<div align="center">

2016 Narrative Report
School of Information
Florida State University

</div>

INTRODUCTION

Since 2014, Florida State University's School of Information (FSU iSchool) has maintained a #13 overall ranking from *U.S. News & World Report* for its ALA-accredited Master's degree program (M.S. and M.A. in Information.), ranked #1 in School Media, #5 in Youth Services, and #11 in Digital Libraries. The FSU iSchool's degree programs also include a Ph.D. degree, a Specialist degree, and a Bachelor's degree (B.S.) and a #11 ranked Master's degree (M.S.) in Information Technology.

Leadership has changed since the last Biennial report. In 2014-2015, Director Kathy Burnett led the School along with Dr. Michelle Kazmer as Associate Director (May-October 2014). Dr. Lorri Mon became Associate Director in January 2015, and Director in June 2016. Dr. Mia Lustria became Education Committee Chair in January 2016. Associate Director Linda Swaine continued as the Director of Assessment and Articulation, with Dr. Don Latham continuing as MLIS Program Chair, and Dr. Larry Dennis continuing as Dean of the College of Communication and Information.

INFORMATION REQUESTED BY ALA

I. Systematic Planning -

The FSU iSchool's Mission recognizes the importance of connecting people, information, and technology for society's betterment (iSchool Mission: https://ischool.cci.fsu.edu/about/mission/) with a commitment to universal information creation, access, use, and evaluation within a dynamic culture of emerging technology through innovative teaching, research, and service. The iSchool is committed to preparing information professionals with the knowledge, skills, abilities, and attitudes to overcome information challenges in all organizations, and is dedication to innovative and interdisciplinary research, collaboration, service, leadership, respect for diversity, and ongoing professional development.

The FSU iSchool's Goals are: 1) to demonstrate excellence in scholarship, teaching, and

collaborative partnerships; 2) to have a state-of-the-art infrastructure to fully support scholarship, teaching, and collaborative partnerships; 3) to be an environment that fosters information entrepreneurship; 4) to have ample and sustainable financial resources to support excellence in our mission. FSU Learning Objective Goals as aligned with the iSchool Goals are: 1. Students who complete the Masters' in Information core will achieve KSAs determined by relevant stakeholders including but not limited to ALA; 2. Students who follow specific specializations and/or certificates will achieve KSAs determined by industry/organization/disciplinary standards; 3. Course objectives and descriptions will be aligned with the course content in terms of measureable outputs; 4. Achievements of individual students, alumni, and faculty will be identified and communicated; 5. Relevant stakeholders will have input into the curriculum.; 6. The iSchool will explore partnerships within and outside the university for cooperative degree, certificate, course, and internship opportunities. (see *Appendix A*).

FSU's iSchool reaffirmed our mission, vision, values, and goals, reviewing progress toward the goals and their alignment with degree program objectives and student learning outcomes in 2014-2016 Faculty Retreats, Faculty Meetings, and Committee Meetings. The iSchool also completed a Financial Sustainability Faculty Retreat (January 14, 2014), a University Graduate Policy Committee Quality Enhancement Review self study and external review (February 10-11, 2014), and an Action Plan for 2014-2016. (see *Appendices B* and *C*). We reassessed organizational structure and bylaws, and conducted strategic planning and SWOT analyses (March 28, 2014) (see *Appendix D*).

In 2014-2016, we created the FSU iSchool Goals, Objectives, Action Plans guiding document with five Goals each broken out into specific Objectives, Action Plans for each goal and objective, and assessment ratings for extent to which each goal has been achieved. (see *Appendix E*). iSchool administrators regularly revisited this document in planning, in writing each year's Committee charges (see *Appendix F*), in setting goals, objectives and activities for Faculty Retreats (see *Appendix G*), and in identifying action items in Faculty Meetings and Committee Meetings (see Dates in *Appendix F).*

Data collection and reporting included the FSU Graduate Program Committee Quality

Enhancement Review (QER), the ALISE Statistical Report, CRA/Taulbee, Library Journal Institutional Questionnaire, *US News Best Online Computer Information Technology Programs* review, and the NSF NIH Survey of Graduate Students and Post doctorates in Science and Engineering, We conducted biennial alternating surveys of the FSU iSchool employers and alumni, and assessed alumni job titles, noting new titles e.g. "electronic and technologies librarian," "instructional technologies librarian," "library media tech specialist," and "social media manager and librarian" (see *Appendix H*).

In iSchool Faculty Retreats, Faculty Meetings and Committee Meetings, faculty, staff, students, alumni, and community members including FSU librarians participated actively, giving feedback on and helping to carry out the iSchool's planning and implementation activities for action items toward our goals and objectives. The iSchool's all-day Faculty Retreats focused on strategic planning activities for research (August 11, 2014 and Nov. 20, 2015); goals, objectives, and action plans (February 13, 2015); committee structure and planning (August 11, 2015); and curriculum and student engagement (Jan. 22, 2016). On February 13, 2015, we reviewed completed Actions Plans, and current status of all goals, objectives and action plans (see *Appendices I, J* and *E)*. A Director's Plan developed by Dr. Kathy Burnett and building upon our prior planning activities was discussed at the March, 15, 2015 faculty meeting (see *Appendix K*), and action plan items developed from these iSchool goals and objectives continued to be assigned to the FSU iSchool Committees throughout 2014-2016, including:

Education Committee (Curriculum Management Committee/Academic Affairs Committee): *Goal 1: excellence in scholarship and teaching.* The Education Committee assessed degree programs annually, reviewed existing courses, and reviewed all new or revised syllabi, with development of new syllabi such as Cultural Competencies undertaken in response to our mission, values, and learning objectives,(see Curriculum section (II), for further detail).

Student Experience Committee: *Goal 1: excellence in scholarship and teaching.* The Student Experience Committee created awards processes to recognize, communicate and support scholarly and teaching excellence for faculty and students, among other activities (see *Appendices L* and *M*). Research

Committee/Technology Committee/Personnel Committee: *Goal 1: excellence in scholarship, teaching, and collaborative partnerships. Goal 2: have a state-of-the-art infrastructure.* The Research Committee conducted planning for technology and research needs, cross-university collaborative research events, and new faculty searches (see III. Faculty for hires).

Planning Committee: *Goal 2: have a state-of-the-art infrastructure;Goal 3: foster information entrepreneurship;. Goal 4: have ample and sustainable financial resources.* The Planning Committee oversaw administration of planning and budget activities such as student technology fee grants ($15,983 in 2014; $10,759.95 in 2015; and $4,715 in 2016) for a makerspace with technologies such as 3D printing and 3D visualization with Oculus Rift, workshops such as Raspberry Pisentation Parts 1-4 and an Entrepreneur in Residence teaching information entrepreneurship (see *Appendix N*).

Development, Recruitment & Outreach Committee: *Goal 4: have ample and sustainable financial resources.* The Outreach Committee participated in graduate recruitment, including diversity recruitment at historically Black colleges and universities (HBCUs). A previous downward trend in graduate admissions stabilized and began trending upwards in 2014-2016, but converting admissions to enrollments remains challenging (see *Appendix O*). The Committee also worked on communication planning, launching the iSchool's new mobile-friendly Web site, working on alumni and donor meetings at ALA Midwinter, ALA Annual, BCALA, and Florida Library Association (FLA), and on updates via direct emails, emails to key listservs, and iSchool social media, and CCI Leadership Board's Speakers List to connect faculty and students with alumni and professionals speaking in classes.

II. Curriculum

The FSU iSchool's ALA-accredited Master's (M.A. and M.S.) 36 credit hour degree programs offer 12 credits of core courses (http://ischool.cci.fsu.edu/academics/graduate/mslis/) in Assessing Needs/Research, Foundations/Policy, Information Organization, and Management and 24 elective credits students can use for career needs, to earn Certificates in Leadership & Management, Youth Services, Reference, Health, Information Architecture (http://ischool.cci.fsu.edu/academics/graduate/cert/), or

special study in Museums (http://ischool.cci.fsu.edu/academics/graduate/mslis/specializations/#mus).

The FSU iSchool offers guidance on public, academic, and special libraries, health, information

organization, reference, youth services, management, and technology

(http://ischool.cci.fsu.edu/academics/graduate/mslis/specializations/#glib). Up to 12 credits can be taken

from other departments for interdisciplinary work (e.g. STEM librarian).

The FSU iSchool's MLIS Program Chair changed on August 25, 2014 from Dr. Michelle Kazmer

to Dr. Don Latham, and the Undergraduate Program Chair changed on August 24, 2015 from Dr. Mia

Lustria to Dr. Mark Jowett. John Marks continued as Masters in Information Technology Program Chair,

and Dr. Melissa Gross continued as PhD Program Chair. Program Chairs worked with the Director, staff

and faculty, the Education Committee and the CCI Academic Affairs Committee to conduct ongoing

curriculum review and implement new curriculum goals and action plans identified in iSchool's planning,

including:

Curriculum review: The Education Committee (including student, staff and faculty members)

reviewed KSAs for iSchool syllabi (see *Appendices P* and *Q*) guided by ALA Standards documents for

the ALA accredited Master's' program and by other standards documents where relevant for areas such as

technology (see *Appendices R-T*). Objectives, assignments, topics and readings were reviewed, and

revised syllabi were re-proposed, reviewed and approved by the Education Committee, by iSchool faculty

vote, by College Academic Affairs Committee, and finally by FSU's University Curriculum Committee.

New syllabi for technology, management and diversity were developed as a result of the iSchool's

reviews of course learning objectives and program and curriculum review processes (see *Appendix U*).

Program review: The Student Affairs Committee (including students, staff and faculty) and

Program Chairs assessed and revised learning objectives and student achievement measurements for

degree programs in FSU's Institutional Effectiveness Portal (IEP) annual review (see *Appendix V*).

School Library Media Revision: On Feb. 18, 2015, the faculty approved a school media

alternative path to the state-approved program, enabling students to add technology courses such as social

media and web design along with LIS courses. With coordination between the FSU iSchool, the FSU College of Education and the Florida's Department of Education, by 2016 the FSU iSchool was matriculating out the final two state-approved degree program students, and using the new school librarianship path to educate students in information and technology skills to meet the needs of youth library users (see *Appendix W*).

Programs of Study: New Programs of Study were developed in 2015-2016 via environmental scans of job ads, job titles, literature trends, and curriculum of peer and aspirational institutions for student careers as reference librarians and competitive intelligence specialists, information managers, digital librarians, youth librarians and health librarians/informaticists, (see *Appendices X-BB*).

Course Rotation Schedule: On Feb. 13, 2015, the faculty worked on curriculum planning, including combining two collections management courses, merging the multicultural and international youth literature courses, and reviewing the course rotation including historic enrollment data (see *Appendices CC-FF* and http://ischool.cci.fsu.edu/academics/courses/grad/).

III. Faculty

Faculty procedures are guided by the Florida State University Faculty Handbook (Feb. 25, 2016) (see *Appendix GG)*. New FSU iSchool faculty in 2014-2016 included Dr. Zhe He, Assistant Professor, hired in Fall 2015 in a cross-university collaborative research effort with FSU's Institute for Successful Longevity (http://isl.fsu.edu/) (see *Appendices HH* and *II*). His research adds strength to iSchool's Health and Data Analytics areas, focusing on developing data-driven methods to discover hidden patterns in biomedical data. New adjunct faculty included Dr. Adam Worrall, Dr. Nicole Alemanne, Dr. Karla Schmitt, Jennifer Underhill, Dr. Dong Joon Lee, Dr. Amelia Anderson, Dr. Jung Hoon Baeg, Dr. Jonathan Hollister, Dr. Jisue Lee, and Dr. Abigail Phillips (see *Appendix JJ)*. Dr. Nancy Everhart, Dr. Michelle Kazmer, Dr. Don Latham, and Dr. Paul Marty received promotions to full Professor, and Dr. Charles Hinnant was promoted to Associate Professor. Leila Gibradze was promoted to Assistant

University Librarian, and Dr. Linda Swaine was promoted to Instructional Specialist III. Retirements included Goldstein Library Director Pam Doffek, Dr. Christie Koontz and Bowie Kotrla. Also, a part-time staff marketing position was discontinued, and Elaine Howard was promoted from Office Administrator to Director of Alumni Affairs & Outreach.

Faculty Teaching: iSchool students continued nominating faculty for teaching awards: Drs. Gary Burnett, Michelle Kazmer, Don Latham and Lorri Mon in 2014-2015, Dr. Charles McClure, Ebe Randeree, Dr. Christie Koontz and Dr. Don Latham in 2015-2016, and Dr. Marcia A. Mardis, Dr. Paul Marty, Ebe Randeree, Dr. Mia Lustria, and Dr. Don Latham in 2016-2017. Dr. Michelle Kazmer won the ASIS&T Teaching Award in 2014, and Dr. Christie Koontz won FSU's Graduate Teaching Excellence Award in 2016. Faculty are supported by instructional specialist Jane Barrager and the CCI Help Desk, and can access resources such as Lynda.com (available to all University faculty) to increase skills in course areas where there is a great need for instructors.

Faculty preparation: The FSU iSchool faculty brought in research grants totaling $777,017.00 for 2014-2015 and 2015-2016 (see *Appendix KK)*; this amount does not include continuing grants. For a complete list of faculty accomplishments including publications, grants and awards, see *Appendices LL-VV*. For a list of universities where faculty received their doctoral degrees along with areas of research focus and dissertation titles, see *Appendix WW*. Junior faculty are assigned mentors. Annual performance evaluations for all faculty conducted each Spring, and adjunct instructor evaluations have been required since Summer 2016 (Office of Faculty Development http://fda.fsu.edu/faculty-development/annual-evaluation-faculty). For aggregated course evaluations completed by students Fall 2014-Summer 2016 refer to *Appendix XX.*

Faculty Hiring: iSchool's Research Committee conducted faculty searches in 2014-2016 for areas of need where faculty lines were allocated by FSU's Provost (see *Appendices YY* and *ZZ*). FSU facilitates diversity hires, and in 2015 received a national diversity award (http://fla.st/2mfrqTu)

IV. Students

In Fall 2014, 712 (unduplicated headcount) students were enrolled in iSchool degree programs with 667 students enrolled in Fall 2016, a decrease of 6%. In the MLIS degree program, student demographics for minority and international students remained consistent in Fall 2014, Fall 2015, and Fall 2016 with a slight increase in the number of Hispanic (30 students Fall 2014 and 35 students Fall 2016) and Asian (3 students Fall 2014 and 6 students Fall 2016) students. White student enrollment dropped by 28% (215 students Fall 2014 and 154 students Fall 2016). Overall enrollment in the MLIS degree program dropped 20% (283 students Fall 2014 and 225 students Fall 2016) (see *Appendix AAA)*.

The Alumni Survey of 2015 polled early (2011-2013), mid (2002-2006), and late (1990-1994) career Master's and Specialist graduates in LIS and Master's in IT 2012-2013 graduates (see *Appendix BBB)*. The data analyst shared the results with administration, program chairs, and the office administrator; and the document was uploaded to SharePoint for all faculty to view.

In 2014, the FSU iSchool had one ALA Spectrum Scholar, six in 2015, and one in 2016. We recruited at Historically Black Colleges and Universities (HBCUs) FAMU and Bethune-Cookman, and contacted McNair Scholars nationwide (https://mcnairscholars.com/). In 2015 we launched IDEA Learning Community (http://ischool.cci.fsu.edu/academics/graduate/idea) with 5 assistantships.

Admissions (http://ischool.cci.fsu.edu/admissions/graduate/mslis) requires a GRE score or another graduate exam. Students are assisted during admissions by iSchool's Student Services and attend online or in-person orientations, plus faculty advising sessions with staff, faculty and the iSchool's Director. Students are assigned an iSchool faculty advisor (http://directory.cci.fsu.edu/ischool-directory) and complete an Advising Worksheet (http://ischool.cci.fsu.edu/academics/graduate/mslis/). Students can access the Course Rotation Schedule (http://ischool.cci.fsu.edu/academics/courses/grad) to determine when courses will be offered, and download programs of study for different information careers, course flyers, and sample syllabi. Students can apply for Internships or a Directed Individual Study to conduct research or work with a professor on research. Students needing help can contact their faculty advisors as well as Student Services staff.(http://ischool.cci.fsu.edu/academics/advising/#grad.)

The FSU iSchool's award-winning ALA Student Chapter offers workshops and events for students to meet with and hear from information professionals (faculty advisors: iSchool librarians Pam Doffek and Leila Gibradze) Students can participate in research colloquia, Collaboratory tech workshops, student clubs such as WISE for women in technology (faculty mentor: Ebe Randeree), and the Cybersecurity Club (faculty mentor: Shuyuan Ho.) Students needing technology or software help can contact the CCI Help Desk (http://helpdesk.cci.fsu.edu/). FSU offers a Career Center (http://www.career.fsu.edu/), Veteran's Center (http://veterans.fsu.edu/), Student Disability Center (http://dos.fsu.edu/sdrc/), and a Writing Center.(http://wr.english.fsu.edu/reading-writing-center). Students can apply for graduate assistantships in FSU Libraries and CCI Help Desk, and participate on iSchool Committees.

V. Administration, Finances, and Resources

The iSchool's administrative infrastructure at the beginning of the 2014-2016 timeframe included the iSchool Director, Kathleen Burnett, Associate Director Michelle Kazmer, Associate Director Linda Swaine, and a staff team of Shonda Jones (Finance Administrator) supervising Linda Ross and Cathy Branton (Administrative Assistants), and Kimberly Amos-Tata (Assistant Director of Student Services) supervising Ade Kumuyi (Academic Program Specialist) and Jade Stagg (Admissions Coordinator). Elaine Howard (Assistant Director of Alumni Relations & Outreach) and specialized faculty Bowie Kotrla and Jane Barrager also assisted the team. Dr. Kotrla retired in 2015. In January. 2015, Dr. Lorri Mon became the Associate Director in place of Dr. Michelle Kazmer, then Director in June 2016. Cathy Branton left in 2016, and Dennis Hutchison replaced Ade Kumuyi, while Chauncey Richburg became Office Administrator. At the University level, Dr. Melissa Gross served on FSU's Faculty Senate.

During 2014-2016, FSU's iSchool continued refining financial plans (see *Appendix CCC)* experienced decreases in graduate enrollments and overall funding. Budget cuts included a 10% budget cut university wide in 2016, for which the Provost refunded 5% making it a 5% cut. However, a strategic planning effort for a CIP code change from 25.0101 to 11.0401 classed all the iSchool's programs in

Summer 2016 in "Information science/studies," a STEM area of strategic importance to the State of Florida. Concurrently iSchool degree program names were changed to Masters in Information, Specialist degree in Information and PhD in Information, consistent with strategic planning and with trends at peer and aspirational schools such as Rutgers, Michigan and Indiana. The changes provided raises for iSchool faculty, and made new iSchool faculty hires eligible for a more competitive starting salary.

Collaboratory makerspace planning brought a higher profile within FSU due to the Provost's decision in October 2015 to fund a $2 million technology innovation center. The "Innovation Hub" builds upon iSchool's "Collaboratory" strategic planning to offer a technology innovation space (see *Appendices DDD-FFF)*. Impact will include relocating our administrative offices to the second floor. iSchool's Goldstein librarians will continue to work in the new "Innovation Hub," where the iSchool will also continue to place graduate student assistants to learn makerspace librarianship. The project may help the FSU iSchool in recruiting after it opens in November 2017, and also help the iSchool's future requests for faculty lines in collaboration with the Innovation Hub (http://innovation.fsu.edu/ihub.html).

SUMMARY

The FSU School of Information has continued to work within the strategic planning processes initiated in prior reporting periods, and has seen some long-term initiatives such as the Collaboratory receive support from the Provost and University. Curriculum review processes and leadership transitions have continued smoothly, and the School received funds from the Provost for graduate recruiting which we anticipate will have a positive impact toward increasing enrollments.

Appendix A
MSI_MAI_program_goals_and_objectives_2016sep

MSI/MAI Program Goals, Objectives, and Alignment with iSchool Goals

MLIS Program Goals	Objectives	To be measured via	Works to achieve SLIS Goal #
1. Students who complete the MSI /MAI core will achieve KSAs determined by relevant stakeholders including but not limited to ALA.	Any combination of core courses that a student can take to earn the MSI/MAI degrees will result in students having achieved KSA enumerated by the ALA Curriculum Standard Any combination of core courses that a student can take to earn the MSI/MAI degrees will result in students having achieved KSA enumerated by the ALA Core Competences	Established curriculum review process	1, 4
2. Students who follow specific programs of study and/or certificates will achieve KSAs determined by industry/organizational/disciplinary standards.	(e.g., Reference Services will be measured by the RUSA standards)	Established curriculum review process	1, 3
3. Course objectives and descriptions will be aligned with the course content in terms of measurable outputs.	(assignments, exams, discussions, specific readings, specific in-class activities)	Established curriculum review process	1
4. Achievements of individual students, alumni, and faculty will be identified and	(e.g., Beta Phi Mu; existing awards; existing scholarships; new awards & scholarships; social media presence; external awards)	Annual records keeping	1, 3, 4

communicated.			
5. Relevant stakeholders will have input into the MSI/MAI curriculum	iSchool faculty, students, alumni, employers	Annual records keeping	1, 4
6. The iSchool will explore partnerships within and outside the university for cooperative degree, certificate, course, and internship opportunities	FSU Successful Longevity and Technological Innovation plans, local employers, FSU College of Business, WISE consortium	FSU Graduate Bulletin and CCI AAC annual report	2

Appendix B School of Information Quality Enhancement Review Action Plan 2014-2016

Quality Enhancement Review (QER) 2013-2014

School of Information

College of Communication and Information

Florida State University

Action Plan

In 2012, the Committee on Accreditation (COA) of the American Library Association (ALA),

conducted a comprehensive review of the MALIS and MSLIS degrees and voted to grant continued

accreditation status to these degree programs. The next comprehensive review is scheduled for

fall 2019. The review of all degree and certificate programs conducted by the Graduate Policy

Committee (GPC) and the external review by Dr. Andrew Dillon for the Quality Enhancement

Review (QER) were generally positive with the GPC recommending approval for continuation of all

graduate programs in the School of Information. Listed below are the identified areas

recommended for improvement.

Goals:

1. Revisit the tasks assigned to faculty versus staff, and where necessary, seek resources for additional staff support.

2. Assess communication and information flow between several groups and develop mechanisms to increase the amount of interaction and/or information shared.

3. Collaborate with the dean's office and ODL to re-calculate distance learning and market rate fees to reduce the student to TA ratio in online courses—to the extent that it is consistence with the mission and priorities of the College and the University.

4. Seek additional faculty lines via College priority initiatives in response to the drastic growth of the undergraduate program and the growth MS IT program—to the extent that it is consistent with the mission and priorities of the College and the

University.

5. Continue raising awareness with other university units (e.g. ODL, ITS, Financial Aid, and others) of the unit's unique needs which include but not limited to higher-level technology support, improved campus services for online students, and more support from the University for graduate recruitment of distance learning students.

Work Plan:

Goal One: Revisit the tasks assigned to faculty versus staff, and where necessary, seek resources for additional staff support.

As we discovered during the development of the Self-Study for the QER, our staff to faculty ratio is much higher than our peer institutions. We have about 1/3 of the staff that our peer institutions have.

- Analyze Staff Work Task Clarification forms from Spring 2014.
- Conduct faculty focus groups on work task clarification.
- Hire a staff member for alumni relations and outreach and a marketing and recruitment specialist.
- Fill vacant office assistant position.

Goal Two: Assess communication and information flow between several groups and develop mechanisms to increase the amount of interaction and/or information shared.

Challenges to communication and information flow are primarily related to the merger with the College of Communication in 2009 to become the College of Communication and Information. We experienced rapid changes about which staff, processes and responsibilities were the purview of the School and which were the purview of the College. Additionally, we experienced a change in leadership in 2012. The new administration established policies and procedures to help move forward the work of our School.

- Continue to maintain the iSchool presence in social media—Facebook, Twitter
- The iSchool Director has a weekly meeting with the dean.
- Continue to participate in the biweekly Deans and Directors meetings.
- Continue weekly Admin Team Meetings and monthly Faculty and Committee meetings.
- Continue to conduct iSchool retreats during the fall and spring semesters focused on research, teaching, and service mission of the School.
- Implement a biweekly informal email communication to faculty, staff, and doctoral students on upcoming events and other types of information.
- Continue to implement Sharepoint, a content management system that has a collaborative approach to information sharing

- Conduct Sharepoint training sessions
- Install Smart monitors in the lobby of the Louis Shores Building. The monitors will serve to communicate timely information.
- Develop a plan for keeping content on website up to date.

Goal Three: Collaborate with the dean's office and ODL to re-calculate distance learning and market rate fees to reduce the student to TA ratio in online courses—to the extent that it is consistent with the mission and priorities of the College and the University.

We are in the process of determining why we are experiencing negative revenue in months that we previously experienced positive revenues when our graduate online enrollment has not declined.

Goal Four: Seek additional faculty lines via College priority initiatives in response to the drastic growth of the undergraduate program and the growth MS IT program—to the extent that it is consistent with the mission and priorities of the College and the University.

We are seeking faculty colleagues with a wide range of interdisciplinary, sociotechnical research interests, as well as the ability and desire to teach information technology courses such as web development, network administration, systems design, mobile application development, and interactive games and simulations. Faculty colleagues must be able to articulate a research agenda that fits within the broader research interests of the iSchool.

- We established a recruitment plan for faculty. We identified three areas of curricular need within information technology (networks, games and simulations, and mobile application development).
    - o Conduct faculty search for senior tenure line position from the Provost
    - o Conduct faculty search for 1 additional faculty line
    - o Request an additional faculty line from the Provost

Goal Five: Continue raising awareness with other university units (e.g. ODL, ITS, Financial Aid, and others) of the unit's unique needs which include but are not limited to higher-level technology support, improved campus services for online students, and more support from the University for graduate recruitment of distance learning students.

Our School has many needs and very limited resources. It is important to be more visible amongst the University units so that we can communicate our needs as well as communicate how we can share our expertise with the other University units.

- Schedule a meeting with Nancy Marcus to discuss support of graduate enrollment growth
- Gather alumni stories to distribute via social media, newsletters, website, Smart monitors.
- Develop questions to ask alumni when obtaining their stories
- Plan a 20 years of online learning celebration for Fall 2016

- Promote the Collaboratory and iMaker space
- Seek closer relationships and networking with service units on campus

Appendix C School of Information Quality Enhancement Review Action Plan 2014-2016 2 Year Follow Up

Graduate Policy Committee Review
Recommendations
2013-2014

School of Information

College of Communication and Information

Florida State University

Two-Year Follow-Up Report

September, 2016

In 2012, the Committee on Accreditation (COA) of the American Library Association (ALA),

conducted a comprehensive review of the MALIS and MSLIS degrees and voted to grant continued

accreditation status to these degree programs. The next comprehensive review is scheduled for fall

2019. The review of all degree and certificate programs conducted by the Graduate Policy

Committee (GPC) and the external review by Dr. Andrew Dillon for the Quality Enhancement

Review (QER) were generally positive with the GPC recommending approval for continuation of

all graduate programs in the School of Information. Listed below are the identified areas

recommended for improvement.

Goals:

1. Revisit the tasks assigned to faculty versus staff, and where necessary, seek resources for additional staff support.

2. Assess communication and information flow between several groups and develop mechanisms to increase the amount of interaction and/or information shared.

3. Collaborate with the dean's office and ODL to re-calculate distance learning and market rate fees to reduce the student to TA ratio in online courses—to the extent that it is consistence with the mission and priorities of the College and the University.

4. Seek additional faculty lines via College priority initiatives in response to the drastic growth of the undergraduate program and the growth MS IT program—to the extent that it is consistent with the mission and priorities of the College and the University.

5. Continue raising awareness with other university units (e.g. ODL, ITS, Financial Aid, and others) of the unit's unique needs which include but not limited to higher-level technology support, improved campus services for online students, and more support from the University for graduate recruitment of distance learning students.

Work Plan and Two-Year Follow-Up:

Goal One: Revisit the tasks assigned to faculty versus staff, and where necessary, seek resources for additional staff support.

As we discovered during the development of the Self-Study for the QER, our staff to faculty ratio is much higher than our peer institutions. We have about 1/3 of the staff that our peer institutions have.

Goal One Action Items

- Analyze Staff Work Task Clarification forms from Spring 2014.
- Conduct faculty focus groups on work task clarification.
- Hire a staff member for alumni relations and outreach and a marketing and recruitment specialist.
- Fill vacant office assistant position.

Goal One Two-Year Follow-Up

Action Item	Action Item Completed	Responsibility	Notes
Analyze Staff Work/task clarification forms from Spring 2014	Y	Administration	Administration utilized the analysis of the Staff Work/Task Clarification Forms to realign staff work tasks and to request new staff positions.
Conduct faculty focus groups on work/task clarification	Y	Administration	This action item was completed during discussions of faculty roles during the College of Communication and Information Retreat and the iSchool Retreat August 24-26, 2016. Discussions are being continued during September, 2016.

Action Item	Action Item Completed	Responsibility	Notes
Hire a staff member for alumni relations and outreach and a marketing and recruiting specialist	Y	Administration	During 2015-2016, the iSchool hired Elaine Howard as Assistant Director, Alumni affairs and Student Outreach.
Fill vacant office assistant position	Y	Administration and Hiring Committee	Chauncey Richburg was hired as Office Administrator June 2015.

Goal Two: Assess communication and information flow between several groups and develop mechanisms to increase the amount of interaction and/or information shared.

Challenges to communication and information flow are primarily related to the merger with the College of Communication in 2009 to become the College of Communication and Information. We experienced rapid changes about which staff, processes and responsibilities were the purview of the School and which were the purview of the College. Additionally, we experienced a change in leadership in 2012. The new administration established policies and procedures to help move forward the work of our School.

Goal Two Action Items

- Continue to maintain the iSchool presence in social media—Facebook, Twitter
- The iSchool Director has a weekly meeting with the dean.
- Continue to participate in the biweekly Deans and Directors meetings.
- Continue weekly Admin Team Meetings and monthly Faculty and Committee meetings.
- Continue to conduct iSchool retreats during the fall and spring semesters focused on research, teaching, and service mission of the School.
- Implement a biweekly informal email communication to faculty, staff, and doctoral students on upcoming events and other types of information.
- Continue to implement SharePoint, a content management system that has a collaborative approach to information sharing
- Conduct SharePoint training sessions
- Install Smart monitors in the lobby of the Louis Shores Building. The monitors will serve to communicate timely information.
- Develop a plan for keeping content on website up to date.

Goal Two Two-Year Follow-Up

Action Item	Action Item Completed	Responsibility	Notes
Continue to maintain the iSchool presence in social media - Facebook, Twitter	Y	Administration Faculty Staff	FB pages Twitter LinkedIn
The iSchool Director and Associate Director have a	Y	Administration	The iSchool Director and Associate Director meet with

weekly meeting with the Dean.			the Dean on Thursdays at 10 am
Continue to participate in the biweekly Dean's and Director's meetings	Y	Director Associate Director Assistant Director	The dean, directors and associate/assistant directors of the College of Communication and Information meet every other Monday at 9 am
Continue weekly Admin. Team Meetings and monthly Faculty and Committee Meetings	Y	Administration Committee Chairs	Attached 2016-2017 Schedule of meetings
Continue to conduct iSchool retreats during the fall and spring semesters focused on research, teaching and service mission of the school	Y	Administration Research Committee	Fall 2014 Retreat 8/11/2014 Spring 2015 Retreat 02/11/2015 Fall 2015 Retreat 08/19/2015 Research Retreat 11/20/2015 Spring 2016 Retreat 01/11/2016 Fall 2016 Retreat 08/26/2016
Implement a bi-weekly informal e-mail communication to faculty, staff and doctoral students on upcoming events and other types of information	Y	Administration	Attached sample bi-weekly update News You Can Use
Continue to implement SharePoint, a content management system that has a collaborative approach to information sharing	Y	CCI Help Desk Administration	Current version is located at https://ischool.intranet.fsu.edu A beta 365 version is in process of being set up.
Conduct SharePoint training sessions	Y	CCI Help Desk	CCI Help Desk team conducted SharePoint training sessions during 2014-2015. SharePoint training is also available on Lynda.com
Install Smart monitors in the lobby of the Shores Building to communicate timely information	Y	Administration CCI Help Desk	2 monitors have been installed in the lobby of the Shores Building
Develop a plan for keeping content on website up-to-date	Y	Administration Content Specialists Webmaster	Content specialists have access to website to keep content updated. The webmaster is

			responsible for overall design of the website.

Goal Three: Collaborate with the dean's office and ODL to re-calculate distance learning and market rate fees to reduce the student to TA ratio in online courses—to the extent that it is consistent with the mission and priorities of the College and the University.

Goal Three Action Item

- Determine the cause of the decline in revenue that has happened despite the fact that enrollment in the online program has not declined.

Goal Three Two-Year Follow-Up

Action Item	Action Item Completed	Responsibility	Notes
Determine cause of decline in revenue that has happened despite the fact that enrollment in online program has not declined.	Y and Ongoing	Administration Dean's Office Staff ODL	This is an ongoing discussion with the Dean's office staff and ODL

Goal Four: Seek additional faculty lines via College priority initiatives in response to the drastic growth of the undergraduate program and the growth MS IT program—to the extent that it is consistent with the mission and priorities of the College and the University.

We are seeking faculty colleagues with a wide range of interdisciplinary, sociotechnical research interests, as well as the ability and desire to teach information technology courses such as web development, network administration, systems design, mobile application development, and interactive games and simulations. Faculty colleagues must be able to articulate a research agenda that fits within the broader research interests of the iSchool.

Goal Four Action Items

- We established a recruitment plan for faculty. We identified areas of curricular need within information technology (networks, games and simulations, and mobile application development).
    - o Conduct faculty search for senior tenure line position from the Provost
    - o Conduct faculty search for 1 additional faculty line
    - o Request an additional faculty line from the Provost

Goal Four Two-Year Follow-Up

Action Item	Action Item Completed	Responsibility	Notes
Establish a recruitment plan for faculty based on identified areas of curricular need in Information Technology	Y	Administration Search Committee Research Committee All Faculty	1. Identified areas of curricular need within information technology (networks, games and simulations, and mobile application development, data analytics and visualization. 2. Fall 2015 Search Committee chaired by Sanghee Oh searched for faculty for network administration, games and simulations, mobile applications, and successful longevity. 3.Spring 2015 Interviews took place
Conduct faculty search for senior tenure-line position from the Provost	Y	Administration Search Committee Research Committee All Faculty	Offer was extended to one of the candidates interviewed for the senior tenure-line position. The candidate declined to accept the offer.
Conduct faculty search for one additional faculty line position	Y	Research Committee All Faculty	Fall 2016 Hired assistant professor, Dr. Zhe He, for successful longevity position.
Request an additional faculty line position from the Provost.	Y	Administration Search Committee Research Committee All Faculty	1.Fall 2015 Search Committee chaired by Sanghee Oh searched for faculty for network administration, games and simulations, mobile applications, and successful longevity. 2.Spring 2015 Interviews took place 3.We did not find a candidate among those interviewed to which we wanted to extend an offer.

Goal Five: Continue raising awareness with other university units (e.g. ODL, ITS, Financial Aid, and others) of the unit's unique needs which include but are not limited to higher-level technology support, improved campus services for online students, and more support from the University for graduate recruitment of distance learning students.

Our School has many needs and very limited resources. It is important to be more visible amongst the University units so that we can communicate our needs as well as communicate how we can share our expertise with the other University units.

Goal Five Action Items

- Schedule a meeting with Nancy Marcus to discuss support of graduate enrollment growth
- Gather alumni stories to distribute via social media, newsletters, website, Smart monitors.
- Develop questions to ask alumni when obtaining their stories
- Plan a 20 years of online learning celebration for Fall 2016
- Promote the Collaboratory and iMaker space
- Seek closer relationships and networking with service units on campus

Goal Five Two-Year Follow-Up

Action Item	Action Item Completed	Responsibility	Notes
Schedule a meeting with Nancy Marcus to discuss support of graduate enrollment growth	Y	Director, Dr. Kathy Burnett	1.Contacted Nancy Marcus re: problem with FSU Admissions website that impeded enrollments. 2.Provost provided funding for improving graduate recruitment 3. Working with CCI Dean on strategies for graduate enrollment growth
Gather alumni stories to distribute via social media, newsletters, website, Smart monitors.	Y	Administration Assistant Director, Alumni affairs and Student Outreach Faculty CCI Communication Team	http://ischool.cci.fsu.edu/people/alumni-news/ http://cci.fsu.edu/about/newsletter/ http://cci.fsu.edu/alumni-friends/updates/ Facebook, Twitter
Develop questions to ask alumni when obtaining their stories	Y	CCI Communication Team Assistant Director, Alumni affairs and Student Outreach	
Plan a 20 years of online learning	Y	Assistant Director, Alumni affairs and Student Outreach	20 Years of Online Learning Event was held June 25, 2016 6:30 pm-9:30 pm at the Epcot Odyssey Center during the

celebration for Fall 2016		Outreach Committee	annual American Library Association Conference in Orlando, FL.
Promote the Collaboratory	Y	Outreach Committee Collaboratory staff Administration	1.Hired 3 students who are officers or FSU student organizations (TechNole, ACM SIGGraph, and STARS/AITP) 2. Took Collaboratory technologies to many promotional events including DigiTech, TalTech, Tallahassee Science Festival. 3. Promoted via webinars 4. iSchool Director is a member of the Provost's Innovation Committee
Seek closer relationships and networking with service units on campus	Y and Ongoing	Administration Faculty serving on external committees	**Warren Allen:** Speaker, FSU Service Scholars **Gary Burnett:** QER GPC Review Urban and Regional Planning; Task Force on Scholarly Communication; GPC Member; Faculty Senate; Faculty Senate Library Committee **Pam Doffek:** Faculty Senate Library Committee **Nancy Everhart:** Selection Committee Member, Council for International Education and Programs **Leila Gibradze:** Copyright Committee, University Libraries; Circulation Committee, University Libraries; Digitization Committee, University Libraries **Chris Hinnant:** Faculty Senate Distance Learning Committee **Lynne Hinnant:** Alternate Representative, Faculty Senate **Shuyuan Ho:** FSU Cybersecurity Center for Research, Education, Policy and Assessment **Michelle Kazmer:** Faculty Senate Grievance Committee; Mentor Women's Leadership Institute, FSU Center for Leadership and Social Change **Don Latham:** University Curriculum Committee; Faculty Senate Technology Committee; Chair, Honors Program Policy Committee; Chair, Honors Director Search Committee; Chair, GPC Subcommittee to review the College of Music; Chair,

			Academic Honor Policy Appeals Committee
			Mia Lustria: Leadership Team Florida IT Career Alliance; FSU Liberal Studies Board; GPC Subcommittee to review the School of Communication Science and Disorders; University Promotion and Tenure Committee
			Marcia Mardis: Vice President's Leadership Development Committee
			Paul Marty: FSU Program in Interdisciplinary Computing Steering Committee; Liberal Studies Board; University Council on Research and Creativity; Museum Studies Program Steering Committee
			Lorri Mon: Library Budget Crisis Committee; Digitech Planning Committee; FSU Program in Interdisciplinary Computing Steering Committee
			Sanghee Oh: Liberal Studies Board
			Greg Riccardi: Liberal Studies Revision Task Force; Undergraduate Policy Committee
			Besiki Stvilia: Faculty Senate Library Committee, Scholarly Communication Taskforce; Undergraduate Policy Committee

Appendix D 2014 Spring Retreat Agenda

FLORIDA STATE UNIVERSITY
COLLEGE OF COMMUNICATION & INFORMATION
School of Information

The School of Information; Florida's iSchool
Spring 2014 Retreat
March 28, 2014
Student Services Building, Room 208

9:00 – 9:05 AM	**Welcome/Accomplishments**
9:05 – 9:15 AM	**Reaffirmation of Mission, Vision, Values & Goals (http://ischool.cci.fsu.edu/about/mission/)**
9:15 – 10:00 AM	**Bylaws and organizational structure (Pam/FEC)**
10:00 – 10:35 AM	**Brainstorming Repositioning (Directions)**
10:35 AM – 10:45 AM	**BREAK**
10:45 – 11:00 AM	**Selections of 5 Directions for SWOT Analysis**
11:00 – 12:00	**Small Group SWOTs**
12:00 – 1:00 PM	**WORKING LUNCH** **Questions to be answered:** 1. **Do potential benefits of pursuing this direction outweigh risks?** 2. **What implications will pursuing this direction have for …** a. **Our research profile?**

	b. Our curriculum? c. Our campus position? d. Our national/international reputation? e. Our financial stability/resources? 3. **Would you recommend this direction as one of two or three we will pursue in 2014/15?**
1:00 – 1:30 PM	**Groups Report Out**
	Adjourn

Appendix E GOAPS 08.19.2016

iSchool Goals, Objectives, Action Plans, 2013-2018

Goals	Objectives	Action Plans	Responsibility	Time Frame	Actions	Completion Status Percentage
Goal 1: Excellence--The iSchool will demonstrate excellence in scholarship, teaching, and collaborative partnerships.	**Objective 1.1:** The iSchool will increase efforts to be recognized for excellence in scholarship.	**1.1.1.** Increase efforts to publicize--Hire a full-time publicity person for iSchool activities	Administration	Spring 2015	● Fall 2014 position description developed and approved. ● Spring 2015 30 hour position advertised. ● Fall 2016 position filled ● Discovered that this needed to be an administration role so the position responsibilities added to Assistant Director position	100
		1.1.2. Establish a procedure for assisting faculty in marketing and promoting the iSchool at conferences.	Outreach Committee	ongoing	● Outreach Committee has taken on this task and has produced needed materials. ● Tool kit materials have been developed ● Working on ongoing dissemination and maintenance	100
		1.1.3. Every faculty has "Florida's iSchool" in their signature file by the Fall 2013 semester.	All Faculty	Fall 2013	● It is our understanding that faculty have complied with this request.	100%
		1.1.4. Improve rankings in US News and World Report within 5 years.	Faculty, Staff, Administration	ongoing	● SLM #1 ● Digital Librarianship #11 ● MLIS #13	75%

8/19/16

1

					● Children and Youth #5 ● MSIT #21 ● What have we done to accomplish this? -Collaboratory -hired faculty with expertise in network security, social media management, successful longevity -faculty hold positions of leadership in various professional organizations -special research fellowship -sabbaticals -new school name--School of Information -new degree program names Masters of Information, Specialist in Information, Ph.D. in Information -updated learning outcomes -developed career paths for each degree	
	Objective 1.2: The iSchool will attract and retain high quality students and faculty.	**1.2.1.** Establish a recruitment plan for faculty by Spring 2015.	All Faculty		● Identified three areas of curricular need within information technology (networks, games and simulations, and mobile application development, data analytics and visualization. ● Fall 2015 Search Committee chaired by	50%

					Sanghee Oh is seeking faculty for network administration, games and simulations, mobile applications, and successful longevity. ● Spring 2015 Interviews took place ● Fall 2016 Hired assistant professor for successful longevity	
		1.2.2. Establish a recruitment plan for students	Outreach Committee		● Early during the Fall 2013 semester, committee developed a recruitment plan and, working with the Outreach Committee committee, has begun implementing the proposed strategy. This plan was revised and another revision is in the planning stage. ● MSIT completed and expanded to other programs. ● New recruitment model has been developed. ● Decisions have been made based on data collection and results at each stage of development and revision.	100%

		1.2.3. Identify and implement better ways to support our faculty in achieving success in research, teaching and service. **PRIORITY: revise and reinstate**	Administration		Review current practices in mentoring and communicating opportunities for development and achievement	0%
		1.2.4. Establish a retention plan for graduate students. **PRIORITY: MEDIUM**	Kimberly Amos-Tata Janet Capps Administration		● Data analysis for previous 5 years for non-completers, and students on probation or dismissal.	0%
	Objective 1.3: The iSchool offers high quality innovative and responsive curricula.	**1.3.1.** Define and operationalize the concept of innovative curricula. The four academic Program Chairs ((BSIT, MSIT, MLIS, and Ph.D.) are in the process of revising and developing progressive program goals to measure the existing curricula. **PRIORITY: HIGH**	Education Committee Program Chairs		What are the next steps for continuing to be responsive to the changes in the workplace for all of our programs. What courses should be added, deleted, updated with an eye toward growth.	25%
		1.3.2. Conduct annual surveys to determine the degree to which the curricula meet the needs of graduates as they enter the profession. The next administration of this survey will be Spring 2015.	Linda Swaine	Ongoing	● MSIT April-May 2013 ● MLIS Fall 2013 ● Ph.D. Spring 2014 ● Alumni (early, mid, and late career) Spring 2015 ● BSIT Fall/Spring 2016 ● Assessment Plan approved by AAC (now Education Committee) 01.15.2014 and Faculty 02.05.2014	80%
		1.3.3. Conduct a biennial survey of employers to determine the degree to which our graduate	Education Committee	Ongoing	● Conducted biennially in the Fall semester (beginning Fall	0%

		hires were prepared for the job description.			2017)—alternating with the Alumni Survey	
		1.3.4. Develop a Director's Communication Plan	Administration	Ongoing		10%
		1.3.5. Institute annual faculty award for innovation in curriculum.	Faculty Evaluation Committee	Ongoing	Charge added to Faculty Evaluation Committee	0%
	Objective 1.4: Support faculty in conducting quality research.	**1.4.1**. Hire a research coordinator or if not possible, consider other ways to better support faculty research.	Administration		● Due to budgetary constraints, the School is currently not pursuing this position; however a support position in this area was hired at the College level. ● Initiate new discussion with faculty	10%
		1.4.2 New 2015-2016 Provide in-unit supported research assignment for faculty to develop research agenda.			● Need more discussion about the opportunities they have for university level sabbaticals as the University has increased the number of sabbaticals awarded each year	**0%**
		1.4.3. Determine amount of money received from, or number of, externally funded projects in the entire school.	CCI Research Committee		● Data compiled and distributed by CCI Director of Research	100%
		1.4.5. **New 2015-2016**: Demonstrate overall research activity and impacts. Determine school-wide percentage of refereed journal	Janet Capps Leila Gibradze			0%

		==articles in top-ranked publications—**formerly 1.4.2.** The iSchool will identify and market the expertise of its faculty, staff, students and alumni to promote interdisciplinary and collaborative partnerships that elevate the school's profile-**formerly 1.5.2.**==				
	Objective 1.5: The iSchool will engage in collaborative partnerships that benefit faculty, students, staff and employees.	**1.51.** Define and operationalize the concept of collaborative partnership by Spring 2014. Dr. Paul Marty, in his capacity leading the iSchool's Collaboratory effort, in conjunction with the SDC, will take on this task, as well as the additional tasks listed under this objective.	Dr. Paul Marty		• Collaboratory and iMaker FSU opened Fall 2014. • We have increased our campus profile in terms of research. • Recruiting/hiring for new position for successful longevity. • Fall 2016 successful longevity position filled.	100%
		1.5.2. Develop a list of what collaborative partnerships exist in the iSchool.	CCI Research Committee		• CCI hosted a research "speed dating" lunch, including faculty members of the FSU community, to provide an opportunity for faculty to learn about each other's research interests. • CCI Director of Research organizes research collaboration opportunities for faculty	100%

		1.5.3. Determine procedures that identify benefits of the collaborative partnerships for each of participants.	Research Committee		Identify and promote benefits of collaborative partnerships for each of participants	0%
		1.5.4. Develop a system of rewards and incentives to promote collaborative partnerships.	Faculty Evaluation Committee			0%

Goals	Objectives	Actions	Responsibility	Time Frame	● Status	Completion Status Percentage
Goal 2: Infrastructure--The iSchool will have a state-of-the-art infrastructure to fully support scholarship, teaching, and collaborative partnerships. **PRIORITY: HIGH**	**Objective 2.1:** The iSchool will continuously review and analyze its current infrastructure.	**2.1.1.** Create an ad hoc Technology Services Committee (TSC) by Fall 2013 that liaises with faculty and IT staff.	TSC	Fall 2013	● TSC is operational as of Fall 2013 ● Work of this committee was assigned to the Research Committee and Planning Committee ● What kind of infrastructure support and research space needed to support research?	100%
		2.1.2. Liaise with CCI IT staff to determine current status of technical infrastructure. The TSC includes several members of the CCI IT staff. The TSC will collect data during 2014, resulting in a status report by the end of the Fall 2014 semester.	TSC	Fall 2014		100%
	Objective 2.2: The iSchool will explore its existing infrastructure needs and plan for the next five years.	**2.2.1.** The iSchool will prepare a maintenance and development plan, to include addressing last minute, as well as long term, needs. Although the preference in any large organization is to manage resources for the long term, in order to remain an innovator in the information fields, the iSchool must have a meaningful level of flexibility and agile responsiveness built into its resource allocation	Research Committee Planning Committee		● Work of TSC was assigned to the Research Committee and Planning Committee ● What kind of infrastructure support and research space needed to support research? ● Identifying spaces can potentially use and getting information to faculty about these spaces.	10%

8/19/16

		systems--including budgeting. **PRIORITY: HIGH**			● Electronic discussion about potential use of spaces	
		2.2.2. The iSchool will implement procedures for communication of IT needs (Research, Teaching, Other).	Research Committee Planning Committee		TSC developed two surveys to identify current and ongoing IT needs Need to revise and deploy surveys	50%
		2.2.3. The iSchool will determine and implement optimum levels of technology staff support, specifically in light of the MSIT and IT degrees and Collaboratory.	Administration Education Committee Planning Committee		IDEA students working with PhD GAs in the Collaboratory--purchasing, deploying, outreach, training staff to support 3D technology role. Marketing team has been trained on Oculus Rift Submitted proposal for the Collaboratory to the University and awaiting response for funding for staffing.	10%

Goals	Objectives	Actions	Responsibility	Time Frame	Status	Completion Status Percentage
Goal 3: Information Entrepreneurship-- the iSchool will be an environment that fosters information entrepreneurship.	**Objective 3.1:** The iSchool will create an environment where faculty, staff, students, and alumni are able to develop innovative ideas for marketable products and services.	**3.1.1.** The iSchool will lead an initiative to create a Collaboratory to foster innovation across the University. Dr. Paul Marty is currently representing the iSchool in this initiative.	Paul Marty Collaboratory Planning Committee		Entrepreneur in residence, Christine Nieves, based in Goldstein Library An entrepreneurship course was developed and taught Spring 2016 Collaboratory is in operation in Goldstein Library and in Rm 008	100%
	Objective 3.2: The iSchool will identify and market specializations that cut across degree programs and lead to paths of employment in the information professions.	**3.2.1.** The iSchool is in the process of clarifying existing programs of study and their relationships to market specializations within its undergraduate and graduate programs, while at the same time the academic Program Committees, in conjunction with the Outreach Committee, are identifying forward-thinking careers that we should be preparing our students for and developing corresponding specializations.	Education Committee Program Chairs		● BSIT Fall 2015 ● MSIT Fall 2013 ● MSI Fall 2014	100%

Goals	Objectives	Actions	Responsibility	Time Frame	Status	Completion Status Percentage
Note to Cheyvonne and Joseph: This goal is not complete. <mark>We will be writing more action plans fall 2016 to help us complete this goal</mark> so set the percentage completion for this goal at 50%. **Goal 4: Financial Resources--**The iSchool will have ample and sustainable financial resources to support excellence in our mission.	**Objective 4.1:** The iSchool will review and analyze its current and anticipated revenue and expenditures by July 15, 2013.	**4.1.1.** Inventory and organize existing sources of revenue and expenditures, include non-university resources, by Summer 2013. This has been completed.	Administration Chris Hinnant	Summer 2013		100%
		4.1.2. Create a list of questions and metadata requirements (including existing constraints and Dean's model) we want answered, verified and crosschecked with Dean's office by Summer 2013. The majority of this has been completed.	Administration Chris Hinnant	Summer 2013		100%
		4.1.3. Analyze and make projections for inclusion in financial plan by July 15, 2013. This has been completed and	Administration Chris Hinnant	Summer 2013		100%

		was presented to the iSchool faculty at our Fall 2013 retreat.				
	Objective 4.2: The iSchool will explore and identify new options and resources for sustainability and growth over next five years by Spring 2014.	**4.2.1.** Examine models from other iSchools and campus units by the end of Fall 2013. A faculty retreat has been scheduled for January 17, 2014. An ad hoc Budget Crisis Committee has been formed to gather information, set the agenda for the retreat, and advise the Director regarding subsequent action.	Ad Hoc Budget Crisis Committee	January 17, 2014	Explored options	100%
		4.2.2. Hold "new options for resources and virtual sustainability" focus groups of expert stakeholders.	Administration	Spring 2014	● Spring 2014 Retreat	100%
		4.2.3. Analysis to establish parameters for future forecasting by end of Fall 2013 semester. The iSchool's Director is working with the Dean, as well as with Ebrahim Randeree - Associate Dean for Finance and Administration, to establish appropriate parameters.	iSchool Director Ad Hoc Budget Crisis Committee Administration Faculty Staff	Fall 2013		100%
	Objective 4.3: The iSchool will formally document a financial plan for 2015-2019 by July 15, 2014.	**4.3.1.** Complete predictive analysis and develop alternative financial scenarios by March 1, 2014. The Director, with the advice of the ad hoc Budget Crisis Committee and the support of various administration, staff and faculty	iSchool Director Ad Hoc Budget Crisis Committee Administration Faculty	March 1, 2014	Financial plan 2015-2019	100%

		at both the School and College levels, will be responsible for completing this and subsequent tasks.	Staff			
		4.3.2. Identify and implement plan components for prioritizations for stakeholders by April 1, 2014.	iSchool Director Ad Hoc Budget Crisis Committee Administration Faculty Staff	April 1, 2014		100%
		4.3.3. Develop a budget cycle that allows flexibility for changing revenues and ensures investment in sustainability and growth in the next five years.	Administration	Ongoing	● Developed at Spring 2014 Retreat	100%

Appendix F Committees FA15 FA16 Final

IMPORTANT iSCHOOL DATES (2015-2016)

RETREAT DATES

Fall 2015 Retreat Wednesday, August 19th 12:30-4:30 PM
         Turnbull Conference Center Rm. 214
Research Retreat   TBD, Fall 2015

Spring 2016 Retreat January 22, 2016

FACULTY MEETING DATES:
    All meetings will be held on Wednesdays fro 10:00-11:30 AM

September 16th
October 14th
November 18th
December 9th
January 20th
February 17th
March 16th
April 13th

iSCHOOL COMMITTEES

The Chair of each committee will facilitate the meetings of that committee. If the chair will be absent from a meeting, s/he should appoint someone on the committee to facilitate the meeting.

The role of secretary of the meeting will rotate alphabetically from A-Z (by last name) through the membership of the committee (excluding the Chair). If a member must be absent during the meeting for which s/he is assigned the role of secretary, it is that member's responsibility to arrange for someone else to take and post the minutes.

Each committee should post meeting results (minutes) via this form within two days following each meeting.
https://lindaross7.wufoo.com/forms/committee-notes-super-fun-form/

Each committee is free to divide its charges as it sees fit, either to individuals or subcommittees.

Standing Special Purpose Committees

Promotion & Tenure—G. Burnett [C], Lustria, Kazmer, Stvilia, Latham, Doffek, Gibradze, Swaine

This committee sets annual goals for faculty productivity and oversees tenure and promotion policy and procedure for the iSchool. The committee conducts all tenure and promotion reviews in accordance with the iSchool's bylaws. The chair and one additional committee member serve as members of the CCI Promotion & Tenure Committee.

Initial Meeting: Wednesday, 9/2/2015   1:00 PM
                        Subsequent fall meetings to be scheduled during first
                        meeting.
Charges:
1. Inform the Director of the proposed dates and times for all projected subsequent meetings required to complete the committee's charges for Fall 2015.
   Deadline:
   September 4, 2015

2. Inform the Director of its choice(s) for iSchool representatives to the CCI Promotion & Tenure Committee.
   Deadline: September 2, 2015

3. At its initial meeting and in consultation with the Director, the committee will set a schedule for the following reviews, including deadlines for submission of materials, and dates for discussion meetings, for the following reviews to be conducted in Spring 2016:
   a. No faculty members eligible for promotion to associate and tenure in 2015-2016, so no action is required in this regard.
   b. No faculty member has informed the Director of his or her intention to apply for promotion to professor, so no action is required in this regard.
   c. A 2nd year review for Lynne Hinnant, Assistant Professor, and 4th year reviews for Richard Urban, Assistant Professor and Shuyuan Ho, Assistant Professor will be conducted in Spring 2016. Establish deadline for binders and communicate to Lynne, Richard and Shuyuan (and their mentors), the Director and the Dean.
   d. 2nd year review of Christopher Landbeck, Teaching Specialist I will be conducted in Spring 2016. Establish deadline for binder and communicate to Chris (and his mentor), and the Director.
4. Review and make recommendations to the Director regarding any promotion to Instructional Specialist III for Jane Barrager.

Deadline: TBD—University usually requires submission sometime in March.

5. Liaise with Evaluation Committee to develop annual goals for 2017
   Deadline: April 6, 2016 for vote at April 13, 2016 faculty meeting.

6. Schedule and oversee peer reviews of teaching for all faculty, or recommend a motion to the faculty to discontinue this process (no longer required by the university).
   Deadline (to produce list of those to be reviewed 2015-2016 or make a motion): October 7, 2016.

Standing Special Purpose Committees

Evaluation—Marty [C], C. Hinnant, Oh, Koontz, Marks.

This committee recommends policy and procedures for annual review of the faculty for merit purposes, and conducts annual reviews in accordance with the iSchool bylaws. The committee identifies awards and nominates or encourages faculty for awards, as is appropriate.

      Initial Meeting: Wednesday, 9/2/2015   3:00 PM

      Charges:

1. Inform the Director of the proposed dates and times for all projected subsequent meetings required to complete the committee's charges for Fall 2015.
   Deadline: September 4, 2015.

2. Develop criteria and procedures for evaluation of The Director and Associate Directors.
   Deadline: October 7, 2015 for vote at October 14, 2015 faculty meeting.

3. Develop procedures for merit review of the faculty to ensure equitable distribution of merit awards in accordance with university policy and guidelines.
   Deadline: November 30, 2015 for vote at December 9, 2015 faculty meeting.

4. Develop a list of faculty awards and recognitions and a plan to encourage our faculty to apply.
   Deadline: January 13, 2016 for presentation at January 20, 2016 faculty meeting.

5. Liaise with the P&T Committee to develop annual School goals.
   Deadline: April 6, 2016 for vote at April 13, 2016 faculty meeting.

