STANDARD III: FACULTY

III.1 The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

Introduction

The Carnegie Foundation for the Advancement of Teaching classifies Florida State University as one of 108 RU/VH: Research Universities (very high research activity) universities in the U.S.[1], and one of 73 public institutions in that category. These institutions are committed to graduate education through the doctorate; the Carnegie classifications are determined by their level of research activity, as measured by research expenditures, number of research doctorates awarded, number of research-focused faculty, and other factors. These universities have high standards for faculty research productivity, and the evidence and discussion presented in this chapter demonstrate that the School of Library & Information Studies strives to meet and exceed these standards as well as those of the Committee on Accreditation for faculty accomplishments in teaching, research, and service. The strategic integration of faculty research into teaching in the degree programs is one of the foundational statements in the planning document, The Fully Integrated Organization (see *Appendix III.1– Fully Integrated Organization 2003*).

III.1.1 The school has a faculty capable of accomplishing program objectives.

[1]http://classifications.carnegiefoundation.org/lookup_listings/srp.php?clq={%22basic2005_ids%22%3A%2215%22}&limit=0,50

SLIS has a faculty that is capable of accomplishing the goals and program objectives of each of its degree programs, particularly with our largest enrollment degree, the ALA-accredited Master's degree program.

As of spring 2012 all 20 tenure-line faculty members held the Ph.D. or equivalent degrees (Ed.D.), 13 of which were in library and information studies. Other doctoral degrees held by faculty include Communication (1), English (2), Computer Science (1), and Public Administration (1). Three of the eight tenure-line faculty who hold Ph.D.s in other fields also hold Master's degrees in LIS.

Nine non-tenure-line, teaching faculty members are also employed at SLIS. Of these, one is appointed as a Research Associate in Information Studies, three are appointed as Associate-in, and five as Assistant-in Information Studies.[2] Two librarians are additional non-tenure-line faculty appointments: University Librarian (Pamala Doffek) and Associate Librarian (Leila Gibraze); both hold Master's degrees in LIS, the terminal degree for the profession. Both teach at least one course each year in the Master's program. Five of the non-tenure-line faculty hold the Ph.D., including one in LIS, one holds an Ed.D., and one holds a J.D. Four hold LIS Master's degrees and one holds an additional specialist degree in LIS. All non-tenure-line faculty enjoy the same privileges as tenure-line faculty (except for earning tenure) and have voting rights in faculty meetings, with the exception of votes on tenure or other personnel matters, per University mandate. *Appendix III.2 – Full time Faculty by Rank and Degree* shows the number and names of current full-time faculty by rank and degree.

All current, full-time, tenure-line faculty members have joined SLIS since 1995. One was hired at the rank of professor, Dr. Charles McClure, the first Francis Eppes Professor to be named at FSU (a high distinction); two held the rank of professor in other departments prior to joining SLIS – Dr. Larry Dennis (Physics) and Dr. Greg Riccardi (Computer Science). All others were hired at either the Assistant or the Associate Level. Since 2005, six faculty members have been promoted from Assistant to Associate Professor (Drs. Kazmer, Latham,

[2] The ranks Associate-in and Assistant-in are University-mandated ranks for non-tenure track faculty, developed to bring non-tenure track and tenure-track ranks more parallel with each other; specific criteria for types and levels of responsibility are currently being negotiated, as are specific criteria for promotion. Faculty appointments at SLIS are governed by the policies and procedures of the University, and include the standard classifications of tenure-line faculty (Assistant Professor, Associate Professor, Professor), and non-tenure-line (Instructor, Lecturer, Assistant-in, Associate-in, Research Associate).

Lustria, Marty, Mon, and Stvilia) and three have been promoted from Associate to Full Professor, (Drs. Gross, G. Burnett and K. Burnett). In addition to advanced degrees in relevant fields, all tenured faculty have extensive teaching experience and many have won teaching awards, as is demonstrated in their vitae (*Appendix III.3–Faculty Vita*).
SLIS has recently added four new Assistant Professors: Dr. Sanghee Oh in Fall 2010, Dr. Howard Rodriguez-Mori in Fall 2011, Dr. Richard Urban in Spring 2012, and Dr. Shuyuan Mary Ho in Fall 2012.

During the period of the review, with the worsening economic situation in Florida, a number of tenure-line faculty departed the School: four Professors (one to retirement: Wayne Wiegand; three to accept positions elsewhere: Eliza Dresang, John Bertot, John Gathegi), one Associate Professor (accepted position elsewhere: Darrell Burke), and five Assistant Professors (Terrence Newell, Hongyan Ma, Ken Fleischmann, Sabah Currim, and Virginia Ilie). Of the Assistant Professors, one left academia for industry, and four left to take positions elsewhere and join their spouses. Also during this time, one Assistant-in passed away (Maria Chavez-Hernandez), one Assistant-in retired (David Miner); and one completed his Ph.D. and left for an academic position elsewhere (Anthony Chow). In addition, one faculty member (Ian Douglas), with a tenure home and teaching responsibility for two courses a year in SLIS but research responsibilities in the Learning Systems Institute (LSI), left the university after Spring 2012 to pursue an administrative career elsewhere, and one (Lisa Tripp) has accepted a position elsewhere in FSU. *Appendix III.4 – Faculty Hiring and Departure Dates* shows the hiring dates (and departure dates when applicable) of tenure-line faculty during the period under review.

III.1.2 Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution

All full-time tenure-line faculty members may hold graduate faculty status (GFS) at FSU, allowing them to teach graduate-level courses and to serve on committees for doctoral dissertations and Master's theses. In spring 2012, all tenure-line faculty had GFS. Faculty who do not qualify for graduate faculty status may be the teacher of record for graduate-level courses if they qualify for graduate teaching status (GTS). The minimum qualifications for

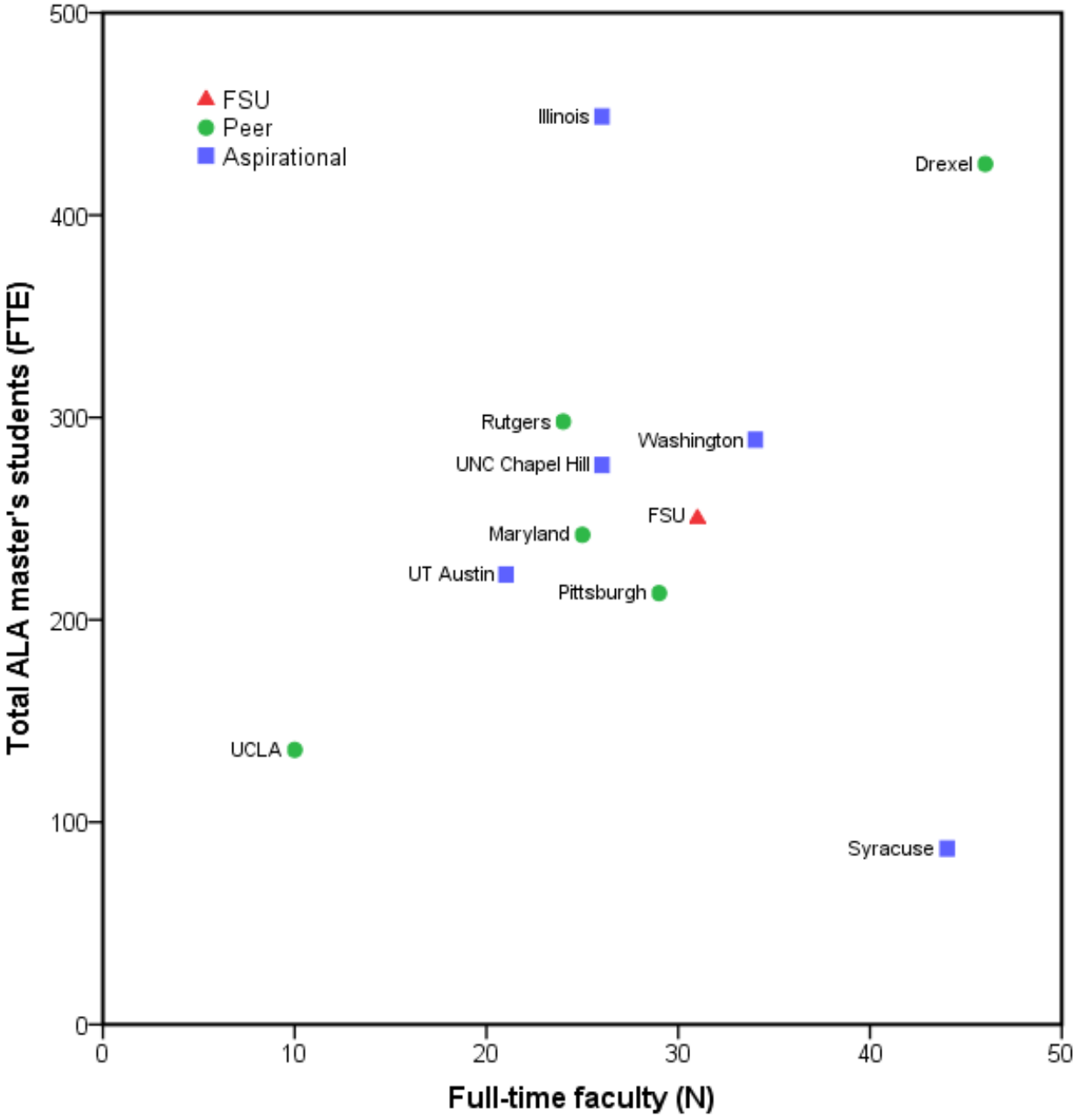
GTS are: "(1) completion of the doctorate or its equivalent and/or (2) proven expertise in the teaching area"[3]

