Plan 2011*). The former Director initiated processes to establish some of these positions and began searches in a few cases, but as of the fall 2012 reorganization these positions remained unfilled. As we move forward, we are committed to developing a more constitutive process with full faculty and staff participation, and with student participation where appropriate.

V.8.3. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

The use of evaluation for ongoing appraisal to make improvements and to plan for the future is an area that needs considerable improvement. Although there has been a mechanism in place for ongoing faculty governance of the School, planning for the future has not been emphasized, and there were few mechanisms for conducting systematic evaluation or incorporating this into ongoing appraisal to make improvements. The primary existing mechanism for annual planning has been the Annual Retreat, held approximately one week before the start of classes in August. It begins with a brief CCI meeting to review the past year, disseminate current financial and other information, and explore any issues related to the College as a whole. The meeting then breaks into individual School meetings where planning for the current year is done. In the past, the former Director began this portion of the retreat with an overview of the Director's Office activities and accomplishments of the past year, and of challenges and opportunities facing the School in the coming year. This is the time when committee appointments and changes have been made (except for those committee positions that require elections as stated in the SLIS Bylaws). During the retreat, time was set aside for each committee to meet and plan their goals and activities for the following year (see *Appendix V.16–Annual Retreat Agendas*). At the end of these meetings the faculty reassembled and the committees shared their plans for the year and any financial or administrative implications these might have. The expectation was that the Director would take this information and review it along with any other School-level issues (such as personnel and student funding) to create a working plan for the year, and communicate this to the faculty. In some years the School retreat was followed by another College-wide retreat, at which information about plans and goals was shared. If this was not part of the agenda, the Dean was kept informed of the Schools' plans through the Deans and Directors meetings and communicated those plans to the provost through the annual College plan. Invariably there were external issues that arose during the year that affect the planned activities; when this happened these were addressed in our bimonthly faculty meetings and plans adjusted or new plans created.

The Interim Director, together with the Program Directors, is formulating plans for a more constitutive process involving all of our stakeholders that will include incorporation of outcomes-based evaluation into the planning process. The surveys of students, employers,

and alumni and the three-year curriculum review process designed by our Master's and Specialist Committee are examples of the processes we would like to see extended to planning to help us toward better decisions about our future.

Summary

SLIS is an environment rich in creative energy and collaborative activities. The document *The Integrated Organization* (see *Appendix III.1–Fully Integrated Organization 2003*), written in 2003, emphasizes collaborative research, the integration of research and teaching, faculty practitioner (now referred to as non-tenure track faculty) strength and support, experiential learning, and student and staff inclusion as goals to continually strive for. These ideas have in fact stood the test of time and provided a very good set of guidelines. Our program presentation contains many examples of the challenges and successes we have experienced while undertaking the incorporation of ongoing evaluation into constitutive planning processes to ensure that we are making the best decisions possible to guide our future. We hold to the idea that we should be proactive, not reactive, in our planning; recent external and internal events have made this a more challenging process, but we feel we have weathered a great deal of change and have not been diminished by it. Our strategic planning last fall allowed us to see how far we have come and how far we still have to go. We feel SLIS is facing the future from a perspective that is both grounded in reality and in the knowledge of our strengths as we continue to create Florida's *i*School, an integrated organization that we are confident will have a far-reaching impact in our discipline and our profession.