6. Discuss and recommend specific mechanisms (beyond University policy) for faculty involvement in the sustained performance evaluation process.
   Deadline: March 6, 2016 for discussion at March 13, 2016 faculty meeting.

Appointed Committees

Education—Kazmer [C], Lustria/Jowett, Latham, Marks, Gross, Mardis, Amos-Tata. Mon, 1 doctoral student.

This committee develops, maintains, reviews and revises curriculum.

      Meetings: Wednesdays at 10:00 AM on the following dates: 9/2/2015, 9/23/2015, 10/7/2015, 10/21/2015, 11/4/2015, 12/2/2015

      Charges:

1. Recruit or select student members, and provide the Director with a list of student names and contact information.
   Deadline: September 4, 2015.

2. Recommend policy and procedures for development of online courses at the undergraduate level.
   Deadline: September 9, 2015 for vote at September 16, 2015 faculty meeting.

3. Review all courses (graduate and undergraduate) for possible material and supplies fee implementation.
   Deadline: September 23, 2015 to ensure that we are able to submit our requests by the University deadline (usually early October).

4. Review and revise the Graduate and Undergraduate Course Rotations (as provided by the directors following revision to account for enrollment shift).
   Deadline: October 7, 2015 for discussion/approval at October 14, 2015 faculty meeting.

5. Develop Programs of Study (2 and 3 year) for each of the careers approved by the two master's program teams in 2014-2015.
   Deadline: November 10, 2015 for discussion/approval at November 18, 2015 faculty meeting.

6. Advise the Planning Committee regarding iSchool priorities for teaching in advance of the Dean's requests to the Provost & President.
   Deadline: January 6, 2016.

7. Recommend to the faculty changes to pre-requisites for courses.
   Deadline: April 6, 2016 for vote at April 13, 2016 faculty meeting.

8. Recommend action regarding course content overlap between the undergraduate 4XXX and graduate 5XXX courses.

Deadline: January 13, 2016 for discuss at January 22, 2016 Spring Retreat.

9. Request and review syllabi for existing 4930/5916/6919 special topic courses that have been taught at least twice for addition as permanent course offerings.
    Deadline: March 6, 2016 for vote at March 13, 2016 faculty meeting.

10. Request and review syllabi for new course offerings. (This includes e-series and liberal studies courses to be staffed by the iSchool, as well as LIS courses).
    Deadline: March 6, 2016 for vote at March 13, 2016 faculty meeting

11. Be prepared to present for discussion and vote or other action all changes to the curriculum for each degree program that result from completion of the phase appropriate to the review cycle for that program. NOTE: this work needs to be ongoing throughout the year.
    Deadline: January 13, 2016 for discuss at January 22, 2016 Spring Retreat.

12. Review all certificates and make recommendations regarding changes to existing certificates, deletion of existing certificates, and addition of new certificates.
    Deadline: Deadline: January 13, 2016 for discussion at January 22, 2016 Spring Retreat.

Appointed Committees

Planning—K. Burnett [C], Mon, McClure, Barrager, Jones/Harman, Hutchison, Marshall, Amos-Tata, Gibradze, 1 student from each program

This committee monitors progress on the strategic plan; monitors budgets and advises the directors on budget issues, and provides oversight for initiatives in progress.

> Meetings: Wednesdays at 1:00 PM on the following dates: 9/2/2015, 9/16/2015, 9/30/2015, 10/7/2015, 10/14/2015, 10/28/2015, 11/4/2015, 11/18/2015, 12/2/2015

1. Recruit or select student members, and provide the Director with a list of student names and contact information.
   Deadline: September 4, 2015.

2. Monitor progress on Strategic Plan goals, objectives and action plans, including monitoring progress on the Director's Plan (spring 2015). As necessary, propose revisions.
   Deadline: December 2, 2015 for presentation at the December 9, 2015 faculty meeting; and April 6, 2016 for April 13, 2016 faculty meeting report.

3. Monitor budgets and advise the directors on budget issues.
   Deadline: December 2, 2015 for December 9, 2015 faculty meeting report; and April 6, 2016 for April 13, 2016 faculty meeting report.

4. In consultation with the Research and Education Committees, advise the Director on priorities in advance of the Dean's budget request to the Provost/President.
   Deadline: January 13, 2016 for discussion at the January 22, 2016 retreat.

5. Provide oversight for initiatives in progress. For 2015-2016 these include: the IDEA Learning Community and Innovation Learning Lab.
   Deadline: December 2, 2015 for December 9, 2015 faculty meeting report; and April 6, 2016 for April 13, 2016 faculty meeting report.

6. Plan for upcoming initiatives/events:
   a. Prepare master schedule for 20 Years of Online Teaching and Learning at FSU.
      Deadline: November 10, 2015 for discussion at November 18, 2015 faculty meeting, and April 6, 2016 for final presentation at April 13, 2016 faculty meeting.

b. Liaise with Outreach Committee to plan for kick off event for 20 Years of Online Teaching and Learning at FSU at ALA Annual Meeting (Orlando, June 2016)
<u>Deadline</u>: December 2, 2015 for discussion at December 9 2015 faculty meeting and April 6, 2016 for final presentation at April 13, 2016 faculty meeting.

c. Prepare proposal to host iConference in 2018.
<u>Deadline</u>: Past proposals have been due to the iCaucus in January, and time must be allowed for the Dean to review and request revisions.

Appointed Committees

Student Experience—Swaine [C], L. Hinnant, Jowett, Urban, Stvilia, Everhart. Landbeck, Barrager, Howard, Stagg, Robinson, 1 student from each degree program

This committee recommends policies and procedures related to student experience, including setting and monitoring student learning outcomes, overseeing faculty advising, and ensuring student support from admission through post-graduate placement.

> Meetings: Wednesdays at 1:00 PM on the following dates: 9/9/2015, 9/23/2015, 10/14/2015, 11/4/2015, 12/2/2015
>
> Charges:

1. Recruit or select student members, and provide the Director with a list of student names and contact information.
   Deadline: September 4, 2015.

2. Recommend policy and procedures for expenditure of materials & supplies fees, including both current and projected future collections.
   NOTE: Please liaise with Lustria and Jowett, BSIT Co-chairs about past experience.
   Deadline: September 23, 2015.

3. Propose a faculty advising system (or alternative) for implementation by Fall 2016 across masters' and specialist degree programs.
   Deadline: November 30, 2015 for discussion at December 9, 2015 faculty meeting.

4. Oversee procedures for any grade appeal filed by the deadline for Fall 2015 grade appeals.

5. Propose a mechanism for tracking placement of graduates across all programs.
   Deadline: February 10, 2016 for discussion at February 17, 2016 faculty meeting.

6. Review and recommend changes to program and student learning outcomes for each degree program, with an eye to ensuring articulation and differentiation between degree programs.
   Deadline: April 6, 2016 for vote at April 13, 2016 faculty meeting.

7. Develop a plan to ensure that students are nominated for iSchool, CCI, FSU, and national and international student awards.
   Deadline: October 7, 2015 for discussion at October 14, 2015 faculty meeting.

8. Oversee the nomination and award process for student awards (see #7). <u>Deadline: January 13, 2016 for faculty ratification at January 20, 2016 faculty meeting of awards to be given at CCI Student Honors & Awards Ceremony.</u> Others as appropriate for the award.

9. Appoint appeals panel to oversee procedures for any grade appeal filed by the deadline for Spring 2016 grade appeals.

Appointed Committees

Outreach—Mon [C], Allen, McClure, Rodriguez-Mori, Doffek, Rainey, E. Howard, Brooks, Richburg, Stagg, Koontz, 1 student from each graduate degree program, 1 graduate alum, 1 BSIT alum

This committee recommends policies and procedures related to student recruitment, program marketing, alumni relations, and iSchool reputation management.

      Meetings: Wednesdays at 10:00 AM on the following dates: 9/9/2015, 10/7/2015, 10/28/2015, 12/9/2015

      Charges:

1. Recruit or select student and alumni members, and provide the Director with a list of student names and contact information.
   Deadline: September 4, 2015.

2. Review marketing team's plans for 2015-2016 student recruitment and alumni relations activities and expenditures. Provide feedback and make suggestions.
   Deadline: September 9, 2015 for discussion at September 16, 2015 faculty meeting.

3. Provide feedback and suggestions on how to get faculty, students and alumni involved in recruitment and alumni relations activities, including helping marketing team to understand what faculty/students/alums need to be motivated and successful (e.g., training, toolkit contents, etc.)
   Deadline: September 9, 2015 for discussion at September 16, 2015 faculty meeting.

4. Recommend mechanisms to match faculty with recruitment and alumni relations activities (e.g., coordinated list of conference locations/dates, faculty attendees, and opportunities to recruit or build relationships with alumni).
   Deadline: October 14, 2015 for discussion and implementation at October 21, 2015 faculty meeting.

5. Work with the marketing team to develop plans for 2016-2017 recruitment and alumni relations efforts.
   Deadline: March 9, 2016 for discussion at the March 16, 2016 faculty meeting.

Appointed Committees

Research—Mardis [C], Ho, He, Marty, Riccardi, Gross, Pagan, 1 doctoral student

This committee recommends policies and procedures, and priorities related to research, including planning and facilitating activities and events to promote research.

      Meetings: Wednesdays at 3:00 PM on the following dates: 9/9/2015, 10/7/2015, 11/18/2015, 12/9/2015

      Charges:

1. Recruit or select doctoral student members and provide the Director with the name and contact information.
   Deadline: September 10, 2015.

2. Work with Juliann Wood to plan and implement doctoral student poster session (with speaker of our choice) sometime in Fall semester.
   Deadline: October 7, 2015 for planning & contact with Juliann Wood.

3. Plan and lead a Friday faculty research retreat during Fall 2015.
   Deadline for picking date and securing venue: October 7, 2015

4. Determine faculty needs related to research space, and make recommendations for disposition of LSB 228 and LSB 256.
   Deadline: November 10, 2015 for announcement at November 18, 2015 faculty meeting.

5. Propose a policy regarding expenditure of iSchool SRAD funds, including priorities for spending and review mechanism.
   Deadline: December 2, 2015 for vote at December 9, 2015 faculty meeting.

6. Advise the Planning Committee regarding iSchool priorities for research in advance of the Dean's requests to the Provost & President.
   Deadline: January 6, 2016.

7. Plan and prepare to lead a Friday faculty research retreat at the beginning of the 2016-2017 contract period.
   Deadline for picking date and securing venue: April 6, 2016 for announcement at April 13, 2016 faculty meeting.

8. In the event that a faculty search is conducted, fulfill the duties and perform the responsibilities of the search committee. NOTE: No faculty search is projected for 2015-2016.
Deadline: TBD (Search would get underway early in Spring semester)

Appendix G FA14-SP16 Retreat Agendas

AGENDA

School of Information Faculty Retreat

January 22, 2016
9:00 AM – 4:00 PM

9:10 AM – 9:20 AM	**Welcome & Review of Goals for the Meeting**	Main Room
9:20 AM – 9:40 AM	**Introduction to Morning Charge: Faculty-Student Engagement**	Main Room
9:40 AM – 10:00 AM	**Table Discussions about Faculty-Student Engagement (Round 1)**	Break out Rooms
10:00 AM – 10:30 AM	**Reporting Out & Voting**	Main Room
10:30 AM – 10:45 AM	**Break**	
10:45 AM – 11:15 AM	**Table Discussion about Faculty-Student Engagement (Round 2)**	Break out Rooms
11:15 AM – 11:45 AM	**Reporting Out & Voting**	Main Room
11:45 AM – 12:00 PM	**Summing Up**	Main Room
12:00 PM – 1:00 PM	**LUNCH**	
1:00 PM – 1:20 PM	**Introduction to Afternoon Charge: Curriculum, Community & Change**	Main Room
1:20 PM – 1:40 PM	**Table Discussions about Curriculum, Community & Change (Round 1)**	Break out Rooms

1:40 PM – 2:00 PM	**Reporting Out & Voting**	Main Room
2:00 PM – 2:30 PM	**Table Discussion about Curriculum, Community & Change (Round 2)**	Break out Rooms
2:30 PM – 3:00 PM	**Reporting Out & Voting**	Main Room
3:00 PM – 3:30 PM	**Words into Actions: Creating Actionable Charges**	Main Room
3:30 PM	**Summing Up & Adjournment**	Main Room

iSchool Research Retreat Agenda

November 20, 2015

10:00-11:00 Agenda review and Faculty small group discussion.

11:00-12:00 Colloquium presentation "Ontology-enhanced data analytics" by Zhe He, Assistant Professor

12:00-1:00 Lunch presentation by David Lawson, Co-Founder & Partner, Domi Station

1:00-2:00 Panel presentation on Entrepreneurship in Academic Life (including a P&T discussion)

Panelists include:

• Lawrence Tinker, Entrepreneur-in-Residence, Florida Center for the Commercialization of Public Research

• Christine Nieves Rodriguez, Entrepreneur-in-Residence, College of Communication & Information

• Janet Kistner, Interim Vice President for Faculty Development and Advancement

• David Lawson, Co-Founder & Partner, Domi Station

2:00-3:00 Presentation by Matthew Taylor, FSU Research Foundation (tentative), review of Pivot (tentative), wrap up

3:00 adjourn

MEETING AGENDA – iSCHOOL FALL RETREAT

MEETING INFORMATION

Objective:	[Enter the objective of the meeting here.]		
Date:	08/19/2015	**Location:**	214 Turnbull Center
Time:	6:00 AM	**Meeting Type:**	Update & Get to Work
Called By:	[List Name]	**Facilitator:**	Kathy Burnett
Timekeeper:	Lorri Mon	**Note Taker:**	Linda Swaine
Attendees:	iSchool Faculty & Staff; Selected CCI Staff		

PREPARATION FOR MEETING

Please Read:	Committees Document (Attached to this email)
Please Bring:	Yourself! Please plan to shut down computers and put cell phones on silent until we break into com

AGENDA ITEMS		PRESENTER	TIME ALLOTTED
1	Welcome and Plan for the Meeting	Kathy	[5 minutes]
2	Introductions of New Faculty & Staff	Lorri	[10 minutes]
3	Our Budget Situation from 5000 feet	Kathy	[10 minutes]
3	Changes in Student Services	Kimberly	[10 minutes]
4	Changes in Administration	Kathy	[10 minutes]
5	Changes in UBA Staffing/Functions	Shonda/Ellen	[10 minutes]
5	Update on Innovation Learning Lab	Paul	[10 minutes]
6	Update on IDEA Learning Community	Chris	[10 minutes]
7	Vote to Recommend change of CIP code from 25.01 Library Science and Administration to 11.04 Information Science/Studies	Kathy	[10 minutes]
8	Affirmation of Lorri Mon for Associate Director	Kathy	[5 minutes]
	BREAK		[15 minutes]
9	Introduction to New Committees--Purpose & Operations	Kathy	[15 minutes]
10	Committees Meet		[60 minutes]
11	Committees Report on Plans, Needs, Pressing Questions	Committee Chairs	[30 minutes]
12	Wrap Up & Adjournment	Kathy	[5 minutes]

FSU School of Information Spring Retreat
Draft Agenda
February 13, 2015

8:30 a.m.   **Coffee and Continental Breakfast**

9:00 a.m.   **Welcome and Introductions – Kathy Burnett**

Overview of the Day – Kathy Burnett

Funding Sources

Recruitment – Howard Mori-Rodriguez

10:00 a.m.   **Break** (15 minutes)

10:15 a.m.   **Thorny Issues Table Discussions** (25 minutes)
We will break into groups by issue. The groups will discuss their assigned thorny issue and brainstorm alternative solutions or strategies. Each group will select their top 3 alternative solutions/strategies to report.
1. **Innovative curricula** GOAP 1.3.1
2. **Research coordinator** GOAP 1.4.1
3. **Convene panel of expert researchers** GOAP 1.4.4
4. **Resource maintenance and development** GOAP 2.2.1
5. **Technology and infrastructure** GOAP 2.2.2-3

10:40 a.m.   **Table Discussions Reports—** (15 minutes)
Quick 3-minute reports of top 3 bullets from each table discussion group.

10:55 a.m.   **Setting Priorities Table Discussions:** (25 minutes)
Break out into new groups to discuss priorities for action plans listed below and recommend priority level for each (high, medium, or low priority) or put on hold.

1. **Establish a retention goal for faculty** GOAP 1.2.3
2. **Establish a retention plan for students** GOAP 1.2.4
3. **Institute annual faculty award for innovation** GOAP 1.3.5
4. **Determine school-wide percentage of refereed   journal articles in top-Ranked publications** GOAP 1.4.2
5. **The iSchool will identify and market the expertise of its faculty, staff, students, and alumni to promote interdisciplinary and collaborative partnerships** GOAP 1.5.2
6. **Innovative curricula** GOAP 1.3.1
7. **Research coordinator** GOAP 1.4.1

8. Convene panel of expert researchers GOAP 1.4.4
9. Resource maintenance and development GOAP 2.2.1
10. Technology and infrastructure GOAP 2.2.2-3

11:20 a.m.   **Table Discussions Reports on Setting Priorities**

11:30 a.m.   **Finalize Priorities list (All Attendees)—Kathy Burnett**

                               Celebration of Completed Action Plans – Linda Swaine

12:00 p.m.   **Lunch – Jersey Mike's**

1:00 p.m.   **Afternoon Session Introduction – Michelle Kazmer**

1:05 p.m.   **Open Discussion of the School Media Program—Don Latham**

1:35 p.m.   **Potential New Directions Involving K-12 Education—Marcia Mardis**

1:45 p.m.   **Doctoral Program Changes and Recruitment and Open Discussion of Changes and Suggestions for Recruitment (All Attendees)—Melissa Gross and Chuck McClure**

2:30 p.m.   **Break**

2:45 p.m.   **Table Discussions Cross-Program Articulation**

3:15 p.m.   **Open Discussion of Cross-Program Articulation (All Attendees)**

4:00 p.m.   **Closing Remarks – Kathy Burnett**

School of Information; Florida's iSchool
Fall 2014 Research Retreat
Location: Dorothy B. Oven Park
Monday, August 11

8:30-9:00 AM	Continental Breakfast
9:00-9:30 AM	Welcome (Kathy)
9:15-9:30 AM	iSchool Updates (Kathy)
9:30 – 10:00 AM	Research Round About
10:00 – 11:00 AM	Small Group Discussions around Research Interests
11:00 AM – 11:30 PM	Small Groups Share Highlights
11:30 AM –12:00	Research Initiatives, Planning & Coordination (Marcia)
12:00 – 1:00 PM	Lunch and What if? Discussion
1:00 – 2:00 PM	Small Group Discussions around Research Needs
2:00 – 2:30 PM	Small Groups Share Highlights
2:30-3:30	Establishing Research Priorities
3:30 – 4:00 PM	Future Retreats, Closing Comments & Adjournment

Appendix H Job Titles 2016

teen Librarian, Broward County Library

Library Branch manager, Hollywood Branch, Broward County Libraries

.NET Programmer/TEC Analyst, Florida State University

[UG grad] Systems Engineer at BRIGHT RED\TBWA.

Academic Partnerships Librarian, FSU Strozier Library

Academic Technology Librarian at Princeton Theological Seminary

Access Services Head at Florida International University Libraries

Access Services Librarian, LaGrange College

Access Services Paraprofessional at Florida Atlantic University, Boca Raton FL

Acquisitions and Analysis at Palm Beach Atlantic University

Acquisitions Specialist for the Albert and Shirley Small Special Collections Library at U of Virginia

Adjunct Faculty at Ivy Tech Community College / manager for Tipp City Public Library, Ohio

Adjunct Instructor at Daymar College

Adjunct Instructor at San Jose State University School of Library and Information Science

Adjunct Librarian at The Sage Colleges

Adjunct Professor at Pasco-Hernando State College, Tampa FL

Administrative Officer 3 at Miami-Dade Public Library System

Adult Reference Librarian at Leon County Public Library.

Adult Services Librarian II at Pasadena Public Library

Adult Services Manager at New Canaan Library, New York

Adult Services Manager at Wagnalls Memorial Library, Columbus OH

Adult Services Manager, Beatley Central Library, Alexandria VA

Adult, Urban & Diversity Specialist, New Jersey State Library

Affiliate Librarian, Wilmington University Library, DE

ALA Washington Office

Applications system analyst, Leon County Public Library

Archaeology Assistant at Florida Bureau of Archaeological Research

Archivist Assistant at Old Dominion University, Norfolk VA

Archivist at DeKalb History Center

Archivist at Turner Sports

Archivist for the Army Logistics University Library

Assessment Librarian, FSU Strozier Library

Assistant Branch Manager at Gwinnett County Public Library

Assistant Branch Manager at Gwinnett County Public Library, Atlanta

Assistant Branch Manager at Orange County Library System

Assistant Branch Manager at Saint Louis County Library, Ft. Myers FL

Assistant Department Head at The University of Texas- Arlington

Assistant Director at James V. Brown Library, Williamsport, PA

Assistant Director at Nicholson Memorial Library System, Garland, TX

Assistant Director at Tampa Bay Library Consortium, Brandon, FL

Assistant Director for Public Services at Athens-Clarke County Library, Athens GA

Assistant Director for Public Services at Jacksonville Public Library

Assistant Director of Library Services at Coastal Pines Technical College, Brunswick, GA

Assistant Director of Reference at Nova Southeastern University

Assistant Director, Casey County Public Library

Assistant Director, Information Technology Services, Florida State University

Assistant Director, Instructional Resources and Support at Florida Virtual Campus

Assistant Director/Librarian at University of Antelope Valley, Hampton VA

Assistant Librarian at Hodges University

Assistant Librarian, Head of Music Collection Development, FSU Music Library

Assistant Manager of Community Relations at Orange County Library System

Assistant Professor at Command & General Staff College, Department of Distance Education, Ft. Leavenworth, KS

Assistant Professor of Instructional Technology, Georgia Southern University

Assistant Professor of Library & Information Science, Distance Education & Reference Librarian, George R. White

Assistant Professor, First Year Programs Librarian at University of West Georgia

Assistant Professor, Hongik University

Assistant Professor, Library Science, Purdue University

Assistant Professor, School of Library & Information Science, Wayne State University

Assistant Professor, SLIS, U. of Southern Mississippi

Assistant Professor, University of Rhode Island

Assistant Professor, University of Southern Mississippi

Assistant University Librarian at Florida State University

Assistant Vice President, Academic Support at Rasmussen College, Minneapolis St. Paul

Assistive Technology Lab Coordinator, Student Disabilities Resource Center - Florida State University

Assoc. VP for Special Projects / Director of the Library/Prof. at Dakota State University, Sioux Falls SD

Associate Dean for Scholarly Resources and Services, George A. Smathers Libraries, University of Florida

Associate Director for Library Systems at United States Military Academy

Associate Director of Learning Resources at Miami Dade College, Miami FL

Associate Director, CIMES at Florida State University

Associate Librarian, Business Subject Specialist, FSU Strozier Library

Associate Library Director at Forsyth County Public Library, Greensboro, NC

Associate Teaching Professor at Drexel University, Philadelphia PA

Associate University Librarian at Florida State University College of Medicine

Associate University Librarian, Strozier Library

Asst Professor/Reference Librarian & Instructor of Library Science, Valdosta University Library

Asst. Branch Manager Meadowdale Branch at the Chesterfield County Public Library in Virginia

Asst. University Librarian at Florida State University Career Center

Attorney / Senior Law Librarian (FCIL), Lecturer & Affiliated Faculty of PHRGE at Northeastern University Schoo

Auburn Public Library

Authorities/Catalog Management Librarian at Florida State University

Bainbridge College Library, Bainbridge, GA

Bellevue Branch supervisor, Marion County Public Library, Florida

Branch Librarian at Orange County Public Library

Branch Manager at Camden County Library District, Blackwood NJ

Branch Manager at Chesapeake Library System, Norfolk VA

Branch Manager at Perry Public Library of Houston County Public Library System

Branch Manager of the Orange Park Public Library, Jacksonville FL

Branch Manager of the Panama City Beach Library

Branch Manager, Emmie Nelson Public Library at Bartow County Library System, Atlanta GA

Branch Manager, Forsyth County Public Library, Atlanta

Branch Manager, Freeport Library, Walton County Public Library System, Freeport, FL

Branch Manager, Harford County Public Library, MD

branch manager, Sterling Library, VA

Branch Manager/Librarian at Santa Rosa County Library System, Navarre Florida

Branch Supervisor, Tampa-Hillsborough County Public Library

Broward County Library

Business Librarian at Florida State University

Business Librarian at Loyola Marymount University

Business Manager at Florida State University

Campus Librarian & Manager of LRC at CHCP: The College of Health Care Professions

career center librarian, FSU Career Center

Cataloger at United States Holocaust Memorial Museum

Cataloging Librarian at University of New Hampshire School of Law, Boston MA

Chief Librarian- Medical Library Director, Library Director for Fort Sam Houston's Army Medical Department Cen

Chief Operating Officer/General Counsel at The Clix Group LLC

Children's Librarian at Louisville Free Public Library, Louisville KY

Children's Library Associate at Chattahoochee Valley Libraries, Columbus GA

Children's Services Coordinator at Kanawha County Public Library, West Virginia

Children's Services Supervisor - McMinnville Public Library, McMinnville OR

Circulation Manager at Highland Park Library, Wilmette, Illinois

Clildren's Librarian/ Assistant Library Director at Village of Palm Springs Public Library

Collection Development & Reference Librarian at Northern Virginia Community College

Collections Assessment Librarian, Virginia Tech, Blacksburg, VA

Communication Librarian at Georgia State University in Atlanta

Communication Librarian at Georgia State University in Atlanta

Communications Specialist at Henrico County Public Schools

Community Librarian at Winter Park Public Library, Orlando FL

Computer Science and Fine Art at the Community School of Naples

Content Management Librarian at Louisville Free Public Library, Louisville KY

Continuing Education Coordinator at Southwest Florida Library Network

Coordinator Costume Specialist at Walt Disney World, Orlando FL

Coordinator of Youth Services, Broward County Public Library

Cultural Programming Specialist,   Louisville Free Public Library

Curator at Ringling Museum

Data Analyst, Florida State University College of Education

Data Research Librarian, FSU Libraries

Daytona Regional Librarian, UCF Library - University of Central Florida

Dean of Library Services, St. Johns River State College

Dean of SLIS @ Louisiana State University

Dean, Educational Resources at Richland College, Dallas/Ft. Worth, TX

Deputy County Librarian-Support Services at Contra Costa County

Deputy Director, Health Sciences Library Consortium (HSLC), HSLC / Access PA, SOLINET/LYRASIS, Philadelp

Deputy Director, Louis Calder Memorial Library at University of Miami, Miller School of Medicine

Development Coordinator, Keck School of Medicine of USC

Digital Archives Librarian at Florida International University, Miami FL

Digital Asset Librarian at Darden, Orlando

Digital Collections Archivist at Kennesaw State University, Atlanta GA

Digital Services Librarian at University of Central Florida, Orlando

Digital Services Librarian, University of Florida College of Law

Director at Chattahoochee Valley Libraries, Columbus GA

Director at Enfield Public Library, Hartford CT

Director at Hempstead County Library, Hope, Arkansas

Director at University of Pittsburgh Libraries

Director Emeritus at Uncle Remus Regional Library System, Madison, GA

Director Information Technology Palm Beach County Library System, West Palm Beach FL

Director of Gadsden County Public Library

Director of Library Services at Florida Virtual Campus

Director of Library Services at Full Sail University

Director of Library Services at Livermore Public Library

Director of Public Services, University of North Florida Library

director of the Alachua County Library District

director of the Ernest Miller White Library at Louisville Presbyterian Theological Seminary

Director of the Law Library and Assistant Professor of Law, Ave Maria School of Law Library, Naples FL

Director of the Ozark Foothills [Ark.] Literacy Project

Director of UCF College of Medicine Library

Director, Caroline County Libraries, Virginia

Director, Center for Information Management and Educational Services at Florida State University

Director, Center for the Advancement of Digital Scholarship at Kansas State University, Ogden, KS

Director, Citrus County Library System

Director, Library & Learning Resources at El Camino College, Ventura CA

Director, Library and Information Resources at State of Maryland Office of Administrative Hearings

Director, Library Services at Edward Via College of Osteopathic Medicine

Director, Library Support and Training at Florida Academic Library Services Cooperative

Director, Patron Experience at University of Tennessee at Chattanooga

Director, Seminole State College Library

Director, South Georgia Regional Library

Director, The Villages Public Library

Director, Washington County Library

District Technology Teacher at Old Bridge Township School District, NY

document management specialist, Valencia College

Educational Services Librarian/Marketing Content Manager, LYRASIS

e-government librarian, Orange County Public Library, Orlando FL

Electronic and Technologies Librarian at Maitland Public Library

Electronic Content Librarian at AAFES - Army and Air Force Exchange Service

Electronic Resources & Serials Librarian at Rollins College

Electronic Resources and Acquisitions Assistant at Barry University School of Law

Electronic Resources Librarian at LAC Group

Electronic Resources/Serials Librarian at Valdosta State University

Electronic Services Librarian, Saint Mary's University, Sarita Kenedy East Law Library, San Antonio, TX

Electronic Services Librarian, University of Connecticut

elementary school librarian, Rangeland Elementary, Jefferson County Schools, Louisville, KY

Engineering Librarian at California State University, Long Beach

E-Science Librarian, Florida State University Dirac Science Library

Executive Assistant to the Chancellor for Career and Adult Education, FL Dept of Education

Executive Director at University System of Maryland and Affiliated Institutions Library Consortium

Executive Director of Library and Community Services at Florida Gateway College (FGC) in Lake City

Faculty Librarian at Tallahassee Community College

faculty, Montclair Kimberley Academy

Fleet Senior Information Analyst, Georgia Power Company (previously at NASA)

Florida Collection Librarian, State Library of Florida

Florida Dept of Education library media specialist

former director of 2014 Best Small Library in America (Pine River Library, CO)

former director of Smyrna Public Library, GA

FSU adjunct instructor and manager of Anastasia Island Branch Library

General Reference Librarian, Wichita Public Library

Government Analyst, Florida Dept of Libraries and Education

GSS Content Manager at Tableau Software

Gulf County Coordinator for the Northwest Regional Library System Gulf County Library Coordinator and branch m

Gwinnett County Library

Hamden Public Library, CT

Head of Access Services, University of Miami, Miami FL

Head of Children's Services, Radnor Memorial Library, PA

Head of Dirac Science Library, Florida State University

Head of Electronic and Digital Services, Texas Tech University School of Law Library

Head of Public Services at Ave Maria School of Law Library

Head of Public Services at Colorado Mesa University Tomlinson Library, Grand Junction, CO

Head of Undergraduate Services & the Learning Commons at Florida State University

Head of Youth Services at PALM BEACH COUNTY LIBRARY SYSTEM, West Palm Beach, FL

Head of Youth Services, Safety Harbor Public Library, Oldsmar, FL

Head Youth Services Librarian at PALM BEACH COUNTY LIBRARY SYSTEM

Head, Collection Acquisitions & Management (technical services), Georgia Tech Library at Georgia Institute of Tec

Head, Collections Access and Delivery, Florida State University Libraries

Head, Digital Initiatives at The Ohio State University, Columbus OH

Health Sciences Librarian at Lincoln Memorial University, Knoxville TN

Health Sciences Librarian Subject Specialist at UC Davis, Davis CA

High Performance Computing Specialist at Florida State University

HIT Consultant / Adjunct Professor / Librarian, Middle Tennessee State University

Humanities Librarian / Instruction Coordinator, University of West Florida Pace Library

Humanities Librarian, FSU Strozier Library

Information Library Specialist at Ft. Lauderdale-Miami

Information Professional at LeRoy Collins Leon County Public Library

Information Specialist at Pikes Peak Library District

Instruction and Learning Services Librarian, Strozier Library

Instruction and Reference Librarian at Gulf Coast State College

Instructional Technologies Librarian at Seminole State College of Florida

Instructional Technology Coach at Marietta City Schools, Marietta GA

Instructional Technology Coordinator, Santa Fe Catholic High School, Lakeland FL

instructor and Librarian at the Richard H. Rush Library, Edison State College, FL

Instructor Librarian, Florida A&M University Architecture Library

Interim Associate Dean for Information Resources, Florida International University College of Law

International Documents Librarian at Florida International University.

IT Specialist and Project Supervisor, Ascend Analytics, Bozeman MT

IT Supervisor (Networks/Telecomm) at U.S. Small Business Administration

Junior Developer at Country Music Hall Of Fame and Museum

K-12 school librarian at The Florida State University School

Kendale Lakes Branch Library, Miami Dade Public Library System, FL

Lake Wales Public Library

Language Arts Department Chair at City of Pembroke Pines Charter Middle School

Larchmont Library Branch Manager at City of Norfolk

Law Librarian at Richmond Public Law Library

Law Librarian, Legal Services of New Jersey

Lead Teacher at Miami-Dade County Public Schools

Lead Technical Editor at SEARCH

Learning & Information Literacy Librarian at Stetson University

LeRoy Collins Leon County Public Library

Librarian 1 Youth Services at Broward County Government, West Palm Beach, FL

Librarian 2 at Manatee County Library System, Bradenton, FL

Librarian and Instructor at Palm Beach State College

Librarian at American Philosophical Society

librarian at Fairfax County Public Schools

Librarian at Harvard-Westlake School, Los Angeles, CA

Librarian at ITT Technical Institute, Jacksonville FL

Librarian at Jefferson County R.J. Bailar Public Library

Librarian at Largo Public Library, Tampa FL

Librarian at North Georgia Technical College

Librarian at PALM BEACH COUNTY LIBRARY SYSTEM, Boynton Beach, FL

Librarian at Rupert J. Smith Law Library, and attorney at Jeffrey A. Smith Law Group

librarian at SBBC, Bradenton FL / teacher William T. Mcfatter Technical Center , Bradenton FL

Librarian at Spring Creek Elementary, Orlando FL

Librarian at Tampa-Hillsborough Public Library System

Librarian at The Seattle Public Library

Librarian I at Palm Beach County

Librarian Specialist at the Department of Library Services Houston ISD

Librarian Teacher, Maple Bear Global Schools Ltd. Korea

Librarian with Chesterfield County Public Library, Richmond, VA

Librarian, Tampa Hillsborough County Public Libraries

Librarian, Adult Programing at Alachua County Library District

Librarian, Alachua County Library District, Gainesville, FL

Librarian, Atlanta Fulton Public Library

librarian, Bayfield High School, Bayfield CO

Librarian, Broward County Libraries

librarian, Cobb County Library System, Marietta GA

Librarian, Florida Career College

Librarian, Florida Southwestern State College

Librarian, Florida State College at Jacksonville

Librarian, Integrated Library Services, Jacksonville Public Library

Librarian, Martin County Library System, FL

librarian, Palm Beach Day Academy

Librarian, Panama City Library, Republic of Panama

librarian, Portsmouth Public Schools, Virginia Beach, VA

Librarian, Richmond Public Library, VA

librarian, University of Delaware Library

Librarian, Volusia County Schools

Librarian/Reading Coordinator, GWMES, William McGill Public Library

Library Assistant- Circulation at LeRoy Collins Leon County Library

Library Assistant II at County of Volusia: Library Services

Library Associate at University of Georgia Main Library, Athens GA

Library Associate II at Sno-Isle Libraries

Library Associate II at University of Florida, Gainesville, FL

Library Development & Grant Officer at Cedar City Public Library, Cedar City UT

Library Director at Air University, USAF, Montgomery AL

Library Director at Caldwell Public Library, Nampa, ID

Library Director at Eureka springs carnegie public library, Eureka Springs, AR

Library Director at Plainfield Public Library District

Library Director of the Sonoma County Library, Santa Rosa CA

Library Director, Germantown Community Library, Memphis TN

Library Information Services Manager at Asbury Theological Seminary, Orlando, FL

Library Information Specialist at Department of Defense Education Activity (DoDEA), Misawa Station, Japan

Library Manager at Florida State College at Jacksonville

Library Media Specialist at Hot Springs Middle School, AR

Library Media Specialist at Marion County School District, Ocala FL

Library Media Specialist at Palencia Elementary School, St. Augustine FL

Library Media Specialist at Port Saint Lucie High School

Library Media Specialist at School Board of Hernando County, Brooksville FL

Library Media Specialist, Anne Arundel County Public Schools

Library Media Specialist/ School Technology Coordinator at Nelson County Schools

library media tech specialist, Carwise Middle, Pinellas County

Library Media Technology Specialist at Pinellas County Schools, Clearwater FL

Library Program Administrator at State Library and Archives of Florida

Library Services Assitant at Public Libraries of Cincinnati and Hamilton County

Library Services Consultant at Florida Virtual Campus

Library Services Director at Brevard County Government

Library Specialist at Alachua County Library District

Library Specialist II at Piedmont Virginia Community College, Richmond VA

library specialist, American University Library

Library Technical Assistant at State Library of Florida

Library Training Coordinator at Southern MD Regional Library

Library/Media Specialist at Polk County School Board, Lakeland, FL

Licensing Program Strategist at LYRASIS

Lyrasis

Management Information System Specialist at USDA

manager information commons at Old Dominion

Manager, Circulation Services, Fayetteville Public Library

Manager, Cobb County Public Library System

Manager, Consultation and Training, Florida Virtual Campus

Manager, Learning Resources Center, Strayer University

Manager, Metadata Analysis & Design, University of Virginia Library

Manager-Quality/System Assurance at Windstream Communications, Atlanta, GA

Marketing and Outreach Librarian at the University of North Florida's Thomas G. Carpenter Library

Media Coordinator at WSFCS, Kernersville NC

media specialist at Atkinson Middle\High

Media specialist, Bond Elementary School

media specialist, Polk County Schools, FL

Monographs Acquisitions Librarian, FSU Libraries

Northwest Regional Library System

now in SILS PhD program at U of North Carolina Chapel Hill

Operations Consultant at Florida Department of State

Outreach Librarian at University of Central Florida

Outreach Librarian for Agricultural Sciences, University of Florida Smathers Library

Outreach Librarian, Hernando County Public Library system

Outreach Librarian, State Library of Florida

Palm Beach Atlantic University

Partnerships, Collaborations, and Funding at Center for Open Science

Pasco County Library System

Patient Experience Educator, Florida Hospital Waterman, Orlando FL

Policy Analyst at OMB Watch

Popular Media Librarian at Jacksonville Public Library

Preservation Library Specialist at College of William and Mary

Principal at BlueNote Research Group | Independent Information Researcher | IT Consultant

Principal Librarian, Regional Manager, Northwest Regional Library at Lee County Library System

Program Manager, Center for Environmental Policy , University of Florida, Gainesville, Florida

Project Coordinator at Adecco Group

Projects Manager at PLAN

Prospect Research Analyst at Florida State University

Public Health Informationist at The Johns Hopkins Hospital, Baltimore MD

Public Service Administrator, Orange County Library System, Orlando FL

Public Service Assistant at King County Library System

Public Service Regional Manager at Tampa-Hillsborough Public Library

Public Services Coordinator at University of Florida, Gainesville FL

Public Services Director at Columbus Metropolitan Library, Columbus OH

Public Services Law Librarian, Harnish Law Library, Pepperdine University, Malibu CA

Public Services Librarian at Collier County Public Library, Bonita Springs, FL

Public Services Librarian at Marion County Public Library System

Public Services Librarian III, Marion County Public Library, Ocala, FL

Public Services Librarian, Gwinnett Country Public Library, Atlanta GA

Public Services Manager, Virginia Beach Public Library

Quality assurance analyst, General Motors

Quality assurance coordinator, Nikelodeon

Rare Books and Instruction Librarian in Special Collections and Archives at FSU

Rare Books Cataloger at Kennesaw State, Atlanta

Reader Services Coordinator at Pensacola State College, Pensacola FL

reading coach, Leon County Schools, FL

Reference & Instruction Librarian at Georgia Military College, Milledgeville, GA

Reference and Adult Services Coordinator at Grand Rapids Public Library, Grand Rapids MI

Reference and Cataloging Librarian at West Florida Public Library

Reference and Instruction Librarian, Prairie View A & M University

Reference and Patron Services Librarian, Nova Southeastern University

reference and public services librarian for the National Library of Medicine

reference archivist at the State Archives of Florida

reference librarian and adult programs coordinator at Oak Bluffs School, Martha's Vineyard

Reference Librarian at Atlanta Fulton Public Library System

Reference Librarian at Boca Raton Public Library, West Palm Beach FL

Reference Librarian at Cape Coral Public Library, Lee County, FL

Reference Librarian at Corvallis-Benton County Public Library, Portland, OR

Reference Librarian at Florida Coastal School of Law (JD & MLIS)

reference librarian at Lake Sumter Community College

Reference Librarian at Lee County Library System

Reference Librarian at Lee County Library System, Ft. Myers

Reference Librarian at PALM BEACH COUNTY LIBRARY SYSTEM

Reference Librarian at Palm Beach County Library System

Reference Librarian at the Miami-Dade Public Library

reference librarian at West Florida Public Library

Reference Librarian at Golden Gate Baptist Theological Seminary Library

Reference librarian, Nova Southeastern University in Fort Lauderdale, FL

Reference Librarian, Charles H. Trout Library

Reference Librarian, Clearwater Public Library, Clearwater FL

Reference Librarian, Delray Beach Public Library

Reference Librarian, Lee County

Reference Librarian, Nova Southeastern University

Reference Librarian, Popular Media Dept, Jacksonville Public Library FL

Reference Librarian, St. Thomas University School of Law Library

Reference Librarian, Valencia College, Orlando FL

Reference Librarian/ Fellowship Coordinator at Chemical Heritage Foundation, Othmer Library

Reference/Electronic Services Librarian at Hofstra University

Region Manager - Jacksonville Public Library

Regional Branch Manager, Seminole County Public Library

Regional Librarian at Virginia College, Columbia, SC

Research & Instruction Librarian at Lane Medical Library, Stanford University

Research & Outreach Librarian, Florida State University College of Law

Research Analyst at Smithsonian Institution

Research Assistant at Library Research Service, Colorado State Library, Denver CO

Research Associate at Cambridge Associates, DC

Research Attorney, Knowledge Management at Littler Mendelson, San Diego CA

Research Librarian at AFSCME

Research Librarian at University of North Florida

Research Librarian, Embry-Riddle Aeronautical University-Hunt Library

Research Librarian, Jones Day, Atlanta

Research, Archives and Data Strategy at NPR

Resource & Access Librarian,FSU College of Law Library

Resource Management, Oracle

Resource Specialist, Disney Destinations, LLC, The Walt Disney Company

Retired as Executive Director of SEFLIN (Bachelors in LS from FSU)

Retired as of 12/31/13, Formerly Library Services Administrator at Chesterfield County, VA

Rhodes College Library, Memphis, TN

Scholarly Communications Librarian at FSU Libraries

Scholarly Communications Librarian at University of Kansas Libraries

school librarian at Bloomfield Middle School

school librarian, Lake Washington School District near Seattle, WA

School Library Media Specialist at Jefferson-Houston PreK-8 School, Alexandria VA

School Library Media Specialist at Montgomery County Public Schools, DC

School Library Media Specialist, Knox County Schools, Knoxville TN

Science Librarian at University of Florida

Science Librarian, FSU Dirac Science Library

Scott Air Force Base Library, Little Rock AR

security analyst, Information Technology Services (ITS), Florida State University

Senior Analyst, BAI Inc.

Senior Business Analyst, Acuity Systems LLC

Senior Consultant, Talent and Organization Development at American Red Cross, Atlanta

Senior Information Security Engineer, CSC, DC

Senior Legal Reference Specialist at the Law Library of Congress

Senior Librarian, Head of Reference at Lee County Library System

Senior Library Technical Assistant, University of Florida

shelving clerk, National Institutes of Health

social media manager and librarian, Fairfax County Public library, Virginia

Social Media Manager for the Florida Department of Transportation

Special Collections Librarian at University of Georgia, Athens GA

Special collections librarian, Fisk University

Special Education / Co-Teacher, Hutto Middle School, GA

Sr. Curriculum Operations Manager, Open English

Sr. Production Engineering Lead at McGraw Hill Financial · Centennial, Colorado

Sr. Web Developer at Central Rappahannock Regional Library

State Librarian, New Mexico State Library

State Library of Florida

State of Florida's State Librarian, Director of Division of Library and Information Services

STEM Librarian at Florida Gulf Coast University Library

Supervising Librarian, Pamunkey Regional Library

Supervisor of Information Technology, McGladrey

Supervisor, Medical Librarians, Baptist Health South Florida

Systems Analyst at City of West Palm Beach

Systems Consultant at Diverse Computing, Inc.

Systems Librarian at Arkansas State University, Trumann, AR

Systems Librarian at Maguire Medical Library, Tallahassee FL

Systems Librarian at Orlando Health

Systems Librarian, Morehead State University,

Systems Project Analyst at State University System of Florida - Board of Governors

Systems Specialist, George Washington University Libraries

Taxonomist at Zappos

Teacher at Palm Beach County Schools

teacher-librarian at Woodland Middle School, Fulton Co.

Technical Services Administrator at St. Johns County Public Library, St. Augustine, FL

Technology Supervisor at West Palm Beach Public Library, West Palm Beach FL

Teen Librarian at Roanoke City Public Libraries

Teen Services Coordinator, Virginia Beach Public Library

Teen Services Librarian at Boynton Beach City Library

Teen Services Librarian at King County Library System, Renton WA

Tibbals Collection Specialist, The John and Mable Ringling Museum of Art

UCF Library - University of Central Florida

University Archivist for Illinois State University

University Archivist for Milner Library, Illinois State University

University Librarian and Vice Provost, Columbia University

University Librarian at Florida Atlantic University

University Librarian at Florida Atlantic University, West Palm Beach, FL

University Librarian at University of Illinois at Springfield (retired)

User Services Librarian, U of Central Florida Library

Veteran Educational Benefit Coordinator at University of Wisconsin-La Crosse

Virtual Learning & Outreach Librarian, Florida International University

Virtual Librarian, Saber College,

Virtual Services Specialist, St. Johns County Public Library System

Visiting Assistant Librarian at University of Florida Education Library

VUU academic librarian

Web and Social Media Coordinator, Ripley's Believe it or Not

Web Developer at Florida State University Libraries, Panama City

Webmaster and Imaging/Archiving Assistant at University of Florida

West Osceola/Celebration branch, Assistant Library Manager, Osceola County library

Westwood Middle School, Polk Academies, Polk County FL

Work Study Coordinator and Circulation Assistant at SCAD – The University

Writing Adjunct/Academic Advising at St. Petersburg College

Writing Coach, Nova Southeastern University

Young Adult Librarian at Augusta-Richmond County Public Library System, Atlanta

Young Adult Librarian at Salado Public Library

Young Adult Librarian at Three Rivers Public Library, Kalamazoo MI

Young Adult Librarian, East County Regional Library

youth librarian, West Dade Library, Miami Dade FL

Youth Services Librarian at Deltona Regional Library

Youth Services Librarian I at Manatee County Public Library System

Youth Services Librarian II at Jacksonville Public Library, Jacksonville FL

Youth Services Librarian with Broward County Library, Florida

Youth Services Librarian with the Atlanta-Fulton Public Library System

Youth Services Librarian, Broward County Library

youth services manager, Caroline County Public Library

Zama American High School Library, US Army Japan

Appendix I GOAPS 02.11.2015

Goals	Objectives	Action Plans	Responsibility	Time Frame	Actions	Completion Status
Goal 1: Excellence--The iSchool will demonstrate excellence in scholarship, teaching, and collaborative partnerships.	**Objective 1.1:** The iSchool will increase efforts to be recognized for excellence in scholarship.	**1.1.1.** Increase efforts to publicize--Hire a full-time publicity person for iSchool activities	Administration	Spring 2015	● Fall 2014 position description developed and approved. ● Spring 2015 position advertised.	Partial
		1.1.2. Establish a procedure for assisting faculty in marketing and promoting the iSchool at conferences.	DROC		● DROC working with Glenn Rainey has taken on this task and has produced needed materials. ● Fall 2014-Spring 2015 Elaine Howard and Glenn Rainey are working on developing a tool kit.	Partial
		1.1.3. Every faculty has "Florida's iSchool" in their signature file by the Fall 2013 semester.	All Faculty	Fall 2013	● It is our understanding that faculty have complied with this request.	Completed
		1.1.4. Improve rankings in US News and World Report within 5 years.	Faculty, Staff, Administration	Spring 2018	● SLM #1 ● Digital Librarianship #11 ● MLIS #13 ● Children and Youth #5 ● MSIT #20	Partial
	Objective 1.2: The	**1.2.1.** Establish a recruitment	All Faculty	Spring	● Identified three areas of	Partial

	iSchool will attract and retain high quality students and faculty.	plan for faculty by Spring 2015.		2015	curricular need within information technology (networks, games and simulations, and mobile application development. ● Fall 2015 Search Committee chaired by Sanghee Oh is seeking faculty for network administration, games and simulations, mobile applications, and successful longevity. ● Spring 2015 Interviews are taking place.	
		1.2.2. Establish a recruitment plan for students by Spring 2015.	DROC	Spring 2015	● Early during the Fall 2013 semester, Glenn Rainey produced a recruitment plan and, working with the DROC committee, has begun implementing the proposed strategy. ● MSIT completed and expanded to other programs. ● New recruitment model has been developed.	Partial
		1.2.3. Establish a retention goal for faculty.	Bowie Kotrla Jennifer Wood	Spring 2015	● Spring 2015 Conduct comparative analysis of peer and aspirational institutions data. ● Spring 2015 Establish measures.	Partial
		1.2.4. Establish a retention plan	Kimberly	Spring	● Spring 2015 Data analysis	Partial

2/12/15

		for students.	Amos-Tata Scott Thorpe	2016	for previous 5 years for non-completers, and students on probation or dismissal.	
	Objective 1.3: The iSchool offer high quality innovative and responsive curricula.	**1.3.1.** Define and operationalize the concept of innovative curricula. The four academic Program Committees (BSIT, MSIT, MLIS, and Ph.D.) are in the process of revising and developing progressive program goals to measure the existing curricula.	CMC Program Committees	Spring 2016		
		1.3.2. Conduct annual surveys to determine the degree to which the curricula meet the needs of graduates as they enter the profession. The next administration of this survey will be Spring 2015.	Bowie Kotrla	Ongoing	- MSIT April-May 2013 - MLIS Fall 2013 - Ph.D. Spring 2014 - Alumni (early, mid, and late career) Spring 2015 - Assessment Plan approved by AAC (now CMC) 01.15.2014 and Faculty 02.05.2014	Partial
		1.3.3. Conduct a biennial survey of employers to determine the degree to which our graduate hires were prepared for the job description.	CMC	Ongoing	Conducted biennially in the Fall semester (beginning Fall 2015)—alternating with the Alumni Survey	Partial
		1.3.4. Continue every semester chats with director. These have been increased to occurring at least twice a semester and are conducted online to reach the greatest number of students.	Administration	Ongoing		Partial
		1.3.5. Institute annual faculty award for innovation within our	Faculty Evaluation	Ongoing		

		school to be awarded beginning Spring 2016.	Committee			
	Objective 1.4: The iSchool will conduct high quality research.	**1.4.1**. Hire a research coordinator.	Administration Search Committee		● Due to budgetary constraints, the School is currently not pursuing this position; however a support position in this area was hired at the College level.	Partial
		1.4.2. Determine school-wide percentage of refereed journal articles in top-ranked publications.		Ongoing		Partial
		1.4.3. Determine amount of money received from, or number of, externally funded projects in the entire school.	CCI SDC		● Data compiled and distributed by CCI Director of Research	Completed
		1.4.4. Convene a panel of expert researchers every three years to assess the quality of our school's research.				
	Objective 1.5: The iSchool will engage in collaborative partnerships that benefit faculty, students, staff and employees.	**1.51.** Define and operationalize the concept of collaborative partnership by Spring 2014. Dr. Paul Marty, in his capacity leading the iSchool's Collaboratory effort, in conjunction with the SDC, will take on this task, as well as the additional tasks listed under this objective.	Dr. Paul Marty SDC	Spring 2014	● Collaboratory and iMaker FSU opened Fall 2014. ● We have increased our campus profile in terms of research. ● Recruiting/hiring for new position for successful longevity.	Completed
		1.5.2. The iSchool will identify and market the expertise of its	SDC		● iMaker FSU ● Working on visiting scholar	Partial

		faculty, staff, students and alumni to promote interdisciplinary and collaborative partnerships that elevate the school's profile.			policy	
		1.5.3. Develop a list of what collaborative partnerships exist in the iSchool.	CCI SDC		● CCI hosted a research "speed dating" lunch, including faculty members of the FSU community, to provide an opportunity for faculty to learn about each other's research interests. ● CCI Director of Research organizes research collaboration opportunities for faculty	Completed
		1.5.4. Determine procedures that identify benefits of the collaborative partnerships for each of participants.	SDC	Spring 2015		Partial
		1.5.5. Develop a system of rewards and incentives to promote collaborative partnerships.	SDC			

2/12/15

Goals	Objectives	Actions	Responsibility	Time Frame	• Status	Completed
Goal 2: Infrastructure--The iSchool will have a state-of-the-art infrastructure to fully support scholarship, teaching, and collaborative partnerships.	**Objective 2.1:** The iSchool will continuously review and analyze its current infrastructure.	**2.1.1.** Create an ad hoc Technical Services Committee (TSC) by Fall 2013 that liaises with faculty and IT staff.	TSC	Fall 2013	• TSC is operational as of Fall 2013	Completed
		2.1.2. Liaise with CCI IT staff to determine current status of technical infrastructure. The TSC includes several members of the CCI IT staff. The TSC will collect data during 2014, resulting in a status report by the end of the Fall 2014 semester.	TSC	Fall 2014		Completed
	Objective 2.2: The iSchool will explore its existing infrastructure needs and plan for the next five years.	**2.2.1.** The iSchool will prepare a maintenance and development plan, to include addressing last minute, as well as long term, needs. Although the preference in any large organization is to manage resources for the long term, in order to remain an innovator in the information fields, the iSchool must have a meaningful level of flexibility and agile responsiveness built into its resource allocation systems--including budgeting.	TSC	Spring 2016		
		2.2.2. The iSchool will implement procedures for communication	TSC	Spring 2014		

		of IT needs (Research, Teaching, Other) by Spring 2014. The TSC is currently in the process of creating two surveys to identify current and ongoing IT needs.				
		2.2.3. The iSchool will determine and implement optimum levels of staff support, specifically in light of our new MSIT degree. Once the TSC identifies the iSchool's ongoing IT needs, we will have a better understanding of the actual number of additional staffing positions needed.	Administration TSC			

Goals	Objectives	Actions	Responsibility	Time Frame	Status	Completed
Goal 3: Information Entrepreneurship--the iSchool will be an environment that fosters information entrepreneurship.	**Objective 3.1:** The iSchool will create an environment where faculty, staff, students, and alumni are able to develop innovative ideas for marketable products and services.	**3.1.1.** The iSchool will lead an initiative to create a Collaboratory to foster innovation across the University. Dr. Paul Marty is currently representing the iSchool in this initiative.	Paul Marty Collaboratory Planning Committee	Spring 2014		Completed
	Objective 3.2: The iSchool will identify and market specializations that cut across degree programs and lead to paths of employment in the information professions.	**3.2.1.** The iSchool is in the process of clarifying existing programs of study and their relationships to market specializations within its undergraduate and graduate programs, while at the same time the academic Program Committees, in conjunction with the DROC, are identifying forward-thinking careers that we should be preparing our students for and developing corresponding specializations.	DROC Program Committees		● BSIT in process ● MSIT Fall 2013 ● MLIS Fall 2014	Partial

2/12/15

Goals	Objectives	Actions	Responsibility	Time Frame	Status	Completed
Goal 4: Financial Resources--The iSchool will have ample and sustainable financial resources to support excellence in our mission.	**Objective 4.1:** The iSchool will review and analyze its current and anticipated revenue and expenditures by July 15, 2013.	**4.1.1.** Inventory and organize existing sources of revenue and expenditures, include non-university resources, by Summer 2013. This has been completed.	Administration Chris Hinnant	Summer 2013		Completed
		4.1.2. Create a list of questions and metadata requirements (including existing constraints and Dean's model) we want answered, verified and crosschecked with Dean's office by Summer 2013. The majority of this has been completed.	Administration Chris Hinnant	Summer 2013		Completed
		4.1.3. Analyze and make projections for inclusion in financial plan by July 15, 2013. This has been completed and was presented to the iSchool faculty at our Fall 2013 retreat.	Administration Chris Hinnant	Summer 2013		Completed
	Objective 4.2: The iSchool will explore and identify new options and resources for sustainability and growth over next five years by Spring 2014.	**4.2.1.** Examine models from other iSchools and campus units by the end of Fall 2013. A faculty retreat has been scheduled for January 17, 2014. An ad hoc Budget Crisis Committee has been formed to gather information, set the agenda for the retreat, and advise the Director regarding subsequent action.	Ad Hoc Budget Crisis Committee	January 17, 2014		Completed

2/12/15

		4.2.2. Hold "new options for resources and virtual sustainability" focus groups of expert stakeholders.	Administration	Spring 2014	● Spring 2014 Retreat	Completed
		4.2.3. Analysis to establish parameters for future forecasting by end of Fall 2013 semester. The iSchool's Director is working with the Dean, as well as with Ebrahim Randeree - newly appointed Associate Dean for Finance and Administration, to establish appropriate parameters.	Director Ad Hoc Budget Crisis Committee Administration Faculty Staff	Fall 2013		Completed
	Objective 4.3: The iSchool will formally document a financial plan for 2015-2019 by July 15, 2014.	**4.3.1.** Complete predictive analysis and develop alternative financial scenarios by March 1, 2014. The Director, with the advice of the ad hoc Budget Crisis Committee and the support of various administration, staff and faculty at both the School and College levels, will be responsible for completing this and subsequent tasks.	Director Ad Hoc Budget Crisis Committee Administration Faculty Staff	March 1, 2014		Completed
		4.3.2. Identify and implement plan components for prioritizations for stakeholders by April 1, 2014.	Director Ad Hoc Budget Crisis Committee Administration Faculty Staff	April 1, 2014		Completed
		4.3.3. Develop a budget cycle that allows flexibility for	Administration	Ongoing	● Developed at Spring 2014 Retreat	

		changing revenues and ensures investment in sustainability and growth in the next five years.				