Each academic unit develops its own policy on GFS; the SLIS policy, like many, duplicates the University requirements. Non-tenure-line faculty are reviewed for GTS prior to their first appointment to teach a graduate-level course. All SLIS non-tenure-line and adjunct faculty members hold GTS.

III.1.3 Full-time faculty members are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered.

The full-time faculty of 32 is sufficient in number to carry out the major share of the necessary teaching, research, and service activities supporting the Master's degree. When compared to our peer and aspirational institutions for number of faculty per Master's students in an ALA-accredited program (Fig. III.1), FSU appears in a cluster with both peer (Rutgers, Maryland, and Pittsburgh) and aspirational (UT Austin and Washington) institutions, only second to Washington (public) and Syracuse (private) in the aspirational schools and Drexel (private) in the peer schools.

[3] FSU Faculty Handbook, http://facultyhandbook.fsu.edu/Section-5-Faculty-Development#Graduate



2011 data from: ALISE States Trends 02-11 (www.ala.org/accreditedprograms/reportsand publications/prismreports

Fig. III.1 Full-time Faculty and Total ALA Master's Students

The School's tenure-line faculty represents a wide variety of disciplinary backgrounds (see *Appendix III.2 – Full time Faculty by Rank and Degree*). In spring 2012, tenure-line faculty held Ph.D.s in areas as diverse as English, communication, public administration, and computer science, in addition to LIS. The School's non-tenure-line faculty is equally diverse including, among others, culminating degrees in education, law, and public administration in addition to LIS. The full-time faculty has a rich blend of practical and theoretical strengths in LIS and other fields (see *Appendix III.5 – Faculty Teaching Areas and Relevant Experience*), and they provide the majority of instruction in our Master's program. The faculty's diversity of expertise is reflected not only in their academic preparation but also in the program's courses and the relevant experiences of the faculty. Please see individual faculty vitae for detailed information.

The School's Master's degree program requires the completion of 36 credit hours, including four required (or core) courses. Two of these courses (LIS 5408, Management of the Information Professions, and LIS 5703, Information Organization) are required of all students. Each of the other two core requirements allows students to choose between two offerings. Students must take either LIS 5271 (Research Methods in Information Studies) or LIS 5203 (Assessing Information Needs); they must also take either LIS 5411 (Introduction to Information Policy) or LIS 5020 (Foundations of the Information Professions). We have engaged in regular review and evaluation of these courses to ensure their effectiveness; a full discussion of this review can be found in Standard II in this report.

Full-time faculty have, during the period covered by this review, taught these core courses 70% of the time, with full-time tenure-line faculty accounting for 41.5% of those classes (see *Appendix III.6 – Core Course Teaching*).

Since Fall 2005, SLIS has offered a total of 1,059 courses at the Master's level (not including Directed Independent Study or internship courses); of these, the majority (71%) were taught by full-time faculty (43% by tenure-line faculty, and 28% by full-time non-tenure-line faculty). Part-time faculty taught the remaining 29% of the courses. As with the core courses, as discussed above, regular ongoing review of all courses is conducted; a discussion of this review can be found in Standard II of this report. These reviews, in part, allow us to ensure that student learning and course content are both consistent across course offerings, whether

courses are taught by full-time or part-time faculty, or whether they are taught by tenure-line or non-tenure-line faculty.

There are several reasons why the percentage of classes taught by tenure-line faculty are below 50%: 1) most tenure-line faculty, because they are hired on 9-month appointments, do not teach in the summer; as non-tenure-line faculty are primarily 12-month appointments, they teach many of our summer courses; 2) some tenure-line faculty get grant-related course releases and occasionally a sabbatical, and non-tenure-line positions allow course releases for research and in-kind matching on grant proposals; 3) newly-hired tenure-line faculty are only given a 1-1 teaching load their first year to get their research underway.

Another factor is the need to offer a variety of technology courses, and non-tenure-line faculty teach the majority of these, as they tend to be quite time-intensive and can interfere with faculty progress with scholarly publishing and tenure. Part-time faculty complement our full-time faculty with their accumulated years of practical experience and professional involvement.

Full-time faculty with degrees in other fields also teach courses in our Master's degree program, making the program a truly interdisciplinary environment. Such intellectual diversity helps our students to reexamine the role of information in a wide variety of cultural, societal, and individual contexts and also allows faculty to better understand the needs and backgrounds of students entering the program from a variety of disciplines.

Many full-time faculty have extensive practical experience in designing and delivering education online, as SLIS began offering online courses in 1997. Several faculty have research expertise in online education and communication (Kazmer, K. Burnett, G. Burnett, Oh), digital curation and resource management (Urban, Marty, Stvilia), and social media (Mon, Randeree). The combination of practical, pedagogical, and research expertise provided by our tenure- and non-tenure-line faculty allows SLIS to provide a high-quality educational experience for our geographically distributed student population (see also *Appendix III.3 – Faculty Vita* and *Appendix III.5 – Faculty Teaching Areas and Relevant Experience* for more details).

III.1.4 Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

SLIS employs part-time faculty to balance and complement the teaching competencies of the full-time faculty. Such faculty, for example, supplement the expertise of the full-time faculty by providing courses that otherwise might not be offered (for instance, in networking or security), or that require expertise gained through ongoing professional practice (collection development, cataloging). Part-time faculty may be hired when grants provide funding for faculty course releases or to provide other assistance to faculty when other time-intensive commitments occur, such as meeting professional obligations, developing curricula, or conducting research.

SLIS has taken care to establish a core group of part-time faculty (see *Appendix III.7 – Qualifications of Part Time SLIS Faculty and Courses Taught)* and to provide them with teaching assistants, desk copies of texts, office space if they request it, and professional development in the form of a once-a-year adjunct retreat, where they are briefed on policy and procedure updates, any curriculum changes, and new technologies or other changes that are planned. Our adjunct faculty include several SLIS graduates, as well as one former SLIS faculty member.

Normally, part-time faculty will teach one or (rarely) two courses in a semester. In addition to hiring professionals from the local community, SLIS occasionally appoints doctoral candidates to teach in the Master's program; our doctoral students often enter their Ph.D. program with years of relevant professional experience. In making decisions regarding the hiring of doctoral candidates as part-time faculty, SLIS looks for appropriate professional experience and corresponding research interests in addition to prior teaching experience, including serving as a teaching assistant in a related course. These appointments must be approved by the Dean of the Graduate School. Vitae for full-time faculty and part-time faculty are available in *Appendix III.3 – Faculty Vita*.

III.2 The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.

SLIS places a high value on all three aspects of academic excellence, emphasizing teaching, research, and service across the full faculty as appropriate. Non-tenure-line faculty do not have research assignments, although they may choose to participate in research in addition to their other assigned duties, which are normally divided between teaching, service, and administrative activities.

III.2.1. The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions.

Assessing faculty teaching, research, and service takes place during the hiring process and iteratively throughout their FSU SLIS career. Identification of appropriate tenure-line faculty candidates is the responsibility of the Faculty Personnel Committee, whose structure and activities are outlined in the SLIS bylaws (see *Appendix III.8 – Bylaws of the School of Library & Information Studies*). The Personnel Committee reviews all applications for qualifications and appropriateness for the open position and travels to conferences where initial interviews of candidates are conducted with the committee and any other faculty who are present at the conference and who wish to participate. The Committee presents their choices to the faculty and then selects candidates for on-campus interviews. All faculty have the opportunity to participate in the process through faculty meetings and discussion and written evaluations, but final selections are made by the Personnel Committee in consultation with the Director, with input from the Dean.

Annual evaluations provide evidence for and form the basis for promotions. CI/SLIS has developed its list of annual goals for faculty accomplishment (see *Appendix III.3b – Procedures for Evaluation and Promotion of Faculty*). Teaching, research, and service are specifically addressed by the Director in the annual review meeting and in the annual review letter (samples provided onsite). Several faculty committees also review faculty accomplishments in these areas: the Personnel Committee when considering an initial appointment (as described above): the Faculty Evaluation and Review Committee oversees

peer teaching reviews as well as the formal Third-Year Review; the Merit Review Committee conducts annual reviews of tenure-line and non-tenure-line faculty for possible merit awards; and the Promotion and Tenure Committee conducts full reviews of all faculty who are being considered for promotion and/or tenure.

Tenure-line faculty undergo a comprehensive review during their third year (see *Appendix III.3b – Procedures for Evaluation and Promotion of Faculty*). Guidelines for this process are similar in format to those required for the promotion and tenure process, except that outside letters are not requested. If a tenure-line faculty member does not pass the Third-Year Review, they are given one year's notice. Since this is an internal process and not University-wide, appeals are addressed to the Dean, who may ask the committee to reconsider its recommendation. Occasionally, a tenure-line faculty member will be moved into a non-tenure-line position that allows him or her to stay at the school as a contributing member but without the research expectations. Since 2006 SLIS has had three faculty who did not pass the Third-Year Review because of issues related to research productivity; one of these has found employment in another department within the university, another continues to teach part-time for SLIS in areas where she has expertise, and the third has found employment elsewhere. The specific criteria and processes for promotion and tenure are outlined by the Provost's Office[4], and academic units establish their own indicators for measuring effectiveness in these areas. The Director appoints a mentor (a more senior faculty member) for all new faculty upon their acceptance of their offer letter (see current list of faculty mentors below). SLIS faculty receive support and feedback throughout their appointment from their mentor, the Faculty Evaluation and Review Committee, the Director's annual review, and the Promotion and Tenure Workshop presented annually by the Provost's office, which all pre-tenure faculty are strongly advised to attend.

Tenure-Line	**Current Mentor**
Hinnant, Charles	McClure
Mardis, Marcia	Everhart
Oh, Sanghee	Gross
Rodriguez-Mori, Howard	Mon
Urban, Richard	G. Burnett
Ho, Shuyuan Mary	Riccardi

[4] http://provost.fsu.edu/faculty/tenure/decision.html

Non-Tenure-Line	Current Mentor
Gibradze, Leila	Doffek
Hinnant, Lynne	Swaine
Jowett, Mark	P. Jorgensen
Marks, John	Barrager
Kotrla, Bowie	Koontz

Candidates prepare their binder, outside letters are solicited by the Director, and the candidate is evaluated by the SLIS Promotion and Tenure committee. The full tenured faculty (if the candidate is being considered for tenure), the Director, the Dean of the College and the college-level Promotion and Tenure Committee, which is composed of representatives from all three schools (see *Appendix III 9: Bylaws of the College of Communication and Information*), also review the candidate's binder and make recommendations for promotion and/or tenure. While particular areas of strength are highly appreciated, SLIS faculty are nevertheless expected to contribute at some level to all three areas of teaching, research, and service, in accordance with their assignment of responsibilities. The University puts emphasis on both teaching and research. Since 2005, SLIS candidates have been successful in all promotion and/or tenure cases put forward.

III.2.2. The school demonstrates the high priority it attaches to teaching, research, and service by encouragement of innovation in teaching, research, and service.

SLIS is receptive and supportive towards innovation. The School's faculty believe that teaching, research, and service all support and motivate each other. Faculty research is shared with students when relevant to the particular class, and research examples provide stimulation for discussion of a variety of topics. In the same way, the variety of faculty service activities and outreach provides interesting class examples of problem solving, strategizing, and advocating to accomplish a particular goal or activity. Individual faculty innovation in all three areas inspires other faculty to make new connections. This attitude provides strong role models for our future LIS professionals and educators.

Innovation in Teaching

SLIS faculty continually demonstrate innovation in teaching through their use of a suite of distance learning and social media technologies, which themselves require constant learning and attention to new features that enhance the process of distance education. SLIS negotiated a separate contract with (then) Elluminate, which allows for two-way audio and video, and has negotiated an additional contract now that Elluminate has been bought by Blackboard (and is now known as Blackboard Collaborate). Several examples of faculty innovation are:

- Lorri Mon's development and teaching of a virtual reference course using the Internet Public Library (IPL);
- Paul Marty's use of Second Life in his Museum Informatics course;
- Christie Koontz's development of an online storytelling class, in which students learn how to tell stories in online settings; and
- Linda Swaine's use of mobile technologies for school media internship site supervision.

In each of these cases, SLIS has supported innovation by contributing financial and personnel support to the faculty by:

- Providing support for a staff position for the IPL consortium;
- Funding the initial purchase and ongoing support of a SLIS island in Second Life;
- Providing tools and resources necessary for the storytelling course; and
- Providing iPads for the school media supervision.

The school has received additional support from the Dean's Office in establishing the market-rate program for our Master's degree, which allows out-of-state students to attend FSU at in-state rates (discussed further in *Standard IV*).

Innovation in Research

The Director of the School supports innovative faculty research in a number of ways and to the extent possible within current financial restraints; for example, by providing additional travel support beyond the normal stipend for prestigious accomplishments; using Foundation funds to supplement or support a research project through gap funding; supporting additional

doctoral student travel to conferences when such travel also benefits the faculty research agenda; providing tuition waivers for doctoral students assisting in research; and providing funds for research tools and space for research projects and personnel.

SLIS also receives considerable support for innovation through funding from the Dean of the College that supports a variety of activities and infrastructure: additional travel funding for doctoral students to present at conferences; information technology infrastructure in the Johnston building; upgrading the iSpace academic cloud computing system; facilitating University funding ($200,000) of a social media research infrastructure (a research program developed jointly between SLIS and the School of Communication); assistance in maintaining the activities of the three research institutes and centers in the school; support for student awards; a college-wide scholarship dinner celebrating the scholarship recipients; and supporting research through the College-level Office of Research by funding the position of the Research Coordinator. Some expenses, such as start-up packages or additional student funding, are shared by SLIS and the CCI Dean's office.

The faculty's efforts are well supported by the University through the Office of Distance Learning, the Office of the Vice President for Research (including the Council on Research and Creativity), the Office of the Dean of Faculties (now called the Vice President for Faculty Development and Advancement), and the Office of the Provost.

Innovation in Service

SLIS faculty are very generous with their time in participating in service activities, as evidenced by their vitae, and they provide leadership and innovation to the discipline and the profession through these service activities. Several examples follow.

> *The Vision Tour*. When Dr. Nancy Everhart was elected president of the American Association of School Librarians, she embarked on a year-long "Vision Tour" to visit outstanding school libraries across the nation with the goal of bringing to the general public visual models of what good school libraries offer students and communities. Initially self-funded with support from sales of Vision Tour T-shirts, donations to AASL eventually helped support the cost of the tour. The tour inspired newspaper articles on the effects of cuts to school libraries and provided needed attention to the outstanding job school librarians are doing. Dr. Everhart kept a blog of her visits

(http://www.aasl.ala.org/aaslblog/?tag=vision---tour) and there are several YouTube videos (http://www.youtube.com/watch?v=Gn2WGJXIPJI&feature=related) and a website for the tour as well (http://www.outstandingschoollibraries.org).