Appendix J Setting Priorities Table Discussions Report

Setting Priorities Table Discussions Report
Spring 2015 Retreat
February 13, 2015

Action Plans	Priority Level
5. The iSchool will identify and market the expertise of its faculty, staff, students, and alumni to promote interdisciplinary and collaborative partnerships GOAP 1.5.2 ● Determine school-wide percentage of refereed journal articles in top-ranked publications GOAP 1.4.2 ● 8.New Action Plan: Demonstrate overall research activity and impacts.	High
6. Innovative curricula GOAP 1.3.1	High
9. Resource maintenance and development	High
10. Technology and Infrastructure	High
2. Establish a retention plan for students GOAP 1.2.4	Medium
1. Establish a retention goal for faculty GOAP 1.2.3	Hold
3. Institute annual faculty award for innovation GOAP 1.3.5	Hold
7. New 1.4 Objective: Support faculty in conducting quality research. New Aps: provide in-unit supported sabbaticals for faculty to develop research. Assign faculty to assume research coordinator role with compensation. Hire doctoral student to help faculty research coordinator.	Hold

Appendix K Director's Plan

SCHOOL OF INFORMATION
DIRECTOR'S PLAN
DRAFT
For Feedback
18 March 2015

OVERVIEW

YEAR 1 (2015-2016)

Goal: Avoid Deficit Budgets

A. Proposed Cost-Savings

- $150,000   Do not fill 2 faculty positions (1 tenure track, 1 specialized) vacant due to retirements (C. Jorgensen and B. Kotrla)
- $20,000   Staff reorganization/reassignment
- ?   Summer 2015 savings through reduced course offerings, fewer 9 mo. faculty appointments, and limiting most doctoral student appointments to .25 FTE)

B. Proposed Initiatives to Prune/Trim/Slim, Break Boxes, and Better Integrate Curriculum and Services

1. Name it (e.g,, *Interdisciplinary Informatics*?), Define it, Create Pathways
2. Focus on Developing Markets: Educating Career Changers for IT Workforce
3. Submit Proposal to Extend Existing Market Rate Program to Include All Graduate Out-of-State Students Taking Online Courses
4. Explore Professional Development Options & Potential for ROI
5. Improve Horizontal Integration of Curriculum across Graduate Degree Programs
6. Plan & Find Funding to Leverage Service-Point Space(s) as Innovation Collaboratory

YEAR 2 (2016-2017)

Goal: Financial Stasis/Targeted Investment

A. Proposed Cost-Savings

- $150,000   Do not fill 2 faculty positions (1 tenure track, 1 specialized) left vacant in Year 1 (C. Jorgensen, B. Kotrla)
- $97,000   Do not fill faculty position vacated by C. Koontz retirement, May 2016
- $20,000   Continued savings from staff reorganization/reassignment
- ?   Continued savings from summer austerity as needed for savings through reduced course offerings, fewer 9 mo. faculty appointments, and limiting most doctoral student appointments to .25 FTE)

B. Proposed Initiatives to Transform Curriculum and Services through Innovation
1. Reconsider Basic Assumptions
2. Focus on Established Markets: The MLIS as a pathway to information careers beyond libraries
3. Improve Vertical Articulation of Curriculum to better leverage existing resources to increase graduate enrollments
4. Implement Innovation Collaboratory

YEAR 3 (2017-2018)

Goal: Financial Health/Growth

A. Proposed Cost-Savings & Investments

- $47,000   Fill 2 of the vacant faculty positions (1 tenure track, 1 specialized); leave 3rd position vacant (partial funding) [- $200, 000; net savings $47,000)
- $20,000   Continued savings from staff reorganization/reassignment

B. Proposed Initiatives to Transform Curriculum and Services through Innovation

1. Plan and Begin Implementation of new Initiatives generated from YEAR 2.
2. Reach Back (K-12) and Forward (employers/alumni) to Create Pipelines f or all Pathways.
3. Transform the Meta-information Landscape (e.g., Make Interdisciplinary *Informatics* something everyone can identify readily).
4. Reach out to new global information markets.

DETAILED VIEW (YEAR 1 ONLY)

(B1) Name it, Define it, Create Pathways

A. Name it: *Interdisciplinary Informatics*
B. Define it: *Interdisciplinary Informatics* is a diverse field that seeks to identify, clarify, and articulate the major issues, challenges, and driving questions at the nexus of information, technology, and society. Interdisciplinary Informatics is concerned broadly with questions of design, management, and organization across information spaces, from digital and virtual spaces such as online communities, social networks, digital libraries, and open access and commercial databases to physical spaces such as libraries, museums, collections, and other repositories.
C. Create Pathways
    1. <u>Information Technologist</u>
       Sample careers include: Web Developer & Administrator, Cyber Security Agent, Network Administrator, etc.
    2. <u>Information Professional</u>
       Sample careers include: Digital Librarian, Digital Youth Specialist, Information Manager, Health Informaticist, etc.
    3. <u>Data Analyst/Information Researcher</u>
       Sample careers include: Data Scientist/Analyst, Information/Informatics Professor, Health Information Research Specialist

(B2) Focus on Developing Markets: Educating Career Changers for IT Workforce

A. Take advantage of recent change in federal financial aid regulation: students pursuing pre-requisites to a degree program are now eligible to receive financial aid. Establish 12 credit hour pre-requisite pathway (undergrad or grad)
B. Establish targeted advising support to ensure that students are retained

throughout the process

C. Establish targeted recruitment/marketing campaign
   a. Audiences: Strength areas, developing markets, veterans, current undergrads in other disciplines, librarians
   b. Sites: FSU & 7 Florida colleges, Air Forces Bases, strength area & developing market conventions, leverage consortia relationships
D. Identify potential employers, encourage internships with same to facilitate placements

(B3) Propose Extension of Existing Market Rate Program to Include All Graduate Out-of-State Students Taking Online Courses

A. Current market rate approval does not cover MSIT, Specialist or Ph.D. MSIT at FSU in-state tuition rates should be very competitive and we keep approximately 80%, so potential for $$

(B4) Explore Professional Development Options & Potential for ROI

A. Explore ROI of repackaging existing course content (or development of new course content) to targeted professional development audiences
B. Trials in Summer 2015: Marketing for Public and Non-Profit Organizations (Koontz), and ASP.net (Jowett).

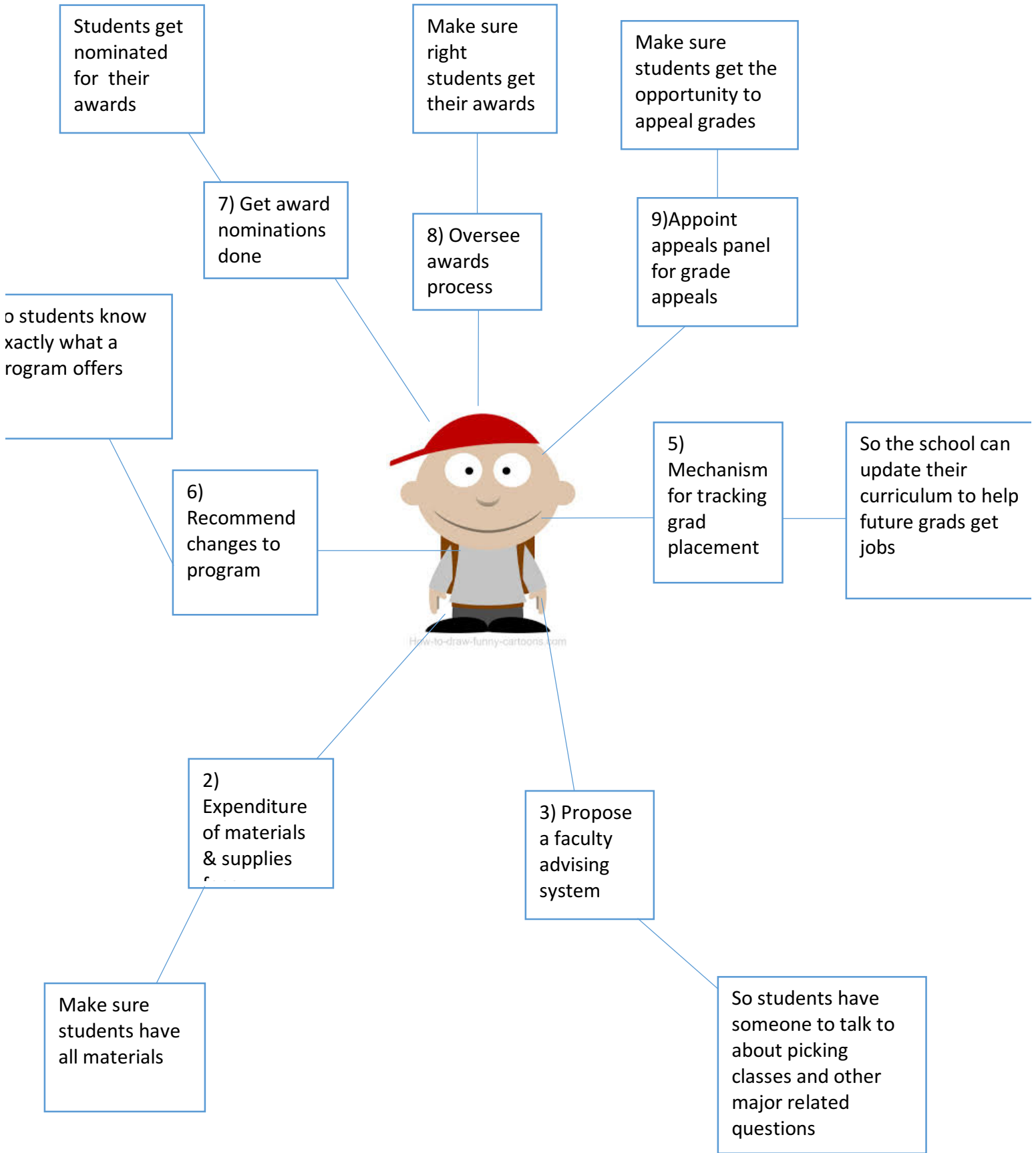## (B5) Improve Horizontal Integration of Curriculum across Graduate Degree Programs

A. Implement information technology requirement for ALL master's degree-seeking students
   a. Establish online assessment to be taken at time of admission and used to place students in initial information technology course
   b. Develop procedures for evaluation of assessment and placement prior to first semester in the program.
   c. Establish a 3 credit hour information technology requirement for ALL students enrolling in the MLIS program (Intro to IT if assessment indicates need; appropriate higher level course in the area of the student's interest if the student exceeds the score indicating need for the intro course).

(B6) Plan & Find Funding to Leverage Service-Point Space(s) as Innovation Collaboratory

A. Reimagine, rearrange, and reconfigure as the *Harold Goldstein Innovation Collaboratory for Interdisciplinary Informatics Education*.
   a. Forefront cutting-edge concepts, services, activities.

      b. Focus on experiential learning for information professionals.

      c. Emphasize innovation, interdisciplinarity, and collaboration

      d. Trim/slim/prune collections to support and highlight new directions.

B. Pilot IDEA Learning Community within the Harold Goldstein Innovation Collaboratory for Interdiscipinary Informatics Education and, through cooperation with the University Libraries, across campus

      a. Repurpose scholarships/tuition waivers/assistantships to recruit students and leverage experience for employability.

C. Research further opportunities for grant funding/sponsorship to extend reach/increase enrollments for educational programs in Interdisciplinary Informatics.

Appendix L Student Experience Committee Infographic

Students get nominated for their awards

Make sure right students get their awards

Make sure students get the opportunity to appeal grades

7) Get award nominations done

8) Oversee awards process

9) Appoint appeals panel for grade appeals

o students know xactly what a rogram offers

6) Recommend changes to program

5) Mechanism for tracking grad placement

So the school can update their curriculum to help future grads get jobs

2) Expenditure of materials & supplies f...

3) Propose a faculty advising system

Make sure students have all materials

So students have someone to talk to about picking classes and other major related questions

How-to-draw-funny-cartoons.com

Appendix M iSchool Student Awards Guidelines 03.26.2016

iSchool Student Award Management Guidelines

Summary

To promote and showcase outstanding academic, research, service, teaching, and/or entrepreneurial achievements of its students, each year, iSchool nominates for and/or gives a number of School, College and University awards. The process of student award application solicitation, collection, review, and selection of winners is managed by a student award committee of iSchool in coordination with a related committee of the College of Communication and Information (CCI), and the iSchool's faculty. From now on the committee is referred to as iSchool's Student Award Committee (ISAC) in this document. ISAC should comprise at least 3 members. ISAC should have at least one member who teaches regularly in and/or has a good knowledge of each of the three academic program groups of iSchool – Undergraduate, Master's, and Doctoral. ISAC can be a standalone, ad-hoc appointed committee or a subcommittee within another committee of iSchool (e.g., Student Experience Committee). This document is a guide to the student award management process.

1. Preparation[1]

1.1 The Director of iSchool and/or the Chair of the parent committee (e.g., Student Experience Committee) appoints the Chair of ISAC (CISAC).
CISAC is responsible of coordinating the overall work of ISAC as defined by this document. In addition, CISAC represents ISAC in the CCI Student Awards Committee and is responsible for the coordination of ISAC's work with that committee.

1.2 In consultation with the members of ISAC, CISAC appoints an Award Group Coordinator (Coordinator) for each academic program group (Undergraduate, Graduate, Doctoral).
Coordinators are responsible for managing the groups of awards they are assigned to, including but not limited to the application solicitation, collection, and inspection phases of the process.

1.3 CISAC communicates with the CCI Committee and its Chair to determine for which University student award iSchool is eligible to select a winnder in a given year on behalf of the College.

1.4 ISAC reviews the set of existing awards, their descriptions (see Appendix B, and makes changes if needed using the Awards Update Procedure (see Appendix C).

    1.4.1 Coordinators update related Requests for Applications (RFAs) documents and online application submission forms (see Appendix B) for the groups of awards they are assigned to.

---

[1] For the due date of each step, please refer to Appendix A (Process Timeline)

2. Application Solicitation and Collection

In this phase, each Coordinator does the following for the student awards she/he is assigned to:

2.1 Disseminates RFAs using the mailing lists maintained by iSchool's Student Services and online application submission forms maintained by ISAC.

2.2 Sends application submission deadline reminders

2.3 Download applications from online submission forms and inspect them on meeting the requirements of a particular award a student has applied for.

2.4 May augment/supplement student applications by soliciting additional information and feedback from relevant parties and stakeholders in iSchool (e.g., Instructors, Major Professors, Advisors, Program Chairs).

2.5 Generates a spreadsheet which includes all the valid applications plus the supplemental information, and shares the spreadsheet with the rest of ISAC by posting it to the ISAC folder of iSchool's Sharepoint Intranet site.

3. Selection of Award Recipients and Award Notification

3.1 ISAC meets as a group to review the inspected and augmented applications prepared by Coordinators and selects the winner of each of the awards.

3.2 The winning applications may be forwarded for approval to the Chair of the parent committee, if there is such a committee in a given year (e.g., Student Experience Committee).

3.3 Coordinators complete Awardee Information Forms (see Appendix D) for the awards they are assigned to and forward the forms to CISAC.

3.4 CISAC reviews the forms for meeting the College Committee's requirements and may request revisions to be made if needed.

3.5 CISAC compiles an aggregate set of Award Winner Information Forms and sends it to the Chair of the CCI Student Award Committee.

3.6 The Chair of the CCI Student Award Committee or the Associate Dean for Academic Affairs notifies the winners of the awards.

3.7 CISAC writes a final report on behalf of the Committee which should include a summary of the Student Awards process and its results for that year, the challenges or problems encountered, solutions applied, and/or recommendations for next year. CISAC sends the report to the Chair of the parent committee (if applicable) or the Director of iSchool, and also deposits it in the ISAC folder of iSchool's Sharepoint Intranet site.

Appendix A: Process Timeline

Due Date	Process Phase / Steps	Process phase & step number(s)
10/1	ISAC, CISAC, and Coordinators are appointed	• 1.1 • 1.2
12/16	ISAC completes the reviews of existing awards, their descriptions, and makes changes if needed	• 1.3 • 1.4
01/8	Coordinators disseminate RFAs for the student awards they are responsible for	• 2.1
01/15	Coordinators send submission deadline reminders	• 2.2
02/21	Deadline for application submissions	
02/27	Coordinators download and inspect applications on meeting award requirements	• 2.3
02/7/	Coordinators collect feedback on applications from related parties and stakeholders	• 2.4
02/14	ISAC selects the winners of awards	• 2.5 • 3.1
03/1	CISAC sends the list of winners and their information to the College	• 3.2 • 3.3 • 3.4 • 3.5
03/11	The College notifies the winners of awards	• 3.6
4/10	CISAC writes a final report	• 3.7

Appendix B: Award Descriptions

Master's and Specialist Student Awards

The online application submission form can be found at this URL:
https://fsu.qualtrics.com/SE/?SID=SV_3LhQzUR2CcBLzVP

F. William Summers Award

The F. William Summers Award is given annually to an outstanding master's or specialist student. The award is named in honor of F. William Summers, a graduate of Florida State University, who had a distinguished career in the field of library and information studies. He served as President of the American Library Association, the Director of the State Library of Florida, Dean of the School of Library and Information Studies at Florida State University, Director of the Doctoral Program in the College, and Dean of the library school at the University of South Carolina.

The award is intended to honor the academic accomplishments and service of a student of the master's or specialist programs. Selection criteria include academic achievement, contributions to courses and contributions to the school, college, university, the profession, and/or the community. The award is presented at the college's annual awards ceremony (spring semester). The winner receives an engraved plaque. In addition, the recipient's name is added to the list of Summers Award winners on display in the School's administrative suite.

Applicants must be Master's or Specialist students in School of Information who have 4.0 GPA.

If you wish to be considered for this award, please submit through the text box below a 600-1,000 character essay or a personal statement which addresses some or all of the following:

- *your unique contribution(s) to courses (including the names of the courses and instructors)*
- *contributions to the school, college and/or university outside of coursework*
- *contributions to the profession*
- *contributions to your local community.*

Outstanding Master's in IT Student Award

This award recognizes outstanding graduate student leaders who are making a positive difference in their scholarly/creative, campus, and wider communities. Graduate students who exhibit strong leadership skills through such activities as peer mentoring, teaching, research, publishing, creative work, service, and/or participation in professional association activities are encouraged to apply.

The award is presented at the College's annual awards ceremony (spring semester).

Applicants must be students in School of Information's Master's in IT Program.

If you wish to be considered for this award, please submit through the text box below a 600-1,000 character essay or a personal statement which addresses some or all of the following:

- *your unique contribution(s) to courses (including the names of the courses and instructors)*
- *contributions to the school, college and/or university outside of coursework*
- *contributions to the profession*

- *contribution to your local community*

FSU Academic Leadership Award

The Academic Leadership Award is presented to one student in each FSU college or school. The Award is based on academic performance, university service, and other contributions both in and out of the classroom. The award is presented at the College's annual awards ceremony (spring semester).

Nominees must be Master's or Specialist students in School of Information who have 4.0 GPA.

If you wish to be considered for this award, please submit through the text box below a 600-1,000 character essay or a personal statement which explains some or all of the following:

- your exceptional performance in and/or contributions to individual courses (including the names of the courses and instructors)
- service to the School, College, the University, and/or the community
- any additional information to support your nomination.

CCI College Leadership Award

College Leadership Award is given to one undergraduate or graduate student for leadership and service to the University or to their profession. The award is presented at the College's annual awards ceremony (spring semester).

If you wish to be considered for this award, please submit through the text box below a 600-1,000 word essay or a personal statement which addresses some or all of the following:

- major accomplishments at FSU including extracurricular activities, honors, and awards
- examples of contributions to the university as well as both inside and outside the classroom
- examples of potential for future leadership success and any additional information to support your nomination

Appendix C: Procedure for Adding, Dropping, and/or Changing Student Awards

1. Any faculty, staff, student, or, alumni can initiate a process of adding, dropping, and/or changing a student award by submitting a proposal to ISAC or its parent committee (e.g., Student Experience Committee) for review and vote.

2. If approved by the Committee, the CISAC moves the approved proposal for vote at a full faculty meeting.

3. If approved by the faculty, the approved proposal is forwarded to Student Services to update the Award Inventory Database.

Appendix D: Awardee Information Form

1. Award Title

2. Recipient's Name

3. Recipient's Classification

4. Recipient's FSU E-Mail Address

5. Representing School

6. Recipient's Major Field of Study

7. Remarks/comments on the Recipient's Accomplishments (to be used at the presentation of the award)

Appendix N LIS2or3XXX Critical Entrepreneurship New Course Nieves Fall 2016

FLORIDA STATE UNIVERSITY
COLLEGE OF COMMUNICATION & INFORMATION
School of Information

LIS2XXX OR 3XXX – CRITICAL ENTREPRENEURSHIP
FALL 2016, COURSE MEETING TUESDAY AND THURSDAY, 3-4:15PM, SHORES LSB 206
MODE OF INSTRUCTION: Face to Face

Instructor:
Email:
Office:
Phone:
Course Location/Website: Blackboard
Office Hours (in office, online or via phone): by appointment

Teaching Assistant: N/A
Email: N/A

COURSE DESCRIPTION:
Critical Entrepreneurship takes the view that entrepreneurship is more than simply the act of starting a business or engaging in other traditional forms of business or commercial activity. This course introduces students to critical and creative thinking skills to problem-find and problem-solve in conditions of extreme uncertainty. Students will assess their strengths and weaknesses and build teams based on complementary strengths and interests. Then, they will apply design thinking to a specific group challenge and to their own lives. By the end of this course students will articulate personal plans that map out their professional possibilities in radically different ways.

COURSE OBJECTIVES:
At the end of the course, the student will be able to:
- Explain to others their strengths, talents and unique value-add to a venture;
- Apply best-practices for building psychological safety in a team;
- Define key concepts of design thinking and lean startup methodology
- Determine opportunities for innovation and entrepreneurship through the use of design thinking
- Articulate a personal development plan for designing the life and career they envision

COURSE MATERIALS:
"Readings as assigned and posted to the course website"

COURSE ASSIGNMENTS AND EVALUATION:
Assignments & Quizzes (500 pts)
Throughout the semester there will be assignments and quizzes that will help students keep up with readings and engage in the classroom. Instructions for assignments will be discussed in class. Please read the Resource Repository assignment carefully as it requires you to work throughout the first half of the semester.

Instructions for Resource Repository

Throughout the first half of the semester students will keep track and briefly document at least 15 specific resources pertaining to critical entrepreneurship (websites, people, speeches, articles, books, videos, tools, etc.) that they may discover in their daily life and think are worth sharing with this and the next critical entrepreneurship classes. Students must send me the resources via email once they reach **15 resources (or more!)**. **No later that 9am Nov. 17th. *Then students will share their top 3 resources on our Resource Repository,*** with the entire class. The resources must not be the same as those submitted by other classmates. In other words, the sooner you complete this assignment the likelier you are to share your top choices. You must submit your 3-5 choices to the Resource Repository by Nov. 17th, ***which is when you will share your top resources with the class.*** This repository is OURS, so we can go back to it during class and beyond. Feel free to make changes in how it is organized and make it useful for you and your peers.

Mind Notes (250 pts)

At some point during the class, likely the end, I will be passing out "mind notes" (really, a piece of paper). There you will share your critical reflections about the polarities and contradictions that arise in class and pertaining to entrepreneurship, innovation and creativity. You
will articulate personal statements in which you describe your ownership of your strengths and weaknesses as well as express your capacity to navigate uncertainty and ambiguity. What I expect to read is that you reflect about the issues we are discussing in the classroom or those raised by a speaker and weaving them with how they pertain to you and your life.

Group Activity (100 pts)

During the semester students will form teams based on their complementary strengths and their passions. They will design a project of their choosing and will be graded for their individual contributions to the group. More instructions will be distributed in class.

Odyssey Plan (150 pts)

Throughout the semester students will compile prompts to ask critical questions about their professional development (with the help of mind cards and assignments). This task requires students to apply design thinking to their lives and map out the next five years of their lives in radically different ways. This plan will include a 250-500-word personal mission statement . More instructions will be distributed in class.

GRADE CALCULATION:

Assignments and Quizzes (5 total)	500 pts
Mind Notes	250 pts
Group Activity	100pts
Individual Portfolio	150pts

Total Accumulated Points Equals the Following Grades. Don't use "averages."		
1000-935	A	Exceptional work quality. Exemplary communication skills that are clearly demonstrated through well-structured writing and use of appropriate entrepreneurship/innovation vocabulary. All projects submitted on time and in specified format. Actively initiates discussions and provides provocative thoughts and substantial input.
934-900	A-	
899-865	B+	Very good work quality. Good communication skills that are clearly demonstrated through well-structured writing and use of appropriate entrepreneurship/innovation vocabulary. All projects submitted on time and in specified format. Good participation in discussions, initiating ideas and responding thoughtfully.
864-835	B	
834-800	B-	
799-765	C+	Average work that meets basic course requirements. Competent communication skills that are demonstrated through well-structured writing and use of appropriate entrepreneurship/innovation vocabulary. Completes assignments on time, contributes to discussions; however rarely surpasses the basic demands of the assignment. Mostly responds to others rather than initiating a fresh line of thinking. May have more than 3 absences.
764-736	C	
735-700	C-	
Less than 700	D-F	Weak analysis, incoherent writing, low class participation. May have more than 4 absences.

<mark>**ATTENDANCE** is required. For every class missed a total of 61 points will be deducted from the overall grade. Students who miss more than 4 classes for any reason will generally earn a C- or below for the term. We have fast-paced discussions and lectures and it is impossible to catch up if you miss the class.</mark>

COURSE SCHEDULE:

WEEK	TOPICS TO BE COVERED
1	Welcome to Critical Entrepreneurship
2	Start with where you are: Who are you and what do you care about?
3	Connect with each other
4	Creativity
5	What are your strengths?
6	Build the perfect team
7	From idea to execution in a startup
8	Industry trends and predicting the future
9	Curiosity: how to ask really good questions
10	Design thinking
11	Creating Culture
12	Design thinking challenge
13	Design thinking challenge
14	Design thinking challenge
15	Group Presentations
16	Group Presentations and portfolio due

UNIVERSITY ATTENDANCE POLICY: Attendance policy for this course is consistent with Florida State University Policy as stated in the Bulletin. Your regular attendance at class meetings of this course is expected, and you are required to participate in class discussions (in class or on the boards). All students are expected to abide by this class attendance policy.

UNEXCUSED ABSENCES: If a situation arises where you will not be able to meet a deadline, let me know well in advance. Work submitted late with a reasonable excuse will be accepted if discussed with the instructor before the due date. Do not expect an incomplete for the course without extreme and unforeseen mitigating circumstances. Accommodations will be made for documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

ACADEMIC HONOR POLICY: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy.)

Americans With Disabilities Act: Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

Free Tutoring from FSU:
On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see http://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

SYLLABUS CHANGE POLICY: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

COPYRIGHT STATEMENT:
Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization* (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

SEXUAL HARASSMENT POLICY:
It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm

SCHOOL OF INFORMATION HARDWARE AND SOFTWARE REQUIREMENTS:

A list of all hardware and software requirements for students participating in the School of Information courses can be found at the following location:
http://ischool.cci.fsu.edu/academics/online/requirements/

STUDENT ELIGIBILITY FOR AN INCOMPLETE GRADE:
Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

Appendix O iSchool Graduate Admissions Summary FA14-SP16

iSchool Graduate Admissions Summary as of 7/18/14

Fall 2014 Admissions Summary - Graduate School of Information
(Application Deadline - July 1, 2014)

Fall 2014	Admitted	Pending	Started / Not Submitted	Cancelled Before Admit	Cancelled After Admit	Denied
MLIS (General Info Studies)	78	28	69	-	8	-
MLIS (School Library Media)	15	4	15	2	-	-
MSIT	16	19	58	-	2	3
Specialist	-	1	5	-	-	1
Ph.D.	-	-	-	-	-	-
Total	**109**	**52**	**147**	**2**	**10**	**4**
Comparison to Fall 2013 From 07-19-2013	122	25	129	13		11
Final #s for Fall 2013	121	N/A	N/A	58		14

Fall 2014 Residency Summary
Admitted Applicants ONLY
(as of 7/18/14)

Fall 2014	Market Rate	ACM	Florida Resident	Non-Florida Resident
MLIS (General Info Studies)	14	16	51	N/A
MLIS (School Library Media)	1	1	13	N/A
MSIT	N/A	N/A	12	4
Specialist	N/A	-	-	-
Total	15	17	76	4

Of the 76 FL residents, 16 have not yet submitted the residency form necessary to claim instate tuition.

iSchool Graduate Admissions Summary as of 11/12/2014

Spring 2015 Admissions Summary - Graduate School of Information
(Application Deadline - November 1, 2014)

	Admitted	Pending	Started / Not Submitted	Cancelled Before Admit	Cancelled After Admit	Denied
MLIS (General Info Studies)	22	22	15	1	-	1
MLIS (School Library Media)	5	2	6	1	-	-
MSIT	4	12	24	1	-	1
Specialist	-	4	8	-	-	1
Ph.D.	-	-	-	-	-	-
Total	**31**	**40**	**53**	**3**	**-**	**3**
Comparison to Spring 2014 From 11-12-2013	35	52	54	4		4
Final #s for Spring 2014	48	-	61	17		2

iSchool Graduate Admissions Summary as of 03/16/2015

Summer 2015 Graduate Admissions Summary - School of Information
(Application Deadline - January 15, 2015)

	Admitted	Pending	Started / Not Submitted	Cancelled	Denied
MLIS (General Info Studies)	1*	-	-	-	-
MLIS (School Library Media)	-	-	-	-	-
MSIT	-	-	-	-	-
Specialist	-	-	-	-	-
Ph.D.	5	2	3	-	6
Total	**6**	**2**	**3**	**-**	**6**
Comparison to Summer 2014 From 03-11-2014	9	8	12	1	-
Final #s for Summer 2014	11	-	10	8	2

* Readmitted to continue MLIS degree

iSchool Graduate Admissions Summary as of 09/14/2015

FINAL Fall 2015 Graduate Admissions Summary - School of Information
(Application Deadline - July 1, 2015)

	Admitted	Pending	Started / Not Submitted	Cancelled	Denied
MLIS (General Info Studies)	67	-	55	20	4
MLIS (School Library Media)	1	-	9	4	-
MSIT	28	-	46	13	1
Specialist	3	-	10	2	-
Ph.D.	*1**	-	-	-	-
Total	**100**	**-**	**120**	**39**	**5**
Final #s for Fall 2014	115	-	127	57	5
Final #s for Fall 2013	121	-	128	58	14

* Readmitted to continue doctoral program

78 of the 100 students offered admission enrolled:
- 54 MLIS (81%)
- 1 School Library Media (100%)
- 3 Specialists (100%)
- 20 MSIT (71%)
- 0 Ph.D. (0%)

iSchool Graduate Admissions Summary as of 1/25/2016

FINAL Spring 2016 Graduate Admissions Summary - School of Information
(Application Deadline - November 1, 2015)

	Admitted	Submitted and pending documents	Started / Not Submitted	Cancelled	Denied
MLIS (General Info Studies)	50	-	38	11	2
MSIT	14	-	26	19	1
Specialist	2	-	7	-	-
Ph.D.	-	-	-	-	-
Total	**66**	**-**	**71**	**30**	**3**
Final #s for Spring 2015	51	-	50	22	3
Final #s for Spring 2014	48	-	61	17	2

Of the 66 applicants admitted for Spring 2016, 54 (82%) enrolled.

MLIS: 41 of 50 (82%) enrolled
MSIT: 12 of 14 (86%) enrolled
Specialist: 1 of 2 (50%) enrolled

Appendix P Course Review By Program
Revised 02.04.2015

Responsibility for Master's-Level Course Review, by Degree Program
REV. DRAFT--2/4/2015

MLIS		MSIT
		LIS 5203 Assessing Information Needs
LIS 5008 Advanced Online Searching [2]		LIS 5255 Information, Technology, and Older Adults
LIS 5020 Foundations of the Information Professions		LIS 5260 Information Science
		LIS 5263 Theory of Information Retrieval
LIS 5025 Educational Concepts and Strategies for School Librarians		LIS 5275 Usability Analysis
		LIS 5313 Digital Media: Concepts and Practice
LIS 5105 Communities of Practice		LIS 5362 Design and Production of Networked Multimedia
LIS 5112 History of Reading in Everyday Life		LIS 5364 Website Development and Administration
LIS 5113 History of American Librarianship		LIS 5367 Advanced Web Applications
		LIS 5385 Social Media Management
		LIS 5403 Human Resource Management for Information Professionals
LIS 5203 Assessing Information Needs		LIS 5405 Leadership in Technology
		LIS 5416 Introduction to Legal Informatics
		LIS 5418 Introduction to Health Informatics
		LIS 5419 Consumer Health Informatics

---

[1] Special Topics courses (i.e., LIS 5916) have been excluded.

[2] Courses grayed out are still in the catalog but are not currently being taught.

		LIS 5442 Information Leadership
LIS 5241 International and Comparative Information Service		LIS 5484 Introduction to Data Networks for Information Professionals
		LIS 5485 Introduction to Information Technologies
		LIS 5487 Information Systems Management
LIS 5270 Evaluating Networked Information Services and Systems		LIS 5489 Network Administration
LIS 5271 Research in Information Studies		LIS 5590 Museum Informatics
LIS 5273 Practical Library and Information Science Exploration		LIS 5751 Computers as Persuasive Technology
LIS 5316 Information Graphics		LIS 5775 Information Security
LIS 5408 Management of Information Organizations		LIS 5782 Database Management Systems
LIS 5411 Introduction to Information Policy		LIS 5786 Introduction to Information Architecture
LIS 5413 Seminar in Information Policy		LIS 5788 Management of Health Information Technology
LIS 5417 Introduction to Legal Resources		
LIS 5426 Grant Writing, Evaluation and Administration		
LIS 5441 Leadership in Reading		
LIS 5472 Digital Libraries		
LIS 5474 Business Information Needs and Sources		
LIS 5511 Management of Information Collections		
LIS 5512 School Collection		

Development and Management		
LIS 5513 Preservation of Information Materials		
LIS 5524 Instructional Role of the Informational Specialist		
LIS 5528 Storytelling for Information Professionals		
LIS 5564 Information Needs of Children		
LIS 5565 Information Needs of Young Adults		
LIS 5566 Multicultural Literature and Information Resources for Children and Young Adults		
LIS 5567 International Literature for Children and Young Adults		
LIS 5576 Information Needs of Adults		
LIS 5577 Graphic Novels in Libraries		
LIS 5602 Marketing of Library and Information Services		
LIS 5603 Introduction to Information Services		
LIS 5631 Health Information Sources		
LIS 5661 Government Information		
LIS 5703 Information Organization		
LIS 5711 Cataloging and Classification		
LIS 5736 Indexing and Abstracting		
LIS 5737 Subject Analysis		
LIS 5771 Information and Image Management		
LIS 5787		

Fundamentals of Metadata Theory and Practice		

Appendix Q Course Review Worksheet

Course Reviews for Spring 2017

Core Courses

LIS 5020, Foundations of the Information Professions [Everhart]

LIS 5203, Assessing Information Needs [Stvilia]

LIS 5271, Research in Information Studies [C. Hinnant]

LIS 5408, Management of Information Organizations [L. Hinnant]

LIS 5411, Introduction to Information Policy [C. Hinnant]

LIS 5703, Information Organization [Kazmer]

Digital Youth

LIS 5512, School Collection Development and Management [Mardis—done]

LIS 5564, Information Needs of Children [Gross]

LIS 5565, Information Needs of Young Adults [Latham]

LIS 5566, Multicultural Literature and Information Resources for Children and
Young Adults [Latham—done]

LIS 5567, International Literature for Children and Young Adults [Latham—done]

LIS 5577, Graphic Novels in Libraries [Latham]

Reference and Competitive Intelligence

LIS 5417, Introduction to Legal Resources [Marks]

LIS 5474, Business Information Needs and Sources [Mon—done]

LIS 5511, Management of Information Collections [Mardis—done]

LIS 5524, Instructional Role of the Information Specialist [Everhart]

LIS 5576, Information Needs of Adults [Gross]

LIS 5603, Introduction to Information Services [Rodriguez-Mori]

LIS 5631, Health Information Sources [Lustria]

LIS 5661, Government Information [Mon]

Appendix R IT Skills and Competencies

REVIEW of the BS in IT/ITC CURRICULUM

SKILLS and COMPETENCIES for the IT PROFESSIONAL[1]
(Higher-Level Learning Goals)

Aside from developing different technical skills, students should develop the following essential (higher level/transferrable) competencies for IT professionals.

Please give us feedback about how to improve this list. This a living document, so keep coming back to add your ideas as they come to mind. Consider this a jumping off point just to start the brainstorming process. It is not complete, the items in the list are not mutually exclusive nor are they listed in any particular order at this point. Some of these might be better addressed/more fully developed at the graduate level, but some aspects of these definitely need to be covered (at least briefly) at the undergraduate level.

1. **Understanding existing and emerging technologies and their application in different contexts.**
   a. Identify technology trends ways that IT Professionals can keep up-to-date with these trends.
   b. Discuss the how advances in technology affect different domains/contexts (e.g., health, business, government, education, etc.).
   c. Determine best practices for applying technologies in different contexts.

2. **Understanding business practices, approaches, organization, politics, and culture**
   a. Examine how IT is applied in different types of organizations (for profit/non-profit; government at different levels; education; small/big business; etc.).
   b. Discuss the importance of understanding the organizational/business context in IT design and implementation.
   c. Describe the main factors affecting IT adoption and implementation in different business/organizational contexts.
   d. Identify key stakeholders who may play important roles in making decisions and/or in defining policies related to IT implementation in different organizational contexts.

3. **Thinking strategically**
   a. Discuss the strategic importance of IT and how it adds value to an organization.
   b. Develop strategies for supporting and furthering an organization's business and strategic goals.
   c. Determine ways to improve workflow and productivity by consulting and collaborating with primary users of different technologies within the organization.
   d. Develop IT solutions that address both the needs of the organization's primary

---

[1] *This list is very loosely based on the following article:*
http://www.techrepublic.com/article/10-essential-competencies-for-it-pros/6070668

audience (e.g., consumers, customers, patrons) and the goals of the organization.

4. Integrating systems

   a. Determine specific technology needs of an organization.
   b. Conduct an inventory of technologies currently being used.
   c. Evaluate the use and usefulness of these technologies.
   d. Develop solutions for improving integration between technologies in order to streamline operations or automate processes.
   e. Determine different strategies for improving interoperability within and between organizations.

5. Managing projects; planning, prioritizing and administering work

   a. Identify the steps and factors that need to be considered in planning different types of projects.
   b. Discuss different strategies/approaches for developing IT projects (e.g., Agile Project Management, SCRUM, Rapid Prototyping, others?).
   c. Demonstrate the ability to use different tools to aid in planning (e.g., software like MS Project, Gantt charts, collaborative tools, time management tools, etc.)
   d. Develop different types of plans (e.g., marketing plans, business proposals, IT project proposals).
   e. Identify deliverables appropriate for different types of IT projects.
   f. Identify the budgetary requirements for different types of IT projects.
   g. Develop plans for evaluating and monitoring project effectiveness.

6. Focusing on results (effectiveness, efficiency, ROI)

   a. Develop effective strategies for achieving project goals (e.g., for maximizing ROI, improving reach, improving adoption, etc.)
   b. Describe measures of effectiveness in different contexts (ROI, cost-effectiveness, outcomes, adoption, etc.)
   c. Determine methods for measuring effectiveness in different contexts.

7. Conducting research and analyzing/interpreting results

   a. Demonstrate proficiency in basic and/or advanced research skills (e.g., searching for information/evidence, understanding the research process, etc.)
   b. Describe the data collection methods appropriate for different contexts.
   c. Develop different tools for data collection (e.g., interview schedules, survey questionnaires, protocols for user testing, card sorting, content inventory, use flows, etc.)
   d. Demonstrate ability to analyze and interpret critically and meaningfully.
   e. Present research results through different means (e.g., reports, posters, tables

and graphs, infographics and other visualization techniques, etc.)

8. Communicating ideas, influencing and persuading, managing conflict

  a. Demonstrate proficiency in written and oral communication.

  b. Demonstrate proficiency in using different communication/presentation tools (e.g., email, telephone, PowerPoint, Prezi, etc.).

  c. Identify and practice different strategies for influencing and persuading people.

  d. Identify and develop essential leadership skills for IT professionals.

  e. Explain and demonstrate appropriate strategies for managing conflict and solving problems.

  f. Demonstrate essential skills for working within team/collaborative environments.

  g. Develop essential networking skills.

9. Documenting processes and developing prototypes and other project deliverables

  a. Discuss the importance of documentation.

  b. Identify aspects of an IT project that needs to be documented.

  c. Develop different types of technical documents/products for different audiences (e.g., technical specifications, contracts, white papers, technical guidelines, manuals and how-to's, screencasts, mock-ups, sitemaps, relational tables, network diagrams, etc.)

  d. Use different tools for developing both paper and interactive prototypes (e.g., flowcharting tools, diagramming tools, drawing tools, prototyping tools like Balsamiq, Axure, etc.).

  e. Create professional, high-quality project deliverables and documents.

10. Practicing user-centered design

  a. Discuss main issues and challenges affecting the adoption/use of technologies by different user groups (e.g., information literacy, computer literacy, digital divide, usability and accessibility, etc.).

  b. Use different tools and research strategies for determining users' needs and preferences (e.g., user testing, focus groups, interviews, surveys, workflow analysis, task analysis etc.).

  c. Develop appropriate documents/deliverables to communicate users' needs (e.g., personas, scenarios, use flow diagrams, etc.).

  d. Discuss guidelines and standards for usability and accessibility (e.g., W3C, Section 508, etc.).

11. Understanding environmental variables affecting IT adoption/innovation

    a. Discuss main issues and concerns affecting IT adoption and implementation at the national, state and local levels (e.g., information policy, privacy and security, pricing, access, etc.)

    b. Identify the key stakeholders, governing bodies/agencies, laws and regulations that play major roles in decisions regarding IT adoption and implementation at the national level (e.g., FCT, BTOP, NTIA, ARRA, SOPA, etc.)

    c. Identify other concerns and context-specific issues related to/influencing IT adoption/innovation in different domains (e.g., HIE, HITECH Act, Meaningful Use, eGovernment, usability, accessibility, etc.)

12. Understanding ethics and professional standards

    a. Discuss different ethical issues related to IT (e.g., copyright, intellectual property, issues related to privacy and security, issues related to data mining, filtering online content, opt-in, opt out, etc.).

    b. Discuss IT professional standards and relate to professional development.

    c. Apply principles found in IT codes of conduct and ethics in professional and other settings.

Appendix S SLIS MSIT Courses to ACM08 Crosswalk

Type C=core E=elective	Number	Title	IT Knowledge Area (Page 68) ACM and IEEE. 2008. Curriculum Guidelines for Undergraduate Degree Programs in Information Technology.
C	LIS5203	Assessing Information Needs	HCI p. 71
C	LIS5275	Usability Analysis	HCI p. 71
C	LIS5408	Management of Information Organizations	Sys Integration & Architecture p. 113; Social & Prof Issues p.118
C	LIS5487	Information Systems Management	Sys Admin p. 110; Sys Integration & Architecture p. 113
E	LIS5008	Advanced Online Searching	Info Management p. 85
E	LIS5263	Theory of Information Retrieval	Info Management p. 85
E	LIS5271	Research Methods in Information Studies	HCI p. 71
E	LIS5313	Digital Media: Concepts and Production	Web Sys & Tech p. 123
E	LIS5362	Design and Production of Networked Multimedia	Web Sys & Tech p. 123
E	LIS5364	Web Site Development and Administration	Web Sys & Tech p. 123
E	LIS5367	Advanced Web Applications	Web Sys & Tech p. 123
E	LIS5403	Human Resources Management for Information Professionals	Sys Integration & Architecture p. 113; Social & Prof Issues p.118
E	LIS5405	Leadership in Technology	Sys Admin p. 110; Sys Integration & Architecture p. 113
E	LIS5411	Introduction to Information Policy	Social & Prof Issues p.118
E	LIS5417	Introduction to Legal Resources	?
E	LIS5418	Introduction to Health Informatics	?
E	LIS5426	Planning, Evaluation and Financial Management	Social & Prof Issues p.118
E	LIS5442	Information Leadership	Sys Integration & Architecture p. 113; Social & Prof Issues p.118
E	LIS5472	Digital Libraries	Info Management p. 85; Web Sys & Tech p. 123
E	LIS5484	Introduction to Data Networks for Information Professionals	Networking p. 98
E	LIS5489	Network Administration	Networking p. 98
E	LIS5602	Marketing of Library and Information Services	?
E	LIS5782	Database Management Systems	Info Management p. 85
E	LIS5786	Introduction to Information Architecture	Sys Integration & Architecture p. 113; Web Sys & Tech p. 123
E	LIS5787	Fundamentals of Metadata Theory and Practice	Info Management p. 85
E	LISxxxx	Information Security	IAS p.76
E	LISxxxx	Introduction to Information Technologies	IT Fundamentals p. 69; Social & Prof Issues p.118
E	LISxxxx	Social Media Concepts and Management	Web Sys & Tech p. 123
E	LISxxxx	Virtual Reference Environment	Info Management p. 85

Prepared by Bowie Kotrla 4 October 2012

Appendix T ABET Standards, MS-IT Curriculum Review, Spring 2014

ABET Standards, MS-IT Curriculum Review, Spring 2014

Use and apply current technical concepts and practices in IT [ABET 2009-2011, 3J];

Demonstrate knowledge of the basic concepts and terminology of usability engineering and user-centered design; [LIS5275]
Discuss and utilize CASE tools and approaches to systems development.[LIS5487]
Research, evaluate, and employ a variety of web development applications and technologies.[LIS5362]
Demonstrate a basic understanding of computer concepts, including software and hardware [LIS5364]
Solve computing problems using a top-down approach in a well-structured design using procedural programming techniques; [LIS5364]
Solve computing problems using a top-down approach in a well-structured design using procedural-, and object-oriented programming techniques;[LIS5367]
Configure template structures to decrease development time, and facilitate portability;[LIS5367]
Utilize content versioning systems. [LIS5367]
Utilize PHP and MySQL to build professional quality, database-driven Web sites, all with open source software;[LIS5367]
Design and manage networking on Windows and UNIX/LINUX workstations and servers [LIS5489]
Structure and manage Microsoft Active Directory (AD), DNS, and DHCP [LIS5489]
Manage Users and Groups locally and in Active Directory [LIS5489]
Establish servers and workstations in Active Directory Domains [LIS5489]
Manage users in Microsoft Exchange [LIS5489]
Design and manage File and Print sharing services in Microsoft Windows and in UNIX/LINUX [LIS5489]
Use Group Policies to manage users and workstations, and to manage software [LIS5489]
Administer basic network, server, and workstation troubleshooting functions [LIS5489]
create an entity-relationship diagram in Universal Modeling Language (UML); [LIS5782]
develop a normalized schema from an entity-relationship diagram [LIS5782]
construct an operational database in a database management system;   [LIS5782]
formulate SQL statements for data manipulation, retrieval, and organization. [LIS5782]
define information architecture and identify important concepts such as user-centered system design and interaction design. [LIS5786]
develop useful skills for creating information architecture for information systems (e.g., sitepath, sitemap, low-fidelity wireframes, high-fidelity wireframes) using current and innovative software. [LIS5786]
Students will learn to audit information systems and use contemporary security software; focuses on the IT security threat environment, cryptography, securing network, access control, firewalls, host hardening, application security, data protections, incident response, and a networking primer (review of TCP/IP). [LIS5775]
hands on experience with IT Security related software[LIS5775]
Demonstrate an understanding of definitions and implications of common IT terms.[LIS5485]
Reviews the underlying concepts of IT as embodied in operating systems, hardware, application software, website creation and networks [LIS5485]

Demonstrate the operation of main technologies used in an information technology environment, e.g., working with virtual machines, identifying security issues, file formats and file management, user/account management, and troubleshooting. [LIS5485]

Identify and explain the fundamental concepts and technologies of data networks…[LIS5484]

 Describe a network standard. Choose one telecommunication or network standard. (You may want to consult with the instructor for a list.) Describe briefly (4 pages) the need for the standard, the interests of various stakeholders, and the process of standardization.   [LIS5484]

designing a small data network - 3-4 page proposal must include Sharing of database (MS Access) and other files, Sharing of printers, Share-level security [LIS5484]

Unix Exercises-- [LIS5484]

design and develop a small-scale digital library using open source software [LIS5472]

design, management and evaluation of digital libraries, such as project management, collection development, digitization, metadata, digital library applications, access and user interfaces, usability, and evaluation [LIS5472]

Carry out appropriate steps in planning, designing, and producing informative and creative digital media projects [LIS5313]

understand and be able to explain the theories and algorithms 'powering' the modern search engines; [LIS5263]

Describe the theoretical and practical foundations of "captology" or the use of computers as persuasive technology [LIS5751]

Design a prototype for an interactive technology that demonstrates the principles and theories of designing effective persuasive technologies [LIS5751]

basic theories and principles of metadata design and creation using ER modeling, XML and RDF (LIS5787)

Discuss various concepts, theories, and principles of social media management (LIS5385)

identify key features of an IT industry sector, individuals who demonstrate leadership qualities, fundamental legal and moral issues, and trends that are reshaping the industry (LIS5405)

Identify and analyze user needs [ABET 2009-2011, 3K]

Describe concepts, models, paradigms, and theories that are relevant to the research used to assess information needs and understand information behavior. [LIS5203]

Identify research methods that are used to assess information needs and understand information behavior. [LIS5203]

Apply appropriate concepts, models, paradigms, or theories to information behavior. [LIS5203]

Review the research literature of a specific topic, domain, population, or phenomenon in information needs and behavior. [LIS5203]

Discuss information behavior research and its potential applications to practice. [LIS5203]

Demonstrate knowledge of the basic concepts and terminology of usability engineering and user-centered design; [LIS5275]

Critically analyze and assess an information system from a usability perspective; [LIS5275]

Discuss and utilize CASE tools and approaches to systems development.[LIS5487]

Analyze the role of various actors in managing small, medium, and large network systems [LIS5489]

examine user needs for an information system by identifying target user groups and developing user profiles, such as user persona or scenario.   [LIS 5786]

develop advanced search strategies and skills for locating online resources which could satisfy the clients' information needs and deliver the resources to the clients effectively. [LIS5008]
Research social media users, and design a social media site appropriate to users' needs (LIS5385)
Assess the information and technology needs and seeking of older adults (LIS5255)

take user needs into account in the selection,creation, evaluation and administration of computer-based systems [ABET 2009-2011, 3K]

Demonstrate knowledge of the basic concepts and terminology of usability engineering and user-centered design; [LIS5275]
Conduct usability evaluations with or without test users; [LIS5275]
Effectively report the findings of usability testing and recommend improvements to product usability; [LIS5275]
Use feedback from usability evaluations to iteratively design and develop interfaces to information systems. [LIS5275]
 Apply the principles of universal and user-centered web design.[LIS5362]
Manage Users and Groups locally and in Active Directory [LIS5489]
Manage users in Microsoft Exchange [LIS5489]
summarize the advantages/disadvantages of database management systems in resolving users' needs for storing, organizing, accessing, and protecting data; [LIS5782]
examine user needs for an information system by identifying target user groups and developing user profiles, such as user persona or scenario.   [LIS 5786]
designing a small data network - 3-4 page proposal; Describe a network design that satisfies all required results Sharing of database (MS Access) and other files, Sharing of printers, Share-level security; Describe how the optional outcome can be achieved Describe a best possible computing environment [LIS 5484]
Conduct usability test of their digital libraries -- heuristic evaluation. Students will develop a proposal for this assignment. This evaluation needs to be developed based on the list of ten recommended heuristics. And then, they will conduct the evaluation with a complete collection, and create a report of the analysis results of the evaluation [LIS5472]
identify appropriate online information systems to find resources ; evaluate the latest information searching techniques and tools [LIS5008]
Demonstrate ability to select media and technology appropriate to project goals and Users [LIS5313]
ability to formulate critical verbal and written evaluations of mobile interface design and user experience[LIS5916MOBILEAPPS]
proficiency in performing usability reviews through research, production and delivery of an app usability review document [LIS5916MOBILEAPPS]
Research social media users, and design a social media site appropriate to users' needs (LIS5385)
Evaluate information and technology with respect to design for use by older adults; technology and interface design, technology affordances, and information use environments of older adults (LIS5255)

knowledge, skills, and abilities necessary to propose, implement, and assess information and technology services and systems intended for use by older adults (LIS5255)

Effectively integrate IT-based solutions into the user environment. [ABET 2009-2011, 3L]

 Apply the principles of universal and user-centered web design.[LIS5362]
Design, develop and maintain personal Web sites.[LIS5362]
Devise techniques related to the planning, production, and management of large World Wide Web sites, including information organization and design, hardware and software,
and cutting-edge development tools. [LIS5364]
Design rudimentary databases, using MySQL, converged with PHP.[LIS5364]
Implement techniques related to the planning, production, and management of medium to large World Wide Web sites, including information organization and design, hardware and software, and cutting-edge development tools. [LIS5367]
Use Group Policies to manage users and workstations, and to manage software [LIS5489]
Manage Users and Groups locally and in Active Directory [LIS5489]
Manage users in Microsoft Exchange [LIS5489]
construct an operational database in a database management system; [LIS5782]
formulate SQL statements for data manipulation, retrieval, and organization. [LIS5782]
building a digital library which will eventually be available on the Web. Students will work in groups of 3-4 people, discuss and negotiate with their team members about issues and problems, be involved in a series of decision making processes of building a DL, and create a publicly accessible DL. [LIS5472]
Design a prototype for an interactive technology that demonstrates the principles and theories of designing effective persuasive technologies [LIS5751]
Plan information and technology services for older adults (LIS5255)

Understand and apply IT best practices and standards [ABET 2009-2011, 3M]

Discuss and utilize CASE tools and approaches to systems development.[LIS5487]
Construct and manage Standards-based, ADA compliant web sites.[LIS5362]
Exhibit understanding of Web standards; [LIS5367]
Evaluating the information architecture of websites by applying guidelines of website evaluation, named First Principles [LIS5786]
hands-on experience for core IT Security principles[LIS5775]
audit information systems and use contemporary security software; focuses on the IT security threat environment, cryptography, securing network, access control, firewalls, host hardening, application security, data protections, incident response, and a networking primer (review of TCP/IP). [LIS5775]
Analyze and Evaluate current security related issues by selecting and understanding relevant articles in selected current periodicals. [LIS5775]

Describe a network standard. Choose one telecommunication or network standard. (You may want to consult with the instructor for a list.) Describe briefly (4 pages) the need for the standard, the interests of various stakeholders, and the process of standardization.   [LIS5484]

Each team needs to develop a metadata guideline for their collection, using the Dublin Core Metadata Standard; then, identify core and elective elements in describing objects in your project digital library. [LIS5472]

experience in encoding metadata using current standards (LIS5787)

Demonstrate an understanding of the moral, ethical, and legal responsibilities of leaders (LIS5405)

identify key features of an IT industry sector, individuals who demonstrate leadership qualities, fundamental legal and moral issues, and trends that are reshaping the industry (LIS5405)

Assist in the creation of an effective project plan. [ABET 2009-2011, 3N]

Participate successfully in the development of a strategic plan for a specific type of information organization; [LIS5408]

Devise techniques related to the planning, production, and management of large World Wide Web sites, including information organization and design, hardware and software, and cutting-edge development tools. [LIS5364]

Implement techniques related to the planning, production, and management of medium to large World Wide Web sites, including information organization and design, hardware and software, and cutting-edge development tools.[LIS5367]

Plan and implement information security tasks, and form security postures [LIS5489]

Plan, prepare, and operate various enterprise-grade network management systems such as virus protection, intrusion detection, and workstation, server, and work performance- and fault-monitoring systems [LIS5489]

project-based course design allows students to learn issues and problems in a real-life project of building information architecture from learning the user's needs by developing user personas and scenarios through organizing the information to be presented to specifying the final design parameters, such as low-fidelity and high-fidelity wireframes [LIS5786]

in groups of 3-4 people, discuss and negotiate with their team members about issues and problems, be involved in a series of decision making processes of building a digital library, and create a publicly accessible digital library. [LIS5472]

In your group, assemble information package based on information needs of a community of practice; conceptualize and design a persuasive technology project. The final paper for this consists of a proposal with the following parts: a user needs analysis, scenario, task flow analysis, interactive wireframes (supporting at least 2 main user tasks) and user evaluation report. The report should include interactive prototypes produced using a professional prototyping tool like Axure RP, Balsamiq, Indigo Studio or equivalent technology.   [LIS5751]

Plan and conduct a social media marketing campaign; use techniques learned in class such as SEO, analytics/ROI assessment, content marketing, and content management (LIS5385)

Plan information and technology services for older adults (LIS5255)

Students will submit a brief proposal for the course project describing the topic, what outputs (mid-term and final) they will produce, and how the outputs will be useful to them. Possible proposed outputs include but are not limited to a synthesized literature review paper, a research proposal paper, a prototype of a web site or service, or a design brief for an information system or service. (LIS5255)

prepare a personal action plan that charts their future leadership roles & responsibilities through the articulation of personal leadership statements. The plan will articulate the student's career objectives through academic and professional development timelines, professional affiliations, and certifications. (LIS5405)

Understand core information technologies of human computer interaction [ABET 2009-2011, 5A1];

conceptualize and design a persuasive technology project. The final paper for this consists of a proposal with the following parts: a user needs analysis, scenario, task flow analysis, interactive wireframes (supporting at least 2 main user tasks) and user evaluation report. The report should include interactive prototypes produced using a professional prototyping tool like Axure RP, Balsamiq, Indigo Studio or equivalent technology.   [LIS5751]

Describe the theoretical and practical foundations of "captology" or the use of computers as persuasive technology [LIS5751]

understanding of the principles of effective interface design in mobile computer-mediated and paper based communication [LIS5916MOBILEAPPS]

Understand information management [ABET 2009-2011, 5A1];

summarize the advantages/disadvantages of database management systems in resolving users' needs for storing, organizing, accessing, and protecting data [LIS5782]

explain relational theory as the conceptual basis for relational database management systems; [LIS5782]

analyze organizational artifacts to identify entities, attributes, relationships, and constraints;[LIS5782]

digitize collection and develop a metadata guideline for their collection, using the Dublin Core Metadata Standard [LIS5472]

compile and maintain online information in effective ways [LIS5008]

gain familiarity with the semantic web technologies [LIS5263]

Understand programming [ABET 2009-2011, 5A1]