JELIS editorship. When Drs. Michelle Kazmer and Kathy Burnett became co-editors of *JELIS* their goal was to strive to attract and publish the best scholarship on education of interest to those teaching subject matter in LIS. They seek to do this by enhancing the reputation of the journal through expanding its readership and the scope and quality of its contributors; establishing a recognized impact factor; and exploring the opportunities and potential threats of the Open Access Journal movement. Their vision is that as these goals are accomplished, *JELIS* will be established as a proactive leader in editorial practice as well as a premiere educational and disciplinary journal (http://jelis.org/about/).

ALA Student Chapter. When Dr. Christie Koontz took over the student chapter of ALA at SLIS in 2007, it was struggling to attract members. She has provided inspiration and guidance to the membership since then and is largely responsible for its revitalization. Among the achievements of the student chapter is the successful integration of our distance and online students through webcasting and a variety of other social media to enable all students to participate in synchronous meetings wherever they are located and to sustain interaction asynchronously as well. The chapter was recognized for its progress by being named the ALA Student Chapter of the Year for 2012. It is worth noting that Dr. Koontz also served as the Executive Director of Beta Phi Mu from 2007 to 2012 and has reinvigorated it in the same way.

SLIS supports such initiatives, where possible, by providing space, additional TA and/or GA/RA assistance, and by making adjustments to the faculty assignments of responsibility to help address the time commitments required.

III.2.3 The school demonstrates the high priority it attaches to teaching, research, and service through provision of a stimulating learning and research environment.

The innovation described above would not be possible without a stimulating learning and research environment within which these activities take place. The school places a high priority on the learning and research environment by providing support through its facilities, personnel, and assignments of responsibility. The CCI also provides support in the first two areas.

Learning Environment

Since 2005, the physical space in Shores has been updated to maximize the learning environment. More details about the facilities are given in *Standard VI*; some of the highlights are presented here.

SLIS has long considered the Goldstein Library to be a robust activity space and an essential part of the School's mission rather than simply a storehouse of materials. This belief has continued and been strengthened under the direction of Ms. Pam Doffek, who strives constantly to improve and update equipment (such as outlets for laptops) and furniture in the library to provide comfortable study spaces for individuals and groups. The Library also hosts a number of program activities that attract students from across campus. These programs are planned and implemented by the Goldstein graduate assistants (see *Appendix III.4b – Goldstein Library Activities).* A new space for smaller meetings and collaboration, the CAVE (Collaborative and Visual Environment), was created in the library with minor renovation money from the university, and it has a 52" monitor in addition to a standard computer station. Adjacent to the Library is the CCI Help Desk, where students and faculty can get assistance with computing problems. The Shores Building has a lobby area on each of the three floors, where students gather to study, and other study nooks are placed around the building. SLIS controls some of the classroom space in Shores, and major renovations were done in Room 006 to better accommodate teaching and learning and provide adequate handicapped accommodations. Display cases throughout the building hold posters about activities and student research. Presentations given by guest speakers and other activities as appropriate are webcast so that distance students have access to these as well. Our virtual learning environment includes Blackboard and Blackboard Collaborate, supported by our web pages and social media sites, through which news and announcements are posted frequently. Personnel that support the learning environment include the Help Desk personnel, the Director of Academic and Research Technologies position, and our librarians; starting

this fall, one current non-tenure-line faculty member will assume half time responsibilities for assisting with Instructional Design, especially in the online environment.

Research Environment

Among Florida State University's Strategic Priorities is to "enhance research and creative endeavors." The University places a high priority on faculty research, supporting it through programs offered by the Office of the Vice President for Research and through funding from the Provost's Office. The Council on Research and Creativity (CRC)[5], a faculty council advising the Vice President for Research, provides a variety of funding opportunities for faculty, such as First-Year Assistant Professor Awards, Multidisciplinary Support Grants, Planning Grants, and Funding Agency Travel Awards. Dr. Kathleen Burnett has served as our representative on the Committee since 2004 until fall 2012, when she became the SLIS interim Director (Dr. Paul Marty has agreed to serve on the committee until the current term ends in 2013). This long tenure recognizes SLIS as a unit with a strong capability for garnering funded research. SLIS faculty have received a number of internal awards in most categories funded by the CRC (see *Appendix III.10 – SLIS Research Proposals*). SLIS also has access to research funding through The Florida State University Research Foundation, which funds large-scale, usually interdepartmental research in the sciences, the arts and humanities, and the social sciences. Annual reports from the FSU Office of Research can be found at http://www.research.fsu.edu/annualreport/index.html.

CCI has a full-time Research Coordinator who assists faculty with the grant management and submission process. This position was established in December 2000 within the then College of Information and was originally partially funded by the Office of the Vice President for Research (.5 FTE). In July 2003, responsibility for the position's salary was fully assumed by CI. As of the 2009 merger, the Research Coordinator position was moved to the College and now serves all three schools within CCI, and provides data on faculty research to the Dean's Office. Grant activity and faculty requests for assistance are not evenly distributed across the three schools, and the Research Coordinator remains a primary source of assistance for SLIS faculty. The Research Coordinator assists faculty in grant preparation, provides information about training opportunities in such things as grant writing and other research-related topics, researches suitable funding sources and disseminates this information to faculty, and coordinates research colloquia and the annual Research Week,

[5] http://www.research.fsu.edu/crc

among other activities. *Appendix III.10 – SLIS Research Proposals* shows that SLIS faculty have continued to apply for and receive funding from sources outside of the University (Table III.1 summarizes grant activity). As Table III.1 indicates, while there was a decline in the number of proposals submitted in fiscal year 2011, this may in part be attributable to the activities surrounding the CCI merger transition as well as reduced funding availability related to the nationwide economic downturn.

Table III.1 Grant proposals, 2006-2012

Fiscal Year	2006	2007	2008	2009	2010	2011	2012
Proposals Submitted	21	21	15	15	26	15	8
Proposals Funded	15	16	12	14	15	9	11*
Amount Funded ($1000)	1,051	3,370	1,367	1,654	1,119	760	735

* Proposals funded in a given year generally reflect proposals submitted the *previous* year, which is why it sometimes appears that more proposals were funded than were submitted in a given year.

SLIS houses three major research centers and institutes in the Shores Building: the Information Use, Management, and Policy Institute (II); Partnerships Advancing Library Media (PALM); and the Institute for Digital Information & Scientific Communication (iDigInfo). These research centers are drivers for innovation within the College through their numerous research projects.

The Information Institute, directed by Dr. Charles R. McClure, conducts research focusing on the information user and the user's interaction with information products, services, policies, technologies, and organizations, currently focusing on the planning and evaluation of networked and other information services. The Institute also conducts information policy research on current issues at federal and state levels related to public access, privacy, records management, and use of information in electronic formats as well as other topics. Recent projects focus on Florida rural broadband needs, and the Institute maintains an ongoing relationship with the Florida Electronic Library. Faculty members not directly a part of the Institute collaborate with it on funding opportunities.

The Institute brings in outside speakers of interest and also employs a number of graduate research assistants to support faculty research. These opportunities greatly benefit students when they are job seeking; for instance, Jordan Andrade, a SLIS Master's graduate who worked at the Institute, is now employed as the e-Science Librarian at FSU's Strozier Library, where, among other tasks, he helps to coordinate The Florida State University's Scholarly Communications initiative and The Florida State Library's implementation of a Digital Commons. More information on the II can be found at http://www.ii.fsu.edu/.

The PALM Center, directed by Dr. Nancy Everhart, is a joint effort of FSU's Learning Systems Institute, the College of Education, and the College of Communication and Information. It makes available numerous services to support school librarians and other educators internationally. These services include large-scale surveys; evaluations of program implementation; and in-depth case studies of school libraries, technology implementation, and whole school change, as well as consulting services targeting school libraries. The PALM Center has supported several students as research fellows. More information about the PALM Center can be found at http://www.palmcenter.fsu.edu/index.html.

iDigInfo, directed by Dr. Gregory Riccardi, is the school's newest research institute. It was created to advance the science of information analysis and organization on large-scale data sets, to improve the research capabilities of research disciplines, and to engage students in research. Funded projects include the Military Suicide Research Consortium, which integrates Department of Defense and civilian efforts to develop a multidisciplinary research approach to suicide prevention; iDigBio, a $10 million dollar University of Florida/FSU collaboration to digitize the nation's biological collections; the Catastrophic Risk Finance and Insurance Information Portal (CFIIP); and Digital Libraries to School Libraries (DL2SL), which explores ways that school libraries can use digital open source content to expand and enrich their resource bases and instructional support. More information about iDigInfo can be found at https://www.idiginfo.org/.

SLIS Major Funded Research Projects Summary

SLIS has been awarded a significant number of large research grants since our last review. These are detailed in *Appendix III.10 – SLIS Research Proposals***.** Several of those over $250,000 that were awarded or are active in the review period are further described in

Appendix III.11 – *Major Funded Projects*. Those not listed among the major grants contributed over $2.7 million in research funding.

III.3 The school has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

SLIS operates under the Equal Opportunity policies of the University and is committed to foster diversity in all aspects of its activities[6]. The University monitors compliance through its Office of Equal Opportunity and Compliance, whose staff is very responsive to questions about procedures. In addition, CCI monitors compliance in hiring through Ellen Harman, who coordinates administrative functions at the College and is responsible for interpreting administrative policies and overseeing HR and financial functions. Faculty positions are advertised in a wide range of publications, including *Hispanic Outlook, Black Issues in Higher Education, The Chronicle of Higher Education*, and online job sites of relevant professional associations (e.g., ALISE and EduCause)

III.3.1. The school has policies to recruit and retain faculty from diverse backgrounds.

SLIS full-time faculty are reasonably balanced in terms of gender. As of the fall 2012 contract period, 17 of the faculty members are female (10 tenure-line, seven non-tenure-line) and 14 are male (10 tenure-line, four non-tenure-line). SLIS also strives to foster a racially and ethnically diverse full time faculty, although retention of such faculty is an area in need of improvement. Currently, the full-time faculty include one African-American male, one Hispanic male, a female from the Philippines, a female from South Korea, and a female from China. During the review period, several tenure-line minority faculty were hired, but left the University for a variety of reasons, including to accept positions at other universities, to return to their home countries, or because of family obligations. In hiring, SLIS focuses both on expertise and on diversity; during the most recent search, we brought three women to campus, two of whom were Asian and would likely have a strong impact on our instruction

[6] See http://compliance.hr.fsu.edu/ and http://www.vpfa.fsu.edu/policies/personnel/3b.html-1

and research related to information technology, an area particularly in need of greater diversity.

III.3.2. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

The University's policy on equal opportunity, diversity, and inclusion is explained in the publicly available Faculty Handbook[7] and on the publicly available websites listed above (see footnote 6). In the Equal Opportunity Statement signed by President Barron, diversity is broadly defined and includes "race, creed, color, sex, religion, national origin, age, disability, veteran's or marital status, sexual orientation, gender identity, gender expression, or any other protected group status." The School's mission starts with a statement about diversity: "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"[8]

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.

III.4.1. The qualifications of each faculty member include competence in designated teaching areas

Appendix III.2 – Full time Faculty by Rank and Degree summarizes the teaching faculty's educational backgrounds and teaching areas, and *Appendix III.5 – Faculty Teaching Areas and Relevant Experience* lists faculty professional experience and teaching interests. Faculty use innovative methods to keep abreast of trends in the profession; for instance, Michelle Kazmer describes "job shadowing" her students:

To support my teaching, I've been shadowing students in their workplaces to get a feel for the variety of tasks and physical settings with which our students and alumni engage. I only shadow students AFTER they've completed my class; there is no compulsion for them to

[7] http://facultyhandbook.fsu.edu/Section-4-Faculty-Employment-Policies#EEO
[8] http://slis.fsu.edu/About-The-School/Mission-and-Vision

participate, and I require permission from their supervisor and the co-workers who share their workspace. Some examples include my seeing a student create metadata for materials as part of the FSU Heritage Protocol and seeing another student engaging in database audits. I was inspired in part by the Florida Library Association's virtual job shadowing project which produces Facebook and Twitter feeds of the everyday lives of Florida librarians; I find this helps me figure out how to make course materials even more relevant to the variety of professional practices in which SLIS Master's graduates engage.

In addition to relevant degrees and experience, faculty research is highly related to the educational mission of SLIS. For complete faculty vitae refer to *Appendix III.3 – Faculty Vita*.

A recent survey of our Master's students demonstrated that students perceive the faculty to be competent in the areas they teach (see *Appendix I.3 – 2012 COA Student Survey Results 0411*). Of 140 respondents, 99% agreed or strongly agreed that most faculty are knowledgeable about the courses they are teaching. One student noted, "I cannot say enough positive things about the SLIS Master's program! It is a great program. The faculty are knowledgeable, helpful and great to work with. This has been a great experience for me that I feel has prepared me for my future career in information services." One of our alumni expressed similar feelings: "[I] appreciate the excellent learning experience at SLIS program of FSU. Grateful to all wonderful faculty members and staff members I have learned from or being helped [by] during my study at FSU. It was a life chang[ing] experience for me." Similarly, 92% of the many alumni responding to the recent survey indicated that they were satisfied or very satisfied with the education they received in the SLIS Master's program (Appendix I.1–*2012 COA Alumni Results 0419*).

III.4.2. The qualifications of each faculty member include technological awareness

The University's primary platform for online delivery of web-based (and for online enhancement of face-to-face) courses is Blackboard, and the School's faculty make extensive use of it in their teaching activities. In addition, faculty are expected to make effective use of other available technologies on a day-to-day basis, integrating both synchronous (including chat rooms, Blackboard Collaborate, and Second Life, among others) and asynchronous online tools (including blogs, wikis, Facebook, Twitter, and Blackboard

discussion forums, among others) into their teaching. The FSU Office of Distance Learning's Center for Teaching and Learning (http://ctl.fsu.edu/) offers a wide range of resources to support these efforts, including workshops on course development, assessment, online pedagogy, and other topics as requested by faculty. Representatives from the office regularly offer such workshops to faculty at SLIS to keep them informed about and actively engaged in using available tools. Jane Barrager, our Director of Professional Development, arranges for workshops with TAs, faculty, and adjuncts. This past year, Ms. Barrager opened the annual SLIS Blackboard workshop to the entire campus and this was very heavily attended. In fall 2012, Ms. Barrager assumed additional responsibilities in Instructional Design.

Mastery of technology, especially related to online pedagogy, is of high importance since 80% of the Master's degree students participate in the online learning program exclusively, and nearly all local students avail themselves of online course offerings. In the Fall 2011 semester, 3% of Master's courses were taught on campus, and 97% were taught online. The majority of students, as well as faculty members, seem to prefer the online teaching and learning format. In addition, faculty members are kept aware of the latest technological developments that affect information provision (most recently the burgeoning number of social media tools that have become available), and they introduce students to these in their coursework. Faculty provide course opportunities for encounters with and use of the most advanced technologies, as well as for understanding the nature of these technologies. Additionally, through coursework that teaches the concepts behind technologies, as well as the nuts and bolts of how to use them, faculty strive not only to establish a foundation for lifelong learning in technology, but also to prepare students to effectively adapt and use rapidly changing technologies. The course LIS 5362 (Design and Production of Networked Multimedia) is an example of this, as there has been a progression of web languages from basic HTML to CSS and PHP. Lessons learned from SLIS's former online undergraduate program in Information Studies and from preparations for a new Master's degree in Information Technology (which includes reviewing articulation among our technology courses) inform and enhance the faculty's ability to integrate technology meaningfully into the LIS offerings. We anticipate that the new Master's in IT degree program will further our effectiveness both in integrating technology into our Master of Science in Library and Information Studies program and in modeling appropriate technology use for our Master's students. We are currently in the beginning stages of planning evaluation mechanisms to track

the impact of the new degree across all programs and, in particular, on the learning outcomes for our Master's program students.

III.4.3. The qualifications of each faculty member include effectiveness in teaching

Teaching assignments for full-time faculty members are based on educational background, experience, and research interests. Teaching and course evaluations by students are conducted every semester by the university and are monitored by the Director. Peer reviews of teaching, as detailed below, are also conducted on a regular basis.