Solve computing problems using a top-down approach in a well-structured design using procedural programming techniques; [LIS5364]

Create, implement, test, and debug a PHP program to solve a given problem; [LIS5364]

Identify the use of control structures applied in procedural programming, including sequence, selection, iteration, and functions; [LIS5364]

Design rudimentary databases, using MySQL, converged with PHP.[LIS5364]

Solve computing problems using a top-down approach in a well-structured design using procedural-, and object-oriented programming techniques;[LIS5367]

Design, implement, test, and debug a PHP program to solve a given problem;[LIS5367]

Demonstrate knowledge and use of control structures used in procedural programming, including sequence, selection, iteration, and functions;[LIS5367]

Make use of data types and structures in PHP, including integer and floating point types, arrays (one-dimensional, two-dimensional, strings) and arrays. Have a rudimentary-level understanding of PHP classes and object-oriented programming;[LIS5367]

Utilize algorithms studied to perform common tasks, such as finding the max and min of a data set, counting, summing, tracking a previous value, searching and sorting, reading until EOF, etc;[LIS5367]

Consider, compare, and evaluate code segments or simple algorithms for relative efficiency in a basic fashion[LIS5367]

Understand networking [ABET 2009-2011, 5A1]

Identify key differences between very small ad hoc networks, small-to-medium hand-managed networks, enterprise networks, and "clouds" [LIS5489]

Design and manage networking on Windows and UNIX/LINUX workstations and servers [LIS5489]

Structure and manage Microsoft Active Directory (AD), DNS, and DHCP [LIS5489]

Establish servers and workstations in Active Directory Domains [LIS5489]

Administer basic network, server, and workstation troubleshooting functions [LIS5489]

Identify strengths and weaknesses in various network architectures, and identify gaps [LIS5489]

Plan, prepare, and operate various enterprise-grade network management systems such as virus protection, intrusion detection, and workstation, server, and work performance- and fault-monitoring systems [LIS5489]

Analyze the role of networked applications such as databases, messaging, and voice [LIS5489]

Analyze the role of virtualization and virtualization management systems [LIS5489]

Analyze the role of various actors in managing small, medium, and large network systems [LIS5489]

audit information systems and use contemporary security software; securing network, access control, firewalls, host hardening, application security, data protections, incident response, and a networking primer (review of TCP/IP) [LIS5775]

designing a small data network - 3-4 page proposal; Describe a network design that satisfies all required results Sharing of database (MS Access) and other files, Sharing of printers, Share-level security; Describe how the optional outcome can be achieved Describe a best possible computing environment [LIS 5484]

Understand web systems and technologies [ABET 2009-2011, 5A1]

Research, evaluate, and employ a variety of web development applications and technologies.[LIS5362]

Design, develop and maintain personal Web sites.[LIS5362]

Apply the principles of universal and user-centered web design.[LIS5362]

Devise techniques related to the planning, production, and management of large World Wide Web sites, including information organization and design, hardware and software, and cutting-edge development tools. [LIS5364]

Design rudimentary databases, using MySQL, converged with PHP.[LIS5364]

Exhibit understanding of Web standards;[LIS5367

Utilize PHP and MySQL to build professional quality, database-driven Web sites, all with open source software;[LIS5367]

Apply XML principles and techniques to data-driven Web applications; [LIS5367]

evaluate the functions and features of information architecture of various websites with appropriate principles [LIS5786]

management issues and practical implications related to securing information systems -- access control, firewalls, host hardening [LIS5775]

building a digital library which will eventually be available on the Web- and create a publicly accessible digital library[LIS5472]

understand and be able to explain the theories and algorithms 'powering' the modern search engines; [LIS5263]

gain familiarity with the semantic web technologies [LIS5263]

working ability to articulate the intended design and functionality of a mobile application [LIS5916MOBILEAPPS]

ability to formulate critical verbal and written evaluations of mobile interface design and user experience[LIS5916MOBILEAPPS]

understanding of the principles of effective interface design in mobile computer-mediated and paper based communication [LIS5916MOBILEAPPS]

basic theories and principles of metadata design and creation using ER modeling, XML and RDF (LIS5787)

experience in encoding metadata using current standards (LIS5787)

designing new metadata schemas for different kinds of electronic resources and uses (LIS5787)

Build social media sites and integrate informational content and multimedia - launch a Wordpress blog and conduct a social media campaign to market and promote the blog using three major social media platforms – Facebook, Twitter and YouTube. (LIS5385)

Plan and conduct a social media marketing campaign; use techniques learned in class such as SEO, analytics/ROI assessment, content marketing, and content management (LIS5385)

Understand information assurance and security. [ABET 2009-2011, 5A1]

Plan and implement information security tasks, and form security postures [LIS5489]
Plan, prepare, and operate various enterprise-grade network management systems such as virus protection, intrusion detection, and workstation, server, and work performance- and fault-monitoring systems [LIS5489]
Explain orally and in writing key security concepts related to networking and information systems so that a layman in this field could easily understand [LIS5775]
Analyze and Evaluate current security related issues by selecting and understanding relevant articles in selected current periodicals [LIS5775]
Articulate and make intelligent, reasonable, thoughtful, and accurate decisions about IT security, vulnerabilities, and legal issues [LIS5775]
audit information systems and use contemporary security software - IT security threat environment, cryptography, securing network, access control, firewalls, host hardening, application security, data protections, incident response, and a networking primer (review of TCP/IP). [LIS5775]

Understand system administration and maintenance [ABET 2009-2011, 5A1]

Administer basic network, server, and workstation troubleshooting functions [LIS5489]
Design and manage networking on Windows and UNIX/LINUX workstations and servers [LIS5489]
Structure and manage Microsoft Active Directory (AD), DNS, and DHCP [LIS5489]
Manage Users and Groups locally and in Active Directory [LIS5489]
Establish servers and workstations in Active Directory Domains [LIS5489]
Manage users in Microsoft Exchange [LIS5489]
Design and manage File and Print sharing services in Microsoft Windows and in UNIX/LINUX [LIS5489]
Use Group Policies to manage users and workstations, and to manage software [LIS5489]
Administer basic network, server, and workstation troubleshooting functions [LIS5489]
understanding of management issues and practical implications related to securing information systems -- IT security threat environment, cryptography, securing network, access control, firewalls, host hardening, application security, data protections, incident response, and a networking primer (review of TCP/IP). [LIS5775]

Understand system integration and architecture [ABET 2009-2011, 5A1]

Discuss and utilize CASE tools and approaches to systems development.[LIS5487]
Identify basic information system archetypes and the information they provide.[LIS5487]
Identify major steps of the systems development process.[LIS5487]
Analyze the role of networked applications such as databases, messaging, and voice [LIS5489]

Analyze the role of virtualization and virtualization management systems [LIS5489]

Analyze the role of various actors in managing small, medium, and large network systems [LIS5489]

Identify key differences between very small ad hoc networks, small-to-medium hand-managed networks, enterprise networks, and "clouds" [LIS5489]

networking primer (review of TCP/IP). [LIS5775]

Unix Exercises-- [LIS5484]

designing a small data network - 3-4 page proposal; Describe a network design that satisfies all required results Sharing of database (MS Access) and other files, Sharing of printers, Share-level security; Describe how the optional outcome can be achieved Describe a best possible computing environment [LIS 5484]

Appendix U New and Updated 5L-Level Courses FA14-FA16

Updates F14-F16	Permanent number	Title	Offered as										
			F14	F14	SP15	SP15	SU15	FA15	FA15	SP16	SP16	SU16	FA16
Substantial revision: Course syllabus was updated. The course was taught using the revised syllabus Spring 2016.	LIS 5105	Communities of Practice	5105							5105			
Substantial revision: MSIT Committee recommended that LIS 5275 be made a second required course in the Information Architecture Certificate.	LIS 5275	Usability Analysis	5275				5275						5275
Substantial Revision: Web courses were implemented in a prescribed order to courses establishing prerequisites--LIS 5362 as prerequisite to LIS 5364; LIS 5362 and LIS 5364 as prerequisites to LIS 5367. Syllabi were revised to remove duplication of concepts; additional course offerings were added to the course rotation schedule	LIS 5362	Des & Prod of Ntwk Multime						5362					5362
	LIS 5364	Website Development & Administration	5364		5364					5364			
	LIS 5367	Advanced Web Applications				5367	5367					5367	
New Course Permanent Number	LIS 5385	Social Media Mgmt	5916					5385					5385
Substantial revision: LIS 5408 was made the prerequisite for LIS 5403 Human Resource Management for Information Professionals and LIS 5442 Information Leadership	LIS 5408	Mgmt of Information Organizations	5408	5408	5408	5408		5408	5408	5408	5408		5408
Course description, course objectives and course requirements revised.	LIS 5485	Intro to Info Technology						5485					5485
Course description, course objectives and course requirements revised.	LIS 5631	Health Information Sources										5631	
Added as an elective course for the Information Architecture Certificate	LIS 5751	Computers as Persauasive Technology					5751						

Appendix V IEP MLIS/MSI and Specialist Degrees

Institutional Effectiveness Portal (IEP)
Program and Student Learning Outcomes
For
The MLIS/MSI Degree and Specialist Degree
2015-2016

MLIS/MSI Degree

Program and Student Learning Outcomes:

1. **FTE Enrollment Target** (Program Outcome-71773) By the end of the year, the program will increase the number of full time equivalent (FTE) students in the MSI/MAI degree program by 5%.

2. **Organization of Information for Access** (Student Learning Outcome-71774) Upon completion of LIS 5703, Information Organization, a required course in the MS Program, the student will be able to define a variety of structures and technologies for organizing and retrieving information and describe and implement these on a basic level.

3. **Managing Innovation** (Student Learning Outcome-71775) Upon completion of LIS 5408, Management of Information Organizations, a required course in the MS Program, the student will be able to discuss change management concepts and practices. See attached document for commonly included change management concepts and practices.

4. **Content Expertise** (Student Learning Outcome-71776) Upon completion of the course of instruction, the student will be able to apply knowledge in a specific content area of the LIS discipline.

Assessment and Evaluation Process:

1. Meet target enrollment goal of an increase of 5% FTE from previous academic year
2. 96% of students taking LIS 5703 will receive 80% or higher as determined by a series of four progressive assignments
3. 98% of students taking LIS 5408 will receive 80% or higher on a reading analysis assignment
4. 35% of students will earn at least one certificate as part of their program.

Specialist Degree

Program and Student Learning Outcomes:

1. **Program of Study for Specialist Program** [Program Outcome-71771] By the end of the year, the program will use an advising and tracking system which ensures that all students pursuing a Specialist Degree have talked with their advisor and have a comprehensive Program of Study in place by the end of their first semester. A Program of Study form for the Specialist Program is available to specialist degree students and their faculty advisors.

2. **Content Expertise** [Student Learning Outcome-71769] Students in the Specialist Degree Program who have chosen to complete a Certificate Program within their Specialist Degree

curriculum will, upon completion of the course of instruction, be able to apply this certificate knowledge directly to their specialized study.

3. **Information Technology Knowledge** [Student Learning Outcome-71770] Upon completion of the course of instruction, the student will be able to demonstrate the ability to create web content.

Assessment and Evaluation Process:
1. 100% of specialist program students will plan their program and file their Plan of Study form with the Graduate Coordinator's Office by the end of the first semester position
2. At least 25% of Specialist Degree students earn at least one certificate as part of the Specialist program
3. 45% of students demonstrate ability to create web content via completion of LIS 5362, LIS 5367, LIS 5313, documented completion of a web design workshop, or an e-portfolio evaluated by the faculty advisor.

Appendix W SLM Major Change Request

MAJOR STATUS CHANGE REQUEST FORM

COLLEGE: College of Communication and Information

DEPARTMENT/PROGRAM: School of Information

CONTACT PERSON: Kathleen Burnett, Director   EFFECTIVE DATE: 10 August 2015

NAME OF DEGREE PROGRAM: Master of Science in Library and Information Studies   CIP CODE: 250101

NAME OF MAJOR: Information Studies / School Library Media   MAJOR CODE: INFOSTSMMS

ASSOCIATED MAJOR CODE(s): N/A

(e.g., NFA or prerequisites-incomplete major codes that need to change as a result)

Does this action suspend/unsuspend an entire degree?   YES   (NO)

RATIONALE FOR CHANGE:

Due to declining enrollments and decreasing demands for school librarians in the State of Florida, the Florida State University School of Information requests discontinuance of the state approved Educational Media major (INFOSTMMS). This major currently has five students enrolled. A letter from the director notifying them of the discontinuation of the program will be mailed by November 20, 2015. The letter will include an individualized program of study and notification that all requirements must be completed by December 10, 2017. Students will be required to sign a form acknowledging receipt and agreeing to the terms as outlined in the letter by close of business November 25, 2015. Students who do not return the signed document or do **not** complete all requirements by December 10, 2017 will be moved to the Library and Information Studies major (INFOSTDYMS).

CHANGE REQUESTED:

[✓] **Officially Delete** the major at all degree levels.

[ ] **Officially Delete** the major at the following degree level(s):
B [ ] M [ ] S [ ] D [ ]

****

[ ] **Temporarily Suspend** listing the major at all degree levels.

[ ] **Temporarily Suspend** listing the major at the following degree level(s):
B [ ] M [ ] S [ ] D [ ]

****

[ ] **Unpublish** the major but keep active at all degree levels.

[ ] **Unpublish** the major but keep active at the following degree levels:
B [ ] M [ ] S [ ] D [ ]

****

[ ] **Unsuspend or Publish** a previously suspended or unpublished major.
B [ ] M [ ] S [ ] D [ ]

Department Chair/Program Director	Dr. Kathleen Burnett, Director	11/19/15 Date
Academic Dean	Dr. Lawrence C. Dennis, Dean	11/19/15 Date
Dean of The Graduate School (where applicable)	Dr. Nancy Marcus, Dean	11/20/15 Date
N/A		
Dean of Undergraduate Studies (where applicable)		Date
Vice President for Faculty Development and Advancement		Date
SACS Liaison		Date

Appendix X Digital Librarian Program of Study

Digital Librarian
Two-year Plan (6 semesters)

Students beginning in fall	Students beginning in spring
Fall 1 Core 1: LIS 5703, Info Organization LIS 5362, Design & Production of Networked Multimedia	Spring 1 Core 1: LIS 5703, Info Organization DL Elective[2]
Spring 1 Core 2[1] LIS 5472, Digital Libraries	Summer 1 Core 2[1] General Elective[3]
Summer 1 Core 3[1] DL Elective[2]	Fall 1 Core 3[1] LIS 5362, Design & Production of Networked Multimedia
Fall 2 Core 4[1] General Elective[3]	Spring 2 Core 4[1] LIS 5472, Digital Libraries
Spring 2 DL Elective[2] Technology Elective[4]	Summer 2 DL Elective[2] Technology Elective[4]
Summer 2 General Elective[3] Technology Elective[4]	Fall 2 General Elective[3] Technology Elective[4]

Please consult the Course Rotation Schedule to find out which courses are being offered in any given semester:
http://ischool.cci.fsu.edu/wp-content/uploads/2015/07/iSchool_3yrCourseRotation_2015jul14-Graduate.pdf

[1]Core Courses
There are four required core courses for the MSLIS degree:

- LIS 5020, Foundations of the Information Professions
        OR
- LIS 5411, Introduction to Information Policy

- LIS 5203, Assessing Information Needs
        OR
- LIS 5271, Research in Information Studies

- LIS 5408, Management of Information Organizations

- LIS 5703, Information Organization

[2]DL Electives
(Minimum of two courses required.)

- LIS 5275, Usability Analysis
- LIS 5711, Cataloging and Classification
- LIS 5736, Indexing and Abstracting
- LIS 5263, Theory of Information Retrieval
- LIS 5787, Fundamentals of Metadata Theory and Practice

[3]General Electives
General electives may be selected from the DL electives, technology electives, or any other 5000-level course, including the two MSLIS core courses not used to satisfy the core course requirement. Students must satisfy the prerequisite(s) for any course they elect to take.

[4]Technology Electives
(Minimum of two courses required.)

- LIS 5313, Digital Media: Concepts and Production
- LIS 5364, Website Development and Administration
- LIS 5367, Advanced Web Applications
- LIS 5485, Introduction to Information Technologies

- LIS 5782, Database Management Systems
- LIS 5786, Introduction to Information Architecture

Appendix Y Digital Youth Program of Study

Digital Youth Specialist—Non-School Librarian Track
Two-year Plan (6 semesters)

Students beginning in fall	Students beginning in spring
Fall 1 Core 1[1] LIS 5565 Info Needs of Young Adults[2]	Spring 1 Core 1[1] LIS 5564 Information Needs of Children[2]
Spring 1 Core 2[1] LIS 5564 Information Needs of Children[2]	Summer 1 Core 2[1] DY Elective[3]
Summer 1 Core 3[1] DY Elective[3]	Fall 1 Core 3[1] LIS 5565 Info Needs of Young Adults[2]
Fall 2 Core 4[1] Elective[3]	Spring 2 Core 4[1] Elective[3]
Spring 2 Core 5[1] DY Elective[3]	Summer 2 Core 5[1] DY Elective[3]
Summer 2 Elective[3] Elective[3]	Fall 2 Elective[3] Elective[3]

Digital Youth Specialist—School Librarian Track
Two-year Plan (6 semesters)

Students beginning in fall	Students beginning in spring
Fall 1 Core 1[1] LIS 5565 Info Needs of Young Adults[2]	Spring 1 Core 1[1] LIS 5564 Info Needs of Children[2]
Spring 1 Core 2[1] LIS 5524 Instructional Role[2]	Summer 1 Core 2[1] Elective[3]
Summer 1 Core 3[1] Elective[3]	Fall 1 Core 3[1] LIS 5512 Collection Program in Schools[2]
Fall 2 Core 4[1] LIS 5512 Collection Program in Schools[2]	Spring 2 LIS 5313 Digital Media[2] LIS 5524 Instructional Role[2]
Spring 2 Core 5[1] LIS 5313 Digital Media[2]	Summer 2 Core 4[1] LIS 5603 Intro to Info Services[2]
Summer 2 Elective[3] LIS 5603 Intro to Info Services[2]	Fall 2 Core 5[1] Elective[3]

Please consult the Course Rotation Schedule to find out when courses are being offered:
http://ischool.cci.fsu.edu/wp-content/uploads/2015/07/iSchool_3yrCourseRotation_2015jul14-Graduate.pdf

[1]Core Courses
There are five required core courses for the MSI degree:

- LIS 5020 Foundations of the Information Professions
  OR

- LIS 5411 Introduction to Information Policy

- LIS 5203 Assessing Information Needs
  OR
- LIS 5271 Research in Information Studies

- LIS 5408 Management of Information Organizations

- LIS 5485 Introduction to Information Technologies

- LIS 5703 Information Organization

[2]School Librarian Courses
In addition to successful completion of the FTCE Educational Media examination, three years of service as a school librarian, and any additional district requirements, these courses meet Florida's alternative Specialization Requirements for Certification in Educational Media Specialist (Grades PK-12)--Specialty Class pursuant to FL 6a-4.0251 (http://www.fldoe.org/teaching/certification/administrative-rules/6a-4-0251.stml). **Please note: These courses are open to all students, not just school librarian students.**

- LIS 5313 Digital Media: Concepts and Production

- LIS 5512 School Collection Development and Management

- LIS 5524 Instructional Role of the Information Specialist*

- LIS 5564 Information Needs of Children
  OR
- LIS 5565 Information Needs of Young Adults

- LIS 5603 Introduction to Information Services

[3]Electives
Electives may be selected from the suggested Digital Youth electives, general electives, technology electives, or any other 5000-level course, including the two MSI core courses not used to satisfy the Core Course or School Librarian course requirement. Students must satisfy the prerequisite(s) for any course they elect to take. A list of all graduate courses and course descriptions is available at http://ischool.cci.fsu.edu/academics/courses/grad

SUGGESTED DIGITAL YOUTH (DY) ELECTIVES
(Non school-librarian students should choose at least TWO of these electives.)
- LIS 5528 Storytelling for Information Professionals
- LIS 5577 Graphic Novels in Libraries
- LIS 5566 Diversity in Literature for Youth [proposed title, combined course]
- LIS 5945 Internship

SUGGESTED GENERAL ELECTIVES
- LIS 5602 Marketing of Library and Information Services
- LIS 5711 Cataloging and Classification

SUGGESTED TECHNOLOGY ELECTIVES
- LIS 5362 Design and Production of Networked Multimedia
- LIS 5364 Website Development and Administration
- LIS 5385 Social Media Management
- LIS 5472 Digital Libraries

Appendix Z Health Informaticist Program of Study

Health Informaticist
Two-year Plan (6 semesters)

Students beginning in fall	Students beginning in spring
Fall 1 Core 1[1] LIS 5418, Intro to Health Informatics	Spring 1 Core 1[1] LIS 5419, Consumer Health Informatics
Spring 1 Core 2[1] LIS 5419, Consumer Health Informatics	Summer 1 Core 2[1] LIS 5631, Health Information Sources
Summer 1 Core 3[1] LIS 5631, Health Information Sources	Fall 1 Core 3[1] LIS 5418, Intro to Health Informatics
Fall 2 Core 4[1] LIS 5788, Mgt of Health Info Technology	Spring 2 Core 4[1] Technology Elective[3]
Spring 2 General Elective[2] Technology Elective[3]	Summer 2 General Elective[2] Technology Elective[3]
Summer 2 General Elective[2] Technology Elective[3]	Fall 2 General Elective[3] LIS 5788, Mgt of Health Info Technology

Please consult the Course Rotation Schedule to find out which courses are being offered in any given semester:
http://ischool.cci.fsu.edu/wp-content/uploads/2015/07/iSchool_3yrCourseRotation_2015jul14-Graduate.pdf

[1]Core Courses
There are four required core courses for the MSLIS degree:

- LIS 5020, Foundations of the Information Professions
       OR
- LIS 5411, Introduction to Information Policy

- LIS 5203, Assessing Information Needs
       OR
- LIS 5271, Research in Information Studies

- LIS 5408, Management of Information Organizations

- LIS 5703, Information Organization

General Electives
General electives may be selected from the technology electives, or any other 5000-level course, including the two MSLIS core courses <u>not </u>used to satisfy the core course requirement. Students must satisfy the prerequisite(s) for any course they elect to take.

Recommended Electives for Health Informatics:

- LIS 5255, Information, Technology, and Older Adults
- LIS 5524, Instructional Role of the Information Specialist
- LIS 5602, Marketing of Library and Information Services
- LIS 5751, Computers as Persuasive Technology
- LIS 5788, Fundamentals of Metadata Theory and Practice

Technology Electives
(Minimum of two courses required)

- LIS 5313, Digital Media: Concepts and Production
- LIS 5362, Design and Production of Networked Multimedia
- LIS 5364, Website Development and Administration
- LIS 5367, Advanced Web Applications
- LIS 5385, Social Media Management
- LIS 5485, Introduction to Information Technologies
- LIS 5472, Digital Libraries
- LIS 5775, Information Security
- LIS 5782, Database Management Systems
- LIS 5787, Introduction to Information Architecture

Appendix AA Information Manager Program of Study

Information Manager
Two-year Plan (6 semesters)

Students beginning in fall	Students beginning in spring
Fall 1 Core 1[1] LIS 5385, Social Media Management	Spring 1 Core 1[1] LIS 5442, Information Leadership
Spring 1 Core 2[1] LIS 5442, Information Leadership	Summer 1 Core 2[1] IM Elective[2]
Summer 1 Core 3[1] IM Elective[2]	Fall 1 Core 3[1] LIS 5385, Social Media Management
Fall 2 Core 4[1] General Elective[3]	Spring 2 Core 4[1] General Elective[3]
Spring 2 IM Elective[2] Technology Elective[4]	Summer 2 IM Elective[2] Technology Elective[4]
Summer 2 General Elective[3] Technology Elective[4]	Fall 2 General Elective[3] Technology Elective[4]

Please consult the Course Rotation Schedule to find out which courses are being offered in any given semester:
http://ischool.cci.fsu.edu/wp-content/uploads/2015/07/iSchool_3yrCourseRotation_2015jul14-Graduate.pdf

[1]Core Courses
There are four required core courses for the MSLIS degree:

- LIS 5020, Foundations of the Information Professions
         OR
- LIS 5411, Introduction to Information Policy

- LIS 5203, Assessing Information Needs
         OR
- LIS 5271, Research in Information Studies

- LIS 5408, Management of Information Organizations

- LIS 5703, Information Organization

IM Electives
(Minimum of two courses required.)

- LIS 5403, Human Resource Management for Information Professionals
- LIS 5426, Grant Writing, Evaluation, and Administration
- LIS 5602, Marketing of Library and Information Services

- COM 5450, Introduction to Project Management

General Electives
General electives may be selected from the DY electives, technology electives, or any other 5000-level course, including the two MSLIS core courses not used to satisfy the core course requirement. Students must satisfy the prerequisite(s) for any course they elect to take.

Technology Electives
(Minimum of two courses required.)

- LIS 5313, Digital Media: Concepts and Production
- LIS 5362, Design and Production of Networked Multimedia
- LIS 5364, Website Development and Administration
- LIS 5472, Digital Libraries
- LIS 5485, Introduction to Information Technologies
- LIS 5487, Information Systems Management
- LIS 5788, Management of Health Information Technology

Appendix BB Reference and Competitive Intelligence Program of Study

Reference and Competitive Intelligence Specialist
Two-year Plan (6 semesters)

Students beginning in fall	Students beginning in spring
Fall 1 Core 1[1] LIS 5603, Intro to Information Services	Spring 1 Core 1[1] LIS 5603, Intro to Information Services
Spring 1 Core 2[1] LIS 5524, Instructional Role of the Information Specialist	Summer 1 Core 2[1] RI Elective[2]
Summer 1 Core 3[1] RI Elective[2]	Fall 1 Core 3[1] RI Elective[2]
Fall 2 Core 4[1] General Elective[3]	Spring 2 Core 4[1] LIS 5524, Instructional Role of the Information Specialist
Spring 2 RI Elective[2] Technology Elective[4]	Summer 2 General Elective[3] Technology Elective[4]
Summer 2 General Elective[3] Technology Elective[4]	Fall 2 General Elective[3] Technology Elective[4]

Please consult the Course Rotation Schedule to find out which courses are being offered in any given semester:
http://ischool.cci.fsu.edu/wp-content/uploads/2015/07/iSchool_3yrCourseRotation_2015jul14-Graduate.pdf

[1]Core Courses
There are four required core courses for the MSLIS degree:

- LIS 5020, Foundations of the Information Professions
          OR
- LIS 5411, Introduction to Information Policy

- LIS 5203, Assessing Information Needs
          OR
- LIS 5271, Research in Information Studies

- LIS 5408, Management of Information Organizations

- LIS 5703, Information Organization

(Minimum of three courses required.)

- LIS 5008, Advanced Online Searching
- LIS 5105, Communities of Practice
- LIS 5241, International and Comparative Information Services
- LIS 5255, Information, Technology, and Older Adults
- LIS 5417, Introduction to Legal Resources
- LIS 5474, Business Information Needs and Sources
- LIS 5602, Marketing of Library and Information Services
- LIS 5631, Health Information Sources
- LIS 5661, Government Information

[3]General Electives
General electives may be selected from the RI electives, technology electives, or any other 5000-level course, including the two MSLIS core courses not used to satisfy the core course requirement. Students must satisfy the prerequisite(s) for any course they elect to take.

[4]Technology Electives
(Minimum of two courses required)

- LIS 5313, Digital Media: Concepts and Production
- LIS 5362, Design and Production of Networked Multimedia
- LIS 5364, Website Development and Administration
- LIS 5385, Social Media Management
- LIS 5485, Introduction to Information Technologies
- LIS 5472, Digital Libraries

Appendix CC CMC Minutes March 4, 2015

iSchool Curriculum Management Committee
20150304 (March 4, 2015)

[add Lorri Mon onto the list for this committee]

Advising sessions for masters programs

        Free up an evening time slot that would normally have a class in it.

        Connecting with students early and often.

Updating of the Graduate Course Rotation Schedules

        Prune trim slim
        Move some stuff out of summers
        Lorri is the "grown up in charge"

        Come to the next meeting having looked at the course rotation with these
        specific questions:
        What can we cut?
        What can we MOVE out of summers?
        Will send enrollment update as well.

        This also requires an articulation discussion between the MSIT and BSIT
        (John and Mia) to reduce overlap in content

        MLIS committee may be preparing a proposal for adding intro to info tech as
        a required MLIS course (with a test out)

Discussion of Careers (tabled item from February)

The UG team has a couple of items:
1. Proposed changes to the IT and ICT course flow maps
2. Proposed changes to Liberal Studies plan

Lacking in SIP and upper-division writing – so now proposing to convert: (see
handout): 3793 information architecture; 4776 advanced health informatics; 4910
IT project;
the Information Science course (is 3xxx) could work also

Audit (students requesting to audit a class).

Appendix DD LIS5511_Collection Devt_ RevSpr2017

FLORIDA STATE UNIVERSITY
COLLEGE OF COMMUNICATION & INFORMATION
School of Information

LIS5511 – Collection Development and Management
Section(s)
TERM 20XX, COURSE MEETING DAY/TIME, COURSE MEETING LOCATION
Mode of Instruction: Online

Instructor:
Email:
Office:
Phone:
Course Location/Website:
Office Hours (in office, online or via phone):
Teaching Assistant:
Email:

COURSE DESCRIPTION:

Introduction to the national, state, and local environments, principles, policies and practices that facilitate or inhibit the selection, evaluation, acquisition, access to, maintenance, and evaluation of resources for a library and their use and usefulness.

COURSE OBJECTIVES:
At the end of the course, the student will be able to:
The student successfully completing this course will be able to:
- Define and successfully carry out the roles and responsibilities of a librarian in collection development and management.
- Discuss historical, contemporary, and emerging trends and issues in society, education, and government to collection development practices.
- Locate and use appropriate research and professional resources in collection development and management.
- Apply appropriate policies and procedures for collection development and management.
- Develop and use a collection development policy, both for collection and for challenges.
- Practice collaborative resource development and management within library and community.
- Develop a collection that meets the needs of learning and the needs and interests of patrons and learners.

COURSE MATERIALS:
Required Readings: Students have their choice of one of two texts, and may wish to purchase both:
- Evans, G. & Saponaro, M. *Collection Management Basics, 6th ed.* Libraries Unlimited, 2013.
- Mardis, M.A. *The Collection Program in Schools: Concepts, Practices, and Information Sources*.

6th ed. Libraries Unlimited, 2016.

These texts are available through online booksellers like Amazon and Barnes & Noble. You may also purchase the text directly from Libraries Unlimited at http://www.abc-clio.com/product.aspx?isbn=9781610690225 or call them at 1-800-368-6868

Additional readings will be provided in Course Documents.

COURSE ASSIGNMENTS AND EVALUATION:

Assignment	# of points	Details
Attendance	150	At least 10 synchronous sessions at 15 pts. each
Discussion Board Postings	150	5 posts at 30 pts each **(one is for C&W)**
Assignment #1	90	Personal Web page
Assignment #2	200	Critique of online discussion groups and blogs for collection development
Assignment #3	250	Collection Development Policy and Procedures Critique (Part A 50 points; Part B 200 points) **(C&W)**
Final Exam/Project	300	Final Exam/Project
Discussion Leadership	60	Co-lead one asynchronous discussion
Total	**1200**	

Detailed guidelines and rubrics are available in the Assignments section of Blackboard.

GRADE CALCULATION:

A 1000-1200	A- 950-999	B+ 900-949
B 850-899	B- 800-849	C+ 750-799
C 700-749	C- 650-699	D+ 600-649
D 550-599	D- 500-549	F below 500

COURSE SCHEDULE:

Class	Class Topic
W1	Introduction to Collection Development and Management
W2	History of Collections The 21st Century Library and Learner
W3	Collection Development & Standards
W4	Research and Professional Resources Assessing Community Needs
W5	Collection Development Policies & Procedures Patron Privacy
W6	Fiscal Management National Environments Educational Trends

W7	Digital Resources
W8	Collection Development Criteria, Tools, and Aids
W9	Collection Development for Learning (Curriculum, Collection Mapping, Collaborative Collection Development)
W10	Collection Development for Learning (Needs, Interests, Access, Circulation and Use, Achievement)
W11	Acquisition, Management, Maintenance of Collections
W12	Evaluation of Collections, Community Use of Collections; Issues of Access
W14	Weeding assignment
W15	Course Review and Remaining Issues

UNIVERSITY ACADEMIC POLICIES

UNIVERSITY ATTENDANCE POLICY:

University-wide policy requires all students to attend the first day of class meeting of all classes for which they are registered. Students who do not attend the first class meeting of a course for which they are registered will be dropped from the course by the academic department that offers the course. This policy applies to all levels of courses and to all campuses and study centers. It remains the student's responsibility to verify course drops and check that fees are adjusted.

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

ACADEMIC HONOR POLICY:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy.)

PLAGIARISM:

Plagiarism of any type, including material from Internet sources, will not be tolerated. Cases of academic dishonesty such as plagiarism and cheating will be investigated & pursued vigorously according to departmental and (if needed) university procedures. Before submitting any work for this class, please read the "Academic Honor System" in its entirety (see link above) and ask me to clarify any of its expectations that you do not understand.

ADA STATEMENT:

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor

indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

> Student Disability Resource Center
> 874 Traditions Way
> 108 Student Services Building
> Florida State University
> Tallahassee, FL 32306-4167
> (850) 644-9566 (voice)
> (850) 644-8504 (TDD)
> sdrc@admin.fsu.edu
> http://www.disabilitycenter.fsu.edu/

SYLLABUS CHANGE POLICY:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

SCHOOL OR DISCIPLINARY POLICIES:

COPYRIGHT STATEMENT:

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization* (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

SEXUAL HARASSMENT POLICY:

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm

SCHOOL OF INFORMATION HARDWARE AND SOFTWARE REQUIREMENTS:

A list of all hardware and software requirements for students participating in courses offered by the School of Information (iSchool) can be found at the following location: http://ischool.cci.fsu.edu/academics/online/requirements/ .

STUDENT ELIGIBILITY FOR AN INCOMPLETE GRADE:

Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

Appendix EE LIS5566_DiversityResoures_ Rev11Jan2017

LIS5566 – Diverse Resources for Children and Young Adults
Section(s)
TERM 20XX, COURSE MEETING DAY/TIME, COURSE MEETING LOCATION
Mode of Instruction: Online

Instructor:
Email:
Office:
Phone:
Course Location/Website:
Office Hours (in office, online or via phone):
Teaching Assistant:
Email:

COURSE DESCRIPTION:
The focus of this course is evaluation of both United States and international literature and information resources for children and young adults from the perspective of diversity. Students will explore various diversity issues, including race, ethnicity, sexuality, gender identity, ability, religion, and the immigrant experience. Students will employ strategies for using literature and information resources to meet the developmental, informational, and recreational needs of children and young adults in relation to these issues. Discussion will include various resource formats, selection criteria, and promotional strategies.

COURSE OBJECTIVES:
At the end of this course, the student will be able to:
1. Define diverse literature and information resources for children and young adults.
2. Name and provide information about the most widely recognized U.S. and international authors, illustrators, and publishers whose works are recognized in the field as representing diverse literature and information resources for children and young adults.
3. Identify and use selection and evaluation criteria for diverse literature and information resources, including those criteria that identify authentic portrayals of various diverse groups.
4. Discuss issues of diversity in relation to selection and use of literature and information resources to meet the developmental, informational, and recreational needs of children and young adults.
5. Identify and discuss issues related to prejudice, discrimination, and stereotyping as reflected in materials and other resources for children and young adults.
6. Describe strategies for incorporating diverse literature and information resources in classrooms and libraries.

COURSE MATERIALS:
Textbook:
Fox, D. L., & Short, K. G. (2003). Stories matter: The complexity of cultural authenticity in children's literature. Urbana, IL: National Council of Teacher of English. Retrieved from http://search.proquest.com/docview/62167109?accountid=4840.

Freely available through the ERIC database here: http://eric.ed.gov/?id=ED480339.

Other required books (for example, picture books, novels, nonfiction books) will vary each semester the course is taught, but will represent the diverse groups reflected in the course outline (see below).

Choice Books:
- Selected picture books from the Children's Digital Library (a free online resource). The titles will be listed on the course website under the Weekly Activities folder for the given week.
- Other award-winning and culturally authentic books of your choice can be used for your assignments. Criteria for book selection will be discussed in class.

*Other Resources***:**
International Children's Digital Library: http://en.childrenslibrary.org/

Other required readings and supplementary materials (e.g. articles, recommended websites, video shorts, etc.) are assigned most weeks, and information about these materials will be posted on the course website in the appropriate Weekly Folder.

COURSE ASSIGNMENTS AND EVALUATION:

Class Attendance: Attend a minimum of 10 synchronous class sessions.

Reading Response Discussion Board Posts: Write 10 reading responses (RR) over 10 different weeks. These are short, reflective reactions to required readings and other course materials. RR prompts are posted on the course website at the beginning of each week and students have one week to post their responses. Each RR post will be evaluated based on the degree to which it addresses the prompt, includes specific details from the reading(s) referenced in the prompt, and is of the minimum word length specified in the prompt.

Picture Book Essay: Write an essay of at least 1200 words in which you compare and contrast two diverse picture books, considering issues related to cultural authenticity (which we will discuss in class). Your essay will be evaluated on the degree to which the content addresses the assignment instructions, the quality of writing (including grammatical correctness), and proper citation format (APA or MLA). More detailed instructions, including a grading rubric, are provided on the course website.

Theme/Issue Essay: Write an essay of at least 1200 words in which you focus on a particular theme/issue and show how that theme/issue is reflected in at least three different diverse resources (not picture books). Your essay will be evaluated on the degree to which the content addresses the

assignment instructions, the quality of writing (including grammatical correctness), and proper citation format (APA or MLA). More detailed instructions, including a grading rubric, are provided on the course website.

Programming Activity Essay: Write an essay of at least 1200 words in which you describe an activity that you would create for use in a library (public or school) or classroom, for the purpose of introducing children or young adults to diverse resources and using at least five different diverse resources. You may define your focus as you wish. Your essay will be evaluated on the degree to which the content addresses the assignment instructions, the quality of writing (including grammatical correctness), and proper citation format (APA or MLA). More detailed instructions, including a grading rubric, are provided on the course website.

Depiction of Childhood/Young Adulthood Essay: Write an essay of at least 1200 words in which you analyze and discuss the way childhood or young adulthood is depicted in an international book for children or young adults that has won an award (either an international award or an award in another country). Discuss the developmental stage (or stages) that are represented in the book, and also discuss how the depiction of childhood or young adulthood reflects the culture/country depicted in the book. Your essay will be evaluated on the degree to which the content addresses the assignment instructions, the quality of writing (including grammatical correctness), and proper citation format (APA or MLA). More detailed instructions, including a grading rubric, are provided on the course website.

GRADE CALCULATION

Class Attendance (min. 10 class sessions @ 10 pts. ea.):	100 points
Reading Responses (min. 10 over 10 different weeks @ 10 pts. ea.):	100 points
Picture Book Essay:	200 points
Theme/Issue Essay:	200 points
Programming Activity Essay:	200 points
Essay on Depiction of Childhood/Young Adulthood:	200 points
Total	**1000 points**

GRADING SCALE:

A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	0-599

COURSE SCHEDULE:

Week 1: Introduction to Diversity & Diverse Resources
Week 2: Cultural Authenticity / The Immigrant Experience
Week 3: Selection and Awards, Readers' Advisory, Programming
Week 4: Canada, Europe, Australia, New Zealand
Week 5: Native American
Week 6: Asia
Week 7: Asian American
Week 8: Mexico, Central America, and South America
Week 9: Latino/a American
Week 10: Africa
Week 11: African American
Week 12: Middle East / Middle Eastern American
Week 13: Religious Diversity
Week 14: LGBTQ+
Week 15: Disability

Copyright Statement:
Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization* (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

Sexual Harassment Policy:
It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm

iSchool Hardware and Software Requirements:
A list of all hardware and software requirements for students participating in the School of Information (iSchool) courses can be found at the following location:
http://ischool.cci.fsu.edu/academics/online/requirements/

Student Eligibility for an Incomplete Grade:
Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

University Attendance Policy:
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious

illness.

Academic Honor Policy:
The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy)

Americans with Disabilities Act:
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) sdrc@admin.fsu.edu http://www.disabilitycenter.fsu.edu

Syllabus Change Policy
"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."

Appendix FF Course Rotation History and Schedule SP07 Through FA17

SLIS Graduate Course Rotation Schedule and Historical Data	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017
5008 Advanced Online Searching	28		31		33	30			29			23			24			19						1X						1X			1X
5020 Foundations of the	41	40	57	20	44	71	45	46	78	67	20	63	45	34	54	46	35	46	26	28	1X			1X		1X	1X			1X		1X	1X
5025 Educational Concepts and Strategies for School Librarians																	8			14			1X				1X			1X			1X
5105 Communities of Practice	22				16																												
5112 History of Reading in					8					35			27																				
5113 History of American			43						43																								
5203 Assessing Information Needs	44		77	71		50	49		85	79	38	72	50		55	51		57	32		2X	1X		1X	1X		1X	1X		1X	1X		1X
5241 Internatonal & Comparative Information Service		29			39			46			38			24			16			1X						1X							1X
5260 Information Science			35			21																											
Retrieval	24		9		15			31				19		17			13						1X							1X		
5270 Evaluating Networked Information Services & Systems				4								6																					
5271 Research In Information	87	50	115	71	67	78	58	70	33	22		25	19	34	30	21	29	14	24	39	1X			1X		1X	1X			1X		1X	1X
5273 Practical Library & Information Science Exploration		6			7			3			9			5			4			4			1X			1X			1X			1X	
5275 Usability Analysis	32	37	1	11		21			25						13			17			1X			1X			1X			1X			1X
5313 Digital Media: Concepts & Production	28	40	31	23	38	40	38	12	35	26	14	33	19	19	29	25	11	27	37	12		1X	1X		1X	1X		1X	1X			1X	1X
5316 Information Graphics																																	
5362 Design & Production of Networked Multimedia	41	53	70	60	65	57	39	61	55	44	55	42	42	55	31	32	46	25	30	12	1X		1X	1X		1X	1X		1X	1X		1X	1X
5364 Web Site Development &			34			32			15			9					28		14	5					1X					1X			
5367 Advanced Web Applications			2	11			9			19			17			5	10					1X				1X				1X			1X
5385 Social Media Management																	47	31			1X			1X			1X			1X			1X
5403 Human Resourse Management for Information						23			41			27			21			25			1X			1X			1X			1X			1X
5405 Leadership in Technology								38				12														1X						1X	
5408 Management of Information	77	100	64	43	126	99	133	90	81	63	91	47	77	84	49	77	72	31	77	50	2X	1X		2X	1X		2X	1X		2X	1X		2X
5411 Introduction to Information	95	53	81	165	66	89	65	49	41	58	15	29	29	26	25	15	38	30	17			1X	1X		1X			1X	1X		1X		
5413 Seminar in Information																																	
5416 Introduction to Legal																																	
5417 Introduction to Legal	25		26			21	28			31			15	11			19			15					1X				1X				1X
5418 Introduction to Health			25										11	5		9			7				1X			1X							1X
5419 Consumer Health	19					2						6				11			8					1X									1X
5426 Grant Writing, Evaluation &				42	40		38			31			25				30			24			1X			1X			1X			1X	
5441 Leadership in Reading				38							11			15				9			9			1X			1X			1X		1X	
5442 Information Leadership	70		30	39			41	41		28	26		18			25	29		24				1X			1X			1X			1X	
5447 Graphic Novels																	49			59				1X			1X			1X		1X	
5472 Digital Libraries	13			29		11	17		21	32		9	26		21	13		23	20		1X			1X			1X			1X			1X
5474 Business Information Needs & Sources																				38				1X						1X			
5484 Introduction to Data Networks for Information	32		39	25	38	15	24		24	21	29	9		27	17	10		14	7		1X			1X			1X			1X			1X
5485 Introduction to Information Management	28		26			24			23			9			13	13	14	12		1X			1X			1X	1X		1X			1X	
5489 Network Administration		17	12		14	13			18			11				9				26			1X			1X				1X			
5511 Management of Information	35		33	30		32	38		44	53		42	44		39	23		30	23		1X		1X	1X			1X		1X	1X			1X
5512 School Collection Development & Management		16	17	11	33	16	19		22	18		11	17		8	15		10	11		1X	1X			1X			1X			1X		
5513 Preservation of Information																																	
5524 Instructional Role of the Information Specialist	36	31	35	19		34	32		28	20		17	16		25	17		27	20		1X			1X			1X			1X			1X
5528 Storytelling for Information								51			46			40			26			45			1X			1X			1X			1X	
5564 Information Needs of	10	31	51	43	45		45	48	49	42	28	43	25	37	38	29	27	29	26		1X	1X		1X	1X		1X	1X		1X	1X		1X
5565 Information Needs of Young	44		50	45		43	48		43	45	43	28	38		45	48		26	24		1X	1X		1X	1X		1X	1X		1X	1X		1X
5566 Multicultural Literature & Information Resources for	45					48			28			5			30		33									1X							1X
5567 International Literature for Children & Young Adults		21						48			39			44			25						1X						1X				
5576 Information Needs of Adults	43		49			23			14		36	41		27			30		1X			1X			1X			1X			1X		
5590 Museum Informatics	23			23		28			28	28	25	30	38		1X			1X			1X			1X			1X						
5602 Marketing of Library &	47		32	73		29	38		29	30		31	42		37	30		34	33		1X	1X		1X			1X	1X		1X	1X		1X
5603 Introduction to Information	93	42	85	47	45	78	68	47	64	68	38	53	64	27	48	69	27	38	35		1X	1X		1X	1X		1X	1X		1X	1X		1X
5631 Health Information Sources		18			41			52			50			25			17						1X			1X							
5661 Government Information							48			45			44			45			33			1X			1X			1X			1X		
5703 Information Organization	98	53	97	73	49	140	106	50	122	85	78	100	69	33	88	52	38	69	28		2X	2X		1X	2X		1X	2X		1X	2X		1X
5711 Cataloging & Classification		30		40		27	26		26	26		26	25		35	29		22	19		1X			1X			1X			1X			
5736 Indexing & Abstracting	20		20			19			22			22				23		13						1X						1X			
5737 Subject Analysis																																	
5771 Information & Image																																	
5775 Information Security	24		27	22			17		12			7		16	20				25		1X			1X			1X			1X			
5782 Database Management	42	26	37	23		45	35		23	16		29	17		23	19			8		1X			1X			1X			1X			1X
5786 Introduction to Information	26		37		34	26		48			26	35			12	38		8				1X			1X			1X			1X		

Course	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
5787 Fundamentals of Metadata Theory & Practice	15			36		23	24			32		20				32			16			1X		1X		
5788 Management of Health Information Technology																				**26**			1X		1X	
5900 Directed Individual Study	3	2	4	4	6	2	5	2	2	3	4	1	4	2	4	5	4	1	6							
5916 Issues in Information Studies	10	2	3	5	4		4	5	4	2	10	5	7	1	3	1		5								
5916a Virtual Reference			18			18		17				26			21					1X			1X			1X
5916c Open Source Software														20												
5916e Information Technology &																				**25**				1X		1X
5916h Information Services for																				**18**	1X				1X	
5916i/COM5450 Project	24	16										28	6													
5916j Computers as Persuasive																				**20**			1X		1X	
5916k Mobile Application Development & Management																						1X	1X	1X	1X	1X
5916l Non Fiction & Literacies																						1X		1X		1X
5945a Internship	21	10	6	18	12	13	31	27	11	10	17	17	10	30	3	6	7	6	13	**3**						
5945b School Media Internship	14	1	8	10	2	10	37	1	8	10	1	6	10		3	5	1	8	3	**1**						
5971 Thesis	1	1	2	1				1	1									1	1							
6024 Seminar in the Historical Foundations of Library &			15			5		6				8			8		7					1X				
6205 Issues in Information												4										1X				
6269 Seminar in Information				7				6								5										
6278 Issues in Theory	10			14			4	6				8				7			8							
6279 Research in Information			15			5		6				8			7		7					1X				
6289 Seminar in Education for Information Studies	13						12						7													
6662 Seminar in Information	10						6																			
6759 Seminar in Intellectual		12	6					6							3											
6909 Directed Individual Study	4	15	12	9	9	7	6	16	10	5	7	3	5	4	13	10	16	9	8							
6911 Research Collaboration	1	1	1	3	6	7	1	5	1	1	3		1	5	1	1	6	3	1							
6919 Issues in Information Studies	3		12			9		4				5							13							
6919a CRITIQ & IMPROV Research												8			8		6									
6919b Digital Convergence					8																					
6936 Proseminar in LIS Research &			17		25	18		13	25		21	25			30	26		30	33			1X				
6980 Dissertation	22	7	15	15	16	19	24	23	15	17	9	14	13	7	10	10	10	6	6							
8964 Doctoral Preliminary Exam	1	1	1	1		3	3	3	3	1		1			1	1	1	3	1							
8976 Master's Thesis Defense			1																							
8985 Dissertation Defense	1	2	1		1	3	2	1	1	1	1	3	6	1	1	1	1	1	1							
RED5337 SUPV/INST SEC SCH RD								18			15			1		8				**11**						

Appendix GG Faculty Handbook

The Florida State University
Faculty Handbook
2008
(February 25, 2016)

TABLE OF CONTENTS

INTRODUCTION

T he *Faculty Handbook* provides an overview of the history and administrative structure of Florida State University. It also presents information on various processes and procedures you will encounter as a faculty member in your academic, administrative, or research roles. The entire text of the .pdf document can be searched by using the Adobe find function (Windows: Ctrl + F; Mac: Command + F). As policies and procedures change, the most up-to-date information will be available on the Office of Faculty Development and Advancement Web site at http://fda.fsu.edu/.

The term "faculty" has different meanings in different contexts. The Florida State University Constitution defines "The General Faculty" as those faculty members holding the academic rank of Instructor, Assistant Professor, Associate Professor, or Professor (includes Eminent Scholar) in one of the colleges or academic departments and who may not be re-appointed beyond a seven-year maximum unless awarded tenure (tenure is not awarded at the instructor and assistant professor ranks). These faculty members are commonly described as "ranked faculty." All other faculty members are described as "non-ranked." The "non-ranked" group includes the "rank equivalent" faculty (applies to the various levels of Scholar/Scientist/Engineer and Curator), the various librarian ranks, and the lecturer rank, as well as the faculty positions that carry no assigned rank.

Faculty members hold various types of compensated appointments, such as regular, research, visiting, acting, provisional, or adjunct (or visiting in lieu of adjunct), as well as non-compensated appointments such as courtesy or joint college. Other terminology commonly used to describe faculty members includes:

- tenure-track (tenure-earning or tenured) or non-tenure-track (not tenure-earning and non-tenured),
- instructional or non-instructional,
- full-time or part-time,
- funded from Education and General (E&G) recurring Legislative appropriations or from "soft money" [faculty, contracts and grants (C&G), sponsored research funds, grants and donations trust funds, or auxiliary entities],
- paid from salary or OPS (other personnel services) funds.
- in-unit or out-of-unit (referring to the collective bargaining unit; for the list of in-unit classification titles, see Appendix A of the Collective Bargaining Agreement).

Some of the policies and procedures described in the *Faculty Handbook* apply only to certain types of faculty members, and the text will reflect this.

SECTION 1:
HISTORY AND MISSION
OF THE UNIVERSITY

HISTORY OF FLORIDA STATE UNIVERSITY

The Florida State University, one of the largest and oldest of the 11 institutions of higher learning in the State University System of Florida, had its beginning as early as 1823 when the Territorial Legislature began to plan a higher education system. In 1825, the Federal Government reserved two townships for the purpose of maintaining institutions of higher education in the territory. On March 3, 1845, the U.S. Congress, in an act supplemental to the act admitting Florida as a state in the Union, added two more townships. These townships were granted to the State for the use of two seminaries of learning, one to be located east and the other west of the Suwannee River.

The Legislature of the State of Florida in a Legislative Act of Jan. 24, 1851, provided for the establishment of the two institutions of learning, their first purpose to be "the instruction of persons, both male and female, in the art of teaching all the various branches that pertain to a good common school education; and next to give instruction in the mechanic arts, in husbandry, in agricultural chemistry, in the fundamental laws, and in what regards the rights and duties of citizens."

By 1854, the City of Tallahassee had established a school for boys called the Florida Institute with the hope the State could be induced to take it over as one of the seminaries. In the 1854 session of the Legislature of Florida, the City of Tallahassee presented a memorial asking that the institution west of the Suwannee be located in that city.

That effort was not successful, but in 1856, the Intendant (Mayor) of Tallahassee again offered the Institute's land and building to the Legislature. Francis Eppes, who spent his formative years on the estate of his grandfather President Thomas Jefferson at Monticello in Virginia and shared his views of the importance to a democracy of a liberally educated citizenry, was the Mayor of Tallahassee who made the offer. This time they chose to accept the offer and designated Tallahassee as the site of one of the state seminaries because of its railway connections, its "salubrious climate," and its "intelligent, refined, and moral community." The bill to locate the Seminary in Tallahassee passed both houses and was signed by the Governor on Jan. 1, 1857.

On Feb. 7, 1857, the first meeting of the Board of Education of the State Seminary West of the Suwannee River was held, and the institution began offering postsecondary instruction to male students. Francis Eppes served as President of the Seminary's Board of Education for eight years and instilled in the institution the Jeffersonian ideals, which characterize it today. The school first became co-educational the following year (1858) when it absorbed the Tallahassee Female Academy, begun in 1843 as the Misses Bates School. Thus the West Florida Seminary, founded in 1851, began operating in 1857, only 12 years after Florida achieved statehood. It was located on the hill where the Westcott Building now stands, which has been the site of an institution of higher education longer than any other site in Florida.

Classes were held at the West Florida Seminary from 1857 until 1863, when the state Legislature changed the name to The Florida Military and Collegiate Institute to reflect the addition of a military section, which trained cadets. During the Civil War, cadets from the school, ranging in age from 12

to 18, fought in the Battle of Natural Bridge and helped make Tallahassee the only Confederate capital east of the Mississippi not captured during the war. As a result of the brave action of the West Florida cadets in this battle, the Florida State University Army ROTC cadet corps today is one of only three in the nation authorized to display a battle streamer with its flag, which bears the words **NATURAL BRIDGE** 1865. After the end of the war in 1865, however, Union troops under General McCook descended upon Tallahassee and occupied the city (including campus buildings), remaining for more than a month.

Following the war, the institution entered a period of growth and development. In 1884, the first diplomas, Licentiates of Instruction, were awarded, and by 1891 the Institute had begun to focus clearly on what we would today call post-secondary education; seven Bachelor of Arts degrees were awarded that year.

By 1897, the institution had evolved into the first liberal arts college in the state, and in 1901, it became Florida State College, a four-year institution organized in four departments: the College, the School for Teachers, the School of Music, and the College Academy. Florida State College was empowered to award the degree of Master of Arts, and the first master's degree was offered in 1902. That year, the student body numbered 252 men and women, and degrees were available in classical, literary and scientific studies. In 1903, the first university library was begun. The following quote from the 1903 Florida State College Catalogue adds an interesting footnote to this period:

> In 1883, the institution, now long officially known as the West Florida Seminary, was organized by the Board of Education as The Literary College of the University of Florida. Owing to lack of means for the support of this more ambitious project, and owing to the fact that soon thereafter schools for technical training were established, this association soon dissolved. It remains to be remarked, however, that the legislative act passed in 1885, bestowing upon the institution the title of the University of Florida, has never been repealed. The more pretentious name is not assumed by the college owing to the fact that it does not wish to misrepresent its resources and purposes.

In a 1905 reorganization of Florida's educational system by the Legislature, six state institutions of higher learning were consolidated into two when the University of Florida in Gainesville was established and designated a men's school and the Florida State College became a women's school called the Florida Female College. The male student body moved from Tallahassee to Gainesville, taking with it the fraternity system and the college football team, which had been state champions in 1902, 1903 and 1905.

In 1909, the name of the college was changed to Florida State College for Women, an institution which grew to become the third largest women's college in the nation during the 1930s. The College became fully accredited in 1915, and a chapter of the National Honor Society of Phi Kappa Phi was installed in 1924, the same year the College was placed on the list of standard colleges and universities approved by the Association of American Universities, and became a member of the Association of American Colleges. In 1935, the first chapter of Phi Beta Kappa in the state, Alpha Chapter of Florida, was installed at the College, a mark of its status as a true liberal arts college.

The year 1947 saw many changes. Demand by returning World War II veterans had brought men back to the campus in 1946 with the establishment of the Tallahassee Branch of the University of Florida, and on May 15, 1947, the Governor signed an act of the Legislature returning Florida State College for Women to coeducational status and naming it The Florida State University. A permanent president's residence was acquired. The student body, numbering 4,056, chose a new alma mater and selected the Seminole as their mascot. The Flying High Circus was born, and football was started again when the first home game since 1905 was played in October. Three years

later, Campbell Stadium was built. The first Student Union was established and housed in the "O Club" on West Campus, a former Army Air Base that housed mainly men students and provided some classroom space three miles west of the main campus.

The 1950s brought further development and expansion to the University. To the colleges and schools that had existed since the Florida State College days (Arts and Sciences, Education, Home Economics, and Music) were added: Library Science, Social Welfare (later split into Social Work and Criminology), Business, Journalism (discontinued in 1959), and Nursing.

A student in the Department of Chemistry was awarded the University's first Ph.D. in 1952. A new building was completed for the Developmental Research School, which in 1905 had evolved from the High School and the College Academy of earlier days as the Observation and Practice School, created to provide on-site opportunities for experience and research to students in Education. Tully Gymnasium, Strozier Library and the Business Building were completed to enhance the education of the ever-increasing student population.

In the 1960s, the University acquired the Shaw Poetry Collection, established the institutes of Molecular Biophysics and Space Biosciences, and constructed nine new buildings, including the Oglesby Union and the Fine Arts Building. During this period, the Panama Canal Branch was opened, and the Program in Medical Sciences was established. The first black student enrolled in 1962, and the first black Ph.D. candidates graduated in 1970. Programs in African American Studies and Women's Studies were established. Continuing the liberal arts tradition begun in the 1890s, the Liberal Studies Program required of all undergraduates was expanded and strengthened.

Before 1887, the institution's chief executive officer had the title Principal, but this was changed to President with the appointment of **George Edgar** in 1887. He was followed by **Alvin Lewis** in 1892 and Dr. **A. A. Murphree** in 1897. Dr. Murphree, who came to the Seminary in 1896, became president of Florida Female College in 1905. When he left to become president of the University of Florida in 1909, Dr. **Edward Conradi** became president of Florida State College for Women. In 1941, Dr. **Doak S. Campbell** became president. When Dr. Campbell retired as president of The Florida State University on June 30, 1957, Dr. **Albert B. Martin** served as acting president until Sept. 1, 1957, when Dr. **Robert Strozier** became president. At Dr. Strozier's death in April of 1960, Dr. **Milton W. Carothers** became acting president to serve until Dr. **Gordon Blackwell** took over the duties of president on Sept. 16, 1960.

On Feb. 1, 1965, Dr. **John E. Champion** became acting president replacing Dr. Blackwell, who resigned. Dr. Champion was named president on June 22, 1965; he resigned Feb. 17, 1969, and Dr. **J. Stanley Marshall** was appointed acting president on the same date. On June 6, 1969, the Board of Regents named Dr. Marshall President; he resigned Aug. 31, 1976. Dr. **Bernard Francis Sliger** became Interim President on Dr. Marshall's resignation, and on Feb. 7, 1977, the Board of Regents named Dr. Sliger President. At the Fall Meeting of the General Faculty on Sept. 18, 1990, the Dean of the Faculties read a statement on Dr. Sliger's behalf announcing his resignation as president effective Aug. 1, 1991. On March 11, 1991, Dr. **Dale W. Lick** was designated to succeed Dr. Sliger as president on Aug. 1, 1991. After Dr. Lick's resignation on Aug. 31, 1993, Dr. Sliger was again named Interim President. On Nov. 29, 1993, **H. Talbot "Sandy" D'Alemberte** was designated president effective Jan. 3, 1994. He was succeeded by President **Thomas K. "T.K." Wetherell** on Jan. 6, 2003. President Eric Barron took the position of 14th president on February 1, 2010.

In each succeeding decade, Florida State University has added to its academic organization and presently is comprised of sixteen independent colleges. It has expanded from the original few acres and buildings to 536 buildings on 1,568 acres, including the downtown Tallahassee main campus of 446 acres, a farm which for many decades supplied the Florida State College for Women with food,

the Seminole Reservation--a recreational facility, the Coastal and Marine Laboratory on the Gulf Coast, the FAMU/FSU College of Engineering facility, the National High Magnetic Field Laboratory and Division of Research at Innovation Park, and the branch campus in Panama City, Florida. One hundred and sixty-one years after its founding, Florida State University started the 2012-2013 academic year with a student population of over 41,000 and recognition as a major graduate research institution with an established international reputation.

Steve Edwards, Dean of the Faculties Emeritus, Sep. 2, 2003 [last paragraph updated August 2007]

Source of updated information: Florida State University 2012-13 Pocket Fact Book

THE TALLAHASSEE COMMUNITY
Brief History

The Apalachee Indians lived in north Florida from 500 through the 1600s. In 1539, Hernando de Soto spent the first Christmas in the New World in the woods near where the present state capital is located. As more Spanish colonists entered the region, disease and fighting reduced their population and the Apalachee Indians left; thus, the name "Tallahassee" was given to the area, which is an Apalachee Indian word meaning "abandoned fields" or "old town."

When Florida became a territory of the United States in 1822, both St. Augustine and Pensacola, the major cities in Florida at the time, competed to be the capital of the state. Unable to come to an agreement, it was decided to locate the capital at a point between the two cities.

The Florida Legislature Office of Estimating and Demographic Research estimated the population of Leon County to be 283,769 in 2012 (last official estimate). The median age was 29.6, making it the second youngest county in Florida. Leon County's educational level is the highest in the state. Median family income in Leon County according to the 2000 Census ranks it seventh highest among Florida's 67 counties. Leon County is a racially diverse county with minorities accounting for one-third of the population.

http://talgov.com/planning/GovHistory.aspx

Sources: Tallahassee, Favored Land by Mary Louise Ellis and William Warren Rogers

United States Census Bureau

Community Facilities

According to the Tallahassee-Leon County Planning Department 2000 Statistical Digest, community facilities in Tallahassee include:

➢ Library services through the Leon County Public Libraries, the State of Florida Library, The Florida State University, Florida A & M University, and Tallahassee Community College

➢ Mass media including eight television stations and 22 radio stations

➢ 51 shopping centers that each contain at least 25,000 square feet of space including two enclosed malls (Governor's Square Mall and Tallahassee Mall)

➢ LeMoyne Art Foundation, offering visual art and educational opportunities

➢ The Tallahassee Theater and the FSU Fine Arts Center

➢ The Capital Cultural Center containing the Odyssey Science Center, the Museum of Art/Tallahassee, Kleman Plaza, and the Challenger Space Center/IMAX Theatre

- 24 elementary, eight middle, and six high schools; alternative educational opportunities include 15 private schools and two university research schools
- Innovation Park, a 238-acre university-related research park, allowing both private and public agencies to engage in research, design, analysis, and limited product assembly. This research park is home to the National High Magnetic Laboratory.

UNIVERSITY MISSION STATEMENT

The current mission statement was released as part of The Florida State University's Strategic Plan in February, 2009.

Mission. The Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

In accordance with the University's mission, faculty members have been selected for their commitment to excellence in teaching, their ability in research and creative activity, and their interest in public service. Among the faculty are recipients of many national and international honors, who have included four Nobel laureates and 10 members of the National Academy of Sciences.

Given its history, location, and accomplishments, The Florida State University does not expect major changes in its mission during the next decade. Rather, it sees further refinement of that mission with concentration on its strong liberal arts base and on quality in its teaching, research, and public service. The University has established its reputation upon areas of strength by building excellence in the four components of the Science Development Program—physics, chemistry, psychobiology (now neuroscience), and statistics—together with the physical, biological, earth, and mathematical sciences closely related to them. Excellence in these and related areas, particularly materials science, resulted in relocation of the National High Magnetic Field Laboratory to Florida State. Enhancement of the fine and performing arts began with the establishment of the Center for Music Research in the already prestigious College of Music and includes prominent programs in Theatre, Dance, and the Visual Arts, including the Ringling Museum of Art, the largest university art museum in the country. Within the areas of humanities, the Departments of English, Philosophy, Religion, and Humanities are particularly distinguished. Special emphasis in economic policy and government has been directed to the College of Social Sciences and Public Policies' Departments of Economics, Geography, Political Science, Urban and Regional Planning, and School of Public Administration and Policy and to its DeVoe L. Moore and Family Center for Economic Policy and Government and the public policy components of the College of Criminology and Criminal Justice, the College of Social Work, and the College of Education.

The University's location in the state's capital provides great opportunity for service and interaction among governmental agencies and the social science and professional schools, especially the colleges of Business and Law and the Pepper Institute on Aging and Public Policy.

Special resources, such as the Department of Computational Science, enhance its ability to deliver such service.

The University is strongly committed to its mission in international education. It provides study-abroad opportunities for its students and faculty through study centers located in Florence, Italy;

Panama City, Republic of Panama; Valencia, Spain; and London, England. International Programs also offers study programs, some general and some major specific, in: Tianjin, China; San Jose, Costa Rica; Dubrovnik, Croatia; Prague, Czech Republic; London, England; Paris, France; Dublin, Ireland; Tokyo, Japan; Amsterdam, Netherlands; Moscow, Russia; and Leysin, Switzerland. A summer Law program is offered in Oxford, England. There is one Linkage Institute, FLORICA, in Costa Rica, and Beyond Borders programs in Turrialba, Costa Rica, Kingston, Jamaica, and Dresden, Germany.

As a comprehensive residential state university, The Florida State University attracts students from every county in Florida, every state in the nation, and 130 foreign countries. The University is committed to high admission standards that ensure quality in its student body. 84.8 percent of the students enrolled at the university attend full time. Undergraduates comprise 77.3 percent and graduate students 19.8 percent of the total enrollment of 41,301 students in the Fall of 2012. The remaining 2.9 percent are considered unclassified. The average age of all students is 22.8; of undergraduates, 21.0; and of graduate students, 29.

Sources: Florida State University 2012-13 Pocket Fact Book, both issued by the Florida State University Office of Institutional Research

Section 2:
Florida State University
Administrative Structure

Introduction

Florida State University is administered through the collaborative efforts of statewide entities, notably The FSU Board of Trustees operating under the constitutional authority granted through and within regulations and delegation from the Florida Board of Governors and the Florida Legislature which maintains statutory authority over aspects of the State University System. Under their guidance and direction as may be evidenced in regulations, policies, decisions and other operating principles, the University administration, and, within the University, the schools, colleges, departments, centers, institutes and branch campuses carry out the University's educational, research, and public service missions. The powers and duties of each administrative unit may be impacted by the Florida Constitution and Statutes or by BOG or FSU BOT Regulation-but are primarily found in policies and procedures established by the University administration, college, or department. Such policies are adopted with deference to and consideration of applicable collective bargaining agreements. The conduct of University business is subject to the open meeting and records requirements of the Florida "Sunshine" laws, set forth in Florida Statutes Section Chapter 286. This chapter provides an overview of FSU's administrative structure, at the statewide, university, and academic unit levels.

Statewide Structure

The constitutional mandate for Florida public higher education is set out in Article IX of the Florida Constitution. http://www.leg.state.fl.us/Statutes/index.cfm?Mode=Constitution&Submenu=3&Tab=statutes. Section 1(a) of Article IX provides that "[a]dequate provision shall be made by law . . . for the establishment, maintenance, and operation of institutions of higher learning." A single State University System, comprised of all public universities, is constituted by Section 7(b) of Article IX. There are 12 public universities in the state of Florida, comprising the State University System. For more information on the universities in the system, visit the State University System link on the Board of Governors Web site: http://www.flbog.org/aboutsus/universities/.

Each university in the statewide system is subject to the governance structure prescribed in Section 7(b)-(d) of Article IX. The purposes of the governance system, detailed in Section 7(a) of Article IX, are "to achieve excellence through teaching students, advancing research and providing public service for the benefits of Florida's citizens, their communities and economies." According to Section 7(d) of Article IX, a Statewide Board of Governors serves as the primary statewide governance and management body for the university system.

The responsibilities of the Statewide Board of Governors are set forth in Section 7(d) of Article IX. The Statewide Board of Governors is charged to "operate, regulate, control, and be fully responsible for the management of the whole university system." These responsibilities include, but are not limited to:

➢ defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges,

- ➢ ensuring the well-planned coordination and operation of the system, and
- ➢ avoiding wasteful duplication of programs.
- ➢ Section 7(d) of Article IX subjects the Board's management to the powers of the Legislature to appropriate funds, and the board is required to account for such expenditures as required by law.

The Board of Governors is composed of 17 members, "dedicated to the purposes of the state university system." Fourteen members are citizen members appointed by the Governor, and confirmed by the Senate. The remaining three members are the Commissioner of Education, the President of the Advisory Council of Faculty Senates and the Chair of the Florida Student Association. http://www.flbog.org/about/board/

Members of the Board of Governors sit for staggered seven-year terms, according to Section 7(d). The Florida Legislature has prescribed the method for staggering the terms of the initial Board of Governors appointees in Florida Statutes Section 1001.70. http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1001/1001PARTIVContentsIndex.html

FLORIDA STATE UNIVERSITY BOARD OF TRUSTEES

The Florida Constitution and Florida Statutes mandate that each public university in Florida will be administered by a board of trustees, under the governance of the Statewide Board of Governors. Accordingly, Florida State University is administered by the Florida State University Board of Trustees. http://trustees.fsu.edu/

The composition of the Board of Trustees is detailed in Section 7(c) of Article IX of the Constitution, and in Florida Statutes Section 1001.71(1). The board is comprised of 13 members, "dedicated to the purposes of the state university system." Among the 13 members, 11 are "citizen members." Six of the citizen members are appointed by the governor, and five citizen members are appointed by the board of governors. All 11 appointed citizen members are confirmed by the state senate, and serve staggered terms of five years. Two of the 13 members are appointed from the university community.

The President of the Faculty Senate serves as one such member, and the President of the Student Body of the University serves as the other. http://trustees.fsu.edu/directory/

Citizen members of the Board of Trustees serve staggered terms of five years. The Florida Legislature has established a method for staggering the terms of the initial appointees to the Board, in Florida Statutes Section 1001.71(1). Board members receive no compensation for their service, but may receive reimbursements for travel and *per diem* expenses.

The University President serves as the corporate secretary of the Board of Trustees, pursuant to Florida Statutes Section 1001.75, and is responsible to the Board of Trustees for all operations of the university and for setting the agenda for board meetings in consultation with the chair.

The board's powers and duties are defined by Florida statute and by the Statewide Board of Governors. The powers and duties of the board, as prescribed by the Florida Legislature, are set out in Florida Statutes Section 1001.74. The board is responsible for making cost-effective policy decisions appropriate to the University's mission, the implementation of high-quality education programs, measurement of performance, and information reporting. The board's operating procedures, ethics statement, and committee structure, as well as its meeting schedule and agendas, are available through the Board of Trustees' Web site. http://trustees.fsu.edu/

UNIVERSITY PRESIDENT

The President of The Florida State University serves as the chief executive officer of the University, and is responsible for the operation and administration of the University. The President is selected by recommendation of the board of trustees, ratified by the State Board of Education, as detailed in Florida Statutes Section 1001.74 (21).

The Florida Legislature has defined the powers and duties of the President's office, in Florida Statutes Section 1001.75. The President is responsible for, among other things, preparing budget requests, establishing personnel policies, governing admissions, approving and administering contracts, administering the university's program of intercollegiate athletics, recommending degree programs, recommending a schedule of tuition and fees, and organizing the University to efficiently and effectively achieve the goals of the University.

The Provost and Executive Vice President for Academic Affairs, the Senior Vice President for Finance and Administration, the Vice President for Research, the Vice President for Student Affairs, and the Vice President for University Relations report directly to the President. Other offices reporting directly to the President include the Office of the General Counsel, the Office of Audit Services, and the Director of Intercollegiate Athletics.

OFFICE OF THE PROVOST AND
EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Provost and Executive Vice President for Academic Affairs is the chief academic officer and second ranking officer of the University, acting for the President in the President's absence. The Provost/Executive Vice President supervises the allocation of resources in academic areas, leads the development and improvement of research activities, evaluates university academic activity, and fosters improvement in teaching and student support.

Working directly with the Office of the Provost, the Office of Faculty Development and Advancement serves faculty members by implementing academic policies, helping to resolve issues raised by individual faculty and faculty administrators, developing faculty employment policies and coordinates with Human Resources to implement those policies, coordinating the tenure and promotion process, implementing the Academic Honor Policy, designing new faculty orientation, and facilitating the operation of the Faculty Governance System at Florida State University. The Office of Faculty Development and Advancement also includes the Office of Faculty Recognition which facilitates faculty application and nomination for awards, maintains a current list of faculty awards earned, and coordinates publicity for newly bestowed professional awards and memberships. As Deputy Provost, the Vice President for Faculty Development and Advancement carries out the responsibilities of the Provost as Vice President for Academic Affairs in the absence of the Provost. http://fda.fsu.edu/content/download/21170/136769/version/1/file/FSUConstitution.pdf The Vice President for Faculty Development and Advancement also serves as a member of the President's Cabinet, the University Budget Advisory Committee, and the University Council. http://fda.fsu.edu/

The Dean of The Graduate School heads The Graduate School. The Office provides assistance to graduate students in academic matters; offers advice on university-wide degree requirements; works with the Faculty Senate Graduate Policy Committee regarding approval and review of graduate degree programs; approves thesis and dissertation formats, and gives information about the availability of University level assistantships, fellowships, and scholarships. http://gradschool.fsu.edu/

The Dean of Undergraduate Studies also works directly with the Office of the Provost, and leads the Division of Undergraduate Studies. The Division works to assure that each undergraduate student at Florida State University receives a strong educational foundation on which to build a successful academic program of studies. The Division supervises and monitors a number of state-wide and university-wide degree requirements; serves as the Academic Dean for most first and second-year students (except BFA and Music students, who are admitted directly into their degree-granting programs); coordinates advising for lower-division students in all non-BFA/Music programs; and sponsors and directs programs designed to promote retention and academic excellence. http://undergrad.fsu.edu/

The Vice President for Planning and Programs, and the Deans of the Colleges of the University also report directly to the Office of the Provost.

Other offices reporting directly to the Office of the Provost include the Office of Admissions, Office of the Registrar, and the Office of Financial Aid.

UNIVERSITY VICE PRESIDENTS

The **Senior Vice President for Finance and Administration** heads the Division of Finance and Administration, composed of 20 units, including: Administrative Services, Human Resources, Data and Financial Services, Employee Services, Facilities and Planning, Parking Services, Environmental Health and Safety, Insurance, and Technological Services. The FSU Police Department is a fully accredited law enforcement agency whose goal is to provide the University and surrounding community with a safe environment conducive to the goals of education and research. (See http://www.police.fsu.edu/ and http://www.vpfa.fsu.edu/.)

The **Vice President for Faculty Development and Advancement** promotes faculty development and advancement throughout the University, provides continuous support through the duration of a faculty member's career, connects the interests of faculty and administration, interprets and enforces Faculty Senate policies and the Board of Trustees/United Faculty of Florida Agreement, engages in creative problem-solving related to faculty and student-academic issues, and provides excellent service to all those in contact with the office. http://fda.fsu.edu/

The **Vice President for Planning and Programs** is responsible for all accreditation activities and Academic & Professional Program Services, the Center for Professional Development, International Programs, the University Libraries, and the FSU Panama City Campus. In addition, the Vice President acts as university liaison to the National Research Council and coordinates Quality Enhancement Reviews. http://provost.fsu.edu/vppp/

The **Vice President for Research** leads the Office of Research/Division of Sponsored Research, providing assistance to University faculty seeking information and assistance in applying for or managing a grant or contract with an outside agency. Among many other services, the office advises faculty of resources available to identify agency funding sources, advises faculty of funding agency requirements for proposal submission, reviews and approves proposals for extramural funding, administers awards on behalf of FSU, and builds collaborative research partnerships. The Office of Research also oversees the Council on Research and Creativity and the Institutional Review Board (commonly known as the "Human Subjects Committee"). http://www.research.fsu.edu/

The **Vice President for Student Affairs** heads the Division of Student Affairs and administers Division personnel actions, budgeting, technology integration, foundation and development activities, student affairs research and other special topics. The Division of Student Affairs collaborates with students, faculty, and staff to create welcoming, supportive and challenging

environments that maximize opportunities for student learning and success. The Division facilitates student development, and promotes civic and global responsibility. The Division of Student Affairs oversees the Center for Civic Education and Service, the International Student Center, University Housing, Health and Counseling services, Oglesby Union, and the Career Center. http://studentaffairs.fsu.edu/

The **Vice President for University Relations** oversees the Office of University Relations. The Office advances university development goals, fosters governmental relationships, and supervises the FSU Foundation. The office also has responsibility for alumni affairs, university communications and community support, and the activities of the Seminole Boosters. http://unirel.fsu.edu/

PRESIDENT'S CABINET

The President's Cabinet is composed of the President, Provost and Executive Vice President for Academic Affairs, Vice President for Faculty Development and Advancement, Senior Vice President for Finance and Administration, Vice President for Planning and Programs, Vice President for Research, Vice President for Student Affairs, Vice President for University Advancement, Vice President for University Relations, University General Counsel, Chief of Staff, and Director of Athletics. The Cabinet serves as the internal operations committee guiding the activities of the University along policy directions established by the President.

UNIVERSITY COUNCIL

The University Council is composed of the President, Provost and Executive Vice President for Academic Affairs, Vice President for Faculty Development and Advancement, Vice President for Finance and Administration, Vice President for Planning and Programs, Vice President for Research, Vice President for Student Affairs, Vice President for University Advancement, Vice President for University Relations, University General Counsel, Chief of Staff, Director of Athletics, Director of Budget and Analysis, Assistant Vice President for Human Resources, Director of Internal Auditing, President of the Faculty Senate, Chairperson of the Faculty Senate Budget Advisory Committee, and President of the Student Body. The Council meets at a time scheduled by the President, who serves as chair, to discuss matters relating to University-wide concerns.

UNIVERSITY BUDGET ADVISORY COMMITTEE

The University Budget Advisory Committee is composed of the President (Chairperson), Provost and Vice President for Academic Affairs (Vice Chairperson), Vice President for Faculty Development and Advancement and Deputy Provost, Vice President for Finance and Administration, Vice President for Student Affairs, Vice President for Research, Vice President for University Relations, Vice President for Planning and Programs, the President of the Faculty Senate, the Chairperson of the Faculty Senate Budget Advisory Committee, and three Faculty Members appointed by the President from a list provided by the Faculty Senate Steering Committee for staggered three-year terms. The Director of Budget and Analysis is an ex *officio*, non-voting member. The Committee advises and consults with the President on budgetary matters pertaining to the implementation of the institution's mission and priorities; serves as the official group within the University having knowledge and information about University-wide budget planning, allocation, and management; discusses and establishes budgetary policies and procedure for fulfilling the university's priorities; advises and consults with the President on the annual budget allocations for the major divisions of the University presided over by the vice presidents and reviews expenditures

in relation to allocations for the divisions; and advises and consults on budgetary amendments and reserve allocations affecting major divisions.

OTHER UNIVERSITY-WIDE COMMITTEES

The current list of other University-Wide Committees can be found at http://fda.fsu.edu/.

DEANS OF THE COLLEGES

The Deans of the Colleges serve as the administrative heads of the 16 Colleges, advancing the University's academic mission. The Dean of each College is responsible for working with the Foundation to develop opportunities to enhance academic programs through private donations; administering the unit's academic programs and policies pertaining to admissions, and determining requirements for majors, requirements for graduation, and the nature, content and scheduling of courses. The Deans report to the Provost and Executive Vice President. The Deans meet and work together regularly as members of the Academic Deans Council and the Leadership Advisory Council. Each College has bylaws, copies of which are on file with the Office of Faculty Development and Advancement. http://www.fsu.edu/departments/

DEPARTMENT CHAIRS

Each of the Departments of the Colleges is headed by a Department Chair (for some Colleges, by a Program Director), and each program by a Program Director. Chairs or Coordinators report to Deans and serve at the pleasure of Deans and the President of the University. Units are expected to have written procedures for consultation of faculty in the unit prior to appointment of their Chair or Coordinator. Also, see Faculty Governance section. http://www.fsu.edu/departments/

INSTITUTES AND CENTERS

Institutes and centers are university entities established to coordinate research, service, and/or educational activities that supplement and extend existing instruction, research, and service at the universities. Institutes and centers are classified either as State of Florida institutes or centers, or as university institutes or centers. State of Florida institutes and centers have statewide missions, include two or more state universities, and are approved by the Florida Board of Governors. University institutes and centers are established by FSU, pursuant to university guidelines, as approved by the University President or Provost. http://www.fsu.edu/departments/

FSU PANAMA CITY CAMPUS

Traditionally, FSU Panama City has offered upper-division classes for students who have fulfilled their first two years of course work at community and junior colleges. In academic year 2013-14, it admitted its first class of first-year students, who will complete their entire bachelor's degree on campus. The FSU Panama City campus focuses its recruitment on seven counties in northwest Florida, including Bay, Calhoun, Franklin, Gulf, Holmes, Jackson and Washington counties. The Dean of the Panama City campus reports to the Provost. http://www.pc.fsu.edu/

FLORIDA STATE UNIVERSITY-PANAMA

Florida State University-Panama is located on the Pacific shore of the Panama Canal and is affiliated with Panama's City of Knowledge. FSU-Panama awards Associate's degrees and

Bachelor's degrees in the areas of Computer Science, Environmental Studies, Geography, International Affairs, Latin American and Caribbean Studies, and Social Sciences.

SECTION 3:
FACULTY GOVERNANCE

INTRODUCTION

The Faculty Senate has long played a central institutional role at Florida State University and is responsible for ensuring active faculty participation in all decisions related to academic policy. The Faculty Senate was first composed by mandate of the Constitution of Florida State College for Women in May 1931 and was part of the Florida State University Constitution after 1946. Until 1971, the Senate operated with the president of the university as presiding officer; in 1971, the Senate reconstituted itself in its present form, with Wayne C. Minnick serving as the first elected Faculty Senate President. From its inception, the Faculty Senate has been responsible for academic policy and for providing a forum for faculty input to the administration on a variety of subjects of interest to the university community. Much of the work of the Senate is accomplished through its standing and special committees.

The Faculty Senate formulates measures for maintaining a comprehensive educational policy and for maximum use of the University's intellectual resources. The Senate defines university-wide policies on academic matters, including Liberal Studies policy, admission, grading standards, and requirements for the awarding of degrees. The Senate may also formulate opinions on any subject of interest to the University and adopt resolutions thereon.

The composition, powers, and rules of the Faculty Senate are defined in the Constitution of Florida State University and further specified in the Bylaws of the Faculty Senate. Both Faculty Senate expectations and accountability measures required by the State of Florida, the federal government, and relevant accrediting bodies, such as the Southern Association of Colleges and Schools (SACS), require that faculty governance also occur at the College and Department levels. Specifically, all teaching units must have curriculum committees or the equivalent, and all units must have established procedures for faculty governance at the unit level. In addition, University Promotion and Tenure policies require that all departments and colleges have elected Promotion and Tenure Committees.

JURISDICTION OF THE FACULTY SENATE

The jurisdiction of the Faculty Senate is defined in Article IV, section B of the FSU Constitution (http://facsenate.fsu.edu). Recognizing the Faculty Senate as the "basic legislative body of the University," Article IV, section B sets forth five jurisdictional directives charting its authority. [Art. IV, Section B, (1)-(5)] The first three jurisdictional directives describe three core Senate powers:

➢ "formulate measures for the maintenance of a comprehensive educational policy and for the maximum utilization of the intellectual resources of the University;" [Art. IV, Section B, (1)]

➢ "determine and define university-wide policies on academic matters, including Liberal Studies policy, admission, grading standards, and the requirements within which the several degrees may be granted;" [Art. IV, Section B, (2)] and

➢ "formulate its opinion on any subject of interest to the University and adopt resolutions thereon." Resolutions that treat areas of authority legally reserved to the President of the University or other governance bodies will be advisory, however. [Art. IV, Section B, (3)]

The fourth constitutional jurisdictional provision grants the University President the power to "veto any action of the Senate." Any veto must be communicated in writing, with reasons for the veto, to the Secretary of the Senate (the Vice-Chair of the Faculty Senate) and to the Chair of the Faculty Senate Steering Committee within 60 days of the Senate action. The Faculty Senate has recourse to the Board of Trustees in the event of a presidential veto. By a two-thirds vote, the Senate may appeal any action so vetoed to the FSU Board of Trustees. [Art. IV, Section B, (4)]

Finally, the fifth constitutional jurisdictional provision bears on the role of the Faculty Senate as a voice in the selection of nominees for University President, in the event of the resignation, retirement or death of the President. Upon the request of the Board of Trustees, the Faculty Senate is empowered to designate individuals to be available for membership on any committee requested by the Board of Trustees, for the purpose of consultation in the selection of a presidential nominee. [Art. IV, Section B, (5)]

MEMBERSHIP IN THE FACULTY SENATE

The Faculty Senate is composed of 100 Senators, who are elected to the Faculty Senate as representatives of a college, including a representative from the Developmental Research School (the Florida State University School) and a representative from the Library. [Art. IV, Section A, (1.)(a)] Senators are elected for two-year terms, which begin with the regular April meeting of the election year. [Art. IV, Section A, 1(d)(1)]

Representation is proportional, based on the number of eligible faculty in each college, except that each college is entitled to at least one Senator. [Art. IV, Section A, 1(a)] "Eligible faculty" is defined as full-time Instructors, Assistant Professors, Associate Professors, and Professors. University Service Professors, Associate Professors, and Assistant Professors are also eligible. [Art. IV, Section A, 1 (c)] The Dean of the Faculties has the duty of submitting a list of eligible faculty to the Faculty Senate Coordinator by Feb. 1 of each year. [Art. IV, Section A, 1 (d)(1)] The Faculty Senate Coordinator determines the total number of representatives apportioned to each college, and the number to be elected that year, by Feb. 15 of each year. The Faculty Senate Coordinator notifies the appropriate dean of the number of Senators to be elected. [Art. IV, Section A, 1(c)]

Each college may elect the number of Senators that reflects the ratio of that unit's number of faculty, to the number of eligible faculty in the whole University. [Art IV, Section A, 1 (a)] Faculty who have duties in more than one college will be counted in the college where the major portion of the faculty member's salary is budgeted or time assigned. [Art. IV, Section A, 1 (c)]

Some special rules govern the representation of the Developmental Research School (Florida State University School) faculty. The DRS/FSUS is entitled to one elected Senator. The DRS/FSUS faculty does not count as College of Education faculty for the purpose of determining the College of Education's number of representatives, nor may the DRS/FSUS faculty vote in the College of Education Faculty Senate election. [Art. IV, Section A, 1(c)]

Each unit may employ its own procedures, as chosen by the eligible faculty, for electing its Senators. Each unit may also elect, according to a procedure determined by eligible faculty members, an alternative representative or representatives, to serve in the absence of the unit's Senator or Senators. The alternate will have full privileges of a regular Senator when serving in the regular Senator's absence. [Art. IV, Section A, 1 (d)(2)]

EX OFFICIO MEMBERS

The following are *ex officio* members of the Faculty Senate: The President of the University, the Vice Presidents, the Dean of The Graduate School, the Dean of Undergraduate Studies, the dean of each college, the University Registrar, the Director of Libraries, and the President of the Student Body. *Ex-officio* members shall have the privilege of the floor but may not vote. [Art. IV, Section A, 2]

PRESIDENT OF THE FACULTY SENATE

The President of the Faculty Senate is the body's presiding officer, elected from the Senate membership for a one-year term. The Senate President also serves as Chair of the Faculty Senate Steering Committee. [Art. IV, Section A, 2] The Senate President is the liaison between the President of the University and the Senate, and communicates the recommendations of the Steering Committee to the President of the University. [Bylaws of the Faculty Senate Section E (3)(b)] The Senate President is also a member of the University Board of Trustees. [Florida Statutes 1001.71(1)]

The procedure for electing the President of the Faculty Senate is explained in the Bylaws of the Faculty Senate. The President is elected at the April meeting of the Senate, which is also the first meeting of the Senate's annual term. Election is by majority vote. [Bylaws of the Faculty Senate Section E (1)(b), Section E (3)(a)]

STEERING COMMITTEE OF THE FACULTY SENATE

The membership of the Faculty Senate also elects a seven-member Steering Committee from its ranks, to serve for staggered two-year terms. The FSU Constitution directs the Steering Committee to determine the agenda for each Faculty Senate meeting, and to provide for the reporting to the Faculty Senate by administrative officers, by chairs of standing and special committees, and by individuals. [Article IV, Section C (1)] The Bylaws of the Faculty Senate further define the jurisdiction of the Steering Committee. The Committee "shall consider and advise regarding all matters which are within the jurisdiction of the Senate." The Bylaws also anticipate that the Senate's meeting agendas will be prepared in consultation with the University President, and that the Steering Committee shall advise and consult with the President on any matter at the President's request. Any faculty member or administrative officer may be asked for information by the Steering Committee, and may be asked to consult with the Committee on any matter within its jurisdiction. [Bylaws of the Faculty Senate Section E (2)(c), (d)]

Procedures for the election of the Faculty Senate Steering Committee are set forth in the Bylaws of the Faculty Senate. Steering Committee vacancies are filled by election at the April meeting of the Senate, the first meeting of the Senate term. Four colleges must be represented among the Steering Committee members. For the complete election procedures for the Faculty Senate Steering Committee, please visit http://facsenate.fsu.edu/content/download/28315/175980/CURRENTBylaws March2013Final.pdf.

The Steering Committee annually elects a Vice Chairperson. [Bylaws of the Faculty Senate Section E (2)(a)] The Vice Chair serves as a liaison between the Senate and the Steering Committee and reports the opinions and actions of the Steering Committee to the Senate membership. The Vice Chair, or the Vice Chair's designee, serves as presiding officer of the Senate in the President's absence. The Vice Chair also becomes President in the event that the President is unable to complete the elected term of office. [Bylaws of the Faculty Senate Section E (3)(b)(c)]

MEETINGS OF THE FACULTY SENATE

The Faculty Senate meets in regular session each month during the academic year. The schedule of monthly meetings for each annual term of the Senate is presented for confirmation at the April meeting of the Senate, by the Steering Committee. The regular meetings are scheduled for Wednesdays. [Art. IV, Section D (1); Bylaws of the Faculty Senate, Section A (1)] A majority of voting members constitutes a quorum. [Bylaws of the Faculty Senate, Section B] The Faculty Senate Coordinator keeps the minutes of all meetings of the Faculty Senate. [Bylaws of the Faculty Senate Section D (2)]

Special sessions of the Faculty Senate may be convened during the summer. Special meetings may be held at any time at the call of the President of the University, the Steering Committee, or at the written request of 10 voting members of the Senate, representing at least four colleges. [Art. IV, Section D (1), (2); Bylaws of the Faculty Senate, Section A (1) (2)]

All meetings of the Faculty Senate are open. By a majority vote, however, the Senate may go into closed session with only members of the General Faculty present. Any member of the General Faculty may be recognized to speak. The time of a non-member may be limited at the discretion of the presiding officer, subject to the authority of the Senate to extend or curtail a non-member's time by majority vote. [Art. IV, Section D (3), (4); Bylaws of the Faculty Senate, Section A (3), (5)]

For other rules pertaining to the meetings of the Faculty Senate, please visit the Web site of the FSU Faculty Senate, The Bylaws of the Faculty Senate. http://facsenate.fsu.edu/content/download/28315/175980/CURRENTBylawsMarch2013Final.pdf

FACULTY SENATE COMMITTEES

The Faculty Senate is empowered by the FSU Constitution and Bylaws to establish standing and special committees necessary for its work, and to appoint the members of those committees. [Art. IV, Section C (2); Bylaws of the Faculty Senate, Section E (2)(e)] There are currently 14 standing committees supporting the work of the Faculty Senate. The composition of each committee is specified by the Bylaws of the Faculty Senate. Vacancies in standing committees are filled by the Steering Committee, with the advice and consent of the Senate. [Bylaws of the Faculty Senate, Section F (19)]

Standing committees arrange with the Chair of the Steering Committee to have their reports placed on the Faculty Senate agenda. Except by unanimous consent of the Senate, a committee report that is not on the agenda may not be considered for action. Any report on the agenda should be distributed to the Senate membership two days before the meeting. [Bylaws of the Faculty Senate, Section F (17)-(18)]

The duties, composition, and procedures governing the work of the 14 standing committees are as follows. These can also be found on the Faculty Senate Web site located at http://facsenate.fsu.edu.

- ➤ Budget Advisory Committee
- ➤ Committee on Memorials and Courtesies
- ➤ Distance Learning Committee
- ➤ Elections Committee
- ➤ Graduate Policy Committee

- ➤ Grievance Committee
- ➤ Honors Program Policy Committee
- ➤ Liberal Studies Coordinating Committee
- ➤ Library Committee

- ➢ Student Academic Relations Committee
- ➢ Teaching Evaluation Committee
- ➢ Technology Committee
- ➢ Undergraduate Policy Committee
- ➢ University Curriculum Committee

SECTION 4:
FACULTY EMPLOYMENT POLICIES

INTRODUCTION

T he Vice President for Faculty Development and Advancement (FDA) exercises authority over all University policy regarding faculty employment. All faculty employment actions are processed through the Office of Human Resources The FDA website (http://fda.fsu.edu/) is an excellent resource for information and contacts for faculty members as well as administrators seeking information relevant to faculty. Information pertaining to insurance and retirement benefits may be obtained directly from Human Resources via their website (http://hr.fsu.edu).

THE OFFICE OF THE VICE PRESIDENT FOR FACULTY DEVELOPMENT AND ADVANCEMENT (FDA)

In addition to determining faculty employment policies, the FDA Office provides faculty members with information about University policies, which include but are not limited to: faculty development and sabbaticals; faculty employment and procedures; outside employment; dual compensation; promotion and tenure; faculty assignments; faculty evaluations; faculty recognitions; and political activities. The FDA Office also assists with the facilitation and the operation of the Faculty Governance System, helping implement Faculty Senate academic policies across the entire campus.

The Vice President for Faculty Development and Advancement meets with and advises faculty members concerning interpretation of University and State rules and informal complaints; provides confidential advice to faculty members upon request; advises deans and department chairs concerning faculty employment matters, University rules, precedents, and procedures; and with the advice of the Faculty Senate Steering Committee, provides official interpretations of the Florida State University Constitution.

The Vice President, who also serves as Deputy Provost and is third in order of succession in the administration of the University, gives official rulings on questions of academic protocol and procedural matters for commencement and related formal functions. With the assistance of the Assistant Vice President, the Vice President oversees the development of proposals for new degrees and certificate programs; meets with students who have questions (and complaints) about University policies as implemented by faculty members and deans; receives appeals of students concerning application of University policies by departments and schools and colleges; and by delegation, exercises the Agency-Head authority of the President to make emergency exceptions to Faculty Senate and University academic policies.

HUMAN RESOURCES (HR)

The Office of Human Resources (HR) also provides services in the recruitment, retention, and development of Administrative and Professional (A&P) and University Support Personnel System (USPS) employees and non-faculty Other Personnel Services (OPS) employees. The HR website (http://hr.fsu.edu) is an excellent resource for locating information and contacts regarding benefits,

as well as OPS, USPS, and A&P compensation, position classifications, grievances, counseling and other HR areas. Contact HR directly when help is needed with these matters.

FACULTY MEMBER SEARCH AND SELECTION PROCESS

[Reference: University Regulation on Faculty Appointments 6C2-4.027; University Constitution, Article VI, Section A; and the FSU Search and Screening Guide.]

The search and selection process is administered by the designated hiring official and, in most cases, includes a selection committee. An excellent resource for hiring officials and selection committees is the Florida State University Search and Screening Guide, which can be located online at http://compliance.hr.fsu.edu/index.cfm?page=searchscreening. This guide sets forth uniform search and screening guidelines, pursuant to federal and state regulations as well as internal University policies and procedures for advertising and recruitment.

The filling of any faculty position is subject to reconsideration whenever it becomes vacant. When a vacancy occurs, or is anticipated, the department chair or hiring supervisor is expected to ascertain from the appropriate authority whether the vacancy may be filled. If approval is granted, the chair must initiate a search for the most qualified candidate for the position. In addition to other recruitment efforts, all vacancies must be posted on the Human Resources website and must include an advertisement deadline.

Departments must secure reliable and detailed information on candidates so that decisions are based on the candidates' relative merits. The candidates reaching the final stages of the search should be invited to the campus for personal interviews with department faculty and appropriate officials. The department should document its evaluation of the candidates.

When an agreement has been reached regarding the best applicant for the position, a recommendation for appointment should be made by the department chair or other hiring supervisor to the dean or other appropriate administrative officer. Candidates selected for final consideration should be provided with the following information: title and nature of position, salary, type of employment contract, first-year assignment, the mission of the department, instructional load, other duties, and information about FSU.

EQUAL EMPLOYMENT OPPORTUNITY, DIVERSITY, AND INCLUSION

The University is an affirmative action and equal opportunity employer supporting a culturally diverse educational and work environment. The University is committed to a policy of equal opportunity, non-discrimination, and non-retaliation for any member of the University community on the basis of race, creed, color, sex, religion, national origin, age, disability, veterans' or marital status, sexual orientation, gender identity, gender expression, or any other protected group status. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable federal, state laws, regulations, ordinances, orders and rules, and University's policies, procedures, and processes. It addresses all terms and conditions of employment in addition to student life, campus support services and/or academic environment.

The University expressly prohibits unlawful discrimination, harassment, or retaliation, whether in assumption, attitudes, acts, or policies. Conduct that intimidates by threat, brings about adversity, or creates a hostile environment, is contrary to the University's commitment of maintaining a harmonious, high performance work and educational environment. The Office of Equal Opportunity and Compliance (EOC), housed within Human Resources, is charged with facilitating university-wide access and compliance in the areas of equal opportunity, equity, and affirmative action. The

University's Non-Discrimination Policy can be accessed at:
http://policies.vpfa.fsu.edu/personnel/3i.html#3. The President's Equal Opportunity and Non-Discrimination statement is disseminated and posted throughout the campus and is located online at: http://www.hr.fsu.edu/PDF/Publications/diversity/EEO_Statement.pdf.

At Florida State University, we recognize that every competitive advantage begins with people. The University has taken on initiatives geared toward recruiting, developing, and retaining diverse faculty and staff. By valuing, celebrating and leveraging the differences and similarities of our students, faculty and staff, we inspire an environment of innovation and passion - one that enables us to create a teaching, research and service environment that better reflects the needs of our students, faculty, staff, customers, constituents, communities and other key stakeholders.

For more information, see the Diversity and Inclusion website at:
http://www.hr.fsu.edu/diversity/.

Reasonable Accommodations for Qualified Individuals with Disabilities

Florida State University is committed to a policy ensuring that individuals with disabilities are not discriminated against and that they have equal opportunity and equal access to all the rights and privileges enjoyed by those who are not disabled. Florida State University will comply with all applicable federal and state laws, regulations, ordinances, orders, and rules and will provide, upon request, reasonable accommodations to individuals with disabilities. For more information about seeking a reasonable accommodation relating to University employment please contact the HR Office of Equal Opportunity and Compliance at 850-645-6519 or go to,
http://compliance.hr.fsu.edu/index.cfm?page=accommodations.

APPOINTMENT PROCESS

Once the hiring decision has been made, and the appointment has been authorized by the appropriate administrative official(s), an offer is extended to the candidate by the dean or other appropriate hiring official. The candidate must be issued an offer letter and an employment contract, which specify the conditions of employment.

Tenure & Tenure Track Faculty

Typically, 9-month tenure track faculty have employment contracts that begin in August for the 39 consecutive weeks that make up the academic year, and are subject to non-renewal unless the faculty member is tenured. Supplemental summer contracts may be offered for all or part of the remainder of the year. Employment contracts for 12-month tenure-track faculty typically begin in August and are also subject to non-renewal unless the faculty member is tenured. (See 'Non-Renewal' under Faculty Development section.)

Specialized Faculty

9-month specialized faculty at rank level 1 (teaching faculty I, research faculty I, instructional specialist, assistant in research, assistant librarian and assistant curator) typically have employment contracts that begin in August for the 39 consecutive weeks that make up the academic year, and are subject to non-renewal. Employment contracts for 12-month specialized faculty at level 1 typically begin in August and are also subject to non-renewal.

9-month specialized faculty at rank level 2 (teaching faculty II, research faculty II, instructional specialist II, associate in research, associate librarian and associate curator) have two-year employment contracts that begin in August, and are subject to non-renewal.

9-month specialized faculty at rank level 3 (teaching faculty III, research faculty III, instructional specialist III, senior research associate, university librarian and curator) have four-year employment contracts that begin in August, and are subject to non-renewal.

Non-tenure track faculty members who chose not to reclassify to a specialized faculty classification are appointed in the same manner as specialized faculty at rank level 1.

The offer of employment for all faculty members is conditioned upon the return to the hiring authority of a duly executed copy of both the offer letter and the employment contract by a specified date. Any offer of employment that offers tenure to the candidate must clearly state that the President's approval for granting tenure will be reported to the FSU Board of Trustees. For additional information on offer letters and employment contracts, refer to the FDA website at http://fda.fsu.edu/. Refer to 'Administrative Tools for Deans' in Blackboard section.

When the offer has been accepted, the completed faculty appointment is processed by the academic dean or director and forwarded to the HR Office. The following supporting documentation should also be submitted to the HR Office: offer letter, faculty contract, and a current vita with a date stamp indicating the date the vita was received. The date stamp on the vita should reflect a date that is prior to the application deadline to verify that the faculty member applied before the deadline. Other supporting documentation must include an official transcript, sent directly from the registrar of the degree-granting institution, three letters of recommendation, and the Affirmative Action Form AA186. Spoken English Competency must be certified for teaching faculty members. In addition, with appointment documents for non-citizens, two copies of the appropriate valid employment authorization are required to process the appointment papers.

For additional information regarding the employment of non-United States citizens, refer to the immigration process outlined on the FDA website at http://fda.fsu.edu/Appointments. Any forms outlined above can be located on the FDA website at: http://fda.fsu.edu/.

All faculty positions must be assigned a title, a job code, and an employee class, which defines certain conditions of an appointment. Faculty members hold nine-month (academic year contract), 12-month (annual contract), 24-month (multi-year appointment for level 2 specialized faculty, 48-month (multi-year appointment for level 3 specialized faculty) or 10-month (FSUS faculty; see FSUS-UFF Agreement) type appointments. The following are descriptions of employee classes:

Acting: This employee class applies to an appointment for a limited time to fill a vacancy that occurs in a faculty position to which primarily administrative duties have been assigned. The appointee may or may not receive compensation for the additional or replacement duties. The appointment time will not be counted as tenure-earning service unless the University notifies the employee in writing otherwise at the time of appointment.

Adjunct: This employee class applies to temporary appointments extended to persons of satisfactory professional qualifications who perform temporary teaching, research, or other functions in connection with established programs. Such persons are appointed for one academic term at a time, are normally compensated on a per-course or per-activity basis, and are compensated from Other Personal Services (OPS) funds. Adjuncts may not be employed for more than 50 percent FTE throughout a year (fall semester through summer semester) or full-time for more than 26 weeks of a year, unless approved by the president or president's designee on an individual basis due to special circumstances. Time spent in such an appointment shall not be counted as tenure-earning

service. The "Visiting-in-Lieu-of Adjunct" class is used for those persons who teach graduate level courses, as long as they have been granted Graduate Teaching status.

Affiliate: This employee class applies to those situations where a faculty member appointed in one department or unit participates in some functions of other departments or units. Compensation is not provided with this appointment.

Clinical: This employee class may be used in conjunction with those professional positions involved in teaching, research, or extension functions in a hospital or other clinical environment in connection with established programs. The University shall notify the appointee in writing of the tenure-earning status of the position at the time of appointment.

Courtesy: This employee class applies to those appointments to a department which do not include compensation, but which may include special privileges such as voting in departmental affairs, and are made in accordance with normal faculty qualifications. Persons appointed with this status may or may not be otherwise affiliated with the University.

Emerita/Emeritus: This employee class may be conferred on a tenured faculty member, as Professor Emerita/Emeritus, or on a faculty member completing service as dean in one of the university-wide deanships in the Division of Academic Affairs as Dean Emerita/Emeritus. This employee class is an honorary title in recognition of distinguished service to the University.

Honorary: This employee class applies to those appointments extended to individuals having distinction and honor in their fields, but who do not possess the normal requirements for the position. Compensation is not provided with such an appointment.

Joint College: This employee class applies to the appointment of a faculty member to a college or similar unit administered jointly by more than one University. Although appointed and employed by only one of the participating universities, each faculty member so designated is considered a faculty member of the other participating universities for purposes of carrying out the teaching, research, and service responsibilities of the college or similar unit.

Provisional: This employee class applies to the appointment of a person who is not fully qualified, according to the class specifications, but who is expected to acquire such qualifications in a short period of time. The appointment time may or may not be counted as tenure-earning service. The University shall notify the appointee in writing of the tenure-earning status of the position at the time of appointment.

Regular: This employee class identifies a continuing appointment or an original temporary appointment expected by the University to be followed by a continuing appointment. This employee class is not included in the title.

Research: This employee class may be used in those instances where a person holding professional rank is engaged primarily in research. Appointment time may or may not be counted as tenure-earning service. The University shall notify the appointee in writing of the tenure-earning status of the position at the time of appointment.

Visiting: This employee class applies to an appointment extended to a person having appropriate professional qualifications, but who is not expected to be available for more than a limited period of time, or to a position at the University, which is not expected to be available for more than a limited period of time. An employee may not be appointed in this class for more than three years, except in special circumstances as determined by the University. The appointment is not tenure earning, but time in visiting status may count toward tenure once regular status is obtained for applicable job codes. The University shall notify the appointee in writing of the tenure-earning status of the position at the time of appointment.

EMPLOYMENT OF RELATIVES

Employment of relatives within a single organizational unit is permitted, provided that it does not involve a conflict of interest. A conflict of interest includes, but is not limited to, participation by the relative in making recommendations or decisions specifically affecting the appointment, retention, tenure, work assignments, evaluation, promotion, demotion, or salary of the related person. Prior to the employment of a relative, the University President, or the President's designee should determine that a conflict of interest will not occur.

When the employment of relatives, including spouses, appears necessary, prior to the appointment, the immediate supervisor, through his or her dean or other appropriate level administrator, must submit to the Vice President for Faculty Development and Advancement a memorandum justifying the proposed appointment so that approval may be sought from the President or the President's designee. The appointment may be made only after approval has been granted. For non-faculty employees, requests must be submitted to the Assistant Vice President of Human Resources for review. If endorsed, the request will be forwarded to the President or the President's designee prior to the employment of the relative.

The memorandum justifying the appointment should include an explanation of the administrative arrangement that will be in place to eliminate the direct supervision of one relative by another in matters pertaining to appointment, retention, tenure, work assignments, evaluation, promotion, demotion, and salary.

"Relatives" are defined as those persons related to each other in one of the following ways: spouse, parent, child, brother, sister; or spouse of a child, brother, or sister.

DUAL CAREER POLICY

When a faculty candidate has a spouse or partner who also is seeking employment, the University will attempt to make possible the hiring of both individuals, by either seeking to locate an appropriate University position or by referral to local employment opportunities. The hiring authority should take steps in conjunction with the Office of the Provost in these instances.

EMPLOYMENT OF NON-US CITIZEN

All non-resident aliens are subject to Federal immigration laws, which regulate their employment and their conditions of residence in the United States. For detailed information regarding employment of non-US citizens, go to: http://fda.fsu.edu/Appointments, and refer to the Immigration Process section.

RE-EMPLOYMENT OF RETIREES

There are statutory restrictions on re-employment of all employees who retire as members of the Florida Retirement System (FRS) during the first twelve months after retirement. These may be found at Section 121.091, Florida Statutes at http://www.flsenate.gov/Statutes/. It is important that any person being re-employed contact the Human Resources Benefits Office to ensure your eligibility for re-employment.

After 12 months from the month of retirement, persons may be fully employed in any position and continue to receive retirement benefits.

ORIENTATION

Attending orientation is important to becoming accustomed to the University's mission, goals, policies and practices. The University offers two types of orientation sessions for newly hired faculty. New Employee Orientation (NEO) for faculty and staff is offered by HR online at http://hr.fsu.edu/content/NEOnline/. NEO covers benefits information, orientation to HR policies and procedures and other information to assist new employees with becoming oriented to FSU. The Benefits Office will conduct early enrollment sessions for those faculty needing insurance coverage effective September 1st. Please check State: The Florida State University Faculty/Staff Bulletin for specific time and place. http://unicomm.fsu.edu/State-Faculty-Staff-Bulletin

The orientation session hosted by the Office of Faculty Development and Advancement takes place annually in August. This orientation is aimed at orienting new faculty members to the mission and goals of the University. The agenda covers information related to employment, such as benefits and retirement information, and key messages from the President, Provost, Vice President for Faculty Development and Advancement and other Vice Presidents. The session stresses the three components of a tenure-track faculty member's assignment of responsibilities: Teaching, Research or Creative Activity, and Service. The orientation process includes a two-day program, as well as a social and a dinner so that new faculty members can socialize and connect with their peers.

If this orientation is attended, there is no need to attend the orientation hosted by HR. However, if newly hired tenure-track faculty wish to attend the orientation session hosted by HR prior to this session to obtain advanced information, such as information pertaining to benefits, then both orientation sessions should be attended.

RECRUITMENT OF FACULTY WITH TERMINAL DEGREES FROM FSU

A person with a terminal degree from the University is not eligible to be hired into a regular, tenure-track position, unless that person has been away from campus in other employment for a period of at least five years following receipt of the terminal degree.

The Provost and Executive Vice President for Academic Affairs may make exceptions to this policy for affirmative action reasons. Typically, exceptions to this policy will not be granted unless it can be shown that the candidate is a member of an underrepresented group in the department seeking the exception. Before recruiting a candidate who may be eligible for an exception, administrators should consult with the FDA Office regarding whether an exception is likely to be granted. Requests for exceptions must be submitted by the Academic Dean, through the Office of Faculty Development and Advancement, to the Provost and Executive Vice President for Academic Affairs.

FACULTY CLASSIFICATIONS

Appropriate classifications for faculty positions are based on the needs of the department/unit and in accordance with the specifications listed for each classification. To determine the classification of a position or to reclassify a position, refer to the specifications listed on the HR website at the following link: https://hrapps.fsu.edu/class_specs_public/index.cfm?fuseaction=view.faclist.

To reclassify a faculty position, the department/unit must consult with the dean of the college or appropriate administrator. The Office of Faculty Development and Advancement should be consulted to ensure the appropriate steps are taken to finalize the reclassification. Requests to reclassify must be approved by the Provost and Executive Vice President for Academic Affairs.

Questions regarding faculty classifications should be directed to the Office of Faculty Development and Advancement.

DUAL COMPENSATION

Definition of Dual Compensation

Dual Compensation is defined as Employment in excess of one (1) full-time equivalent (FTE) established position; or simultaneous payment from two (2) or more categories of state appropriations, i.e. salaries, other personal services (OPS) expenses. This means faculty members may be employed in excess of 1.0 FTE by more than one department within the University, provided such employment meets all of the following conditions:

➢ Approval by the Dean or Director of both the primary and secondary employing unit. Approval must be requested and granted prior to the dual compensation appointment and/or the performance of any work with the secondary employer;

➢ Involves activities such as teaching courses on a branch campus (e.g., the Panama City Campus), conducting workshops not associated with the employee's regularly assigned duties, and teaching continuing education courses as well as other activities involving continuing education. [Note: The Dean or Director also has the authority to approve dual compensation under extenuating circumstances that would require immediate secondary employment upon approval];

➢ Does not interfere with the regular work of the faculty member for the primary department;

➢ Does not result in any conflict of interest between the two activities;

➢ Is compensated from OPS, not salary funds;

➢ Is offered to qualified faculty members before anyone who is not a faculty member. No faculty member is required to accept a dual compensation appointment.

Compensation for additional duties assigned within the same department continues to be handled through a temporary salary increase (TMP).

Exception

During the summer term, some dual compensation restrictions do not apply provided that the faculty member's total compensation is not over the amount that would be received from a 1.00 FTE appointment for the entire summer term (6.5 pay periods). Specifically, dual compensation during the summer may occur within one department, and may encompass activities other than teaching courses at a branch campus, conducting workshops or continuing education. Even though dual compensation is permitted under these conditions, the Dual Compensation Request/Approval form is still required.

Refer to summer instructions for faculty members who teach at the Panama City campus and/or teach for the Center for Academic and Professional Development. (http://fda.fsu.edu/Appointments).

Procedures and Approval Process

The secondary employing department is responsible for determining if a dual compensation situation exists and initiating and securing the appropriate approval(s) on the Dual Compensation

Request/Approval form prior to employing the faculty member (http://fda.fsu.edu/Forms). The following procedures listed must be followed in the order listed.

The secondary employing department must:

➤ Initiate and complete the Dual Compensation Request/Approval form;

➤ Obtain signature(s) from the secondary employing supervisor/department chair;

➤ Obtain the faculty member's signature;

➤ Obtain the signature(s) from the primary employing dean/director/department head and either the Vice President for Faculty Development and Advancement, if primary employment is faculty, or Assistant Vice President and Chief Human Resources Officer, if primary employment is non-faculty;

➤ Obtain the signature(s) from the secondary employing dean/director/department head;

➤ Obtain approval from the Office of Sponsored Research Accounting Services if the secondary employment is Contract and Grant funded;

➤ Obtain approval from ODL if budget is from ODL.

➤ Attach the completed Dual Compensation Request/Approval form to the pPAF and submit to the Office of Faculty Development and Advancement, if secondary employment is faculty, or Human Resources, if secondary employment is non-faculty, for final action and processing. The pPAF is sent to HR.

EMPLOYMENT OUTSIDE THE UNIVERSITY

For any secondary employment by an employer other than the University, faculty member should fill out the Faculty Outside Activity Statement form (http://fda.fsu.edu/Forms).

Outside Activity/Conflict of Interest

Outside activity is defined as private or public practice, private consulting, additional teaching or research, or other professional activity, compensated or uncompensated, which is not part of the faculty member's assigned duties and for which the university has provided no compensation.

A Conflict of Interest is defined as any conflict between the private interests of the faculty member and the public interests of the University, or the State of Florida, including conflicts of interest specified under Florida Statutes, or any activity that interferes with the full performance of the faculty member's professional or institutional responsibilities or obligations. Conflicts of interest, including those arising from University or outside activities, are prohibited.

Florida State University encourages University faculty and academic staff to undertake outside activities, subject to the conditions stated in this policy on outside activity, which will increase the employee's professional reputation and service to the community. If an outside activity is undertaken, the faculty member or academic staff member must take reasonable precautions to ensure that the outside employer or other recipient of services understands that the faculty member is engaging in such outside activity as a private citizen and not as an employee, agent, or spokesperson of the University. A faculty member must not engage in any outside activity which the employee may reasonably conclude may create a conflict of interest or which may interfere with the full performance of the faculty member's academic responsibilities in the classroom and in non-classroom administrative, research, and advising obligations. Before assuming or continuing any outside activity, an Outside Activity form (FSU Form FOA 802) must be completed and approved by the chair/supervisor and dean/director/vice president.

After all necessary approvals have been received, the original of this form must be submitted by the dean/director to the Office of Faculty Development and Advancement.

It is not necessary for employees whose activities are in the nature of offering services, such as private consulting or expert witness appearances, on an intermittent or recurring basis to a variety of individual clients throughout the year to submit a separate form for each occurrence. Instead, a single form giving general information about the nature of the activity may be submitted at the beginning of the year.

If the outside activity extends from one academic year through another, a new outside activity statement must be submitted for each additional academic year involved.

Florida Statutes, Part III, Chapter 112

Florida Statutes, Part III, Chapter 112, provide that no faculty or staff member shall engage in any outside activity that interferes with the full performance of his or her assigned duties. They further provide that such activities shall not create a conflict of interest, which is defined in Chapter 112.312 to mean a situation in which regard for a private interest tends to lead to disregard of a public duty or interest. The responsibility for complying with these provisions of Florida law is placed upon the faculty or staff member.