Through spring 2012, formal peer review of teaching was required by the University, with each College having responsibility for its own procedures. The University announced a plan to drop this requirement beginning fall 2012, but SLIS has opted to continue conducting regular peer teaching reviews to ensure a process of continual evaluation and improvement. SLIS has one of the most extensively documented peer review processes on campus. For pre-tenure faculty, an instructor's mentor and one other faculty member familiar with the course and chosen by the mentor and the person under review in consultation with the Director, conduct the review; tenured faculty request their own reviewers. A pre-review conference and a post-review conference are held. A checklist and a narrative are the products of this review (see *Appendix III.12 – Peer Review of Teaching Guidelines and Documents*). Tenure-line faculty must have four peer reviews by the time they are considered for tenure, with two reviews taking place prior to the Third-Year review. After tenure is granted, a more comprehensive peer review occurs every three years for Associate Professors and every five years for Professors. Non-tenure-line faculty are reviewed by peers and their supervisor on a rotating basis. Reviews may also be conducted at the request of the instructor, or at the discretion of the Director if there is evidence that a review may be needed.

The University requires instructors (including faculty, adjuncts, and graduate assistants) who teach graduate courses with five or more students in fall and spring terms to administer course evaluations. Currently, the instrument used for student assessment of face-to-face courses is the SPOT (Student Perception of Teaching) II form. Online courses are evaluated

using an electronic version of Section D, the ESUSSAI. For more information on both these evaluations, see http://cat.fsu.edu/courseevaluations/index.cfm.

SLIS courses have consistently scored at the 80% or above level in total rankings of "Excellent" or "Very Good" on the student perception of teaching section, comparable to the University overall average for graduate education (see Table III.2, below). Maintaining this level of satisfaction with graduate teaching is one of the annual goals of SLIS faculty. One issue that faculty constantly face is that the rate of return of online evaluations is not very high. This is a long-term problem across the University that has resisted improvement without implementing consequences for failing to return the evaluation, which the University is not currently considering. In addition, more than 90% of students responding to the recent student survey rated faculty instruction as Very Good (30%) to Excellent (62%) (see *Appendix I.3 – 2012 COA Student Survey Results 0411*). Complete files for all semesters will be available onsite.

Table III.2 Course evaluations, SLIS and FSU, Fall 2011 and Spring 2012

Semester	Fall 2011		Spring 2012	
Rating	Excellent	Very Good	Excellent	Very Good
SLIS	65.6%	20.8%	58.7%	22.7%
FSU	62.3%	21.8%	61.4%	23.6%

The Provost's office also monitors the SPOT/ESUSSAI evaluation results, rewarding those faculty who achieve a rating of 90% or more in the "Excellent" category with a letter of commendation, and requiring a Teaching Improvement Plan for those scoring greater than 30% in the "Fair" and "Poor" categories in two consecutive semesters. Many of our faculty have received letters of commendation, with several (Drs. Mon and Kazmer, among others) almost every semester. Many of our faculty have been nominated for and/or have won SLIS and University awards for their teaching, as the list below demonstrates.

FSU Graduate Teaching Award
Paul Marty, 2005

Besiki Stvilia, 2009, 2011

FSU University Teaching and Advising Award (UG)
Ebe Randeree, 2010

Provost's Letter for Excellence in Teaching
Gary Burnett, 2010
Michelle Kazmer, 2006 (2), 2007 (2), 2009, 2011
Christie Koontz, 2006, 2007, 2009, 2010, 2011
Don Latham, 2005, 2008, 2009, 2012
Paul Marty, 2005, 2007
Ebrahim Randeree, 2008, 2009
Besiki Stvilia, 2010
Lisa Tripp, 2009, 2010

Nomination for FSU Graduate Teaching Award:
Michelle Kazmer, 2005–2009
Besiki Stvilia, 2008–2011
Christie Koontz, 2006, 2007, 2009–2011
Don Latham, 2006, 2007, 2010, 2011
Lisa Tripp, 2009, 2010

Nomination for University Undergraduate Teaching Award
Mia Lustria, 2008

Nomination for Honors Thesis Mentor Award
Mia Lustria, 2007

CI/SLIS Outstanding Faculty Award (Teaching – student generated)
Michelle Kazmer, 2004
Christie Koontz, 2009
Don Latham, 2007, 2010
Mark Jowett, 2011

CCI Faculty of the Year Award
Ebrahim Randeree, 2009

III.4.4. The qualifications of each faculty member include active participation in appropriate organizations.

Faculty service activities typically occur at three levels: University, local or state, and national and international.

Within SLIS, CCI, and the University, service focuses on academic planning and evaluation, governance, and faculty development. SLIS has three faculty program committees (four beginning fall 2012, with the addition of the Master's in IT program) that review and advise on curricula and policies for the Bachelor's, Master's, Specialist, and Doctoral programs. Committees' recommendations are presented to the whole faculty in faculty meetings and, where appropriate, voted upon by the full faculty. Other SLIS committees include the Promotion and Tenure Committee (P&T), the Faculty Evaluation and Review Committee (FER),[9] the Faculty Merit Review Committee (FMR), and ad hoc committees as needed.

Faculty also have the opportunity to represent the School on elected and appointed University committees, and have been very active in these, assisting in their areas of expertise (online learning), in program evaluations (Quality Enhancement Reviews), or faculty governance (Faculty Senate and various Faculty Senate committees) (see *Appendix III.13 – Faculty University and other Service*).

At the local and state level faculty are active in a wide variety of professional organizations, (e.g., Florida Association for Media in Education, Florida Library Association) establishing and retaining connections with professional life (see *Appendix III.14 – Professional Associations and Memberships).* For example, during the time period of this report, Christie Koontz has served as faculty advisor to the ALA Student Chapter. FSU also encourages faculty to serve as mentors and advisors to the K-12 educational community through consulting or other community activities (for example, Nancy Everhart consults for the State

[9] Note: The FER is composed of members of the P&T Committee plus elected representatives of the non-tenure-line faculty in order both to meet university requirements concerning evaluations and to allow for more appropriate peer evaluation of non-tenure-line faculty.

of Florida's Department of Education, Division of School Library Media); some faculty serve on boards of libraries or museums (for example, Paul Marty served on the Board of the Goodwood Museum, and Corinne Jörgensen is a member of the Executive Board of the Florida Library Association), or do consulting work for local and state government agencies (Charles McClure). At the national and international level, SLIS faculty are very active in a variety of professional and academic organizations which, in addition to establishing and retaining connections to practice, provide venues for informed discussion of their research. At the time of this report, for example, Dr. Melissa Gross serves as the President of ALISE, and during the period covered by this review, Dr. Nancy Everhart served as President of AASL and Dr. Corinne Jörgensen served a three-year term as ALA Councilor. Drs. Kazmer and Kathleen Burnett are serving as co-editors of the *Journal of Education for Library and Information Science,* and Dr. Christie Koontz has just completed 5 years as the Executive Director of Beta Phi Mu, the national LIS Honor Society (see *Appendix III.14 – Professional Associations and Memberships*).

III.5: For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.

The School's tenure-line faculty maintain a high level of publication and grant productivity while fulfilling teaching and service responsibilities. Faculty research productivity and vitality are demonstrated by the number of scholarly research publications (including books, book chapters, refereed journal articles, and refereed conference proceedings; see *Appendix III.15 – Faculty Publications 2005-2012*), the diversity of publishing venues (see *Appendix III.16 – Journals Published In*), the number and value of grants and contracts submitted, and the number of grants successfully procured. *Appendix III.10 – SLIS Research Proposals* provides a detailed list by school and by individual faculty member.

The extent to which tenure-line faculty demonstrate high research productivity can also be demonstrated through the secondary literature. Work by the School's faculty has been widely cited; articles by Drs. Gary Burnett, Gross, Corinne Jörgensen, Latham, and Stvilia are among the top 25 most cited articles since 2007 in *Library and Information Science*

Research, a top-ranked LIS journal.[10] Dr. McClure has been identified as the fourth most productive LIS faculty member in journal

In addition to research funding, tenure-line faculty at the School garnered a number of awards for research since 2005, as well as other honors. *Appendix III.17 – Faculty Awards and Honors since 2005* lists these awards.

III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

III.6.1. The faculty hold advanced degrees from a variety of academic institutions.

The tenure-line faculty at SLIS have a wide variety of disciplinary backgrounds, including those most often found in LIS programs, but also other disciplines that enrich the School's learning and research communities. As noted earlier in this chapter, in spring 2012, tenure-line faculty held Ph.D.s in areas as diverse as English, communication, public administration, nuclear physics, psychology, education, and computer science, in addition to library and information studies. Doctoral degrees held by faculty were granted by a number of institutions, including the University of Washington, Syracuse University, the University of California at Berkeley and at Los Angeles, Princeton University, the University of Illinois at Urbana-Champagne, and the University of North Carolina at Chapel Hill. Degrees and institutions are detailed in *Appendix III.2 – Full time Faculty by Rank and Degree*.

[10] See http://www.journals.elsevier.com/library-and-information-science-research/most-cited-articles/

III.6.2 The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content.

Tenure-line faculty involvement in research reflects and contributes to the diversity of the School and FSU. As can be seen in *Appendix III.18 – SLIS Faculty Research Areas LIS Research Classification Scheme*, the faculty research interests support and complement a wide range of teaching areas encompassed by LIS programs.

III.6.3. In addition, they demonstrate skill in academic planning and evaluation, and have a substantial and pertinent body of relevant experience.

All full-time faculty serve on Academic Program Committees, on a rotating basis. Current faculty have taken part in the academic planning related to the revision of the Master's program in 2005-2006 (voted upon by the full faculty in 2006) and a smaller group worked on the review of SLIS Master's courses for coverage of the Core Competences in 2010-2011. There are two other SLIS program committees that faculty serve on: the Undergraduate Program Committee and the Doctoral Program Committee. All of these committees hold regular meetings to evaluate course offerings, develop curricula, and bring proposals to the full faculty. They also provide information about teaching needs in relation to faculty searches. They can create procedures for internal committee business, but any policy issue is brought to the full faculty. Committees conduct activities through email and use discussion boards in Blackboard. Until quite recently, these program committees were quite large; in response to faculty requests for smaller committees in order to make scheduling meetings easier, and better distribute the workload, SLIS is exploring ways to streamline and reconceptualize our committee and administrative structures. With the approval of our Master's in Information Technology, a fourth program will become part of the mix, increasing the need to ensure appropriate articulation between all of our degree offerings and to ensure that different programs enhance each other rather than compete. In particular, we anticipate that this new Master's degree program will increase our ability to familiarize and train our Master's in LIS students in a variety of technologies and that it will, thus, complement our existing program and allow us to graduate students with improved technology skills to go

along with their other skills. Planning is underway to develop mechanisms for evaluating such outcomes.

III.6.4. The faculty interact with faculty of other disciplines and maintain close and continuing liaison with the field.

In keeping with their interdisciplinary interests and commitment to collaboration and innovation, SLIS faculty publish in a wide variety of journals, not only in LIS (*JASIS&T, LISR, LQ, JELIS, School Library Research*), but also in computing (*Journal of the Association of Information Systems, Communications of the ACM*), communication and new technologies (*Journal of Virtual Worlds Research, Journal of Computer-Mediated Communication*), and subject application areas (*Children's Literature in Education, Cyberpsychology & Behavior, Health Education and Behavior, Healthcare Management Review, Computers and the Humanities, First Monday,* and *Human Management* Review) (see *Appendix III.16 – Journals Published In*). The diversity of research interests can also be demonstrated through classification of published research according to the Association for Library and Information Science Education's classification (see *Appendix III.18 – SLIS Faculty Research Areas LIS Research Classification Scheme*). SLIS faculty serve as editors for two journals (*School Libraries Worldwide* and the *Journal of Education for Library and Information Science*) and another faculty is the Digital Heritage editor for *Museum Management and Curatorship*. Many faculty serve on journal editorial boards, thus increasing our interaction with faculty within and beyond the discipline.

Faculty interaction with other disciplines is also demonstrated through funded research projects, as described above. One example of such collaborative research can be seen in the NSF-funded project titled *VOSS: Virtual Scientific Teams: Life-Cycle Formation and Long-Term Scientific Collaboration*. This project brings together SLIS faculty Drs. Kathleen Burnett (PI), Gary Burnett, Kazmer, Marty, Stvilia (Co--PIs), and Chris Hinnant with physicists and other scientists at the National High Magnetic Field Laboratory and faculty liaisons with sociology and psychology.

Several faculty with backgrounds outside of LIS (e.g., health informatics, public administration, computer science) continue to publish in the journals of their disciplinary homes in addition to publishing in LIS journals and to teach in programs in other disciplines in the summer or

as the opportunity presents itself (see *Appendix III.3 – Faculty Vita* for a record of such publication).

III.6.5. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.

In 2003, the faculty agreed that its commitment to collaborative research was a strength that should be embraced (see *Appendix III.1–Fully Integrated Organization 2003*); since then, this commitment has continued and expanded. The three institutes housed in the School – the Information Institute, the PALM Center, and iDigInfo, as described earlier in this chapter – also all collaborate extensively both with faculty and students from SLIS as well as with other departments across campus and agencies and organizations from both the private and public sectors at the state and federal levels. All such projects benefit the School's students not only by providing examples of ongoing research and collaboration but also by providing opportunities for internships and assistantships where students develop a variety of research and evaluation skills, as well as planning.

CI/SLIS faculty suggest outside speakers for colloquia, and the research centers also bring in guest speakers. Our guest speakers cover a wide range of topics; some examples are:

"Museum technologies to support social experience and social cataloging."
Dr. Dan Cosley, Cornell University, Department of Communication

"Interactive multimodal platforms: A research prospectus."
Dr. Susan Herring, Professor of Information Science and Adjunct Professor of Linguistics,
Indiana University, Bloomington

"What makes a quality online library education program?"
Dr. Dianne Oberg, University of Alberta, Department of Elementary Education

"When libraries get social."
Mary Madden, Senior Research Specialist, Pew Internet & American Life Project, Pew Research Center

"Geography is alive and well in virtual teams,"
Dr. Jonathon Cummings, Associate Professor of Management at the Fuqua School of Business, Duke University

In addition, every year there is a Convocation speaker. Since the merger, Convocation has become a CCI event, and the disciplinary backgrounds of speakers have become more diverse, as these rotate among the schools:

2009 Larry Dennis, Dean, CCI: "Tradition and Change: The Right Combination"
2010 Laura Justice, Professor, Ohio State University: "The Wonder of Words"
2011 Heidi Julien, Director, SLIS, Univ. of Alabama: "Information Literacy for the 21st Century: An International Imperative"

Research Week, held in the fall semester, is another occasion for stimulating intellectual exchange among faculty and students. There are a number of events held, such as colloquia and poster competitions for doctoral students, and recent faculty publications are featured. Research Week is another event that has become broader as a result of the merger, with students from all three schools participating. This kind of atmosphere has had beneficial results as the different disciplines discover commonalities and shared interests; in one example of this, a SLIS student who was displaying a poster gained access to faculty laboratory facilities in another school, expanding the depth and scope of her research.

Local Master's program students are always invited to these events and, whenever possible, the events are also advertized and webcast so that off-campus students can participate in them fully.

III.6.6. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

All faculty teach in the online format; face-to-face offerings are more limited, but when faculty or students request a face-to-face class they are accommodated whenever possible. There is no distinction between "online" faculty and "face-to-face" faculty either in the hiring process, evaluations, or promotion. While faculty teach courses for which their educational

backgrounds and professional experience make them particularly suited, they are also expected to teach at all levels of the school and to teach in classroom-based, hybrid, and online courses. SLIS employs some full-time non-tenure-line and some part-time faculty to supplement faculty expertise and to make sure that students are offered appropriate and current authentic learning opportunities.

The faculty are rigorously but fairly evaluated in all aspects of their responsibilities, i.e., teaching, research, and service. During the time under review, all faculty members who have been recommended by the Director and the Dean have received tenure and/or promotion.

III.7 Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

III.7.1. Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members.