Prohibitions under Chapter 112, Florida Statutes

Unless the conditions cited in the Chapter 112.313(12) exemptions listed below apply, the following activities of faculty and academic staff are prohibited:

1. No employee may rent, lease, or sell realty, goods or services to any institution of the State University System at which that individual is employed, unless the contract was entered into before October 1, 1975, or before beginning public employment. (Chapter 112.313(3), F.S.)

2. No employee may have an employment or contractual relationship with a business entity which is doing business with the State University System or any of its institutions. (Chapter 112.313(7), F.S.)

3. No employee may corruptly use or attempt to use that employment or any property or resource within that employment to secure a privilege, benefit, or exemption for such employee or anyone else. (Chapter 112.313(6), F.S.)

4. No employee may disclose or use information not available to the general public which was gained because of that employee's position for personal benefit or for the personal benefit of another person or business entity. (Chapter 112.313(8), F.S.)

5. No faculty member shall require the use of a textbook written by the faculty member without complying with University policy concerning the use of such textbooks.

Exemptions under Chapter 112.313(12), Florida Statutes

No employee shall be held in violation of Items 1. and 2. above in doing business with the State University System or any of its institutions if any of the following conditions apply:

1. The business is awarded under a system of sealed, competitive bidding to the lowest or best bidder and: (a) the employee or the employee's spouse or child has in no way participated in the determination of the bid specifications or the determination of the lowest or best bidder; (b) the employee or spouse or child has in no way used or attempted to use his or her influence to persuade the institution or any personnel thereof to enter such a contract other than by the mere submission of the bid; and (c) the employee prior to or at the time of the

submission of the bid has filed a statement with the Department of State disclosing the interest of the employee, spouse, or child in and the nature of the intended business.

2. The purchase or sale is for legal advertising in a newspaper for any utilities service or for passage on a common carrier.

3. An emergency purchase or contract must be made in order to protect the health, safety, or welfare of the citizens of the state or any political subdivision thereof.

4. The business entity involved is the only source of supply within the political subdivision of the employee (generally interpreted to be the University) and there is full disclosure by the employee of the employee's interest in the business entity to the University prior to the purchase, rental, sale, leasing, or other business being transacted.

5. The total amount of the subject transaction does not exceed $500.

6. The business transaction is specifically approved by the President of the University and is made pursuant to Chapter 1004.23 or 1004.22, F.S. These sections authorize the University to establish and operate a division of sponsored research and obtain and manage patents and copyrights on products resulting from research programs.

Interference with Performance of Assigned Duties

The determination of whether or not and to what allowable extent a given outside activity of a faculty member interferes with the performance of assigned duties is the responsibility of the person's department chairman or appropriate supervisor, who is expected to apply sound professional judgment based upon standard practice in the particular field or discipline. This determination is made pursuant to the following general provisions of Florida law and University Policy:

1. No employee shall solicit or accept anything of value that would be influential to the performance of assigned duties or that is based upon an understanding that the official action or judgment of the employee would thereby be influenced. (Chapter 112.313(2), F.S.)

2. No employee shall have an employment or contractual relationship that will create a continuing or frequently recurring conflict between that employee's private interests and the performance of assigned duties. However this shall not prohibit an employee from having an occupation when that occupation by a person holding such public employment is required by law. (Chapter 112.313(7), F.S.)

3. In determining the allowable extent to which a teaching faculty member's classroom teaching assignment may be modified by rearranging schedules or providing substitute instructors to accommodate approved outside activities, the approving authority shall take into account not only the standard practice in the field or discipline but also the extent to which the outside activity benefits the program, the institution, and the faculty member as discussed in Section I above.

4. Any outside activity that involves both an employee and the employee's supervisor in a relationship, such as business relationships, which affects the ability of the supervisor to perform normal supervisory duties relative to that employee is prohibited.

Use of University Facilities in Outside Activities

Approval of any proposed outside activity which includes an intended use of University facilities, equipment, or personnel may be conditioned upon reimbursement to the University for any additional costs resulting from such use. Outside employment may be approved but use of

University facilities, equipment, or personnel denied. If the intended use of University personnel is approved, such personnel may not be compensated by the University for work performed in connection with the outside employment and must obtain approval for such work as outside employment pursuant to University policy.

Development of Commercially Valuable Products

Normal activities of faculty members at research intensive universities often lead to discoveries which have the potential of being developed into commercially valuable products. Such development is encouraged under University Copyright and Patent policy administered by the Vice President for Research. Faculty and staff members making such discoveries should consult with the Vice President for Research as soon as it becomes apparent that such development is possible. University policy includes the following provisions:

1. All patentable inventions and technological developments discovered or developed by a faculty or academic staff member while employed by the University shall be disclosed to the Vice President for Research. Disclosure of discoveries or inventions made during the course of approved outside employment may be delayed when necessary to protect the outside employer's interests until the decision has been made whether to seek a patent.

2. Except for discoveries or inventions made during the course of approved outside employment, a discovery or invention which is made in the field in which the investigator is employed by the University or by using University funds, facilities, materials, equipment, personnel, or proprietary technological information is the property of the University and the inventor shall share in the proceeds therefrom as shall be negotiated with the Vice President for Research and reflected in a written contract between the University and the faculty or staff member.

3. All discoveries or inventions made outside the field in which the discoverer or inventor is employed by the University and for which the University has provided no support are the private property of the inventor. However, the Vice President for Research, acting for the President, and the inventor may agree that the patent for such discovery and invention be pursued by the University and the proceeds shared.

4. While a faculty or academic staff member may engage in approved outside employment pursuant to a consulting agreement, requirements that the inventor's or University's rights to any patentable inventions or discoveries which arise during the course of such outside employment be waived must be approved by the Vice President of Research, acting for the President. The faculty or academic staff member who proposes to engage in such outside employment shall furnish a copy of this provision, and a copy of Article 18 of the FSU BOT - UFF Collective Bargaining Agreement if in-unit, to the outside employer prior to or at the time the consulting agreement is executed.

Financial Disclosure Policy

Faculty members are reminded that they must comply with the financial disclosure provisions of Florida law. The Florida Commission on Ethics publishes a Guide to the Sunshine Amendment and Code of Ethics for Public Officers and Employees annually. A copy of this document and any information related to financial disclosure may be obtained from the Commission on Ethics, P.O. Drawer 15709, Tallahassee, FL 32317-5709, or by calling 850-488-7864. The "Code of Ethics for Public Officers and Employees" adopted by the Legislature is found in Chapter 112 (Part III) of the Florida Statutes.

University Review Committee on Outside Activities

If questions arise concerning the application of any of these standards and guidelines, any employee of the University may seek an advisory opinion from the University Review Committee on Outside Activities. An in-unit faculty member may also file a grievance in accordance with the BOT-UFF Collective Bargaining Agreement, Section 19.5. This Committee shall consist of five tenured faculty members appointed by the President of the University after consultation with the Faculty Senate Steering Committee and the Vice President for Research. The terms of Committee members shall be determined by the President, who shall designate one member to chair the Committee.

Provision for administrative and staff support for the University Review Committee on Outside Activities shall be made by the Vice President for Research. The following are included in the charge to the Committee:

1. The Committee shall provide advice and interpretation when requested by a department chairman, dean, or other appropriate supervisor who has received a request to approve an outside activity of a faculty or academic staff member.

2. The Committee shall provide advice and interpretation when requested by a faculty or academic staff member who is considering requesting approval for an outside activity.

3. The Committee may consider both hypothetical and real situations.

4. When a department chairman, dean, or other appropriate supervisor has denied approval for an outside activity on which the Committee has not been consulted previously, the affected faculty or academic staff member may request that the Committee review the action taken. If the Committee concludes that the outside activity could have been approved under these guidelines, it shall consult with the approving authority to seek resolution of the matter. Should satisfactory resolution not be attained, the Committee may recommend to the President that the activity be approved.

5. When necessary the Committee may seek advisory opinions concerning matters before it from the State of Florida Commission on Ethics.

6. The Committee shall exercise a continuing overview of the functioning of these standards and guidelines and related University policy. From time to time, when appropriate, it shall report to the President and recommend any modifications to policy that it deems desirable for the best interests of the University. Such recommendations also might include suggestions that the University seek modifications to State Law in this area.

BENEFITS
Insurance

Employees hired into salaried positions or full-time OPS Positions (30+ hours) are eligible to participate in the benefit plans offered by the University. Employees must make a decision to either enroll or not enroll in the insurance plans within 60 days from the date of hire or they must wait until the annual open enrollment period. Benefits plans are subject to change but any changes are communicated to all University employees from the HR Benefits Office.

Information outlining eligibility requirements, benefits available and more details are available on the HR website at www.hr.fsu.edu. New FSU employees should attend the online New Employee Orientation (NEO) to obtain further information and sign up for benefits. http://hr.fsu.edu/content/NEOnline/ For additional information or enrollment forms, visit the Benefits section on the HR website www.hr.fsu.edu.

The State of Florida Pre-tax Benefits Plan

The State of Florida Pre-tax Benefits Plan allows an employee to pay for benefits from gross earnings before taxes are calculated. Participation in this is automatic. To waive participation, an employee must submit a Pre-tax Premium Waiver form. Eligible pre-tax benefits include: State health insurance, State life insurance, Medical and Dependent Care Reimbursement accounts, and supplemental insurance plans.

Health Insurance Coverage

The State of Florida provides comprehensive health insurance programs for salaried employees, as well as spouses and children through the State Employee's Preferred Provider Organization (PPO) plan or a Health Maintenance Organization (HMO). These plans provide hospitalization, physician and pharmaceutical coverage. The coverage is effective the first of the month following enrollment and the payment of the first month's premiums through payroll deduction. The State of Florida pays a portion of the premium. Changes to coverage are not permitted unless there is a "Qualifying Status Change Event" (QSC). These events include, but are not limited to:

➢ Marriage or divorce

➢ Death of a spouse or child

➢ Birth or adoption of a child

➢ Employment or termination of the insured or spouse

➢ Transfer to a non-eligible employment classification

➢ Child(ren) become eligible or ineligible for coverage due to a change in age and/or education status

➢ An HMO member moves out of the HMO service area

➢ Commencement or return from a medical or unpaid leave of absence

➢ Change in status from part-time to full-time for insured or spouse

➢ Change in status from full-time to part-time for insured or spouse

Coverage changes must be made within 60 days from the time the event occurs; otherwise, employees must wait until the annual open enrollment period.

Life Insurance

The State of Florida provides life insurance coverage with a corresponding amount of Accidental Death and Dismemberment Insurance. A free Basic Life benefit of $25,000 is available to all full-time employees (part-time employees pay prorated premiums based on their FTE). Additional coverage is available for up to seven times an employee's annual base salary.

Optional life insurance is available through approved carriers. Premiums are paid entirely by the employee at reduced group rates and may be payroll deducted.

Supplemental Insurance Plans

Supplemental insurance plans are offered to provide coverage for pre-tax insurance plans (dental, vision, hospitalization, intensive care, cancer, short-term disability, and accident) and post-tax benefits (long-term care, long-term disability, and optional life insurance). The employee pays the full supplemental insurance premiums.

Flexible Spending Accounts

One of the features offered through the Pre-tax Benefits Plan is the option of a Medical Reimbursement Account and/or Dependent Care Account. Contributions to these accounts are on a pre-tax basis and offer reimbursement for dependent care and health related expenses not covered by health insurance.

Annual State Open Enrollment

Each year, the State of Florida has an open enrollment period. During this period, employees may make changes to their benefits. Such changes include, but are not limited to: electing new coverage, adding or dropping dependents, changing health and supplemental companies, electing to participate in a flexible spending account, or canceling coverage. Enrollments and/or changes made by employees during the open enrollment period will be effective on Jan. 1 of the following year. It is the employee's responsibility to make the necessary or desired changes during this specific time period.

Tax Sheltered Annuities (403b) and Deferred Compensation (457)

The University tax sheltered annuity program and the deferred compensation program offer a variety of plans and investment options available under Section 403(b) and 457 of the Internal Revenue Code. Employees may reduce their taxable income by contributing to either or both. Enrollment may occur at any time and all employees may participate. To obtain a current listing of approved companies, visit the Benefits section of the HR website, or contact the Benefits office.

Roth 403(b)

The Roth 403(b) allows individuals to contribute after-tax dollars to an account in which the earnings will grow tax-free. Withdrawal of earnings will not be taxed if certain requirements are met. Employees have the option of directing 403(b) contributions to either a regular 403(b) or some combination of the two plans as long as those contributions do not exceed that year's contribution limits. For more information, visit the Benefits section of the Human Resources website (http://hr.fsu.edu/), or contact the Benefits section at 850-644-4015.

Employee Tuition Scholarship Fund

Salaried full-time employees may be eligible for the Employee Tuition Scholarship. Eligible employees may enroll in academic classes for up to six credit hours of instruction per semester at FSU without having to pay tuition and registration costs. For more information regarding the Employee Tuition Scholarship, visit the HR website.

Faculty Member Seeking Advanced Degree

No faculty member above the rank of instructor (e.g., assistant professor, associate professor, or professor) may work toward an advanced degree at the University. Exceptions are made when the faculty member already holds the terminal degree in her/his field and wants to pursue another Ph.D. in a different field or pursue a less advanced degree than the degree the faculty member holds (e.g., a faculty member holding a Ph.D. may pursue a Master's Degree).

Seminole Savings

This is an employee discount program that offers discounts on products and services at businesses serving our employees' diverse needs and interests.

Miscellaneous Programs

The University offers several programs available to employees through payroll deduction. These include Florida Pre-paid College Program, Florida College Investment Plan, and membership to the Leach Recreational Center.

Faculty are eligible to purchase an "R" or "RP" decal, authorizing parking only in designated "R" parking areas or in areas specified for "all FSU permits. " R" parking areas are reserved for the use of the vehicles bearing parking permit "R," "RP," "C," and "E," between the hours of 7:30 a.m. and 4:30 p.m. on all class days, examination periods, semester breaks and registration periods. These areas are delineated by signs and/or red parking lines. Between 4:30 p.m. and 6:00 p.m. all parked vehicles must bear any valid FSU parking permit or decal and may park in any unreserved parking area without regard to permit designation and may park in general metered spaces without charge.

Florida State University offers the Seminole Express bus service to facilitate easier access on campus for all faculty, staff, and students. Employees are encouraged to take advantage of this free bus system to assist them in their day-to-day movement around campus. For specific routes, please contact the Office of Parking & Transportation or the Star Metro Station.

RETIREMENT

The University currently provides three active retirement plans for employees: the Florida Retirement System Pension Plan, the Florida Retirement System Investment Plan, and the Optional Retirement Plan. Retirement benefits are paid to employees upon their retirement.

The University makes retirement contributions for all salaried employees, however, there is a 3 percent mandatory contribution by the employee for any of the plans. A brief description of the plans is provided below. These procedures provide a cursory retirement guide for University employees. For additional information, the official Division of Retirement website and guidelines should be consulted www.myfrs.com. The Benefits Section within HR can also answer questions regarding retirement benefits.

Retirement Programs

➢ The Florida Retirement System Pension Plan (FRS) is a defined benefit pension plan sponsored by the State of Florida. Upon completion of six years of creditable service (if you enrolled in the FRS prior to July 1, 2011) or eight years of service (if you enrolled in the FRS on or after July 1, 2011), members are vested in the plan and are eligible to receive a lifetime income benefit upon retirement. The amount received is based on the member's age, years of creditable service, the value of each year of service, and the average final compensation.

➢ The Florida Retirement System Investment Plan is a defined contribution plan sponsored by the State of Florida. Upon completion of one year of creditable service, employees are vested in the plan. The amount of the benefit at retirement is determined by the contributions made by the University and the performance of the investment choices. Contributions are directed into an individual account and the employee decides how to allocate the contributions among various investment funds. This plan does not accept voluntary employee contributions.

➢ The Optional Retirement Plan (ORP) is a defined contribution plan sponsored by the State of Florida. Each pay period, the University contributes a percentage of earnings into an investment account with one of the approved provider companies. Employees are

immediately vested upon enrollment in this plan. Participants may choose to contribute to their selected investment company in accordance with Internal Revenue Code regulations.

Deferred Retirement Option Program (DROP)

All eligible FRS members of the pension plan may elect to participate in the Deferred Retirement Option Program (DROP). The DROP is an alternative method for payout of retirement benefits for up to 60 months after a member retirement eligibility with the University or any FRS employer. The DROP allows a member to have his or her retirement benefits deposited into an interest bearing account, while the member simultaneously continues to work.

Eligibility Criteria

An employee must be either age 62 (if enrolled in the FRS prior to July 1, 2011) and vested (with at least six years of service under the FRS Pension Plan) or must have completed 30 years of service or must be either age 65 (if enrolled in the FRS on or after July 1, 2011) and vested (with at least eight years of service under the FRS Pension Plan) or must have completed 33 years of service to join the DROP program. If an employee completes 30 years of service (if you enrolled in the FRS prior to July 1, 2011) or 33 years of service (if you enrolled in the FRS on or after July 1, 2011) before age 57, he or she may defer participation in DROP and elect to join at any time between the month he or she completes 30 or 33 years and the month he or she reaches age 57 and still be eligible to participate for five years. If the employee misses that date and wishes to participate, he or she still has 12 months to join DROP, but loses one month of DROP participation for each month he or she delays joining after age 57. The employee would no longer be eligible to participate in DROP starting the month he or she becomes age 58.

Special risk employees (such as police officers) must be either age 55 or must have completed 25 years of service and be vested in the FRS to be eligible to participate.

Length of Participation

The maximum length of participation is 60 months following the date the employee first reaches normal retirement age or satisfies the eligible years of service. If the employee on DROP does not cease all employment with the University or other FRS employers within 60 months of entering DROP, he or she will lose the accumulated funding in the DROP account and retirement is canceled.

Account Earnings and Payment Options

DROP accounts earn interest compounded monthly at a rate set by the legislature. No interest is earned on benefits on deposit for less than one month.

Payment is received upon termination as either a lump sum, direct rollover, or a combination of a partial lump sum and rollover. Eligible rollover plans include an individual retirement account, an individual retirement annuity, a qualified trust, or an annuity.

Leave Options

Upon entering the DROP, participants may elect to be paid for unused annual leave up to the lifetime maximum allowed for the class (352 hours for faculty members). Any annual leave hours in excess of the maximum must be used during the five-year DROP period.

Leave payments may be tax sheltered. The employee must arrange for deferment by contacting the annuity company representative and completing a DROP Leave Election form prior to receiving payment.

For additional questions regarding retirement plans and options, contact the Benefits Section of Human Resources, or refer to the HR website at: http://www.hr.fsu.edu/index.cfm?page=FacultyStaff_homepage.

ATTENDANCE AND LEAVE
Attendance Expectations

Each faculty member is expected to work the number of hours in the faculty member's established workweek unless on approved leave. However, the professional obligation of each faculty member is comprised of both scheduled and non-scheduled activities. Normally, time is allowed within the normal workday for research, teaching, or the other activities outlined in the faculty member's assignment of responsibilities.

Members of the teaching faculty are expected to post and honor specific office hours each semester. Office hours should be posted in a conspicuous place.

Leave Earnings and Usage

The University has various types of leave benefits and programs for salaried faculty members. Leave guidelines are in accordance with applicable University rules and, for in-unit faculty, Article 17 (Leaves) of the BOT-UFF Collective Bargaining Agreement (http://fda.fsu.edu/Collective-Bargaining).

Sick Leave
Accrual of Sick Leave

Full-time, salaried faculty members earn four hours of sick leave during each biweekly pay period. Part-time, salaried faculty members earn sick leave proportionate to the number of hours they work per week (e.g., if they work 20 hours per week, they earn two hours per pay period). Sick leave is also pro-rated based on the total number of hours in pay status during a less than full biweekly period. There is no limitation on the total number of hours that may be accrued. OPS employees do not earn sick leave.

Uses of Sick Leave

Sick leave must be earned before being taken. Unused sick leave earned prior to Oct. 1, 1973, must be used prior to any sick leave earned after that date.

A faculty member is authorized to use accrued sick leave if he or she is unable to perform his or her duties, including the performance of classroom teaching or other scheduled activities, for the following reasons:

➢ Personal injury or illness
➢ Personal appointments with a health care provider
➢ Exposure to a contagious disease that would endanger others
➢ The injury or illness of a member of the faculty member's immediate family, at the discretion of the supervisor
➢ The death of a member of the faculty member's immediate family, at the discretion of the supervisor

Immediate family is defined as the spouse, parents, grandparents, brothers, sisters, children and grandchildren of both the faculty member and the faculty member's spouse. Use of reasonable amounts of leave should not be unreasonably withheld.

A continuous period of sick leave commences with the first day of absence and includes all subsequent workdays until the faculty member returns to work. For this purpose, Saturdays, Sundays, and official holidays observed by the University are not counted unless the faculty member is scheduled to work on such days. During any seven-day period, the maximum number of sick leave hours used is 40.

A faculty member needing to use sick leave should notify his or her supervisor as soon as possible. Annual leave may be used after sick leave is exhausted at the discretion of the supervisor.

At the discretion of the President or the president's designee, medical certification (written verification from the attending physician) may be required if the faculty member's absence due to disability exceeds four consecutive days, or if a pattern of absences is documented. The faculty member may also be required to submit to a medical examination to be paid by the University. If the examination indicates that the faculty member is unable to perform assigned duties, the President or representative may place the faculty member on compulsory disability leave. Sick leave may be used during any period of compulsory disability leave.

An annual-leave-accruing faculty member who becomes sick while on approved annual leave may, upon notifying the supervisor, substitute the use of accrued sick leave to cover the period of leave from the time he or she became ill.

Transfer of Sick Leave

Upon re-employment by the University in a leave accruing position within 100 days, all unpaid sick leave shall be restored to the faculty member unless he or she has received a lump sum payment for accrued sick leave. All unused sick leave is restored to the faculty member if he or she repays the full amount of any lump-sum leave payment received.

Faculty members who resign from a Florida governmental entity (state agency, university, community college, county, or city) and is thereafter employed into a leave-accruing position at the University may transfer, upon hiring department's approval, accrued unused and unpaid sick leave; however, no more than 31 days may elapse between positions.

When a faculty member moves into a different Classification Plan within the University, the transfer of unused sick leave is governed by the rules of the plan to which he or she is transferring.

Upon separation, the transfer of sick leave from the University to a Florida governmental entity shall be governed by the rules of the agency to which the faculty member is transferring.

Payment for Unused Sick Leave

A faculty member with fewer than 10 years of service or who was hired after May 6, 2011 who separates from employment is not paid for any unused sick leave.

A faculty member hired before May 6, 2011 who separates from employment and has completed 10 or more years of University and/or state service, is compensated at his or her current regular hourly rate of pay for one-eighth of all unused sick leave accrued prior to Oct. 1, 1973, plus one-fourth of all unused sick leave accrued on or after Oct. 1, 1973, provided that one-fourth of the unused sick leave since 1973 does not exceed 480 hours. Leave payouts are not made to faculty members who have been found guilty or have admitted to being guilty of committing, aiding, or abetting any embezzlement, theft, or bribery in connection with state government, or have been

found guilty by a court of competent jurisdiction of having violated any State law against or prohibiting strikes by public faculty members, or have been dismissed for cause pursuant to the provisions of Section 110.122, Florida Statutes.

Upon layoff, a faculty member with 10 or more years of state service is paid for unused sick leave as described in the above paragraph, unless the faculty member requests in writing that unused sick leave be retained pending re-employment. For faculty members who are re-employed by the University within 12 calendar months following layoff, all unused sick leave is restored to the faculty member, provided he or she requests such action in writing and repays the full amount of any lump sum leave payments received at the time of layoff. Faculty members who are not re-employed within 12 calendar months following layoff are paid for sick leave in accordance with Section 110.122, Florida Statutes.

All payments for unused sick leave authorized by Section 110.122, Florida Statutes, are made in lump sum and are not used in determining the average final compensation of a faculty member in any state administered retirement system.

Upon the death of a faculty member who has 10 years of creditable state service and who would be eligible for a sick leave payout, sick leave is paid out to his or her beneficiary.

Sick Leave Pool

Eligible faculty members may participate in the sick leave pool administered by the Office of Human Resources. Additional information may be located at: http://www.hr.fsu.edu/index.cfm?page=FacultyStaff_BenAndPerks_SickLeavePool.

Family Medical Leave (FML)

The Office of Human Resources administers Family and Medical Leave procedures for eligible employees in accordance with the Family and Medical Leave Act of 1993 (http://www.dol.gov/dol/topic/benefits-leave/fmla.htm), University Regulations (http://regulations.fsu.edu/Adopted-Regulations) , and applicable collective bargaining agreements.

FMLA provides eligible employees up to twelve (12) weeks of unpaid leave in a twelve (12) month period. To be eligible for FML, an employee must meet the following requirements:

➢ Have a minimum 12 months of employment with the University. The 12 months of total University employment does not have to be consecutive and must be within a seven year period from the FML request date.

➢ Have worked a minimum of 1,250 hours, not including leave used and/or holidays, in the 12-month period preceding the beginning of the leave.

To request FML, the employee should complete the first two pages of the FMLA/Parental Leave Request and Notice Form (http://www.hr.fsu.edu/PDF/Forms/timeandleave/FMLA-PL_Request_And_Notice.pdf), and obtain the supervisor's approval on the third page of the FMLA/Parental Leave Request and Notice Form. The form should then be sent to Human Resources for processing and approval. Medical certifications are required prior to FML being granted.

The University uses a "rolling" 12-month period to assess an employee's available FML entitlement rather than a calendar year or academic year. This 12-month period is measured backward from the date an employee uses any FML. Under the rolling 12-month period, each time an employee takes FML, the remaining entitlement would be any unused balance of the 12 weeks that has not been used during the immediately preceding 12 months.

FML is unpaid; however, the University leave policy allows employees to report accrued paid leave (vacation, sick, compensatory, and personal holiday) in conjunction with the unpaid FML taken. FML should be appropriately coded in OMNI by the time/leave entry coordinator. For information regarding how to enter FML in OMNI refer to the FMLA/Parental Leave Time Entry Instructions (http://www.hr.fsu.edu/PDF/Publications/timeandleave/FMLA-Time_Entry_Instructions.pdf).

While an employee is on FML, the University continues to pay the employer portion of the employee's insurance premiums. The employee is responsible for continuing payment of the employee portion of the premiums. The University will not pay for any other elected benefits. Faculty members must contact the Benefits Office in Human Resources at 644-4015 prior to any leave of absence, with or without pay, to ensure correct and timely payment of contributions for insurance coverage.

Employees on continuous FML for their own serious health condition and who have absences exceeding five (5) business days are required to furnish a Fitness for Duty Statement before returning to. The Fitness for Duty Statement is a written statement from a health care provider stating that the employee is fit to return to work. Employees will not be restored to active employment until a Fitness for Duty Statement has been received. All Fitness for Duty Statements should be submitted to the FMLA Administrator in Human Resources to be placed in the employee's confidential medical file.

Due to the complexity of the Family and Medical Leave Act, faculty members are encouraged to seek counsel from the Office of Human Resources regarding the use of FML. Further information regarding the employee's right under the FMLA can be found on the Office of Human Resources' website at http://www.hr.fsu.edu/pdf/publications/compliance/fmla.pdf.

Disability Leave
Job-Related Illness or Injury

A faculty member who sustains a job-related disability that is compensable under the Workers' Compensation Law is carried in full pay status for a period of medically certified injury not to exceed seven calendar days immediately following the injury, or for a maximum of 40 work hours, if taken intermittently, without being required to use accrued sick or annual leave.

If, as a result of the job-related injury, the faculty member is unable to resume work at the end of the period provided in the above paragraph:

➢ The faculty member may elect to use accrued leave in an amount necessary to receive salary that will increase the Workers' Compensation payments to the total salary being received prior to the occurrence of the disability. In no case shall the faculty member's salary and Workers' Compensation benefits exceed the amount of the faculty member's regular salary payments; or

➢ The faculty member is placed on disability leave without pay and shall receive normal Workers' Compensation benefits if the faculty member has exhausted all accrued leave in accordance with paragraph (1), above, or the faculty member elects not to use accrued leave.

Job-related illness/injury leave with or without pay is for a period not to exceed the duration of the disability or one year, whichever is less.

If, at the end of the leave period, the faculty member is unable to return to work and perform assigned duties, the President or representative should advise the faculty member, as appropriate, of the Florida Retirement System's disability provisions and application process, and may, based upon

a current medical certification by a licensed physician, and taking the University's needs into account:

- ➢ offer the faculty member part-time employment;
- ➢ place the faculty member in leave without pay status or extend such status;
- ➢ request the faculty member's resignation; or
- ➢ release the faculty member from employment, notwithstanding any other provisions of this policy.

Compulsory Leave
Placing Faculty Member on Compulsory Leave

If the President or representative believes that a faculty member is unable to perform assigned duties due to illness, disability, or injury, the President or representative may require the faculty member to submit to a medical examination by a licensed physician chosen by and paid for by the University, or by a licensed physician chosen by and paid for by the faculty member, and who is acceptable to the President or representative and who shall submit a report to the University.

If the University agrees to accept the faculty member's choice of a licensed physician, the University may not then require another University-paid examination. If the medical examination confirms that the faculty member is unable to perform assigned duties, the President or representative shall place the faculty member on compulsory leave.

Conditions of Compulsory Leave

The notification to the faculty member regarding the compulsory leave is in writing and includes the duration of the compulsory leave period and the conditions under which the faculty member may return to work. These conditions may include the requirement of the successful completion of, or participation in, a program of rehabilitation or treatment.

A faculty member who is placed on compulsory leave is required to exhaust all accrued leave prior to being placed on leave without pay. If the faculty member fulfills the terms and conditions of the compulsory leave and receives a current medical certification that he or she is able to perform assigned duties, the President or representative will return the faculty member to the faculty member's previous duties, if possible, or to equivalent duties.

Duration

Compulsory leave, with or without pay, is for a period not to exceed the duration of the disability, or one year, whichever is less.

Failure to Complete Conditions of Compulsory Leave or Inability to Return to Work

If the faculty member fails to fulfill the terms and conditions of a compulsory leave and/or is unable to return to work and perform assigned duties at the end of a leave period, the President or representative should advise the faculty member, as appropriate, of the Florida Retirement System's disability provisions and application process, and may, based upon the University's needs:

- ➢ offer the faculty member part-time employment;
- ➢ place the faculty member in leave without pay status or extend such status;
- ➢ request the faculty member's resignation; or

> ➢ release the faculty member from employment, notwithstanding any other provisions of this policy.

Annual Leave
Accrual of Annual Leave

Full-time, salaried faculty members holding 12-month type appointments shall accrue annual leave at the rate of 6.76904 hours biweekly or 14.667 hours per month (or a number of hours that is directly proportionate to the number of days worked during less than a full pay period for full-time faculty members). Faculty members on nine-month academic year (39-week) appointments and Florida State University School faculty members on 10-month appointments are not eligible for and do not accrue annual leave.

Hours accrued are credited at the conclusion of each pay period or, upon termination, at the effective date of termination. Faculty members may accrue annual leave in excess of the year-end maximum (352 hours) during a calendar year. Faculty members with accrued annual leave in excess of the year-end maximum as of December 31 shall have any excess converted to post October 1, 1973 sick leave on an hour-for basis January 1 of each year.

Part-time, 12-month faculty members accrue annual leave at a rate directly proportionate to the percent of time employed.

Use and Transfer of Annual Leave

Annual leave is accrued before being taken except in those instances where the President or representative may authorize the advancing of annual leave. When leave has been advanced and employment is terminated prior to the faculty member earning sufficient annual leave to credit against the leave that was advanced, there will be a financial obligation on the part of the faculty member to repay the value of the remaining hours. All requests for annual leave are to be submitted by the faculty member to the supervisor as far in advance as possible. Approval of the dates on which a faculty member wishes to take annual leave is at the discretion of the supervisor and is subject to the consideration of departmental and organizational scheduling.

Faculty members who resign from a Florida governmental entity (state agency, university, community college, county, or city) and is thereafter employed into annual leave-accruing position at the University may transfer, upon hiring department's approval, up to the pay plan maximum of unused and unpaid annual leave; however, no more than 31 days may elapse between positions.

Upon separation, the transfer of annual leave from the University to a Florida governmental entity shall be governed by the rules of the agency to which the faculty member is transferring. The combined total of paid and transferred annual leave may not exceed a lifetime maximum of 352 hours.

Payment for Unused Annual Leave

Upon separation from the University or when a faculty member transfers to a 9-month or 10-month appointment, the faculty member will be paid up to a lifetime maximum of 352 hours for accrued and unused annual leave at a rate equivalent to the salary rate at the time of separation or transfer. All unused annual leave in excess of 352 hours is forfeited by the faculty member.

Upon transfer from an annual-leave-accruing appointment to a 9-month or 10-month appointment, the faculty member may elect to retain all unused annual leave until such time, not to exceed two years, as the faculty member transfers back to an annual-leave-accruing contract or

terminates employment with the University. Upon separation or at the end of two years, whichever comes first, the unused leave balance is paid up to a lifetime maximum of 352 hours at the annual rate the faculty member was earning as of the faculty member's last day of work on an annual-leave-accruing contract.

Upon layoff, a faculty member is paid for up to a lifetime maximum of 352 hours of unused annual leave unless the faculty member requests in writing that annual leave credits be retained pending re-employment. For faculty members, who are re-employed by the University within 12 calendar months following layoff, all unused annual leave is restored to the faculty member, provided the faculty member requests such action in writing and repays the full amount of any lump sum leave payment received at the time of layoff. Faculty members who are not reemployed within 12 calendar months following layoff and who elected to retain their annual leave pending re-employment are paid for up to a lifetime maximum of 352 hours of unused annual leave at the salary rate the faculty member was earning upon layoff.

Upon re-employment within 100 days, all unused annual leave is restored to the faculty member, provided the faculty member requests such action in writing and repays the full amount of any lump-sum leave payment received.

In the event of the death of a faculty member, payment for all unused annual leave at the time of death, up to 352 hours, is made to the faculty member's beneficiary, estate, or as provided by law.

Administrative Leaves
Jury Duty and Court Appearances
A faculty member who is summoned as a member of a jury panel or subpoenaed as a witness in a matter not involving the faculty member's personal interests, is granted administrative leave based on the total hours served as a juror or witness. Any jury or witness fees are retained by the faculty member.

An appearance as an expert witness for which a faculty member receives professional compensation falls under the policies and rules of the University, and the BOT-UFF Collective Bargaining Agreement relative to outside employment/conflict of interest. Such an appearance may necessitate the faculty member requesting annual leave or, if a non-annual leave earning faculty member, may necessitate the faculty member seeking an adjustment of the work schedule.

If a faculty member is required, as a direct result of the faculty member's employment, to appear as an official witness to testify in the course of any action as defined in Section 92.142 (2), Florida Statutes, such duty is considered a part of the faculty member's job assignment, and the faculty member is paid per diem and travel expenses and shall turn over to the University any fees received.

A faculty member involved in personal litigation during work hours must request annual leave. A faculty member who does not earn annual leave must seek an adjustment to the work schedule.

Official Emergency Closings
The President or President's representative may close the University, or portions of the University, in the event an Executive Order declaring an emergency has been issued. When natural disasters or other sudden and unplanned emergency conditions occur, which are not covered by an Executive Order, the President or representative will determine whether the University, or any portion thereof, is affected by the emergency and is to be closed. Such closings will be only for the

period of time it takes to restore normal working conditions. Leave resulting from such an emergency closing does not reduce faculty members' leave balances.

Bereavement Leave

In the event of a death in the immediate family of a faculty member, the faculty member is entitled to two days paid bereavement leave to attend to necessary arrangements and appropriate observances.

Military Leave
Short-term Military Training

A faculty member who is a member of the U.S. Armed Forces Reserve, including the National Guard, upon presentation of a copy of the faculty member's official orders or appropriate military certification, is granted leave with pay during periods in which the faculty member is engaged in annual field training or ordered to active or inactive duty for training exercises. Such leave with pay will not exceed 240 hours in any one federal fiscal year (October 1 – September 30).

National Guard State Service

A faculty member who is a member of the Florida National Guard is granted leave with pay on all days when ordered to active service by the State. Such leave with pay will not exceed 30 workdays at any one time and is verified by official orders.

Other Military Leave

A faculty member, except one who is employed in a temporary position or employed on a temporary basis, who is drafted, volunteers for active military service, or is ordered to active duty (not active duty training), is granted leave in accordance with Chapter 43 of Title 38, United States Code. Active military service includes active duty with any branch of the U.S. Army, Air Force, Navy, Marine Corps, Coast Guard, National Guard of the State of Florida, or other service as provided in Sections 115.08 and 115.09, Florida Statutes.

Such leave of absence is verified by official orders or appropriate military certification. The first 30 days of such leave is with full pay and will not affect a faculty member's annual or sick leave balance. The remainder of military leave is without pay unless the faculty member elects to use accumulated annual leave or appropriate leave as provided below, or the University exercises its option under Section 115.14, Florida Statutes, to supplement the faculty member's military pay. Leave payment for the first 30 days is made only upon receipt of evidence from the appropriate military authority that 30 days of military service have been completed.

Applicable provisions of Federal and State law govern the granting of military leave and the faculty member's reemployment rights.

A faculty member may use any type of accrued leave in an amount necessary to cover his or her contribution to the State insurance program and other deductions and reductions designated by the faculty member during a period of military leave when he or she would otherwise be on leave without pay.

The employer contribution to the state insurance program will continue for the corresponding payroll periods.

Faculty members must contact the Benefits Office in Human Resources at 644-4015 prior to any leave of absence, with or without pay, to ensure correct and timely payment of contributions for insurance coverage.

Leave Pending Investigation

When the President or representative has reason to believe that the faculty member's presence on the job will adversely affect the operation of the University, the President or representative may immediately place the faculty member on leave pending investigation of the event(s) leading to that belief. The leave pending investigation shall commence immediately upon the President or representative providing the faculty member with a written notice. The leave is with pay, with no reduction of accrued leave.

Requests for Leave or Extension of Leave for One or More Semester
(Compensated or Uncompensated)

Granting Leave

Upon the request of a faculty member, the President or representative will grant a leave of absence for period not to exceed one year, unless it is determined that the granting of the leave would be inconsistent with the best interests of the University. The faculty member must make a written request not less than 120 days prior to the beginning of the proposed leave of one semester or more; for an extension of the leave, the faculty member must make a written request not less than 60 days before the end of the leave. The University will approve or deny the request in writing no later than 30 days after receiving the request. After an absence without approved leave or extension for 12 or more consecutive days, the faculty member is considered as having abandoned the position and resigned from the University. However, if the faculty member's absence is for reasons beyond the control of the faculty member, and if the faculty member notifies the University as soon as practicable, the faculty member will not be considered as having abandoned the position. (Refer to 'Job Abandonment' section and BOT-UFF Collective Bargaining Agreement.)

Health Insurance

Faculty members must contact the Benefits Office in Human Resources at 644-4015 prior to any leave of absence, with or without pay, to ensure correct and timely payment of contributions for insurance coverage

Salary Adjustment

The salary of a faculty member returning from uncompensated leave will be adjusted to reflect all nondiscretionary increases distributed during the period of leave.

Retirement Credit

Retirement credit for such periods of leave without pay is governed by the rules and regulations of the Division of Retirement and the provisions of Florida Statutes, Chapter 121.

Accrual of Leave/Holiday Pay

While on leave without pay, the faculty member retains accumulated sick leave and annual leave, but does not accrue sick leave or annual leave, nor is he or she entitled to holiday pay.

Tenure Credit

Time spent on compensated or uncompensated leave is not creditable for the purpose of determining eligibility for tenure, except by mutual agreement of the faculty member and the University. In deciding whether to credit such leave toward tenure eligibility, the President or representative considers the duration of the leave, the relevance of the faculty member's activities while on such leave to the faculty member's professional development and to the faculty member's field of employment, the benefits, if any, which accrue to the University by virtue of placing the faculty member on such leave, and other appropriate factors.

Parental Leave

The Office of Human Resources administers unpaid Parental Leave procedures for faculty members in accordance with the Florida Statutes 110.221 (http://www.dol.gov/dol/topic/benefits-leave/fmla.htm), University Regulations (http://regulations.fsu.edu/Adopted-Regulations), and applicable collective bargaining agreements.

Under Parental Leave, a faculty member shall be granted up to six months unpaid leave when they become a biological or adoptive parent. Parental Leave shall not begin more than two weeks prior to the expected date of the child's arrival unless otherwise approved by the Supervisor and Chief Human Resources Officer.

The Supervisor and the Dean, Director or Department Head are responsible for recommending approval of the request for Parental Leave with final approval from the Chief Human Resources Officer. Parental Leave means leave for the father or mother of a child who is born to or adopted by that parent.

The supervisor may grant other leaves of absence with or without pay prior to the effective date of the Parental Leave or grant an extension of leave in accordance with the Attendance and Leave Regulations, Policies and Procedures.

To request Parental Leave, the faculty member should complete the first two pages of the FMLA/Parental Leave Request and Notice Form (http://www.hr.fsu.edu/PDF/Forms/timeandleave/FMLA-PL_Request_And_Notice.pdf), and obtain the supervisor's approval on the third page of the FMLA/Parental Leave Request and Notice Form. The form should then be sent to Human Resources for processing and approval. Medical certifications are required prior to Parental Leave being granted.

Human Resources shall notify the faculty member in writing as to the period of leave to be granted, clearly specifying the date the faculty member will return to duty and that the faculty member will return to the same position or to an equivalent position with equivalent pay and seniority, retirement, fringe benefits, and other service credits accumulated prior to the leave period.

While Parental Leave is leave without pay, the faculty member, may request and be approved to use accrued leave to cover any part of the six months period until all or any part of the faculty member's accrued leave has been used. Such request shall include the amount of leave with pay the faculty member wishes to use during the approved period of Parental Leave. Should accrued leave be used during Parental Leave, the faculty member shall be entitled to accumulate all benefits granted under paid leave status.

Parental Leave is a qualifying condition under the Federal Family and Medical Leave Act. (Reference the Family and Medical Leave (http://policies.vpfa.fsu.edu/personnel/3e.html#1.7) policy)

Paid Parental Leave

In addition to the unpaid leave described above, in-unit faculty members who are covered by the BOT-UFF Collective Bargaining Agreement are granted, upon written request, a paid parental leave for up to six months when the faculty member becomes a biological parent or a child is placed in the faculty member's home for purposes of adoption. Paid parental leave can only be taken once during a faculty member's career at the University. Two or more faculty members employed by the University are not eligible to receive paid parental leave for the same birth or adoption. A faculty member who utilizes this benefit shall have the total number of hours used deducted from his or her sick, and/or annual leave balance if applicable, upon separation from the University. Contract and grant funded faculty members shall be eligible to the extent that such program benefits are permitted by the terms of the contract or grant, the rules of the funding agency, and the adequate funds are available for this purpose in the contract or grant. This policy is subject to change based on the outcome of collective bargaining.

Leave Reporting

OMNI 'Employee Self-Service' or Pay and Leave Report Forms, as determined by department policies, are used to certify sick and annual leave taken. If utilized, Pay and Leave Report Forms are issued at the beginning of each new pay period and are submitted with the faculty member's signature at the end of the pay period, even if no leave has been taken. If leave is used by the faculty member, he or she must report such usage via OMNI or on the Pay and Leave Report Form.

Sick Leave: It is not necessary for faculty members to request sick leave at the bottom of the Pay and Leave Report Form. The number of hours of sick leave taken are to be shown in the top section of the form. Each faculty member will indicate if any leave has been taken by certifying the number of hours taken in the top section of the form, signing the form at the bottom, and submitting the form to the appropriate staff member in the department. The form is to be submitted with signature even if no leave has been taken because it certifies that no leave is to be charged against the faculty member. If the use of Pay and Leave Report Forms is the departmental practice, the form is submitted with the faculty member's signature even if no leave has been requested or used. If using 'Faculty Member Self-Service,' the faculty member is responsible for entering any time used into OMNI; if no time is taken, no action by the faculty member is required for that pay period.

Annual Leave: Annual leave must be requested in advance. The request may be made on any pre-printed Pay and Leave Report Form or by using 'Employee Self-Service' in OMNI. At the end of the pay period the faculty member certifies the number of hours taken. If using 'Faculty member Self-Service', the faculty member is responsible for entering any time used into OMNI; if no time is taken, no action by faculty member is required that pay period.

FACULTY RELATIONS
Faculty Concerns and Complaint Resolution

The University encourages open and honest communication between administrators and faculty members. Formal grievance procedures are initiated when the resolution of a problem is not possible on an informal basis.

Faculty members who have concerns regarding any term or condition of employment, or application of University regulations or guidelines should consult with the Vice President for Faculty Development and Advancement for advice or clarification on University processes. These meetings are kept confidential upon the request of the faculty member with a few exceptions (e.g., sexual harassment). The Vice President will advise the faculty member with regard to his or her

rights as well as any suggested resolution of the faculty member's concerns. Upon the request of the faculty member, the Vice President will assist with the resolution of the informal complaint.

Official complaints are handled through one of the following procedures:

UFF Grievances: Faculty members who are covered by the BOT-UFF Collective Bargaining Agreement may file a grievance by following the grievance procedure outlined in Article 20 of the Agreement (http://fda.fsu.edu/Collective-Bargaining). Grievances of this nature must allege a violation of one or more of the provisions in the Agreement.

Faculty Senate Grievance Procedures: Any faculty member may file a grievance with the Faculty Senate Grievance Committee. This committee consists of members nominated through the Faculty Senate by the faculty of the colleges and schools they represent. The definition of a grievance in this process is broader than that covered by the UFF grievance process and may cover matters involving University regulations, professional relations, professional ethics, academic freedom, conditions of employment, or the general welfare of the faculty member. Faculty members should consult with the Faculty Senate Coordinator in the Office of Faculty Development and Advancement for additional details on this process.

Discrimination, Sexual Harassment, and Sexual Violence Complaints: Discrimination based on membership in a protected group, sexual harassment, and sexual violence will not be tolerated by the University, whether by faculty, students, staff, or by others while on property owned by or under the control of the University. For more information about reporting discrimination, sexual harassment, or sexual violence and related grievance procedures, contact the Office of Equal Opportunity and Compliance at 645-6519 or http://compliance.hr.fsu.edu/ or the Dean of Students Department (for complaints against students) at 644-2428 or http://srr.fsu.edu/.

DISCIPLINARY ACTION AND JOB ABANDONMENT

Faculty members who engage in misconduct or who are found to be incompetent in the performance of duties may be subjected to disciplinary action in accordance with University regulations, and, for in-unit faculty, the provisions of the BOT-UFF Collective Bargaining Agreement, http://fda.fsu.edu/Collective-Bargaining.

The faculty member's supervisor should conduct a thorough investigation to determine the facts regarding the alleged misconduct or incompetence. In situations that involve potentially serious allegations, appropriate University authorities, including the dean and the Vice President for Faculty Development and Advancement, should be notified as soon as possible.

Disruptive Conduct

Faculty members who intentionally act to impair, interfere with, or obstruct the orderly conduct, processes, and functions of the University will be subject to appropriate disciplinary action.

Disruptive conduct includes, but is not limited to:

➢ Violence against any member or guest of the University community;
   Theft or willful destruction of University property or of the property of members of the University;

➢ Interference with the freedom of movement of any member or guest of the University;

➢ Deliberately impeding or interfering with the rights of others to enter, use, or leave any University facility, service, or scheduled activity, or to carry out their normal functions or duties; or

> Deliberate interference with academic freedom and freedom of speech of any member or guest of the University.

Conducting a Thorough Investigation

If there is a possible criminal violation(s), contact the Florida State University Police Department (FSUPD) before any investigation is conducted so they can coordinate the investigation. If the matter involves a claim of financial irregularities, contact the Office of Inspector General Services (IGS) before any investigation is conducted so it can coordinate the investigation. If the matter involves alleged sexual harassment or unlawful discrimination, contact the Office of Equal Opportunity and Compliance (EOC) before any investigation is conducted so that it can coordinate the investigation. If the matter does not involve criminal charges, the IGS, or the EOC, it is appropriate for the supervisor to proceed with conducting the investigation and taking any other appropriate actions, such as placing the faculty member on leave pending investigation (see "Leave Pending Investigation" in this section).

The faculty member should be given the opportunity to explain his or her actions before any disciplinary action is taken. If a faculty member reasonably believes that disciplinary action could result from an investigatory interview, he or she has the right to have his or her union representative present during the interview if requested; however, the union is not permitted to answer questions for the faculty member. Contact the Office of Faculty Development and Advancement for further information.

The objective of any investigation is to determine all of the relevant facts surrounding the incident (i.e., the who, what, when, where, why, and how) and secure any relevant evidence. There are two kinds of evidence: physical evidence and testimonial evidence. Physical evidence is tangible in nature, and testimonial evidence is provided by witnesses. Use the following guidelines when collecting evidence:

> Secure any physical evidence so that it can be preserved for future use. Physical evidence should not be altered in any way and should be kept in its original condition or state.

> Determine the identity of all witnesses to the incident and interview them. Probing questions that determine the "who, what, when, where, why, and how" should be asked. If an appealable action such as suspension or dismissal is being considered, a written statement detailing the events which is signed and dated by each witness normally should be obtained.

Determining Just Cause

Disciplinary action against faculty members should be taken only for "just cause." In determining whether there is "just cause" for any disciplinary action, the following questions should be considered:

> **Notice:** Was the faculty member given advance notice of the standards and of the possible or probable disciplinary consequences of specific conduct, actions, or incompetent performance of duties? This information is contained here in the Faculty Handbook and the BOT-UFF Collective Bargaining Agreement.

> **Reasonably related:** Are the issues being investigated related to the faculty member's role as opposed to arbitrary or discriminatory reasons that have no relationship to his or her position?

- ➢ **Proof of misconduct/incompetent performance of duties:** Was the alleged offense investigated objectively, and do the results of the investigation establish clearly that the faculty member did, in fact, engage in incompetence or misconduct?
- ➢ **Past practice:** Is the discipline consistent with past treatment of faculty members who committed the same offense? Has the chair/dean been uniform and consistent in handling similar problems?
- ➢ **Appropriateness of discipline:** Is the degree of discipline to be administered reasonably related to the seriousness of this offense and the faculty member's prior record of performance and conduct?

The standard of proof for administrative actions is the preponderance of the evidence, which means that, given all of the evidence, it is more likely than not that misconduct or incompetent performance of duties has occurred.

Notice of Intent to Suspend, Demote, or Terminate

When the President or representative has reason to believe that a suspension, demotion, or termination can be imposed after finding "just cause" for discipline, the President or representative shall provide the faculty member and, if the faculty member is in-unit, the UFF with a written notice of the proposed action and the reasons therefore, as well as the faculty member's rights to a review as specified below, if applicable.

(a) Such notice shall be sent via certified mail, return receipt requested, or delivered in person with written documentation of receipt obtained.

(b) The faculty member shall be given twenty (20) days in which to respond in writing to the President or representative before the proposed action is taken. The faculty member can include in his or her response supporting materials from other individuals. The President or representative then may issue a notice of disciplinary action.

(c) If the President or representative does not issue a notice of disciplinary action within 180 days of Notice of Intent, no disciplinary action shall be taken. If new information pertinent to the initial reason for the investigation becomes available, a new Notice of Intent may be issued.

(d) If the President or representative does not issue a notice of disciplinary action, the notice of proposed disciplinary action shall not be retained in the faculty member's evaluation file.

Peer Panel

In cases in which the Board has under consideration disciplinary action to suspend, demote, or terminate the appointment of a tenured faculty member, or to terminate the appointment of an untenured tenure track faculty member prior to the expiration of the faculty member's current employment contract, the faculty member shall be provided with the opportunity for a review by an appropriate faculty committee as described below (hereinafter referred to as the "Peer Panel" or the "Panel") prior to issuance of the Notice of Discipline. This peer panel shall serve as the peer review panel specified in Section B(3)(d) of the Florida State University Constitution.

(a) The process provided hereby consists of the opportunity to submit written materials to the Peer Panel, whose members shall individually and independently consider the evidence and submit separate recommendations reflecting their individual points of view to the President or representative.

(b) This process shall not waive the right of a faculty member to file a grievance in accordance with the BOT-UFF Collective Bargaining Agreement, or any other adjudicatory due process proceeding following the issuance of a final Notice of Discipline.

(c) Alternatives. As an alternative to the peer review panel, the faculty member can elect to meet with the President or representative, in addition to submitting a written statement to the President or representative. Such election must be made in writing and delivered to the office of the President or representative within ten (10) calendar days of receipt of the notice of intent to suspend, demote, or terminate.

(d) The faculty member's failure to timely request the peer panel or, in the alternative, to follow through with a timely meeting with the President or representative, will constitute a waiver by the faculty member of further proceedings. Failure of the faculty member to submit a timely written statement to the Peer Panel will constitute a waiver of the opportunity to submit a written statement. In that event, the Panel will offer its opinions based on the written material submitted by the President or representative.

(e) Peer Panel. Upon the timely request for a peer panel, the President or representative will immediately inform the Chairperson of the Faculty Senate Grievance Committee (hereinafter referred to as the "Chairperson"), who will within ten (10) calendar days of being informed establish, from among the members of that Committee, three (3) faculty members who will participate individually and independently as the Peer Panel. The Chairperson will notify the President or representative, the UFF Grievance Chair if applicable, and the faculty member of the establishment of the Peer Panel.

(f) Submission of Information. Upon establishment of the Panel, the President or representative will submit to the Chairperson written materials to be considered by the Panel, including the notice of the proposed action and the reasons therefore, with a copy to the faculty member and the UFF Grievance Chair if applicable. Within ten (10) calendar days thereafter, the faculty member may provide to the Chairperson, with a copy to the President or representative and the UFF Grievance Chair, a written statement or response to the President or representative's notice and reasons, and any additional written documentation to be considered by the Panel. The Chairperson will transmit copies of the foregoing information and/or documentation to the Panel immediately upon receipt thereof. The Peer Panel may seek additional information from either party as it deems necessary. For in-unit faculty members, the UFF Grievance Chair shall be provided with copies of any such additional information.

(g) Recommendations. The members of the Panel will individually evaluate and consider the notice of the proposed action and the reasons therefore and any additional documentation submitted by the President or representative and the faculty member and, within ten (10) calendar days of the deadline for submissions specified in (f) above, will submit to the President or representative individual written and signed recommendations, with copies thereof to the faculty member and the UFF Grievance Chair if applicable. The recommendation shall, express the Panel members' individual opinions as to whether disciplinary action is warranted for the alleged offense and, if so, the penalty deemed appropriate under the circumstances.

(h) Consideration of Recommendations. The President or representative will review the Panel recommendations and take them into consideration in deciding whether the University should initiate discipline and issue the Notice of Discipline. If the President or representative

does not issue a notice of disciplinary action, the notice of proposed disciplinary action shall not be retained in the faculty member's evaluation file.

(i) Status of Records. By invoking in writing the Peer Panel process, the faculty member will have consented to the disclosure to the Panel, for purposes of its process, evaluative information. Records maintained for the purposes of any such investigation of misconduct or incompetence, including but not limited to a complaint against a faculty member and all information obtained pursuant to the investigation of such complaint, shall be confidential until the investigation ceases to be active or until the University provides written notice to the faculty member that the University has either concluded the investigation with a finding not to proceed with disciplinary action; concluded the investigation with a finding to proceed with disciplinary action; or issued a Notice of Intent Letter.

Final Notice of Discipline

All notices of disciplinary action shall include a statement of the reasons therefore and, if the faculty member is in-unit, a statement advising the faculty member that the action is subject to Article 20, Grievance Procedure of the BOT-UFF Collective Bargaining Agreement. For out-of-unit faculty members the notice shall include a statement advising the faculty member that the action is subject to the Faculty Senate Grievance Procedure. All such notices shall be sent via certified mail, return receipt requested, or delivered in person to the faculty member with written documentation of receipt obtained.

Job Abandonment

If a faculty member is absent from his or her position without authorization for 12 or more consecutive calendar days, the faculty member will be considered to have abandoned his or her position and voluntarily resigned from the University. If the absence is beyond the faculty member's control and the faculty member notifies the University as soon as possible, the faculty member will not be considered to have abandoned his or her position.

COLLECTIVE BARGAINING

Collective bargaining is governed by Chapter 447 of the Florida Statutes, which stipulates that, as a public employer, the University is obligated to engage in negotiations with any employee organization elected by employees regarding mandatory subjects of bargaining (wages, hours, terms and conditions of employment). There are currently four unions at FSU: The United Faculty of Florida (UFF), the Police Benevolent Association (PBA), the Florida Nurses Association (FNA), and the American Federation of State, County, and Municipal Employees (AFSCME).

The UFF represents most of the faculty at FSU, with the exception of certain colleges and administrative positions. A list of all in-unit classifications may be located in Appendix A of the BOT-UFF Collective Bargaining Agreement (http://fda.fsu.edu/Collective-Bargaining). The Agreement covers all in-unit faculty members regardless of membership in the union. Paying dues to the UFF is voluntary, and discrimination based on membership or non-membership is not permitted.

All in-unit faculty members and those who supervise in-unit faculty members should become familiar with the BOT-UFF Collective Bargaining Agreement. The Agreement is a legal contract to which both the University and the UFF have agreed, through the negotiations process, to abide by. Only state and federal laws and regulations supersede the provisions of the Agreement.

COLLECTIVE BARGAINING CONTRACT ADMINISTRATION

The administration of the BOT-UFF Collective Bargaining Agreement is the responsibility of the in-unit faculty and the administrators of the University. Questions pertaining to the interpretation of the provisions of the Agreement may be directed to the Office of Faculty Development and Advancement or to the Director of Faculty Relations in Human Resources. In-unit faculty members should direct any questions to the UFF. The Director of Faculty Relations in Human Resources facilitates the UFF grievance process and the Vice President for Faculty Development and Advancement serves as the liaison between the UFF and the administration of the University.

TERMINATING EMPLOYMENT

When terminating employment for any reason, faculty members must complete steps to ensure an appropriate exit from the University. A termination checklist should be obtained from the department representative and completed by the faculty member.

Departing faculty members should return all University property including (but not limited to): keys, library books & materials, computers, parking decals & gate cards, and any credit and/or purchasing card(s). Detailed instructions and contact information are listed on the Termination Checklist under "Employee Responsibilities."

Departing faculty members should contact the Benefits Department to schedule a conference to discuss the process for continuing or canceling insurance, reimbursement accounts, and retirement accounts.

Faculty members have the option of scheduling an exit conference with the Vice President for Faculty Development and Advancement to discuss any suggestions or concerns. Faculty members should contact the Dean's administrative assistant to schedule an exit interview. An exit survey from is available at http://fda.fsu.edu/content/download/25559/163949/facultyexitsurvey.pdf. Departing faculty members are asked to complete the form to provide insight to the administration for use when assessing faculty turnover.

In order to conduct a final leave audit, and to pay out any leave that may be due to the faculty member, the department representative is responsible for conducting a pre-audit of the leave records and then submitting all leave records to the Office of Human Resources. Once all completed paperwork is received, the Office of Human Resources typically completes the final leave audit process within six to eight weeks. Any leave payout (if applicable) will be issued through the normal payroll process. Faculty members should contact the Office of Human Resources with any questions concerning leave and/or the leave payout process.

RESIGNATION

In accordance with the University Constitution, faculty members desiring to resign from University employment are expected to notify their supervisors at least 90 days prior to the resignation effective date. Faculty members may consult with their supervisors if an earlier or later notice is needed.

NON-REAPPOINTMENT

Refer to the Faculty Development Section of this handbook regarding provisions for non-reappointment.

LAYOFF

For those faculty members covered by the provisions of the BOT-UFF Collective Bargaining Agreement, the layoff process is governed by Article 13 of the Agreement (http://fda.fsu.edu/Collective-Bargaining).

The following provisions apply to those faculty members who are not covered by the provisions of the BOT-UFF Collective Bargaining Agreement.

A faculty member may be laid off at any time as a result of adverse financial circumstances; reallocation of resources; reorganization of degree or curriculum offerings or requirements; reorganization of academic or administrative structures, programs, or functions; or curtailment of one or more programs or functions at any organizational level of the University such as a campus, division, college, school, department, area, program, or other level of organization or unit as the University deems appropriate. Upon the layoff of a faculty member, the University shall make reasonable effort to locate appropriate, alternate or equivalent employment within the university, and to inform the person affected of the results of this effort. In discharging its responsibilities under this rule, the University shall select and consult with appropriate administrative personnel and representatives of senates, committees and other such bodies of the institution.

In determining the faculty member(s) whose employment will be discontinued under this section, the University shall take into consideration appropriate factors, including but not limited to tenure status, performance evaluation by students, peers, and supervisors, and the faculty member's academic training, professional reputation, compatibility with colleagues, teaching effectiveness, research record or quality of the creative activity in which the faculty member may be engaged, service to the community and public, length of service, and affirmative action obligations.

(a) Order of Layoff. The following principles will govern the selection of faculty members to be laid off:

1. No tenured faculty member shall be laid off if there are untenured faculty members in the layoff unit.

2. The provisions of section 1 above will apply unless it is determined by the University that an Affirmative Action employment program will be adversely affected.

3. No tenured faculty member will be laid off solely for the purpose of creating a vacancy to be filled by an administrator.

(b) The University shall notify the person whose employment is to be discontinued pursuant to this section. Such notice shall be given by March 1 of the first academic year of service, by December 15 of the second academic year of service, and for faculty members who have completed two academic years of service, one year prior to June 15 of the academic year in which their service will be discontinued by layoff unless, in the judgment of the University, adverse financial circumstances require that the amount of notice be shortened.

(4) Recall of faculty – For a period of two years following layoff, a faculty member who has been laid off and who is not otherwise employed in an equivalent full-time position shall be offered reemployment in the same or similar position at the University, should an opportunity for such reemployment arise. For this purpose, it shall be the faculty member's responsibility to keep the University advised of the faculty member's current address. Should a vacancy occur at another university within the State University System, the faculty member may apply for that position and shall be considered therefore in accordance with the normal hiring procedures of that university. Any offer of reemployment pursuant to this section must be accepted within 15 days after the date of the offer, such acceptance to take effect not later than the beginning of the academic term

immediately following the date the offer was made. In the event such offer of reemployment is not accepted, the faculty member shall receive no further consideration pursuant to this section.

Between the time of notification of layoff and the effective date those to be on layoff status are to be contacted and advised of vacancies for the same or similar positions. Those under notification who have expressed an interest in the position shall be considered. For short term vacant positions; (less than six months) of which the Central Administration may be unaware it is the responsibility of the school or college in which the layoff will occur to notify those persons to be affected by layoff of the existence and vacancies and to ensure that those are considered who express an interest in the position.

A faculty member who held a tenured appointment on the date of separation by reason of layoff shall resume the tenured appointment upon recall. The faculty member shall receive the same credit for years of service for purposes of layoff as held on the date of layoff. The recall rights provided in this section shall not be available to faculty members holding temporary appointments, to faculty members employed less than full-time, to faculty members appointed to visiting positions and to faculty members with less than five years continuous service who are appointed to positions funded from "soft money", e.g., contracts and grants, sponsored research trust funds, and grants and donations trust funds.

SECTION 5:
FACULTY DEVELOPMENT

INTRODUCTION

The University's primary role is to serve as a center for advanced graduate and professional studies while emphasizing research and providing excellence in undergraduate programs. In accordance with the University's mission, faculty members have been selected for their commitment to excellence in teaching, their ability in research and creative activity, and their interest in public service. The assignment of responsibilities and evaluation process, the promotion and/or tenure process, opportunities for sabbatical and professional development leave, recognition of achievements and membership on the graduate faculty help promote this commitment to excellence and facilitate the overall professional development of faculty.

ACADEMIC FREEDOM

Academic freedom and responsibility are essential to the full development of a university's faculty and apply to teaching, research and creative activity, and assigned service. In the development of knowledge, research endeavors, and creative activities, a faculty member must be free to cultivate a spirit of inquiry and scholarly criticism and to examine ideas in an atmosphere of freedom and confidence. A similar atmosphere is required for university teaching. Consistent with the exercise of academic responsibility, an instructor must have freedom in the classroom to discuss academic subjects. The university student must likewise have the opportunity to study a full spectrum of ideas, opinions, and beliefs, so that the student may acquire maturity for analysis and judgment. Objective and skillful exposition of such subject matter is the duty of every instructor.

The faculty member must fulfill his/her responsibility to society and to his/her profession by manifesting academic competence and scholarly discretion. The faculty member is a member of a learned profession and an academic officer of a university. The faculty member should be constantly mindful that these roles may be inseparable in the public view, and should, therefore, at all times exercise appropriate restraint and good judgment.

The *1940 Statement of Principles on Academic Freedom and Tenure* of the American Association of University Professors (AAUP) state that "institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition." However, membership in the academic profession, and thus, academic freedom, carries with it an awareness of certain responsibilities, both in performance of university duties and duties outside the university. These responsibilities are set forth in the AAUP *Statement on Professional Ethics* (1966 statement revised and adopted June 1987) and are stated below:

The Statement

Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their energies to developing and improving their scholarly competence. They accept the obligation to

exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of the institution.

As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

ASSIGNMENT OF RESPONSIBILITIES
Policy

The professional responsibilities of faculty members are comprised of both scheduled and nonscheduled activities. All faculty members are assigned annually in writing their duties and responsibilities in teaching, research and other creative activities, service, and any other specific duties and responsibilities. This assignment will be made at the beginning of employment and thereafter, by the end of each Spring Semester for the coming year. This policy applies to those holding regular, visiting, provisional, research, affiliate, or joint appointments, regardless of the appointment FTE. It is not applicable to faculty on adjunct and courtesy appointments, who are typically given an employment contract or letter of agreement that outlines the assignment at the time of the appointment.

Considerations in Assignment

Faculty members who are earning eligibility for tenure or promotion will be given assignments throughout this period of their career that provide equitable opportunities (in relation to other faculty in the same department) to meet the required University criteria and departmental standards for promotion and tenure. These criteria include performance in all three areas of teaching, research and scholarly or creative activity, and service. The balance of these three areas will vary throughout all faculty members' careers and among the various disciplines. The annual evaluations of faculty, as well as evaluations for promotion and tenure, are based on the assignment of responsibilities.

Supervisors responsible for making the assignment will ensure that the assignment:

➢ is reasonable;

➢ provides opportunities to applicable faculty members for progress toward meeting the criteria and standards for promotion and tenure;

➢ provides opportunity to fulfill applicable criteria for merit salary increases;

➢ is consistent with the faculty member's qualifications, experience, including professional growth and development, and preferences;

➢ meets the minimum full academic assignment in terms of 12 contact hours of instruction or equivalent research and service; and

➢ considers the needs of the program or department/unit.

Twelve-Hour Law Compliance

The Twelve-Hour Law (Florida Statutes 1012.945) requires that each full-time equivalent faculty member who is funded by state funds teach a minimum of 12 classroom contact hours per week or do equivalent assignments each term (see Teaching Load in Teaching and Student/Faculty Interactions Section 7).

University policy requires that a separate Twelve-Hour Law file (auditable) be maintained on each applicable faculty member.

File characteristics and location:

➢ updated at the end of each semester

➢ placed next to each faculty member's "Evaluation File"

➢ contains no evaluative information

Required contents of file:

➢ copies of employment contracts beginning with the 1986/1987 contract; including any contract amendments

➢ copies of Assignments of Responsibilities beginning with the 1987/1988 assignment, including any amendments

➢ copies of the PARS form for each semester beginning with Summer Semester 1987, including the completed checklists on the back of each PARS form; include the Cost Study Form and IAF Information Listing with the PARS forms for Summer 1987, Fall 1987, and Spring 1988 (this information will be included on the PARS form beginning with Summer Semester 1988)

➢ copies of the "Evidence of Performance" (EOP) reports in teaching, research or creative activities, and service used in the annual evaluation process (see Procedures under Annual Evaluations in Section 5 Faculty Development) beginning with the report submitted in

Spring Semester 1988; any evaluative information in the EOP, such as SPOT data, should be redacted; the EOP is the principal documentation of Twelve-Hour Law compliance for the non-instructional part of the Assignments of Responsibilities.

Duty Restrictions for Specialized Faculty

The following restrictions on percent assignments of responsibility apply to positions in these specialized faculty tracks. These duty restrictions do not apply to NTTF positions that are not listed below:

Teaching & Teaching Support

➢ A full-time specialized faculty member in the Teaching Track shall normally be assigned not less than 75% teaching responsibility and not more than 5% research responsibility, averaged over any academic year, except as specified for certain administrative codes in Section 9.9(b)(6) of the BOT-UFF Collective Bargaining Agreement.

➢ A full-time faculty member in the Instructional Support track shall normally be assigned not less than 75% service responsibility in the area of instructional support, and not more than 5% research responsibility, averaged over any academic year, unless otherwise specified in in Section 9.9(b)(6) of the BOT-UFF Collective Bargaining Agreement.

Research & Research Support

➢ A full-time specialized faculty member in the Research track shall normally be assigned not less than 75% research responsibility, and not more than 5% teaching responsibility, averaged over any academic year, except as specified for certain administrative codes in Section 9.9(b)(5) of the BOT-UFF Collective Bargaining Agreement. Directed Individual Studies (DIS) may be considered part of the research assignment for a full-time faculty member in the Research track. Only under the following combination of circumstances, and for one semester per emergency situation, a faculty member in the Research track may be given a temporary teaching assignment to teach a single course:

   o The course is a specialized graduate level course required for degree-seeking students, that is regularly offered and is not a "special topics," "selected topics," or "seminar" course;

   o There is a bona fide emergency, in which the faculty member assigned to teach a course becomes incapacitated or otherwise becomes unable to teach the course, either while the course is already in progress or so near the start of the term that there are students enrolled in the course and no workable alternative way of teaching the course to those students can be found;

   o The faculty member is not willing to perform the teaching assignment as a dual compensation appointment, and;

   o There is no one else qualified to teach the course, or for those who are qualified, they already have a maximum teaching assignment for the semester that cannot be adjusted to meet the need of teaching the course in question and they are unwilling to teach the course as overload on a dual compensation appointment.

➢ A full-time specialized faculty member in the Research Support track shall normally be assigned not less than 95% combined responsibility in research and service in support of research, and not more than 5% teaching responsibility, averaged over any academic year,

except as specified for certain administrative codes in Section 9.9(b)(6) of the BOT-UFF Collective Bargaining Agreement.

Abnormal assignments are those that provide for unique opportunities that benefit the University. Such assignment requests shall be reviewed by the President or Provost within thirty (30) days, and if approved, reported within 10 days to the Director of Human Resources and the UFF.

If a faculty member is assigned one of the in-unit administrative codes, some portion of the minimum assignment in the area of specialization required by Sections 9.9(b)(1)-(4) above may be replaced by a service assignment.

For part-time positions, the percentages above shall be pro-rated, relative to the total appointment.

These duty restrictions only apply to the first 100% FTE appointment. They do not prevent a faculty member from accepting a supplemental dual compensation appointment outside of the area of specialization.

A faculty member in a specialized faculty position may not hold a concurrent split appointment between multiple tracks.

Specialized faculty members may serve on doctoral supervisory committees in a department, if approved by the faculty of the department for doctoral supervision and if they meet Faculty Senate requirements. In regard to directing doctoral theses, a specialized faculty member may serve only as a co-director or as a non-directing member of the committee, and another co-director must be a member of the tenure-track or tenured faculty (Assistant, Associate, Full Professor or Eminent Scholar). The specialized faculty member must also be approved by the chair of the department for service on the specific committee. For any doctoral committee, the director or at least one co-director must be a member of the tenure-track or tenured faculty (Assistant, Associate, Full Professor, or Eminent Scholar) of the department/unit in which the degree is to be granted. If the doctoral degree is sought in an interdisciplinary area of study, the director or at least one co-director must be a tenure-track or a tenured faculty member in a department/unit related to the area of interdisciplinary study. However, those who are not members of the tenure-track faculty who have served as director of an active doctoral dissertation committee between the dates of July 1, 2008 and July 1, 2013, remain eligible to direct doctoral theses and dissertations.

Honorific Working Titles

Faculty members within the Teaching and Research tracks may be granted an honorific working title containing the word "professor," as specified in the BOT-UFF Collective Bargaining Agreement, under the following conditions:

➤ such a title may only be granted with the recommendation of a majority vote of the tenured faculty of an academic department/unit offering a degree program, in recognition of scholarly accomplishments within the granting department/unit's academic field.

➤ the criteria and procedures for awarding such an honorific working title shall be the same as for promotion or initial appointment to the corresponding tenure-track rank, except:

  o the department/unit and college/unit that evaluates the nomination and recommends the granting of the title may be different from those in which the faculty member is employed, if the faculty member is employed in a non-academic unit.

  o the expectations in research, teaching, and service shall be scaled proportionally to the assignment of duties.

- notwithstanding the provisions above, faculty appointed at the Panama City Campus who are assigned to the Teaching Faculty series may use the appropriate Assistant Teaching Professor, Associate Teaching Professor, or Teaching Professor honorific working title under the following conditions:
  - the faculty member holds a terminal degree in a field relevant to the faculty member's teaching area(s), and
  - a special Panama City Committee on Honorific Working Titles for Teaching Faculty appointed by the President or designee and consisting of three senior Panama City Campus faculty members recommends in a secret ballot that the faculty member be granted the honorific working title, and
  - the President or designee approves the recommendation.
- the faculty member may use the honorific working title in place of the name of the faculty member's position classification for the following purposes: correspondence, publications, business cards, web pages, and applications for contracts and grants. The University may use this title in Bulletins, University directory listings, and other publications. The entire phrase, including the modifiers "teaching" or "research", must be used.
- notwithstanding any of the above, wherever the terms "professor," "associate professor," and "assistant professor" appear without a modifier in all University documents, they shall apply only to the tenured and tenure-earning position classifications (9001 Professor, 9002 Associate Professor, 9003 Assistant Professor, and 9009 Eminent Scholar). Examples of published University documents for the purpose of this provision include, but are not limited to: the University Constitution, Faculty Senate Bylaws and other Faculty Senate documents; the Faculty Handbook; college and department bylaws; University rules and policy memoranda; University reports to external agencies.

Communication of Assignment

The supervisor will contact the faculty member prior to making the final written assignment or making any changes to that assignment.

The assigning authority must forward the assignments to the dean of the college or equivalent (the same administrator responsible for review of the annual evaluations) for review and approval. The reviewer ensures the assignments of responsibilities are submitted in a timely manner and contain a level of detail appropriate for forming the basis for the annual evaluation. When the dean of the college (or equivalent) is the assignor, the assignment of responsibilities must be forwarded to the Vice President for Faculty Development and Advancement for review and approval.

The faculty member will be granted, upon request, a conference with the person responsible for making the assignment to express concerns regarding the assignment in relation to the faculty member's qualifications and experiences, including professional growth and development and preferences; the character or demands of the assignment; the needs of the program or unit; and the opportunity to fulfill applicable criteria for tenure, promotion, and merit salary increases. If the conference with the person responsible for making the assignment does not resolve the faculty member's concerns, the faculty member will have, upon written request, the opportunity to discuss those concerns with an administrator at the next higher level. If concerns that the assignment was imposed arbitrarily or unreasonably are not resolved, the faculty member may proceed to address the matter if in-unit through the assignment dispute resolution procedure found in **Appendix H** of the BOT-UFF Collective Bargaining Agreement or if out-of-unit through the Faculty Senate

Grievance Procedure. Other claims of alleged violations of the Agreement with respect to faculty member assignments are subject to the provisions of Article 20, Grievance Procedure and Arbitration.

Supplemental Summer Assignments

In addition to the academic year assignment given to nine-month contract faculty members, a supplemental summer assignment may be given. The supervisor who has the responsibility for making annual assignments of responsibilities for faculty also has the responsibility for making supplemental summer assignments. Supplemental appointments will be offered in accordance with departmental/unit written criteria and rotation policy in a fair and equitable manner.

Available supplemental appointments shall be offered equitably and as appropriate to qualified employees, not later than five weeks prior to the beginning of the appointment, if practicable, in accordance with written criteria. The University criteria and the department/unit criteria and rotation policy shall be posted in each department/unit.

The following University criteria should be considered in selecting faculty to be offered supplemental summer appointments:

➢ Available supplemental offerings funded from the University's supplemental summer allocation to colleges are intended specifically to reflect and fulfill the academic needs of students. Supplemental funds are provided primarily to support the teaching programs of the departments and are not generally available for other activities.

➢ In making such appointments, the assigning authority should consider, but not be limited to, the following factors: the academic needs of students and/or the students' demands for programs; the budgeted resources available to the department; the programmatic needs of the department; and the qualifications of the faculty members available to teach the courses deemed necessary to be offered during the summer.

➢ As soon as practical, the assigning authority will notify each faculty member regarding the department's plans for the supplemental summer program. Each faculty member will be requested to indicate in writing if he or she is interested in receiving a supplemental appointment and, if appropriate, state course assignment preferences for the supplemental appointment. The faculty members' responses will be considered by the assigning authority when making the assignments.

➢ Supplemental summer assignments shall be offered to qualified faculty members before anyone who is not a faculty member, provided that the interested faculty member specifies whether they want to teach during the summer within two weeks of the assigning authority's request for faculty teaching preferences.

➢ A faculty member who obtains his or her own summer employment (e.g., a research grant or other award) shall not be omitted from the consideration for subsequent supplemental appointments because of such employment.

➢ No final commitment for an appointment to be funded from the University's supplemental summer allocation shall be made until the department's final allocation is confirmed, typically in April.

ANNUAL EVALUATION

The basic purpose of the evaluation is to acknowledge performance; to communicate performance effectiveness; to aid in improving performance in assigned duties; and if necessary, to develop a performance plan to assist in correcting deficiencies for the employee not meeting performance expectations. The evaluation process assesses the quality of performance in the functions of teaching, research or creative activity, service, and any other duties that may be assigned. These functions result in the enhancement of learning, cultural advancement, and the production of new knowledge. This faculty member's history of annual evaluations will be considered in recommendations and final decisions on tenure, promotions, salary increases, and reappointment or non-reappointment. Therefore, it is critical that all faculty members receive constructive and specific feedback that results in continuous improvement.

Faculty members, other than those on a personal leave of absence or those not to be reappointed who have received notice of non-reappointment or are not entitled to receive notice of non-reappointment, must be evaluated annually during the Spring semester (with the exception of Sustained Performance Evaluations which may be performed in the fall term). Faculty members on leave for professional purposes, such as sabbatical, professional development, or a research leave, compensated or uncompensated leave, are evaluated based on a report of the accomplishments made during the leave. Departmental evaluation guidelines should ensure that members on approved leave are not penalized in the evaluation process.

A faculty member holding joint appointments will be evaluated in each department with copies of both evaluations, marked concurrent, in the faculty member's one evaluation file. Each department chair (or equivalent) will evaluate the faculty member only with respect to the duties within that unit. Such concurrent summaries will be forwarded to the dean of the college in which the faculty member holds a faculty position. This procedure ensures that each person holding a faculty position is evaluated annually and that all factors are considered in such an evaluation.

Faculty members must be notified at least two weeks in advance of the date, time, and place of any direct classroom observation or visitation made in connection with the annual evaluation. A report of the observation must be submitted to the faculty member with 10 working days of the observation date whenever the observation is used in the evaluation process.

The criteria and procedures discussed below pertain to the annual evaluation of faculty members. In cases of misconduct or incompetence of a faculty member, different proceedings should be undertaken pursuant to FSU/UFF Collective Bargaining Agreement Article 16 and University policy (See Faculty Human Resources Section 4 in the *Faculty Handbook*).

Criteria

Each department/unit must have (on file and posted on the website) specific written criteria and procedures by which to evaluate faculty members consistent with the University criteria and the FSU/UFF Collective Bargaining Agreement. The annual evaluation is based upon the assigned duties (see preceding section on Assignment of Responsibilities) and will consider the nature of the assignments and quality of the performance in terms, where applicable, of:

➢ **teaching effectiveness**, including effectiveness in presenting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment and recitation, demonstration, laboratory exercise, practical experience, and direct consultation with students. The evaluation shall include consideration of effectiveness in imparting knowledge and skills, effectiveness in stimulating students' critical thinking and/or creative abilities, the development or revision of curriculum and course structure, and adherence to accepted

standards of professional behavior in meeting responsibilities to students. Other considerations include the number of students taught, format, preparation time, whether the course is required or elective, availability of assistance and other University instructional duties, such as advising, counseling, supervision of interns, as well as relevant material submitted by the faculty member such as class notes, syllabi, student exams and assignments, and peer evaluations of teaching. The approved written objectives for each course should be considered in evaluating teaching.

➢ contribution to the discovery of new knowledge, development of new educational techniques, and other forms of creative activity. Evidence of research and other creative activity should include, but not be limited to:

➢ published books; chapters in books;

➢ articles in refereed and un-refereed professional journals;

➢ musical compositions, exhibits of paintings and sculpture;

➢ works of performing art;

➢ papers presented at meetings of professional societies; reviews; and

➢ research and creative activity that has not yet resulted in publication, display, or performance.

➢ The evaluation should include consideration of the faculty member's productivity, including the quality and quantity of the faculty member's research and other creative programs and contributions during the period under evaluation; and recognition by the academic or professional community.

➢ **service** that is related to and furthers the mission of the University, including service on departmental, college, and university committees, councils, and senates; service in appropriate professional organizations; participation in professional meetings, symposia, conferences, workshops; service on local, state, and national governmental boards, agencies and commissions; and service to public schools. Evaluation of service should include its contribution to:

➢ the orderly and effective functioning of the faculty member's academic unit (program, department, college) and/or the total University;

➢ the University community;

➢ the local, state, regional and national communities, and scholarly and professional associations;

➢ other assigned university duties, such as academic administration;

➢ other responsibilities that may be appropriate to the assignment.

Evaluations for department chairs should consider responsibilities of the chair such as departmental planning and goal setting, assignment of work responsibilities and resources, fiscal responsibilities, recruitment and hiring, mentoring, evaluation of faculty, handling of personnel issues involving faculty and staff, academic program responsibilities, implementation of University policy, and communication both within the department and with administrators regarding the department.

Sources of Evaluation

Evaluation of a faculty member's performance may include data from the following sources where appropriate:

Chair's/Supervisor's Evaluation: The chair of the department or the administrator of a comparable academic unit shall review and evaluate the teaching, research or creative activities, service, and other university duties of each member of that department during each academic year.

Peer Faculty Evaluation: Each unit shall develop procedures for peer evaluation of faculty members' teaching, research or creative activities, service, and other university duties when appropriate.

Student Evaluation: Students shall evaluate teaching and, when appropriate, other university duties performed by the faculty member. The teaching effectiveness of each faculty member may be evaluated in writing by students currently or previously enrolled in his/her classes.

Self-Evaluation: Each faculty member may provide an evaluation of each area of his/her own performance and submit the evaluation along with any appropriate substantiating evidence to the chair of the department or other administrative unit.

Other University Officials: A faculty member may be evaluated for duties performed under the supervision of deans, directors, and academic vice presidents, or any other university official who may supervise the faculty member's activities.

Individuals to whom the faculty member may be responsible in the course of a service assignment – such as public school officials when a faculty member has a service assignment to the public schools.

Procedures

The department chair (or equivalent) will request each member of the faculty to submit annually a report of Evidence of Performance (EOP) in teaching, research or creative activities, and service (and other University duties where appropriate), together with any interpretive comments or supporting data which the faculty member deems appropriate in evaluating his or her performance. Department chairs (or equivalent) will be evaluated by their respective deans.

The annual evaluation will be in writing and made on the required Annual Faculty Evaluation Summary form, which is available at http://fda.fsu.edu/Faculty-Development. The faculty member will be offered the opportunity to discuss the evaluation with the evaluator prior to it being placed in the faculty member's evaluation file, a copy of which will also be made available to the faculty member. For faculty members not yet tenured or promoted to the highest position available in their class, an annual letter of evaluation must be attached to the Annual Faculty Evaluation Summary form that provides specific feedback to the faculty member regarding his or her progress toward promotion and/or tenure (applies to both tenure-track and non-tenure-track faculty members). These appraisals are part of the annual evaluation and must be included in the promotion and/or tenure binders beginning Fall 2006. Examples of progress toward promotion and tenure letters are available at http://fda.fsu.edu/Faculty-Development.

A special report may be required in cases where the dean disagrees with the department chair (or equivalent) as outlined below. In the event of the termination of a faculty member, whether it be voluntary or involuntary, at a date other than May, a special report should be prepared. A special report may also be required when directed by the President, Provost and Executive Vice President for Academic Affairs, or the Vice President for Faculty Development and Advancement. When a Special Faculty Evaluation Summary is prepared, the original Annual Faculty Evaluation Summary must be attached to the special summary.

The evaluation will be signed by the evaluator, the faculty member being evaluated, who may attach a statement to the evaluation, and the academic dean or director, and is placed in the faculty

member's one evaluation file. When the dean of the college (or equivalent) is the evaluator, the annual evaluation must be forwarded to the Vice President for Faculty Development and Advancement for review and signature. The required signature of the faculty member being evaluated certifies that the required discussion of the rating has taken place; it does not imply that the faculty member being evaluated agrees with the rating. If a faculty member does not agree with the evaluation content, he or she may utilize the process for appealing an Evaluation Summary (see Provision for Appeal below). A copy of the evaluation should be made available to the faculty member being evaluated.

In the case of an evaluation rating of "Does Not Meet FSU's High Expectations," the evaluator will fully document the less-than-satisfactory performance prior to discussion with the faculty member. After discussion is completed and attachments made, if any, the faculty member will indicate that the evaluation has been reviewed by signing the Summary and indicating the number of pages attached to the evaluation.

Non-tenured faculty members whose overall performance is rated "Does Not Meet FSU's High Expectations" in any given year may be placed on a Performance Improvement Plan (PIP). A tenured faculty member whose overall performance is rated "Does Not Meet FSU's High Expectations" in three (3) or more of the previous six (6) evaluations may be placed on a PIP. A PIP shall be developed in one or more areas of assigned duties. The PIP shall be developed by the faculty member's supervisor in concert with the faculty member, and shall be written. It shall include specific performance goals and timetables to assist the faculty member in achieving at least a "Meets FSU's High Expectations" rating. Specific resources identified in an approved PIP, shall be provided by the department/unit. Examples of recommendations/resources include, but are not limited to: audit a course; participate in a webinar or webcast; work with or observe the work of an outstanding professor; etc. If the faculty member and the supervisor are unable to agree on the elements of the PIP, the dean will make the final determination on the elements of the PIP.

When the overall performance is "Does Not Meet FSU's High Expectations," a copy of the Annual Faculty Evaluation Summary form must be forwarded with the PIP to the Provost and Executive Vice President for Academic Affairs and the President through the Vice President for Faculty Development and Advancement. The PIP shall be approved by the President or representative and attached to the Annual Evaluation Summary Form. The supervisor will meet periodically with the faculty member to review progress toward meeting the performance goals. It is the responsibility of the faculty member to successfully complete the PIP.

Upon completing the discussion with the faculty member, the evaluator will forward the Annual Faculty Evaluation Summary to the reviewer. If the reviewer agrees with it, he or she will so indicate by affixing his or her signature. In the event he or she disagrees, the reviewer may discuss the area of disagreement with the preparer of the summary, at which time two courses of action are available:

➢ The reviewer may submit his or her own Evaluation Summary, or

➢ The evaluator may revise the original summary. Evaluators (department chairs or equivalent) are encouraged to discuss the Annual Faculty Evaluation Summary with their respective reviewer (deans or equivalent) prior to discussing it with the faculty member being evaluated.

On the Annual Faculty Evaluation Summary form, the provision under TEACHING for certification of Spoken English Competency (see section on Spoken English Competency below) should be utilized only:

> to certify competency following completion of options for remediation specified with a related "Does Not Meet FSU's High Expectations," either in the prior year's annual evaluation or with an original appointment, or

> to call into question a previous certification of competency.

If "Does Not Meet FSU's High Expectations" is noted in Spoken English Competency, options for remediation are to be communicated in writing with a copy attached to the Annual Faculty Evaluation Summary form. A copy of the Evaluation form with attachment should be sent through the dean to the Vice President for Faculty Development and Advancement.

Provision for Appeal

When a faculty member is dissatisfied with the Faculty Evaluation Summary, including the determination of failure to successfully complete a PIP, the appeal process allows the faculty member to register his or her disagreement in writing. In addition, review may be sought through normal administrative channels beginning at the departmental level.

If the faculty member is not satisfied with the Summary prepared by the evaluator (department chair or equivalent), he or she may request a review, in writing, to the reviewer (dean or equivalent) within 30 days after being informed of the evaluation. The dean, like the department chair (or equivalent), should have complete freedom of action in seeking to settle or resolve differences concerning evaluation summaries. Within 15 days of receipt of the written request for review, the reviewer must meet with the faculty member to discuss the request, then reach a decision within 15 days of receipt of the written request and report it to the faculty member.

If the faculty member is not satisfied with the reviewer's decision, he or she may request in writing a review from the Vice President for Faculty Development and Advancement within 15 days after the reviewer's decision. The Vice President for Faculty Development and Advancement must within 15 days of receipt of the written request meet with the faculty member to discuss the request. The Vice President for Faculty Development and Advancement will reach a decision within 15 days of the written request and report it to the faculty member.

An appeal of the decision of the Vice President for Faculty Development and Advancement may be made to the Provost and Executive Vice President for Academic Affairs. Such a request for review shall be made in writing within 15 days after the Vice President for Faculty Development and Advancement' decision. The Provost and Executive Vice President for Academic Affairs will reach a decision within 15 days of the receipt of the written request and report it to the faculty member.

Third-Year Review

The Third-Year Review is an important annual evaluation conducted in the faculty member's third year of tenure-earning service and includes any tenure-earning service credit given at the time of hire from prior tenure-earning service at another institution. It is not a separate process from the Annual Evaluation Process, but is a more thorough review and detailed annual evaluation in the third year for the purpose of determining the probability of a tenure-earning faculty member meeting the University tenure criteria by the end of the seventh year of tenure-earning service.

If it is determined that a faculty member is not making the necessary progress toward successfully meeting the University's promotion and tenure criteria, the dean should consider giving the faculty member a notice of non-renewal (see below).

Second-Year and Fourth-Year Reviews

The Collective Bargaining Agreement approved December 2012 on promotion and tenure changes in the faculty evaluation to 2nd and 4th year reviews for tenure-track faculty members.

➢ 2nd and 4th year reviews are to be conducted this spring (2013).

➢ Thus 2nd year reviews, which are likely to be mostly formative and advisory, should be done for all tenure-track faculty members in their second year.

➢ Anyone with 3 or more years at the University may choose to opt out of the new process, so 4th year review is not required this spring for those who opt out (and for those who successfully completed the 3rd year review last year, that may be a reasonable choice, but the intent of the Collective Bargaining Agreement is for faculty to have as much feedback as possible in the overall process.).

➢ 3rd year faculty who were anticipating completion of 3rd year reviews this spring may choose to skip this review and instead complete the 4th year review next year. It is recommended that 3rd year faculty complete the review as planned this year, and also plan to do a second review (4th year) next year.

➢ The required narrative from the Promotion and Tenure committee that summarizes the review (2nd, 3rd, or 4th, as the case may be) should come from the committee to the Chair or Dean. A suggested format, which may be modified or expanded, for such use is:

Summary of Meeting

The P&T committee reviewed the candidate _____ for promotion (and/or tenure). A majority of the committee expressed that the candidate's binder provided evidence that the candidate (did not meet/met/exceeded/far exceeded) the norm for his or her discipline in the area of research (similar sentences can be used for teaching and service). Comments were made regarding the candidate's strength/weakness in the area of ___, as evidenced by ____.

Non-Renewal (Non-Reappointment)

A faculty member who is entitled to notice of non-reappointment must be given appropriate written notice prior to the expiration of the appointment. In addition, the expiration date of the current employment contract must be honored in all notices of non-renewal. For example, if the employment contract expiration date occurs after the minimum notice required, the effective date of the non-renewal must reflect the end date of the employment contract.

Only those administrators who are authorized to extend offers of employment may give notices of non-renewal. A copy of the non-renewal notice must be forwarded to the Office of Faculty Development and Advancement. (It is encouraged that a draft be reviewed by the Vice President for Faculty Development and Advancement prior to implementation.) (See Administrative Tools for Deans on Blackboard via https://campus.fsu.edu.)

The minimum amount of notice required for faculty (excluding tenured faculty), who are entitled to notice, is indicated below.

E&G Funded Faculty Who Are Not Appointed to a Visiting or Adjunct Appointment:

➢ minimum of one semester's notice if faculty member is in his or her first two years of continuous university service (or its equivalent of 19.5 weeks for 12-month faculty) and is not appointed on a multi-year appointment

- minimum of one year's notice if faculty member has two or more years of continuous university service and is not appointed on a multi-year appointment

- minimum of one year's notice if a faculty member is appointed on a multi-year agreement and classified as a Teaching Faculty II, Research Faculty II, Instructional Specialist II, Associate in Research, Associate Curator or Associate University Librarian

- minimum of two year's notice if a faculty member is appointed on a multi-year agreement and is classified as a Teaching Faculty III, Research Faculty III, Instructional Specialist III, Senior Research Associate, Curator or University Librarian

The provision of notice under the above two sections does not provide nine-month faculty rights to a summer appointment beyond those provided in the Criteria for Assigning Supplemental Summer Appointments (see section on Assignment of Responsibilities above).

"Soft Money" (C&G) Funded Faculty:

- minimum of 30 days' notice if a faculty member is on "soft money," e.g., contracts and grants, sponsored research funds, and grants and donations trust funds, is classified as a Teaching Faculty I, Research Faculty I, Instructional Specialist I , Assistant in Research, Assistant Curator, Assistant University Librarian or any other "grandfathered" NTTF classification (Assistant in ___, Associate in ___, etc.), is in his or her first five years of continuous university service and is not appointed on a multi-year agreement (this notice may be an absolute non-renewal notice not contingent upon continued grant funding or may be contingent upon funds being available in the contract or grant)

- minimum of 90 days' notice if a faculty member is on "soft money," e.g., contracts and grants, sponsored research funds, and grants and donations trust funds, is classified as a Teaching Faculty I, Research Faculty I, Instructional Specialist I , Assistant in Research, Assistant Curator, Assistant University Librarian or any other "grandfathered" NTTF classification (Assistant in ___, Associate in ___, etc.), has five or more years of continuous university service and is not appointed on a multi-year agreement (this notice may be an absolute non-renewal notice not contingent upon continued grant funding or may be contingent upon funds being available in the contract or grant)

- minimum of two year's notice if a faculty member is on "soft money," e.g., contracts and grants, sponsored research funds, and grants and donations trust funds, is classified as a Teaching Faculty III, Research Faculty III, Instructional Specialist III, Senior Research Associate, Curator or University Librarian and is appointed on a multi-year agreement, provided that funds are available in the contract or grant (contract may be curtailed if funding ceases in the contract or grant from which the faculty member is funded)

- minimum of one year's notice if a faculty member is on "soft money," e.g., contracts and grants, sponsored research funds, and grants and donations trust funds, is classified as a Teaching Faculty II, Research Faculty II, Instructional Specialist II, Associate in Research, Associate Curator or Associate University Librarian and is appointed on a multi-year agreement and is appointed on a multi-year agreement (contract may be curtailed if funding ceases in the contract or grant from which the faculty member is funded)

- minimum of one year's notice if a faculty member is on "soft money" e.g., contracts and grants, sponsored research funds, and grants and donations trust funds, and had five or more years of continuous university service as of June 30, 1991

Faculty Not Entitled to Notice:

➢ Faculty members who are appointed for less than one academic year (adjuncts)

➢ Faculty members who are appointed to a visiting appointment

➢ Faculty members who are employed in an auxiliary entity

Faculty not entitled to notice of non-reappointment should not be given notice of non-reappointment because it is already contained in the employment contract, which includes the statement, "Your employment under this contract will cease on the date indicated. No further notice of cessation of employment is required." These faculty members may be reminded verbally of what their contract says, but should not be given additional written notice. If the appointment is soft money or auxiliary funded, that fact should be noted under special conditions on the employment contracts.

Sustained Performance Evaluation
(http://fda.fsu.edu/Faculty-Development)

Every regular tenured faculty member who has been in rank for at least seven years since being promoted or since achieving tenure shall be reviewed once every seven years following the award of tenure or their most recent promotion, whichever is most recent. The purpose of this evaluation is to document sustained performance during the previous six years of assigned duties and to encourage continued professional growth and development.

Untenured faculty members, adjunct instructors, research associates, and specialized faculty are not eligible for evaluation in this process.

Procedures:

1. Each department (or college, where there are no departments) shall elect an evaluation committee (which may be an existing committee) that will, in concert with the Department Chair or Dean (where there are no departments), review the annual evaluations of any regular tenured faculty member of the department who has been in rank as an associate or full professor for seven or more years after the last promotion or after receiving tenure. The annual evaluations shall include all material included in the evaluation file for the faculty member.

2. The departmental committee will recommend to the Dean one of the following for each person considered under the SPE. The person evaluated shall be given the opportunity to append a concise response to the evaluation before it is sent to the next level.

    a. Any person whose annual evaluations have been satisfactory and without a rating of "Does Not Meet FSU's High Expectations" or notices of "official concern" for that period (previous six years) shall be judged satisfactory in the SPE and shall not be subject to a performance improvement plan. (Note that "official concern" is a satisfactory evaluation with a warning that performance must improve in specific ways before the next evaluation in order to avoid an "inadequate" rating, thus those with notices of "official concern" will be judged satisfactory in the SPE but may be required to develop a performance improvement plan as explained below.)

    b. As of January 2014, a faculty member who received "Meets FSU's High Expectations" or better as an overall result on her or his Annual Evaluation Summary Form during the previous six years shall not be rated below "Meets FSU's High Expectations" in the sustained performance evaluation, nor subject to a PIP. Faculty whose performance

falls below "Meets FSU's High Expectations" in more than two of the previous six evaluations shall develop a performance improvement plan.

   c.   A person who is dissatisfied with the results of the SPE may file an appeal under the Annual Evaluation Appeal procedures in Section 5 of the Faculty Handbook.

3. The President of the University (or a designated representative) shall consider each recommended performance improvement plan. The President or representative shall give final approval for each performance improvement plan. Specific resources identified in an approved performance improvement plan shall be provided by the University.

4. After the performance improvement plan has been approved, the faculty member's supervisor shall meet periodically with him or her to review progress toward meeting the performance targets. It is the responsibility of the faculty member to attain the performance targets specified in the performance improvement plan. Progress shall be reviewed by the evaluation committee and reported to the dean on an annual basis until such time as the faculty member has achieved the performance targets. If the faculty member does not meet the performance targets in the specified time period, the supervisor shall initiate appropriate action.

5. In the Spring Semester, 1997-1998, all eligible faculty were reviewed.

6. As of December 2012, a successful SPE of a tenured professor adds 3% to the faculty member's base pay beginning with the new academic year contract. An electronic personnel action form (ePAF) must be completed and sent to Human Resources for this increase. As of August 2013, all eligible faculty were reviewed.

Evaluation File

When the Annual Faculty Evaluation Summary has been reviewed by the appropriate reviewer, it will be filed in the faculty member's official evaluation file together with any attachments and the SPE when completed. The contents of the faculty evaluation file are confidential and are not to be disclosed except to the applicable faculty member, those whose duties require access, or upon order of a court of competent jurisdiction.

There should be one evaluation file containing all documents used in the evaluation process including the binder prepared for the purposes of tenure or promotion decisions. When evaluations and other personnel decisions are made, the only documents that may be used are those contained in the evaluation file. The custodian of the file is to give the faculty member a copy of any documents that are placed in the evaluation file. The faculty member should be notified of the identity of the custodian as well as the location of the evaluation file

Any notice of proposed disciplinary action should be sealed to prevent it from being integrated into the evaluation process or the evaluation file as well as any materials removed from the evaluation file pursuant to the resolution of a grievance.

Spoken English Competency

Each year the President must certify that all teaching faculty and teaching assistants are competent in spoken English. The competency in the Spoken English Language of new teaching faculty, including adjuncts, is certified by the respective departments at the time of hire (currently "50" or above on the Test of Spoken English).

In the event a supervisor finds a teaching faculty member to be potentially deficient in English oral language skills, either at the time of hire or as part of the annual evaluation process, the faculty member must take the "Test of Spoken English" of the Educational Testing Service or a similar test approved by the state board. Faculty members who score less than "50" but at least "45" may continue to be involved in classroom instruction up to one semester while enrolled in appropriate English language instruction. Faculty members who score below "45" must be assigned appropriate non-classroom duties until such time determined to be no longer deficient in oral English language skills.

Help in determining the competence of international teaching assistants and faculty is available through the Center for Intensive English Studies (CIES). (In the FSU General Bulletin, Spoken English courses are listed in the Department of Middle and Secondary Education under the EAP prefix.) CIES offers evaluative services which can assist deans and chairs in making decisions about an individual's level of oral proficiency. Among these services is the SPEAK, a test replicating the Test of Spoken English (TSE), but administered and scored at Florida State. The SPEAK is administered several times in the week(s) prior to the beginning of each semester, and the scores are available within three to four days of the date the test is administered. Departments are urged to take advantage of this opportunity to receive an initial estimate of a teaching assistant's speaking ability. In addition, the SPEAK is routinely administered as an end-of-term evaluation for students enrolled in EAP courses. TAs not enrolled in EAP courses may also take the test at that time. Course offerings, as well as test dates for SPEAK tests, are published in fliers distributed periodically to departments, as well as via email to TA coordinators. This information is also available on the CIES Web site (www.cies.fsu.edu).

PROMOTION AND/OR TENURE

In recognition of past achievements and potential for continued growth and scholarly contributions in the future, the opportunity for consideration for promotion and/or tenure is available for most faculty positions. Faculty may be grouped into two categories: ranked (Instructor, Assistant Professor, Associate Professor, and Professor), sometimes referred to as the General Faculty, and non-ranked (all faculty position titles other than Instructor, Assistant Professor, Associate Professor, and Professor). Assistant Professors, Associate Professors, and Professors, who are tenure-earning or tenured, are considered through the promotion and/or tenure process for tenure-track faculty. Faculty members holding regular or research appointments in positions of "assistant in," "associate in," "research associate," and the various levels of the scholar/scientist/engineer, librarian, and curator are considered through the promotion process for non-tenure track faculty. Since the policies and processes for promotion of the tenure track and non-tenure-track faculty differ, each process is discussed separately in the following sections.

Promotion and/or Tenure of Tenure-Track Faculty

See annual memorandum on the Promotion and Tenure Process from the Vice President for Faculty Development and Advancement (http://fda.fsu.edu/Faculty-Development/Promotion-and-Tenure)

Definition

The 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors (AAUP) states that "tenure is a means to certain ends: specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and

economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society. After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies."

A faculty member who has been granted tenure by the President of the University will have the status of a permanent member of the faculty and remain in the employment of the University, with guaranteed annual reappointment for the academic year, until the faculty member voluntarily resigns, voluntarily retires, is terminated for just cause, or is laid off as a result of adverse financial circumstances, reallocation of resources, reorganization of degree or curriculum offerings or requirements, reorganization of academic or administrative structures, programs, or functions, or curtailment or abolition of one or more programs or functions.

Disclaimer

Tenure may only be attained if granted by the President of the University. University policy disclaims any possibility of "de facto" tenure. Thus, any informal agreement, either oral or written, has no authority to make a commitment for the attainment of tenure. Likewise, failure to give timely notice of non-renewal will not result in the attainment of tenure, but rather the right of another year of employment at the University.

Policy

All tenured and tenure-earning faculty members below the rank of tenured full professor are considered for promotion or tenure, or both, if applicable, by the department in which their rank is held. Faculty members do not apply for promotion or tenure. Promotion and tenure considerations are facilitated through elected promotion and tenure committees who provide advice as to whether the record of each candidate for promotion and/or tenure meets the appropriate University and department/college criteria.

The promotion and tenure committee system provides one of the most important ways in which faculty participate in the governance of the University. This process strongly affects the quality of teaching, research, and service at Florida State University. Members of these elected committees serve in a fact-finding capacity by independently reviewing each of the promotion and/or tenure binders submitted to them. Committee members at each level will hold closed meetings during which they may ask questions for clarification about the record of a candidate as presented in the candidates' file but may not discuss matters not contained in the file. The University procedures provide that there will be no advocacy or disadvocacy of any candidate and that only the record as presented in the file will be considered.

The committee members at all levels advise the President as to whether each candidate meets the criteria for promotion and/or tenure. Therefore, these elected members should be among the most experienced and qualified faculty members on campus and must be committed to reading and evaluating the files of all candidates being considered. See Section B.1. of FSU Constitution (FAC 6C2-1.004) and annual memorandum on the Promotion and Tenure Process for additional information regarding promotion and tenure committees and the composition of these committees.

Tenure-earning faculty may be elected to departmental committees (as well as to committees in colleges without departments) as long as the majority of the members are tenured. Only tenured faculty may be elected to college committees with departments. The University Promotion and Tenure Committee is comprised only of elected tenured faculty, with at least one representative

from each college (the Vice President for Faculty Development and Advancement serves as ex officio member and chair). Deans are not eligible for election to the University Committee, but his/her eligibility to function in some relation to the college promotion and tenure committee is subject to the governing bylaws of the college.

All binders are forwarded with the secret ballot votes of each individual committee member at each level to the next level committee and ultimately to the President for final decision *unless the candidate withdraws* his or her binder from consideration within five (5) working days of being informed of the results of the secret ballot vote at a given level.

The Departmental Promotion and Tenure Committee Summary of Discussion (optional) for College without Departments) requires a narrative explanation provided by each committee in the promotion process summarizing the meeting.

Example:

Summary of Meeting
The P&T committee reviewed the candidate _____ for promotion (and/or tenure). A majority of the committee expressed that the candidate's binder provided evidence that the candidate (did not meet/met/exceeded/far exceeded) the norm for his or her discipline in the area of research (similar sentences can be used for teaching and service). Comments were made regarding the candidate's strength/weakness in the area of ___, as evidenced by ____.

The Area Promotion and Tenure Committee Summary of Discussion (optional for Colleges with area committees) requires a narrative explanation provided by each committee in the promotion process summarizing the meeting.

Example:

Summary of Meeting
The P&T committee reviewed the candidate _____ for promotion (and/or tenure). A majority of the committee expressed that the candidate's binder provided evidence that the candidate (did not meet/met/exceeded/far exceeded) the norm for his or her discipline in the area of research (similar sentences can be used for teaching and service). Comments were made regarding the candidate's strength/weakness in the area of ___, as evidenced by ____.

The College Promotion and Tenure Committee Summary of Discussion requires a narrative explanation provided by each committee in the promotion process summarizing the meeting.

Example:

Summary of Meeting
The P&T committee reviewed the candidate _____ for promotion (and/or tenure). A majority of the committee expressed that the candidate's binder provided evidence that the candidate (did not meet/met/exceeded/far exceeded) the norm for his or her discipline in the area of research (similar sentences can be used for teaching and service). Comments were made regarding the candidate's strength/weakness in the area of ___, as evidenced by ____.

An Assistant Professor is tenure-earning, but may not be awarded tenure until he or she is promoted to Associate Professor. Instructors do not accrue tenure-earning service and thus, are not

eligible for tenure. However, time in an instructor position counts toward the seven years that a nonpermanent member of the faculty may remain in the service of the University, i.e. the Seven-Year Rule (see below). This Seven-Year Rule also applies to any visiting appointments at the Instructor, Assistant Professor, Associate Professor, or Professor levels. Whereas the time in an Instructor position may not count toward tenure, time in visiting appointments in the Assistant Professor, Associate Professor, and Professor levels may be agreed upon in writing to count toward tenure retroactively, at the time a faculty member having a visiting appointment is put in a regular tenure-earning position. Whether or not an agreement is made to count this visiting time as tenure-earning, the visiting time will count toward the seven-year maximum allowed in a nonpermanent ranked faculty position.

Seven-Year Rule

The FSU Constitution provides that no person "may remain in the service of the University as a nonpermanent member of the faculty of any college or other academic unit in any rank or combination of ranks for a total of more than seven years" (Seven-Year Rule). This includes the Instructor, Assistant Professor, Associate Professor, and Professor ranks and visiting appointments in those ranks, and the rule applies to all service time, whether tenure-earning or not.

All or part of the time in visiting appointments at the rank of Assistant Professor or above may be accepted as tenure-earning if mutually agreed upon in writing by the academic dean and the faculty member at the time of subsequent appointment to a tenure-earning position. If a faculty member has held such visiting appointments for more than one year and transferred in no tenure-earning time from another institution, it will be necessary to accept some of the visiting time as tenure-earning in order that the person can be eligible for tenure consideration before the seven-year maximum is reached.

For example, if a faculty member held a visiting appointment for 3 years prior to being appointed in a regular tenure-earning position, an agreement to count at least 2 years toward tenure must take place so the faculty member has an opportunity to be considered for tenure prior to the 7th year of service. With 2 years of visiting time counting toward tenure, the faculty member would be considered during her or his 4th year of service in the regular tenure-earning position. This would be her or his 6th year of tenure-earning service (2 years visiting + 4 years regular), but 7th year of service as applicable to the Seven-Year Rule, and therefore, it would be her or his only opportunity to be considered for tenure.

University Criteria for Promotion and Tenure

When first employed, each faculty member must be apprised of what is expected of him or her, generally, in terms of teaching, research and other creative activities and service, and specifically if there are specific requirements and/or other duties involved. If and when these expectations change during the period of service of a faculty member, that faculty member must be apprised of the change.

University Promotion Criteria

➢ Promotion to the rank of associate professor shall be based on recognition of demonstrated effectiveness in teaching, service, definite scholarly or creative accomplishments, and recognized standing in the discipline and profession, as attested to by three letters from outstanding scholars outside the University.

- Promotion to the rank of professor shall be based on recognition of superior teaching, service, scholarly or creative accomplishments of high quality and recognized standing in the discipline and profession, as attested to by three letters from outstanding scholars outside the University.
- Although the period of time in a given rank is normally 5 years, demonstrated merit, not years of service, shall be the guiding factor. Promotion is not automatic, nor is it regarded as guaranteed upon completion of a given term of service. Early promotion is possible where there is sufficient justification. Typically, an assistant professor is considered simultaneously for promotion and tenure during the 6th year of service.

University Tenure Criteria

- The criteria for awarding tenure are the same as those for promotion to the rank to which the candidate is being considered for promotion (or the rank held by the candidate if the candidate is not being considered for promotion). Tenure, however, is guaranteed neither by promotion nor by previous attainment of the rank of associate or full professor.

Among the three areas of teaching, scholarly or creative activity, and service, evidence on scholarly or creative activities is more difficult to judge. Over the years the promotion and tenure committees have normally looked for evidence related to national (or international) standing. For promotion to Associate Professor, the expectation has been that the candidate clearly *is becoming* recognized nationally as a scholar or creative artist in a field; for Professor, it has been that the candidate now *has become* so recognized. Of course, the evidence for this standing is different in different fields. The FSU Constitution seeks to accommodate the variety of disciplinary practice throughout the range of academic fields among the faculty by requiring that the University Promotion and Tenure Committee have at least one representative from each independent college.

Eligibility

Faculty are normally considered for tenure during the 6th year of service in a tenure-earning position, including any prior service credit granted at the time of initial employment or any visiting time agreed to count as tenure-earning. A faculty member may be considered for early tenure during the 5th year of tenure-earning service provided he or she has submitted a written request and obtained his or her dean's approval for consideration, which will be sent to the Office of Faculty Development and Advancement to be placed in the faculty's personnel file. This approval will be included in the Dean's letter in the Promotion and Tenure Binder.

Normal time-in-rank to be considered for promotion is during the 5th year of service in that rank. However, consideration for early promotion is possible any time prior to the 5th year when sufficiently justified by demonstrated merit. Typically an assistant professor is considered simultaneously for promotion and tenure during the 6th year of service.

A faculty member eligible to be considered for promotion and/or tenure may withdraw from consideration within five working days of being informed of the results of the secret ballot vote at any level.

Credit of Tenure-Earning Service at Time of Hire

(See Administrative Tools for Deans on Blackboard via https://campus.fsu.edu*.)*

Any tenure service credit transferred from another institution must be agreed upon in writing by the dean of the college involved at the time of the original appointment and documentation must be contained in the binder. All or a portion of such credit may be withdrawn in writing, one time, by

the faculty member prior to the time the faculty member becomes eligible to be considered for tenure by the department promotion and tenure committee. A professor may be given *up to four years* of tenure service credit agreed upon in writing at the time of appointment from prior tenure-earning service elsewhere. An associate professor may be credited with *up to three years* and an assistant professor may be credited with *up to two years*.

Modification of Tenure-Earning and Service Record
(See Administrative Tools for Deans on Blackboard via https://campus.fsu.edu.)

It may be necessary to modify a faculty member's tenure service record, e.g. stop the tenure clock, due to special circumstances, such as a leave of absence, an original mid-year appointment, an administrative assignment, or a personal circumstance that substantially impeded the progress toward tenure.

Semester(s) during which a faculty member is on a compensated or uncompensated leave will not be creditable for the purpose of determining eligibility for tenure except by mutual agreement of the faculty member and his or her dean. See Faculty Human Resources section 4, *Faculty Handbook*, for more detailed information regarding requesting a leave of absence and approval.

If a faculty member is originally hired after the beginning of an academic year, is given an administrative assignment, or wishes to withdraw tenure service credit transferred from another institution at the time of the original appointment by FSU, an agreement may be made between the faculty member and his or her dean not to count such time as tenure-earning or toward the seven-year service rule. Contact the Office of Faculty Development and Advancement for appropriate wording.

A faculty member may request an extension of the tenure-earning period for one year from the Chair with the approval of the President and Dean or representative, due to qualifying personal circumstances, before being considered for tenure. The personal circumstance must have substantially impeded the progress toward tenure, whether or not such circumstance required or justified a leave of absence. These circumstances include but are not limited to: childbirth or adoption; personal injury or illness; care of ill or injured dependents; elder care; death of a closely related family member resulting in need for extended dependent care.

Promotion and/or Tenure Binders
Deans have the responsibility to ensure that the promotion and/or tenure binders are prepared in compliance with established requirements and that the material in the binders is organized as indicated in the Vice President for Faculty Development and Advancement's annual memorandum on the Promotion and Tenure Process. Although faculty members are not required to prepare their own binders, they are expected to participate in preparing them. See the annual memorandum from the Office of Faculty Development and Advancement on the Promotion and Tenure Process for the specific evidence to be included in the binder as well as the required organization of the material in the promotion and/or tenure binder (http://fda.fsu.edu/Faculty-Development).

In evaluating the teaching, scholarly or creative activity, and service components of a faculty member's performance, the following evidence is typically included in the candidate's binder:

General Information
➢ Curriculum Vitae from the Faculty Expertise and Advancement System (FEAS)

- ➢ Assignments of Responsibilities since original appointment, or for the period being evaluated
- ➢ A listing of courses taught with the percent of effort assigned to each course for the last 3 years
- ➢ Annual Evaluations while the candidate has been at his or her current rank, which also include the progress toward tenure and/or promotion appraisals

Teaching Evidence

- ➢ A signed statement by the candidate describing the candidate's teaching
- ➢ Student evaluations: SPOT or other university-wide instrument and any departmental instrument developed for student, peer or committee evaluation of the candidate
- ➢ Peer evaluations, including only data which is reasonably objective, such as information gleaned from visitations and video tapes
- ➢ Placement and success of graduate students
- ➢ Course syllabi; include statements related to methodology and development of innovative course materials and new programs
- ➢ Special teaching responsibilities and related assignments; teaching workshops or seminars; honors courses; adult education courses; in-service courses, DIS, supervised research and supervised teaching; membership on master's or doctoral committees; number of master's or doctoral committees; number of master's or doctoral recipients for which candidate has served as major professor or co-major professor
- ➢ Out-of-class student contact; number of students and hours assigned to student advising; and a statement as to candidate's accessibility to students
- ➢ Awards or other public recognition; departmental teaching awards; University teaching awards
- ➢ Note: Lecture notes will not be considered nor will anonymous communications and endorsements, not accompanied by material susceptible to independent evaluation, be considered.

Scholarly or Creative Activity Evidence

- ➢ For the purpose of assessing scholarship, three kinds of data are appropriate: publications, creative productions in the arts, or performances of critical importance to the candidate's area of expertise. The promotion and/or tenure binders should include full publication data on each work listed and be accompanied by a departmental evaluation of the candidate's scholarship by the department chair, or dean if not departmentalized. The candidate should also include information that he or she feels is pertinent to the evaluation.
- ➢ A signed statement by the candidate describing the candidate's scholarly or creative activity
- ➢ Published books
- ➢ Scholarly books; limited monograph of 75 to 100 pages; textbooks; edited and/or translated books; bibliographical books; books of readings or casebooks; any of the above co-authored or with multiauthors, in descending order.