Teaching assignments are based on program needs, faculty expertise, experience and interest, with consideration given to student evaluations and peer review reports. Input is solicited from the faculty on courses they have taught or wish to teach or develop in the future, and teaching assignments are made in consultation with the faculty member and in view of program and student course needs. The Director, in consultation with the Graduate Coordinator, plans and updates a Course Rotation Schedule (see *Appendix II.9 – Course Rotation Schedule*), which provides students with a minimum set of courses offered each semester. It was developed by mapping core courses, specializations, and certificate requirements to an expectation of timely student progress through the program or timely completion of specializations and certificates, and by reviewing course demand and fill rate over the past several years. Creating it initially used about seven years' worth of data and now, it is updated by looking at the three most recent years and in consultation with the Graduate Services Coordinator and faculty, who both get ongoing feedback and input from students. Individual faculty teaching load is negotiated with the Director at the time of the

annual review and takes into account factors such as funded research, professional commitments, and service, as well as needs of the program and the students.

> ***III.7.2. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.***

Tenure-line faculty normally teach two courses per semester. Non-tenure line teaching assignments vary in accordance with their assignments of responsibility. When graduate course enrollments exceed 25 students, a teaching assistant is assigned to assist the faculty member with the course; teaching assistants are assigned with input solicited from both the faculty and the students. Graduate course enrollment for larger classes runs 35-45 students and only rarely exceeds 50 students. Courses that go to this course capacity limit are usually the core courses; students can be placed in a course over capacity if they need a specific course to graduate that semester; students are encouraged to take the core courses early in their studies. The Director tries to ensure balance among teaching loads by making sure that if a faculty has a class that is likely to have a larger enrollment, their other course will have a smaller enrollment, or if one course is a core course, the second course assigned is not. Where desirable to meet student needs, more flexible caps on courses may be established. The SLIS faculty have been and remain committed to a “Faculty of One” across the program offerings, and faculty members are expected to be able to teach across all course levels and degree programs, although individual expertise and skills may make a particular faculty member more suited for teaching at one level than another.

The annual Assignment of Responsibility form is the means by which the Director plans with faculty for the time needed for teaching, student advising, research, professional development, and institutional and professional service (see *Appendix III.10b – AOR Worksheet).* Depending on the circumstances, faculty course loads may be adjusted for research, election to office of a national organization, or program activities such as developing a course, site supervision and evaluation of a large number of interns, or other student recruitment.

III.8 Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

The evaluation of faculty takes three primary forms. Reviews of all full-time faculty by the School's Director take place annually. For tenure-line faculty, a rigorous Third-Year Review at the School level precedes an extensive sixth-year Promotion and Tenure review, which occurs at the SLIS, CCI, and University levels. Regular peer reviews of teaching are also conducted by the faculty for both tenure-line and non-tenure-line faculty.

At the annual evaluation with the Director, each faculty member is assessed against the criteria for the Annual Faculty Goals (see *Appendix III.3b – Procedures for Evaluation and Promotion of Faculty*) and the previous year's Assignment of Responsibilities. For this meeting, faculty members are expected to provide evidence of their performance in teaching, research, and service for the previous year. This evidence is presented in the form of a full Curriculum Vita, as well as a one-year-only CV formatted according to University requirements; any teaching and peer evaluations that have taken place in the previous year; and a one-page optional narrative statement. Beginning with the Spring 2013 semester, the statement will be required rather than optional.

In its internal reviews, SLIS is guided by the University's stated expectation that "every successful candidate … demonstrate a substantial commitment to both quality and quantity in teaching and research/creative activities as well as in public service"[11]. To this end, two committees, a Faculty Evaluation and Review Committee (FER, made up of five members elected by the tenure-line faculty and three members elected by the non-tenure-line faculty), and a Faculty Merit Review Committee (made up of three members elected by the tenure-line faculty and two members elected by the non-tenure-line faculty) oversee and participate in the annual evaluation process. Two of the tenure-line faculty members elected to the SLIS Promotion and Tenure (P&T) Committee also serve on the CCI College Promotion and Tenure Committee. Elections for the following year's committees are held near the end of each academic year by secret ballot. Prior to the merger, the Chair of the SLIS P&T Committee also

[11] http://provost.fsu.edu/faculty/tenure/

served on the University's P&T Committee; currently, this duty rotates between SLIS and the other two schools in CCI. The chair of the SLIS P&T committee may serve for only two out of any four years. There is no term limit for members.

An extensive third-year review of tenure-line faculty is conducted by the FER. It is intended to give the faculty an opportunity to identify any weaknesses to be corrected prior to the sixth- year tenure review. For Third-Year Reviews, external letters are not solicited, but the materials in the binder emulate the format used for the P&T review process. Third-year faculty are encouraged to work with their senior faculty mentors in preparing materials for review.

The Faculty Merit Review Committee conducts annual reviews of all faculty (both tenure-line and non-tenure-line), providing advice to the Director related to the distribution of merit pay; such reviews occur even in years when there is no merit pay available in the University. These reviews are based on the materials submitted for the annual review with the Director (see *Appendix III.3b – Procedures for Evaluation and Promotion of Faculty*).

Full promotion and tenure reviews for tenure-line faculty typically take place during the sixth year of employment; a similar review takes place for Associate Professors without tenure or Associate Professors being considered for promotion to Professor. FSU has a set of evaluation guidelines that the faculty must follow to be considered for any of the above. The annual memo from the Vice President for Faculty Development and Advancement (formerly the Dean of Faculties) updates the Faculty Handbook and describes the process in detail. [12]

Within SLIS, candidates must comply with *Policies and Procedures for Evaluation of Faculty For Promotion and Tenure in the School of Library & Information Studies,* Revised and Approved by Faculty, April 12, 2006 (see *Appendix III.3b – Procedures for Evaluation and Promotion of Faculty*). Regardless of the vote at SLIS and CCI, the promotion and tenure binders are forwarded to the University P&T Committee unless the candidate exercises her/his right to withdraw the binder--a right the candidate can exercise regardless of the vote. Identification of the vote tally will accompany the candidate's binder to the University's Promotion and Tenure Committee.

[12] See http://fda.fsu.edu/content/download/33063/206881/PTmemo12.pdf

For consideration at the University Promotion and Tenure level, candidates must prepare binders that follow the guidelines identified in the Vice President for Faculty Development and Advancement's annual memo[13] and binder checklist[14]. To help candidates prepare for this process, the FSU Office of the Vice President for Faculty Development and Advancement conducts a workshop every spring (see Memorandum, Anne E. Rowe, Dean of the Faculties and Deputy Provost to Deans and Department Chairs, March 15, 2011 in *Appendix III.3b – Procedures for Evaluation and Promotion of Faculty*).

The SLIS P&T Committee votes on each candidate going up for promotion and/or tenure. If a negative vote is cast, one of four reasons for denial must be given on the secret ballot. The tenured faculty also vote on candidates going up for tenure (but do not vote on promotion).

Currently non-tenure-line faculty serve on annual contracts and are reviewed annually based on their individual assignments of responsibility. Procedures for promotion of non-tenure-line faculty are outlined in the SLIS Bylaws; non tenure-line faculty receive raises with promotions as do tenure-line faculty. As noted earlier in this chapter, ranks for non-tenure-line faculty (e.g., Assistant-in and Associate-in) have been formalized by the University, although guidelines and criteria for promotion and evaluation of these ranks are still under development at the university level.

For both tenure-line and non-tenure-line faculty, evaluations related to service and research are conducted as part of the processes discussed above. The involvement of students in the evaluation of faculty is, by University policy, limited to the review of teaching, as discussed in section III.4.3, above.

Summary

This chapter demonstrates that the full-time tenure-line faculty are productive researchers. They are well published in top-ranked journals across a variety of disciplines, and those with longevity in academia are highly cited. The faculty value collaborative research and have been successful at garnering funding to support their research in the forms of grants and contracts. The faculty also demonstrate skill and dedication in teaching, winning teaching awards and consistently achieving positive teaching evaluations, as well as praise from students.

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[13] See http://fda.fsu.edu/content/download/33063/206881/PTmemo12.pdf
[14] See http://fda.fsu.edu/content/download/25435/163277/PTBinderCheckList12-13.pdf

The School's faculty are one of its great strengths, bringing commitment and dedication as well as expertise in a wide range of areas, including the provision of online education and forward-looking research. They consistently seek to improve the reputation of the School, to provide excellence in learning opportunities for students, to rank at the top of the field in research, and to support their university, profession, and communities through service.