- ➢ Publisher: university, scholarly, commercial, international and national reputation; vanity or subsidy presses, differentiating those subsidy presses whose publications are refereed; and in-house organs.
- ➢ Details of publication: Indicate whether or not the book has been published or if the candidate has a contract. The contract should specify that the work has been accepted for publication and will be published, to differentiate from the contract often used by commercial houses indicating desire to consider publication rather than guarantee of publication; book reviews, or if not available, referee's report; influence of work as indicated by frequency of citation in published works of other investigators and writers, reprinting, translation in foreign language, or similar criteria; research effort required; and number of copies printed.
- ➢ Articles in journals: prestige of journal and circulation; originality and scope of article, length and breadth as exhibited by variety of subfields in which research or development is manifest; research effort required; journal refereed; co-authored works; and multi-authored works. (The status of the journals should be indicated, i.e., refereed or non-refereed. Number of pages of articles should be indicated.)
- ➢ Articles in published works: festschriften; anthologies; proceedings of conferences or symposia; technical reports; original articles of semi popular nature, having as their purpose the dissemination of technical or scientific information; book reviews, newspaper articles/reviews listed separately; encyclopedia articles; and abstracts. (Number of pages of the articles should be indicated.)
- ➢ Related scholarship: papers read at national or international professional meetings; papers read at regional professional meetings; discussant or chairman roles at conferences and symposia; invited lectures; editorship, service on Board of Editors, and editorial positions on boards of regional, national and international journals; professional awards for scholarship; grants from the FSU Research Council; role as referee of manuscript, journals, and grant proposals; consultant to a federal agency, university, or national foundation or foreign university, or government agency; visiting appointment reflecting scholarship or post-doctoral research program; funded research – Government, University, International, Regional; consultation resulting in scholarly publication
- ➢ Idiosyncratic criteria where applicable, as in Art, Dance, Music, Theatre

Service Evidence
- ➢ A signed statement by the candidate describing the candidate's service
- ➢ Recognized service: membership on departmental/college/university committees essential to operation of the respective units; administrative duties for the department/college/university, even on a temporary (one semester – one year) basis; activity in professional (local, regional, national) groups beyond simple dues-paying membership (role as officer, committee member, etc.); non-funded professional advisory service to community, civic, governmental, religious, or social groups (periodic consultant, speaker, workshop leader); representative of department/college/university at professional meetings; testimony on professional matters to legislative bodies; advisor for a student organization
- ➢ Basics: service should incorporate contributions that are not considered teaching and scholarship but which enrich one's teaching and scholarly work; service can range from assisting individual students to working with national organizations; faculty at the junior

level are expected to offer service more at the local and/or regional level--senior faculty, at both those and the national level; no department should recognize service only in the area of committee work as opportunities for such service vary among departments; service should be evaluated so that weight is given to leadership, time, effort, and breadth of service.

All binders are forwarded from committee to committee unless the candidate withdraws his or her binder from consideration within five working days of being informed of the results of the secret ballot vote at a given level. The summary of the advice of the individual committee members at each level is forwarded to the next level committee via secret ballot and ultimately to the President for final decision. See Section B.1. of FSU Constitution (FAC 6C2-1.004) and the annual memorandum on the Promotion and Tenure Process for the procedures to be followed for promotion and/or tenure considerations of ranked faculty members.

Return of Binders

University regulations require that there should be only one file in which all written materials used in the evaluation process are maintained (see section on Faculty Evaluations above). Therefore, any evaluation of a faculty member placed in the promotion and/or tenure binder becomes a part of the faculty member's one evaluation file.

Tenure Upon Appointment

FSU departments and colleges may recommend to the Provost and President via the Office of Faculty Development and Advancement that a previously tenured professor or associate professor from another institution be granted tenure upon appointment at FSU.

The following evidence should be organized in a binder and submitted in quadruplicate to the Office of Faculty Development and Advancement for distribution to the five-member subcommittee of the University Promotion and Tenure Committee for review. Upon completion of the subcommittee's review of the evidence, the Vice President for Faculty Development and Advancement will forward the results of the subcommittee's action with the compiled evidence to the President via the Provost.

Evidence to be compiled:

➢ Approval by the unit's P&T committee via each individual member's secret ballot.

➢ Approval by the unit's tenured members via each individual member's secret ballot.

➢ Approval by any other regular reviewing committee in the college or, if appropriate, by a subcommittee approved by the full committee via each individual member's secret ballot.

➢ Approval by the dean.

➢ An endorsement letter from the dean that includes detailed information on the candidate's teaching, research, and service history as well as an explanation of why this individual is worthy of tenure upon appointment. Any additional contents of the binder are left to the discretion of each dean, as different program areas value different supporting documentation to make a case for granting tenure.

➢ Approval by a five-member subcommittee of the university-wide P&T committee via each individual member's secret ballot. This subcommittee is developed by the university P&T committee and is a standing subcommittee that will review individual cases on an as-needed basis. Any member of the 5-member subcommittee may request a meeting of the

subcommittee to discuss whether a candidate's record meets the criteria for tenure in the candidate's department.

➢ Approval by the Provost.

➢ Approval by the President.

Upon the approval by the President, the Dean or Provost, as appropriate, will include the following statement in the offer letter: "The President will report to the Florida State University Board of Trustees that he/she has approved granting you tenure upon appointment in the Department of _____." If the candidate is a nonimmigrant, the following statement should be used in the offer letter: "The President will report to the Florida State University Board of Trustees that he/she has approved granting you tenure in the Department of _____ effective upon the date of your obtaining permanent residency."

PROMOTION OF SPECIALIZED FACULTY
Policy & Procedure

Faculty members holding regular or research appointments in the following positions are considered through the promotion process for specialized faculty:

➢ Assistant in Research

➢ Associate in Research

➢ Teaching Faculty I

➢ Teaching Faculty II

➢ Instructional Specialist I

➢ Instructional Specialist II

➢ Assistant University Librarian

➢ Associate Librarian

➢ Assistant Curator

➢ Associate Curator

Non-tenure track faculty who are not in one of the specialized faculty classifications are not eligible for promotion. Each department/unit is to consider all faculty members who are eligible for promotion each year. For each eligible candidate, the department chair (or equivalent administrator if the department/unit is not a department) shall consult with the candidate to determine whether she or he desires to proceed to the preparation of a promotion binder. If the faculty member so desires, the chair and the faculty member will prepare a promotion binder as described in the BOT-UFF Collective Bargaining Agreement.

These specialized faculty promotion recommendations are reviewed by the Promotion Committee of the department and recommending action on the nomination of each candidate. The department chair will independently review the binders of all prospective candidates in that department and recommend action on the nomination of each candidate. The chair will submit the binders of all candidates, except those withdrawn by a candidate, to the dean with a report of departmental committee recommendations taken via a secret ballot and the chair's recommendations on all submitted binders of all candidates.

The applicable dean considers these recommendations as well as independently reviews each candidate's record and then submits his or her advice regarding whether the candidate meets the

appropriate promotion criteria to the President or designee via the Office of the Vice President for Faculty Development and Advancement. The bylaws of a college/unit may also institute a faculty committee to review all specialized faculty promotions within the college/unit.

The Office of the Vice President for Faculty Development and Advancement confirms that the candidate meets the eligibility requirements, and then forwards the recommendation to the President or designee for final approval. Recommendations should be submitted to the Office of Faculty Development and Advancement no later than March 15 each year.

The recommendation of the applicable review committees and those of the department/unit chair and dean are only to convey to the President their recommendation as to whether the candidate meets the written criteria for promotion, based on their independent evaluations of the promotion files.

All recommendations (to approve or deny) by the dean, or equivalent administrator, and all applicable review committees, are forwarded to the President or designee for final action via the Office of the Vice President for Faculty Development and Advancement unless the candidate withdraws his or her file from consideration within five working days of being informed of the results of the consideration at a given level.

Each faculty member shall be informed of his or her prospective candidacy, have an opportunity to assist in preparing the binder and add any relevant information prior to review by the departmental committee, and be informed in writing of the results of the recommendations at each level of review.

Criteria for Promotion

When first employed, each faculty member shall be apprised of what is expected of him or her, generally, in terms of teaching, research and other creative activities and service, and specifically if there are specific requirements and/or other duties involved. If and when these expectations change during the period of service of a faculty member, that faculty member shall be apprised of the change.

Criteria for specialized faculty actions focus on meritorious performance of assigned duties in the faculty member's present position, since these positions have assignments in specific areas (e.g., assignment in research or teaching only, rather than an assignment in all three areas of teaching, research, and service), in addition to degree and time in service. Performance is reviewed in the annual evaluation process, which determines salary actions, retention, and recommendations for promotion.

Promotion decisions for specialized faculty will take into account the following:

➢ annual evaluations

➢ annual assignments

➢ fulfillment of the department/unit written promotion criteria in relation to the assignment

➢ evidence of sustained effectiveness relative to opportunity and according to assignment

Teaching Faculty track

➢ evidence of well-planned and delivered courses

➢ summaries of data from Student Perceptions of Teaching (SPOT) questionnaires

➢ letters from faculty members who have conducted peer evaluations of the candidate's teaching

➢ ability to teach multiple courses within a discipline/major

- other teaching-related activities, such as instructional innovation, involvement in curriculum development, authorship of educational materials, and participation in professional organizations related to the area of instruction

Instructional Support track

- evidence of contributions in support of instruction, as attested to by internal letters from faculty members at FSU

- other instructional support activities, as described in J.2(b)(3)e5 of the BOT-UFF Collective Bargaining Agreement

Research Faculty or Curator track

- scholarly or creative accomplishments of high quality, appropriate to the field, in the form of books and peer-reviewed scholarly publications

- success in obtaining external funding, as principal investigator or co-principal investigator on grants

- recognized standing in the discipline and profession, as attested to by letters from outstanding scholars outside the university

- other research-related activities, such as those described in 10.3(c) of the BOT-UFF Collective Bargaining Agreement

Research Support Faculty track

- evidence of contributions in support of research, as attested to by internal letters from collaborators at FSU

- other research-related activities, such as those described in 10.3(c) and in J.2(b)(3)g of the BOT-UFF Collective Bargaining Agreement

University Librarian and Information Specialties track

- demonstrated excellence in the candidate's specialized area of librarianship

- participation in continuing education in the form of appropriate academic course work, workshops, institutes or conferences

- participation or membership in professional associations

- attainment of an advanced degree

- publications

- evidence of commitment to the service concerns of the University or the community

Specialized faculty members who have been assigned an administrative code shall be subject to the normal promotion criteria and procedures for the applicable rank. They may not substitute performance of their administrative duties for qualifications in teaching or research. The duty assignments of such employees shall accord them an opportunity to meet the criteria for promotion; however, the number of years it takes a faculty member to meet the criteria in teaching or research and scholarly accomplishments may be lengthened by reduced duty assignments in those areas; the number of years over which such accomplishments are spread shall not be held against the faculty member when the promotion case is evaluated.

The University has adopted university-wide requirements for several classes of these specialized faculty positions, but for others it has not. All departments/units must have written promotion criteria and procedures for all applicable specialized faculty (in-unit and out-of-unit) available in the department/unit, posted on their Web sites, and on file in the Office of Faculty Development and Advancement. All procedures culminate in submission of recommendations via the Office of Faculty

Development and Advancement to the President for formal approval. All actions are effective at the same time as tenure track faculty promotions, which is the beginning of the next academic year.

Minimum Time in Rank Requirements for Promotion

Although the period of time in a given rank is normally five years, demonstrated merit, not years of service, shall be the guiding factor. Promotion shall not be automatic, nor may it be regarded as guaranteed upon completion of a given term of service. Early promotion is possible where there is sufficient justification.

Retention of Evaluative Information

University regulations require that there should be only one file in which all written materials used in the evaluation process are maintained (see Evaluation File section under Annual Evaluations above). Therefore, any evaluation of a faculty member placed in promotion files becomes a part of the faculty member's one evaluation file.

SABBATICALS

Policy

Sabbaticals are made available to increase a tenured faculty member's value to the University through enhanced opportunities for professional development, research, writing or other forms of creative activity.

For tenured faculty members covered by the Collective Bargaining Agreement, the University provides one sabbatical at full-pay for one semester per each 40 eligible faculty members and an unlimited number of two-semester sabbaticals at half-pay. All sabbatical proposals must meet the conditions of the sabbatical program.

Although the University provides the opportunity for sabbaticals, no additional funds are provided to replace the faculty members who go on leave. It usually falls to colleagues of the absent faculty member to help assume the responsibility of ensuring that her or his essential duties do not go unattended. However, for two-semester sabbaticals at half-pay, OPS funds may be converted from the unused salary half-line of the sabbatical to appoint extra teaching assistance.

Types of Sabbaticals

Faculty members may apply for sabbaticals for one semester at full-pay or for two semesters (i.e., one academic year) at half-pay, or they may apply for both types, although only one type can be awarded to the individual applying. The request for both types may be included in the same proposal, or the requests may be made in separate proposals.

Eligibility

Full-time tenured faculty members covered by the Collective Bargaining Agreement with at least six years of full-time service are eligible for sabbaticals.

A faculty member who has taken a sabbatical leave is not normally eligible for another sabbatical until she or he has completed at least six years of full-time service following the previous sabbatical leave. One must already be tenured to apply for a sabbatical and may apply or re-apply at the beginning of the sixth year of service for a sabbatical to be effective the seventh year.

Application and Selection

The sabbatical application consists of the *Faculty Sabbatical Application Cover Sheet*, the *Supplement to Cover Sheet*, a two- or three- page sabbatical proposal, an up-to-date vita that includes the applicant's obligation to graduate students, and the form entitled *Summary of Assignments of Responsibilities and List of Courses Taught*.

The proposal should describe the program and activities to be followed while on sabbatical, the expected increase in value of the faculty member to the University and the faculty member's academic discipline, and the specific results anticipated from the leave.

Each year the Office of Faculty Development and Advancement, on behalf of the University Committee on Sabbaticals, invites applications to be submitted in October. The specific deadline appears in the annual invitation. The annual invitation and forms are available on the Office of Faculty Development and Advancement Web site at http://fda.fsu.edu/ under Faculty Development.

Applications are submitted through the department chair and academic dean, who each recommends approval or disapproval. The dean forwards the application to the University Committee on Faculty Sabbaticals via the Office of Faculty Development and Advancement. If either the department chair or academic dean recommends disapproval, the reason(s) is stated on the back of the *Faculty Sabbatical Application Cover Sheet* and is forwarded to the Committee.

The University Committee on Sabbaticals, composed of nine tenured faculty members elected by tenured faculty members (the Vice President for Faculty Development and Advancement serves as ex officio member and chair), will review one-semester and two-semester applications, rank the one-semester applications, and submit recommendations to the President. In ranking the one-semester applications, the Committee will consider:

➢ the benefits of the proposed program to the faculty member, the University, and the profession;

➢ an equitable distribution of sabbaticals among colleges, departments, and disciplines within the University;

➢ the length of time since the faculty member was relieved of teaching duties for the purpose of research and other scholarly activities;

➢ the length of service since previous sabbatical or initial appointment; and

➢ any staffing considerations expressed by dean or department chair.

The President will make appointments from the list and consult with the Committee prior to making an appointment that does not follow the committee's ranking.

One-semester and two-semester sabbaticals at half-pay will be granted unless it is determined that the conditions set forth in the sabbatical program will not be met or that departmental/unit staffing considerations preclude such a sabbatical from being granted. In this latter instance, the faculty member will be provided the sabbatical the following year, or at a later time as agreed to by the faculty member and the chair or dean. The period of postponement will be credited for eligibility for a subsequent sabbatical.

No more than one faculty member per ten in a department or other professional unit need be awarded a sabbatical at the same time. University policy specifies that the University is not required to award sabbaticals to more than one qualified applicant in any given department or other professional unit.

Conditions of the Sabbatical Program

1. While on sabbatical, the faculty member's salary will be one-half pay for two semesters (one academic year) or full-pay for one semester.

2. Contributions normally made by the University to retirement and social security programs will be continued on a basis proportional to the salary received. University contributions normally made to faculty insurance programs and any other faculty benefit programs will also be continued during the sabbatical. Faculty members must contact the Benefits Office in Human Resources at 644-4015 prior to any leave of absence, with or without pay, to ensure correct and timely payment of contributions for insurance coverage.

3. Eligible faculty members will continue to accrue annual and sick leave on a full-time basis during the leave.

4. While on leave, a faculty member will be permitted to receive funds for travel and living expenses, and other leave-related expenses, from sources other than the University such as fellowships, grants-in-aid, and contracts or grants, to assist in accomplishing the purposes of the sabbatical. Receipt of funds for such purposes will not result in reduction of the faculty member's University salary. Grants for such financial assistance from other sources may, but need not, be administered through the university. If financial assistance is received in the form of salary, the University salary shall normally be reduced by the amount necessary to bring the total income of the sabbatical period to a level comparable to not more than 125 percent of the faculty member's current year salary rate. Employment unrelated to the purpose of the sabbatical leave is governed by the provisions and policies regarding Conflict of Interest and Outside Employment and Activities. An employee on a two-semester half-pay sabbatical may supplement his or her half-pay salary from a grant administered through the University up to the amount that will bring the total salary of the sabbatical period to the employee's normal salary.

5. The faculty member must return to the University for at least one academic year following participation in the program. Agreements to the contrary must be in writing prior to the sabbatical and approved by the Vice President for Faculty Development and Advancement. Return to the University of salary received during the leave will be required in those instances where neither of the above is satisfied.

6. The faculty member must, within 60 days after the start of the next semester following the leave, provide a written report describing the faculty member's accomplishments during the leave to the Vice President for Faculty Development and Advancement. This report is to include information regarding the activities undertaken during the sabbatical, the results accomplished during the sabbatical as they affect the faculty member and the University, and research or other scholarly work produced or expected to be produced as a result of the sabbatical. The faculty member is also to provide a copy of this report to the department chair and dean for use in the annual evaluation process.

7. Faculty members on sabbatical leave are eligible for promotion and for salary increases.

PROFESSIONAL DEVELOPMENT LEAVE
Policy

Professional development leave is made available to increase a faculty member's value to the University through enhanced opportunities for professional development, research, writing or other forms of creative activity. The purpose of the professional development leave program is similar to

the sabbatical leave program, but is in support of faculty members and A&P employees covered by the Collective Bargaining Agreement who are not tenured and not in tenure-earning positions.

The University provides one professional development leave at full-pay for one semester or its equivalent for each 20 eligible employees covered by the Collective Bargaining Agreement contingent upon meeting the conditions of the professional development program.

Although the University provides the opportunity for professional development leave, no additional funds are provided to replace the faculty members who go on leave. It usually falls to colleagues of the absent faculty member to help assume the responsibility of ensuring that her or his essential duties do not go unattended. Since the salary of the employee while on leave must still be paid from its regular source, employees supported on contracts and grants and Auxiliary funds are eligible only if the terms of the contract or grant or Auxiliary budget permit salary to be paid to an employee on leave.

Types of Professional Development Leave

Eligible employees may apply for a professional development leave for one semester (or equivalent) at full-pay or two semesters at one-half pay. Leave at full-pay may be requested for up to one semester, taken for a shorter length of time or for equivalent intermittent periods.

Eligibility

Full-time faculty members and A&P employees (Specialist, Computer Research (9334) or Specialist, Music (9433) covered by the Collective Bargaining Agreement with three or more years of service are eligible for professional development leave, except those faculty members who hold tenure-earning or tenured positions.

An employee who has taken a professional development leave is not normally eligible for another leave until she or he has completed 3 years of full-time service following the previous leave. One may apply or re-apply at the beginning of the third year of service for a professional development leave to be effective the 4th year.

Application and Selection

The professional development leave application consists of the *Professional Development Leave Application* form, an up-to-date vita, and a two- or three- page proposal that outlines the project or work to be accomplished during the leave including a description of the activities to be followed, the expected increase in value of the employee to the University and the employee's academic discipline, and the specific results anticipated from the leave.

Each year the Office of Faculty Development and Advancement, on behalf of the Committee on the Professional Development Program, invites applications to be submitted in October. The specific deadline appears in the annual invitation. Applications are submitted through the department chair, program leader, or project director, and the academic dean of the college in which the applicant holds an appointment, or through the director of an equivalent unit (e.g., the Director of Libraries). The dean or director will forward the applications to the Committee on the Professional Development Program via the Office of Faculty Development and Advancement. The annual invitation and form are available on the Office of Faculty Development and Advancement Web site at http://fda.fsu.edu/ under Faculty Development.

The Committee on the Professional Development Program is composed of one research associate, one faculty member, and one Administrative & Professional (A&P) employee appointed

by the President, the Director of University Libraries, the Vice President for Research, and the Vice President for Faculty Development and Advancement (who serves as chair). After review of the applications, the Committee will submit recommendations to the President, who will grant the awards.

In evaluating applications for leaves, the Committee on the Professional Development Program will consider:

➢ the merit of the project proposed: statement of need/problem; clarity of proposal operation; realistic time frame, and qualifications of individual to accomplish project,

➢ the benefits of the completion of the proposed project or work on the productivity of the department or function of which the employee is a part, to the University, and to the employee,

➢ the length of service of applicant,

➢ the length of time since applicant has been relieved of duties for purposes of professional development, and

➢ an equitable distribution of awards among the various units of the University.

No more than one employee per ten in a department or other professional unit need be awarded a professional development leave at the same time.

Conditions of the Professional Development Leave Program

7. While on professional development leave, the employee's salary will be one-half pay for two semesters (one academic year) or full-pay for one semester (or equivalent).

8. Contributions normally made by the University to retirement and social security programs will be continued on a basis proportional to the salary received. University contributions normally made to employee insurance programs and any other employee benefit programs will also be continued during the sabbatical.

9. Eligible employees will continue to accrue annual and sick leave on a full-time basis during the leave.

10. While on leave, an employee will be permitted to receive funds for travel and living expenses, and other leave-related expenses, from sources other than the University such as fellowships, grants-in-aid, and contracts or grants, to assist in accomplishing the purposes of the leave. Receipt of funds for such purposes will not result in reduction of the employee's University salary. Grants for such financial assistance from other sources may, but need not, be administered through the university. If financial assistance is received in the form of salary, the University salary shall normally be reduced by the amount necessary to bring the total income of the sabbatical period to a level comparable to not more than 125 percent of the employee's current year salary rate. Employment unrelated to the purpose of the leave is governed by the provisions and policies regarding Conflict of Interest and Outside Employment and Activities. An employee on a two-semester half-pay leave may supplement his or her half-pay salary from a grant administered through the University up to the amount that will bring the total salary of the leave period to the employee's normal salary.

11. The employee must return to the University for at least one academic year following participation in the program. Agreements to the contrary must be in writing prior to the leave and approved by the Vice President for Faculty Development and Advancement.

Return to the University of salary received during the leave will be required in those instances where neither of the above is satisfied.

12. The employee must, within 60 days after the start of the next semester following the leave, provide a written report describing the employee's accomplishments during the leave to the Vice President for Faculty Development and Advancement. This report is to include information regarding the activities undertaken during the leave, the results accomplished during the leave as they affect the employee and the University, and research or other scholarly work produced or expected to be produced as a result of the leave. The employee is also to provide a copy of this report to the department chair, director, and dean for use in the annual evaluation process.

13. Employees on professional development leave are eligible for promotion and for salary increases.

14. An employee who takes a professional development leave and fails to spend the time as stated in the application will be required to reimburse the University for the salary received during such leave.

FACULTY AWARDS AND PROFESSIONAL OPPORTUNITIES

Florida State University provides faculty with numerous opportunities and awards that encourage professional development and recognize special achievements in teaching, scholarly or creative activity, and service. The following alphabetical list includes a brief description and Web site, if available, of selected awards and opportunities. Current research opportunities and award programs are available on the Office of the Vice President for Research Web site (http://www.research.fsu.edu/.

Council on Research and Creativity Awards
(http://www.research.fsu.edu/crc/crc.html)

Each year the CRC sponsors several funding awards programs for FSU faculty that are intended to stimulate and promote a better environment for research and scholarship in all disciplines among FSU faculty. Each highly competitive program carries a different level of financial support to be used as a salary supplement or to support research and creative activities.

Daisy Parker Flory Alumni Professorship Award

The award was established in 1985 to honor Dr. Daisy Parker Flory, Professor of Political Science, who was Dean of the Faculties from 1973 until her retirement in 1984. The Daisy Parker Flory Alumni Professorship Award is given in recognition of faculty who have contributed to the University through their exemplary and sustained service to students, faculty, discipline/profession, and community. The award carries an annual salary supplement from the time of award for a period of 10 years, or to the point at which the recipient leaves full-time employment at the University.

Developing Scholar Awards
(http://www.research.fsu.edu/crc/dsa.html)

The Developing Scholar Awards program is designed to recognize Florida State University faculty who are several years advanced into their careers. This competition is intended to help identify FSU's future academic leaders. The recipients receive a one-time stipend that is to be used to

promote the awardee's program of research and creativity during the academic year following the award's presentation.

Distinguished Research Professor Award
(http://www.research.fsu.edu/crc/drp.html)

The Distinguished Research Professor Award recognizes and honors outstanding scholarly research and/or creative activity among those Florida State University faculty with the rank of Full Professor, having national and international visibility. Recipients of this award will receive a one-time stipend and the distinction of using the title "Distinguished Research Professor" while at Florida State University.

Distinguished Teacher Award
(http://provost.fsu.edu/faculty/awards/)

The Distinguished Teacher Award recognizes and honors outstanding teaching among those Florida State University faculty who have received a University Teaching Award at least five years prior to being nominated for the Distinguished Teacher Award. The successful nominee must document continued excellence in teaching for the five years since receipt of the original University Teaching Award. Recipients of this award will receive a one-time stipend and the distinction of using the title "Distinguished Teaching Professor" while at Florida State University.

Office of Distance Learning Instructional Awards
(http://distance.fsu.edu/odl-distance-learning-awards-and-events)

The Office of Distance Learning offers a number of annual awards, including the Award for Excellence in Online Course Design, the Award for Innovative and Effective Use of Technology, the Award for Excellence in Online Teaching, and the Award for Excellence in Online Mentoring. The awards come with cash stipends and are designed to encourage and promote excellence in distance education.

Emerita/Emeritus Status
Professor Emerita/Emeritus

By action of the Faculty Senate, the title "Professor Emerita/Emeritus" may be assigned to a retired, tenured member of the faculty upon due consideration of service to Florida State University and upon recommendation by the academic dean, support by the department and college, and approval by the President. Recommendation for emeritus status should be transmitted by the dean of the appropriate unit through the Vice President for Faculty Development and Advancement to the Provost and Executive Vice President for Academic Affairs and the President of the University.

Dean Emerita/Emeritus

Upon approval of the President of the University, the title "Dean Emerita/Emeritus" may be assigned to a faculty member who is completing service as the dean of a college or in one of the university-wide deanships in the Division of Academic Affairs. "Dean Emerita/Emeritus" is an honorific title which recognizes outstanding service to Florida State University and its academic programs. The title is awarded upon completion of the deanship and is retained upon retirement of the faculty member from the University. Under separate procedures established by the Faculty

Senate (see above), faculty members holding the "Dean Emerita/Emeritus" title are also eligible for designation as "Professor Emeritus" upon retirement.

Recommendations for designation as "Dean Emerita/Emeritus" of a college originate with the faculty of the college and are transmitted through the Vice President for Faculty Development and Advancement to the Provost and Executive Vice President for Academic Affairs and the President for approval. For the university-wide deanships in the Division of Academic Affairs, recommendations are originated by the Provost and Executive Vice President for Academic Affairs with the advice and consent of the Faculty Senate Committee most closely related to the function of the deanship and transmitted through the Office of Faculty Development and Advancement to the President for approval.

The "Professor Emerita/Emeritus" and "Dean Emerita/Emeritus" titles will be appropriately indicated in the catalog listing of faculty members.

Eminent Scholar Chairs
(http://fda.fsu.edu/Appointments/Eminent-Scholar-Search-Procedures)

In 1979, the Florida Legislature established the Eminent Scholars program (Chapter 1011.94, Florida Statutes) for the State University System to strengthen the state universities by making it possible to establish endowed chairs to attract distinguished scholars. All appointments, including visiting appointments, to the Chair are made at the recommendation of a Selection Committee established by the President. The President makes the final selection and extends a written offer to the candidate to occupy the Chair. The Scholar chosen to occupy the Chair will hold the qualifications of the rank of Professor and be internationally recognized as a foremost research scholar or creative artist in his or her area of expertise.

Faculty Research

The research and creative activity of members of the faculty of Florida State University is considered inseparable from their teaching. Each complements the other. Members of the faculty are expected to participate in research programs and other projects of a creative nature.

University funds for research are available through regular departmental operating budgets and through the Council on Research and Creativity under the Vice President for Research, using the Sponsored Research and Development Fund. These funds are available to cover the use of research assistants, technical assistants, clerical help, travel, equipment and supplies for projects carried out on or off campus.

The University urges individual investigators, departments, and other units to seek financial support for research from sources outside the University. Numerous private businesses, governmental units, and private foundations support university research programs. Demonstrated research ability and recognized professional standing constitute the most important factors in procuring financial assistance for research.

Faculty Travel Grants
(http://provost.fsu.edu/faculty/travel/)

Florida State University is committed to fostering the dissemination of new research and supporting its faculty in this endeavor. The Provost's Faculty Travel Grants exist for this purpose. The Faculty Travel Grant Program is designed to help Florida State University's tenured and tenure-earning faculty members enhance their professional development by presenting the results of their

research or creative activity at meetings with a national or international audience. Priority will be given to applicants who have no alternative sources of support or who have not recently received support from this program. If more qualified applicants are received than funds available, the highest priority will go to applicants who have not received an award in the last three years, with subsequent priority being assigned to those who have received one award, then two awards, then three awards.

Graduate Faculty Mentor Awards
(http://gradschool.fsu.edu/Funding-Awards/Graduate-School-Awards/Faculty-Awards)

These awards honor faculty mentors whose dedication to graduate students and commitment to excellence in graduate education and mentoring have made a significant contribution to the quality of life and professional development of graduate students at Florida State University. To be eligible for an award, the faculty member must be tenured or tenure-earning, hold doctoral or master's directive status, serve as a graduate mentor, and have been employed at FSU for at least 5 years. Recipients shall have demonstrated outstanding advising and mentoring practices and an overall commitment to graduate education at Florida State University. The awards will include a one-time stipend for each faculty mentor winner.

Honorary Degrees

Recommendations for honorary degrees are made to the Honorary Degrees Committee, which submits nominations to the President. Any active or retired faculty member or any other member of the University may suggest potential Honorary Degree recipients to the Committee. In general, it shall be the intent of the committee to honor persons of outstanding scholarly, creative, or humane achievement who have gained national or international recognition, or have made a significant contribution to the Southeastern region of the United States or to Florida State University. *(See Section 6, Policies and Procedures: Awarding Honorary Degrees.)*

James D. Westcott Distinguished Service Medal

From time to time the President of the University having received the advice and consent of The Faculty Senate Steering Committee may award to appropriate persons The James D. Westcott Distinguished Service Medal.

The Recipient of the Westcott Medal will be a person whose distinguished service merits exceptional recognition and whose life and work exemplifies the Vires (moral, physical, and intellectual strength), Artes (appreciation of aesthetics and the beauty of intellectual pursuits), and Mores (respect for customs, character, and tradition) which the University seeks to nurture in its students. The Westcott Medal will be presented infrequently and should be regarded as one of the University's highest tributes.

Martin Luther King, Jr., Distinguished Scholar Award

This award was established to commemorate Dr. King's birthday and to honor a faculty member, or administrator with teaching responsibilities, for outstanding service in keeping with the principles and ideas of the late civil rights leader. Members of all ethnic groups are eligible for the award. The award carries a one-time monetary award.

Named Professorships
Daisy Parker Flory Alumni Professorship Award (see above)

Francis Eppes Professorships

Francis Eppes Professorships are named after Francis Eppes, the grandson of President Thomas Jefferson, who played a vital role in convincing the Florida Legislature to locate The Seminary West of the Suwannee, FSU's institutional predecessor, in Tallahassee. Over and above professors holding the University's Eminent Scholar chairs, the Francis Eppes Professorship is the ultimate honor, given to a few professors who are ranked at the very top of their field, who portray genuine leadership qualities, and who are committed role models for their students. The Eppes professors are often deemed "Superprofessors" because of the high quality of their character, vision and intellect.

McKenzie Professorship Awards

McKenzie Professorship Awards, funded by Sarah P. and W. Guy McKenzie, Sr. (formally funded by the FSU Foundation), honor full-time, tenured, full professors who exemplify high standards of performance in teaching, research, and service.

Named Professorship Program

The President and Provost's Named Professorships are a means of recognizing outstanding faculty who exemplify high standards of performance in teaching, research and service within a specific discipline/profession. The professorship carries with it a base salary increase. Such Professorships shall consist of a title to be determined at the time of the establishment of the Professorship. The title and the funds will be retained by the faculty member while engaged as a full-time employee at Florida State University.

Office of Faculty Recognition
(http://ofr.fsu.edu)

Working with the Office of Faculty Development and Advancement, the Office of Faculty Recognition aims to facilitate Florida State University faculty, department chairs, and college deans in gaining national acclaim for teaching and research. This office maintains a current list of faculty awards earned; coordinates publicity for newly bestowed faculty awards; and facilitates application and nomination for professional awards and memberships. The Office of Faculty Recognition provides to faculty a web-based catalog of recognized academic awards and professional memberships and hands-on support during the application or nomination process. Deans and department chairs are regularly sent application deadlines and information about awards particularly applicable to their faculty members. At faculty request, the Office of Faculty Recognition will complete application forms, solicit letters of recommendation, draft or edit biographical sketches, and organize application or nomination mailings, submitting all to the faculty member for final approval before submission.

Professional Conferences

Florida State University encourages travel for professional reasons when such travel will benefit the individual or the University. The amount of travel is, of course, limited by the funds available.

Professional Development Leave
(http://fda.fsu.edu/Faculty-Development) *(See section on Professional Development Leave above)*

Professional Development Leave is made available to non-tenured and non-tenure earning faculty members and A&P employees covered by the FSU/UFF Collective Bargaining Agreement who meet requirements set forth in the policies governing the Professional Development Program. Such leave is made available to increase a faculty member's value to the University through enhanced opportunities for professional development, research, writing, or other forms of creative activity. The University Committee will scrutinize the specificity and cogency of each application in making the decisions on recommendations. Eligible full-time faculty members and A&P employees covered by the FSU/UFF Collective Bargaining Agreement with three or more years of service are eligible for professional development leave, except those faculty members who hold tenure-earning or tenured positions. An employee who has taken a professional development leave is not normally eligible for another leave until three years of full-time service are completed following the first.

Robert O. Lawton Distinguished Professor Award
(http://provost.fsu.edu/faculty/awards/)

This award was first presented in 1957-1958 and is the highest honor faculty can bestow on a colleague. The award was known as the Distinguished Professor award until 1981, when it was re-named in honor of the late Vice President for Academic Affairs Robert O. Lawton. By action of the Faculty Senate, any member or department may nominate a member of the faculty for the Robert O. Lawton Distinguished Professor Award. The screening committee will make its recommendations based on major contributions to teaching, research, or creative endeavors which have been made by the faculty member during his or her career at Florida State University. To be eligible for this award, the faculty member must be a tenured professor, have been at the University for at least 12 years, and have achieved true distinction nationally and/or internationally in his or her discipline or profession. Although scholarly distinction is the primary qualification, evidence of quality teaching, including the directing of graduate research, and service to the University and the academic community at large should be emphasized. The title of "Robert O. Lawton Distinguished Professor" will be retained, with date of award indicated, in the catalog listing of faculty members. This award carries with it a base salary increase, an immediate cash stipend, and a special discretionary allocation each year to be used for academic purposes and/or professional development.

Sabbaticals
University Sabbaticals
(http://fda.fsu.edu/Faculty-Development) (*see section on Sabbaticals above*)

Sabbaticals for professional development are made available to tenured faculty members covered by the FSU/UFF Collective Bargaining Agreement who meet requirements set forth in the Policies Governing the Faculty Sabbatical Program. Such sabbaticals are granted to increase a tenured faculty member's value to the University through enhanced opportunities for professional development, research, writing, or other forms of creative activity. The University Committee will scrutinize the specificity and cogency of each application in making the decisions on recommendations. Eligible full-time tenured faculty members with at least six years of full-time service are eligible for faculty sabbaticals; faculty members are not normally eligible for a second sabbatical until six years of continuous service are completed following the first.

Internal Sabbaticals

At the discretion of their supervisor, faculty members may be given 100 percent research assignments that would increase the faculty member's value to the University through enhanced

opportunities for professional renewal, planned travel, study, formal education, research, writing, or other experience of professional value, but would be without the 'University Sabbatical' designation.

Superior Liberal Studies Honors Teaching Award

The Superior Liberal Studies Honors Teaching Award recognizes a faculty member who has been outstanding in his or her service to the students in the Honors Program.

Training Courses
(http://distance.fsu.edu/instructors)

Instructors can obtain assistance in designing and delivering courses, assessing student performance, and integrating technology into the classroom through teaching enhancement. They can visit online support for an introduction to teaching web-supported and online courses, and for workshops and Web sites on the technical skills used to teach and manage them.

University Advising Awards
(http://provost.fsu.edu/faculty/awards/)

Recipients of University Advising Awards have been nominated by students who have been beneficiaries of their services. These individuals dedicate their time to insuring that students receive the best possible advice related to their courses and their career choices. Each recipient receives a one-time monetary award. Contact the Office of the Provost and Executive Vice President for Academic Affairs for additional information.

University Teaching Awards
(http://provost.fsu.edu/faculty/awards/)

The University Teaching Awards program recognizes faculty for excellence in undergraduate and graduate teaching. Recipients must be outstanding in the many aspects of teaching that contribute to successful teaching and learning. This is a student-oriented award with nominations submitted by students and alumni. Each recipient receives a one-time monetary award. Contact the Office of the Provost and Executive Vice President for Academic Affairs for additional information.

GRADUATE FACULTY MEMBERSHIP

Graduate Faculty Membership

Membership in the Graduate Faculty establishes the eligibility of faculty to participate in graduate education. The appropriate status must be approved prior to the teaching of a graduate course, supervising a master's or doctoral student, or serving on a student's committee.

There are four different categories of membership: Graduate Faculty Status (GFS); Graduate Teaching Status (GTS), Co-Master's Directive Status (CMDS), and Co-Doctoral Directive Status (CDDS).

Graduate Faculty Status (GFS)

Graduate Faculty Status (GFS) establishes the eligibility of faculty to teach all graduate-level courses, to sit on all graduate-level committees, to chair or co-chair graduate student thesis, treatise and dissertation committees, and to participate fully in all components of graduate education, research and service. As noted below assignments to and limitations from individual GFS responsibilities (teaching, research, student committees, and service) for any GFS member are delegated to the unit level authority where such assignments of responsibilities are made.

Graduate Faculty Status: Appointment

Appointment to Graduate Faculty Status (GFS) is generally reserved for members of the "ranked faculty" who hold tenured and tenure-earning appointments in graduate degree-granting departments or programs, and for those members of the Professional Staff to whom the President has assigned an academic rank. Appointment to GFS must be by affirmative super majority (2/3) vote of all individuals who hold GFS in the department (or college) and approval by their department chair, their academic dean, and the Dean of the Graduate School. Newly hired faculty may be appointed to Graduate Faculty Status (GFS) as a condition of their appointment to a tenure-earning position in a graduate degree-granting department upon approval of the appropriate departmental faculty, chair, dean of the college and the Dean of the Graduate School. Assignments to and limitations from individual GFS responsibilities (teaching, research, student committees, and service) for any GFS member are delegated to the unit level authority where such assignments of responsibilities are made. Subject to consideration of special circumstances, minimum qualifications are: (1) completion of the doctorate or its equivalent and (2) proven expertise in the teaching area.

Each academic unit (colleges and departments) shall adopt specific written criteria that its faculty must meet in order to be appointed to GFS. Subject to consideration of special circumstances, these criteria shall indicate the terminal academic degree and/or the level of professional experience and scholarship required for a faculty member to be appointed to GFS. Faculty holding GFS are expected to actively engage in graduate education through teaching, mentoring and research supervision, and service. They should show evidence of research-based scholarship and/or creative work resulting in peer-reviewed publications or equivalent work.

Each unit's written GFS criteria are subject to approval by their academic dean, the Graduate Policy Committee and the Dean of the Graduate School. Departments and Colleges will determine these criteria and procedures for appointments according to guidelines in the Faculty Handbook and subject to approval of the dean of the college or school. Names of new GFS appointees will be sent to the Dean of The Graduate School for confirmation with the advice and consent of the Graduate Policy Committee.

Under special circumstances qualified persons who are members of the FSU specialized or non-tenure track faculty may be appointed to Graduate Faculty Status (GFS) under the above procedures. Under no circumstances does this provision apply to persons holding adjunct or visiting in lieu of adjunct appointments to the faculty.

Members of the specialized and non-tenure track faculty who are approved for GFS may serve only as a co-major professor of a doctoral committee alongside another co-major professor who must be a member of the tenure-track or tenured faculty (Assistant, Associate, Full Professor, or Eminent Scholar) and holding GFS. The specialized or non-tenure track faculty member must also be approved by the chair of the department for service on the specific committee. NOTE: For any doctoral committee, the major professor or at least one co-major professor must be a member of the tenure-track or tenured faculty (Assistant, Associate, Full Professor, or Eminent Scholar) of the department/unit in which the degree is to be granted. If the doctoral degree is sought in an interdisciplinary area of study, the major professor or at least one co-major professor must be a tenure-track or a tenured faculty member in a department/unit related to the area of interdisciplinary study. However, those who are not members of the tenure-track faculty who served as the major professor of an active doctoral dissertation committee between the dates of July 1, 2008 and July 1, 2013, shall remain eligible to direct doctoral treatises and dissertations.

Members of the specialized and non-tenure track faculty who are approved for GFS are eligible to serve as the major professor of master's thesis committees. They are not eligible to serve as the University Representative on doctoral dissertation and treatise committees.

Graduate Teaching Status (GTS)

Graduate Teaching Status (GTS) establishes the eligibility of faculty to teach all graduate-level courses. A person must be appointed to Graduate Teaching Status (GTS) to be eligible to teach graduate courses. Those holding GTS must be separately appointed to sit on graduate student committees and to co-direct master's theses and doctoral dissertations and treatises.

Graduate Teaching Status: Appointment

Appointment to Graduate Teaching Status (GTS) is required for members of the specialized and non-tenure-earning faculty (NTTF) to teach graduate courses. Graduate Teaching Status (GTS) does not accord eligibility to serve, co-chair, or chair master's and doctoral committees nor to perform other functions of graduate education without further appointment (see below). GTS may be awarded for multiple academic degree programs with the approval of the appropriate department, college, and the Dean of the Graduate School. A faculty member with Graduate Teaching Status may be the instructor of record for 5000, 6000, and 7000-level courses.

Subject to consideration of special circumstances, minimum qualifications are: (1) completion of the doctorate or its equivalent and/or (2) proven expertise in the teaching area.

Under special circumstances qualified persons who are not regular members of the FSU faculty may be hired into a Visiting in Lieu of qualifying position and appointed to GTS on a temporary basis (up to three years) with the approval of the dean of the college and the Dean of the Graduate School. Temporary graduate teaching status is course-specific and expires at the end of the appointment period. Renewals may be requested by the academic unit. Persons holding appointment as adjunct faculty or Post Doctoral Research Associates (9189) are not eligible for GTS. Exceptions to this policy may be made by requesting Courtesy Faculty status in an appropriate classification code as well as GTS for such persons through the Vice President for Faculty Development and Advancement and the Dean of The Graduate School. For example, an FSU employee meeting the required criteria for appointment to GTS, but who is appointed as an A & P Program Director would need to be approved for status as a courtesy faculty member and subsequently approved for GTS in order to teach a graduate course.

Academic units will determine criteria and procedures for GTS appointments, according to guidelines in the Faculty Handbook and subject to approval of the dean of the college or school. The criteria will be subject to the approval of the Dean of The Graduate School with the advice and consent of the Graduate Policy Committee. Names of new GTS appointees will be sent to the Dean of The Graduate School for confirmation with the advice and consent of the Graduate Policy Committee.

Normal policy forbids graduate students from teaching graduate courses. Exceptions can be requested as follows:

Colleges where a master's-level professional degree is the normal terminal degree may request approval from the Vice President for Faculty Development and Advancement through the Dean of The Graduate School for doctoral students to teach in a practice-oriented master's-level course in a specific semester under the supervision of a regular tenured or tenure-earning faculty member with graduate faculty status. The request for approval shall include (a) justification for the request, (b) details of the course, (c) full CV of the student in question, and (d) details of the supervision

arrangement. Approval must be given for a specific course or courses, and must be renewed annually.

Academic units must ensure that graduate teaching assistants meet the criteria of having 18 student credit hours of graduate level work in the academic program before they are assigned to primary teaching responsibilities for undergraduate courses. To teach graduate courses the Graduate Teaching Assistant would need to have the master's degree (or its equivalent e.g. 30 hours) or an equivalent amount of practical work experience in the field. Final approval for graduate students teaching graduate courses will be by both the Dean of The Graduate School and the Vice President for Faculty Development and Advancement. Under no circumstances may a graduate student be appointed as a member of another graduate student's advisory and examining committee. Permission must be granted prior to the teaching of a graduate course by a graduate student.

Co-Master's Directive Status (CMDS)

Co-Master's Directive Status (CMDS) establishes the eligibility of specialized, non-tenure track, and courtesy faculty to serve as the co-major professor for a master's student or to be an official member of a student's committee. Participation as such in a student's committee does not count towards the minimum number of GFS members.

Co-Master's Directive Status: Appointment

Members of the specialized and non-tenure-earning faculty (NTTF) must be appointed to Co-Master's Directive Status (CMDS) to serve as a member or co-major professor of a master's thesis committee. An FSU ranked faculty member (Assistant, Associate, Full, Eminent Scholar) with GFS must serve as the other co-major professor and the committee must include at least three members with GFS. A person holding CMDS may also serve on committees for doctoral students, provided each such committee includes at least four members with GFS

Under special circumstances qualified persons may be appointed as courtesy faculty through the Office of Faculty Development and Advancement to participate as part of a student's committee. Such courtesy faculty must also be approved for Co-Master's Directive Status (CMDS) through the Graduate School to serve as an official member or co-major professor of such a committee. Requests for CMDS must state the specific student committee(s) for which approval is requested.

Subject to consideration of special circumstances, minimum qualifications are: (1) completion of the doctorate or its equivalent, and (2) proven ability to conduct scholarly research and publish in reputable media or to perform equivalent scholarly or creative works.

Academic units will determine criteria and procedures for CMDS appointments, according to guidelines in the Faculty Handbook and subject to approval of the dean of the college or school. The criteria will be subject to the approval of the Dean of The Graduate School with the advice and consent of the Graduate Policy Committee. Names of new CMDS appointees will be sent to the Dean of The Graduate School for confirmation with advice and consent of the Graduate Policy Committee.

Co-Doctoral Directive Status (CDDS)

Co-Doctoral Directive Status (CDDS) establishes the eligibility of specialized, non-tenure track, and courtesy faculty to serve as the co-major professor for both doctoral and master's students or to be an official member of such students' committees. Participation as such in a student's committee does not count towards the minimum number of GFS members.

Co-Doctoral Directive Status: Appointment

Members of the specialized and non-tenure-earning faculty (NTTF) and not holding CMDS must be appointed to Co-Doctoral Directive Status (CDDS) to serve as a member or co-major professor of a doctoral dissertation or treatise committee. An FSU ranked faculty member (Assistant, Associate, Full, Eminent Scholar) with GFS must serve as the other co-major professor and the committee must include at least four members with GFS. A person holding CDDS may also serve on committees for doctoral and master's students, provided each such committee includes at least three members with GFS

Under special circumstances qualified persons may be appointed as courtesy faculty through the Office of Faculty Development and Advancement to participate as part of a student's doctoral committee. Such courtesy faculty must also be approved for Co-Doctoral Directive Status (CDDS) through the Graduate School to serve as an official member or co-major professor of such a committee. Requests for CDDS must state the specific student committee(s) for which approval is requested.

Subject to consideration of special circumstances, the minimum qualifications for appointment are: (1) completion of a doctorate or its equivalent, (2) attainment of recognized professional stature in the discipline by virtue of substantial post-doctoral or equivalent scholarly or creative work and (3) experience in the supervision of graduate students.

Academic units will determine criteria and procedures for CDDS appointments, according to guidelines in the Faculty Handbook and subject to approval of the dean of the college or school. The criteria will be subject to the approval of the Dean of The Graduate School with the advice and consent of the Graduate Policy Committee. Names of new CDDS appointees will be sent to the Dean of The Graduate School for confirmation with the advice and consent of the Graduate Policy Committee.

A faculty member in a department not granting the doctorate may be considered for Co-Doctoral Directive Status in a degree-granting department or authorized degree program. Requests may be submitted either at the faculty member's initiative or at the invitation of the department. In each case the department shall follow its customary procedures for nominating faculty members for Co-Doctoral Directive Status, and nominations shall be forwarded by the academic unit to the school- or college-wide committee in accordance with the procedures above. Final confirmation rests with the Dean of The Graduate School with the advice and consent of the Graduate Policy Committee.

Qualified specialized and non-tenure-track faculty (NTTF) may hold co-master's or co-doctoral directive status in more than one degree program. A faculty member with CMDS or CDDS in one FSU department may also be granted CMDS or CDDS by other academic units or authorized degree programs. Each area granting CMDS or CDDS would utilize its own criteria and procedures as outlined above.

Special case of the College of Law

In addition, Graduate Teaching Status (GTS), Co-Doctoral Directive Status (CDDS), and Co-Master's Directive Status (CMDS) are automatically granted to faculty members in the College of Law who hold tenure track appointments and possess an appropriate terminal degree (e.g., J.D.). The rationale for this policy is that these faculty are hired for the purpose of only educating post-baccalaureate students, unlike other segments of the university where faculty are hired to teach undergraduates and must be granted GFS or GTS to teach graduate students and engage in graduate education activities in their disciplines. A tenured faculty member in the College of Law cannot serve as an official University Representative on a doctoral committee unless GFS is awarded to that

faculty member by an eligible graduate program. However, since this policy also grants CDDS and CMDS to College of Law faculty they can serve on master's and doctoral committees and co-advise a student in an official capacity though they cannot count towards the minimum number of GFS members required for such committees.

Retired Faculty

Full-time faculty holding Graduate Faculty Status who either fully retire (includes Emerita/Emeritus status) or enter an early retirement plan (service professors) may retain their status as members of the Graduate Faculty under the following conditions:

➢ Fully retired faculty (includes Emerita/Emeritus status) may continue to serve as major professors for those students who have already begun their thesis/dissertation at the time of the professor's retirement. Fully retired faculty, however, may not accept additional students in this capacity. Fully retired faculty may serve as an additional member beyond the minimum number required on master's/doctoral committees of new students if they choose. Appointment to courtesy is not necessary, but department chairs must send a memo to The Graduate School indicating the names of the student committees on which the professor serves and the approval of this continued service.

➢ Service professors (phased retirees) retain Graduate Faculty Membership under the same guidelines as full-time faculty. These faculty are cautioned, however, to schedule their semesters of employment to coincide with the needs and projected timelines of their doctoral candidates.

Faculty Who Depart the University for Reasons other than Retirement

For faculty who depart the University for any reason other than retirement, the department or program in which directive status is held will review the faculty member's status and the committees the faculty member serves on or chairs. If the department or program wishes to continue the faculty member in some or all of these roles, it may provide a courtesy appointment and nominate the faculty member for master's or doctoral co-directive status, as needed, so the faculty member may continue as co-chair or member for those students who have already begun their thesis/dissertation at the time of the faculty member's departure. If the faculty member is serving as committee chair, the department will then designate a current or new member of the committee with GFS as co-chair of the committee. Faculty members who depart the University may not accept additional students in this capacity, nor may they serve as the University Representative on committees. Nominations for this limited co-directive status, following the usual process, will be sent to the college committee, to the dean's office and then to the Dean of The Graduate School for confirmation with the advice and consent of the Graduate Policy Committee.

SECTION 6:
POLICIES AND PROCEDURES

INTRODUCTION

The university community is governed by a number of written principles arising from different sources. The highest level is the United States Constitution followed by federal laws that are adopted by the United States Congress. At the state level, there is a Florida Constitution, a document adopted by the people of Florida, and the Florida Statutes adopted by the Florida Legislature. Administrative rules/regulations are the next level of written legal principles. These are authorized by the Florida Legislature and must be adopted by state agencies through a formal process of public notice and legislative review. Formal rules/regulations have authority almost at the level of legislatively enacted statutes. The Florida State University Constitution has been enacted as a formally adopted rule/regulation. (Appendix C) The University Constitution provides the basic legal document which, subject to state and federal law and the authority of the Board of Trustees and Board of Governors, governs the University. The Constitution outlines the organization of the University, the functions of its various officers and units, and basic tenure policies.

The Florida Board of Governors has adopted a process for the universities to adopt formal university regulations that have much the same stature as rules/regulations adopted pursuant to the Florida Administrative Code. Existing administrative rules/regulations have been carried over as university regulations with the same reference number and are available on the university Web site (http://regulations.fsu.edu). Thus, any reference to a rule would also refer to the corresponding identical university regulation.

The next level of governance is policies and procedures. These are more informally adopted at the local level. In the case of a university, including Florida State University, such policies and procedures may arise from a number of sources. The Faculty Senate, for instance, adopts certain policies and procedures governing purely academic or other faculty issues. The Board of Trustees of the University and, through the Trustees, the President, Vice Presidents and others in the administration of the university adopt certain policies and procedures governing each of their respective areas of responsibility. For example, we have computer use policies, alcohol policies, sexual harassment policies and so forth, which will be discussed further below. Some of these policies have also been adopted as formal rules/regulations under the statutory rule/regulation-making procedure, giving them greater formal legal authority. With the advent of a Board of Governors, created through the Florida Constitution effective January 7, 2003, the Florida university system is currently going through a transitional period. As an authority created by the Florida Constitution, the Florida Board of Governors arguably has independent authority from the Florida Legislature to create binding policies outside the formal rule/regulation making process. Of further relevance is any Collective Bargaining Agreement with an appropriate employee representative organization.

NOTE: Certain policies and procedures that are of general interest and useful to faculty have been referenced here in alphabetical order. There are other policies and procedures in existence that may be of importance to individual departments or to more specific situations. It is always important to verify that any policy or procedure found here, on the university Web site or elsewhere, is the most current and accurate applicable policy and procedure. Please check with the

appropriate department chair, dean, the Office of Faculty Development and Advancement or the General Counsel's Office, if in doubt. Many university academic entities have adopted their own internal policies and it is necessary to check with the Dean, Director or Chair to obtain any current policies applicable to such entities. These policies must, of course, be consistent with law and general university policies.

ALCOHOL AND DRUGS

The entire Florida State University Alcohol Policy may be found at: http://alcohol.fsu.edu/policy.html. A few highlights follow.

Alcohol will be permitted at Florida State University only in those settings that:

➢ Comply with federal or state laws, local ordinances, University regulations, foreign country laws (in the case of study abroad programs conducted by Florida State University International Programs, Inc.), Student Conduct Code, and this policy;

➢ Present minimum health and safety risks; and

➢ In no way inhibit the full participation of those who choose not to drink alcohol.

Except with special permission, only certain designated locations on campus are approved for serving alcoholic beverages as specifically outlined in the full Alcohol Policy. For special permission for faculty events, consult with the Office of Faculty Development and Advancement. For student events, contact the Office of the Vice President for Student Affairs. For direct support organizations or other university events, contact the Office of Vice President for University Relations.

No individual under the legal drinking age (minimum of 21 years of age) may serve, sell, consume or possess alcohol on university properties, except to the extent allowed by law within licensed premises or designated areas of the university.

No individual may serve or otherwise provide alcohol to persons under the legal drinking age.

The Sale of Alcohol: The sale of alcohol on campus must be approved by the President or his or her designee. Although the President or his designee may approve the sale of alcohol on campus, only the Division of Alcoholic Beverages and Tobacco can issue the permit required to sell alcohol in the State of Florida.

Promotional Guidelines: The on-campus promotion of activities or events shall not advertise alcohol or sponsorship by alcohol marketers without prior written approval of the Vice President for Student Affairs.

Laws and Regulations: All members of the campus community (students, faculty, staff, alumni, and guests) must adhere to all applicable state and local laws and university regulations related to the sale and use of alcohol.

Any organization found not to be in compliance with the university alcohol policy at their event may be subject to university disciplinary action and may forfeit its right to any fee support from the university.

Standard of Conduct: Drug- and Alcohol-Free Workplace

The University standard of conduct is that no employee will report to work under the influence of or unlawfully possess, unlawfully use, or unlawfully distribute illicit drugs and alcohol on University property or as part of any University activities.

Legal Sanctions (Alcohol and Drug)

State law prohibits the possession of alcoholic beverages by persons under age 21, punishable for the first offense by a possible term of imprisonment not exceeding 60 days and/or a $500 fine. Serving or selling alcohol to minors is also a criminal offense.

The illegal possession or sale of alcohol and drugs has a wide range of consequences from the minimal punishment of a fine to very long terms in state or federal prison for certain drug offenses.

Available Rehabilitation and Treatment (Alcohol and Drug)

Drug and Alcohol counseling and rehabilitation programs are available through the Employee Assistance Program. [Note that the Faculty Assistance Program, part of the Employee Assistance Program, Web site at http://www.eap.fsu.edu, is available to assist faculty and staff on a strictly confidential basis with a number of personal problems that may be affecting the faculty member's work including family, financial, emotional and stress, in addition to substance abuse.]

Florida State University, through an agreement with the Student Counseling Center, also provides referral advice to faculty with substance abuse problems. A Dean and Department Chair who determines that a faculty member in their unit may have such a problem will contact the Vice President for Faculty Development and Advancement, who will arrange for assistance from the Faculty Assistance Program. The goal of this service is to counsel the at-risk faculty member into participating in a rehabilitation program at one of the local service agencies or a similar program in the private sector.

University rules/regulations and the BOT-UFF Collective Bargaining Agreement provide that faculty whose alcohol or substance abuse impairs their ability to perform assigned duties will be required to enter a prescribed rehabilitation under the Compulsory Disability Leave policy. Refusal to comply with its provisions can lead to disciplinary action. Failure to fulfill the terms and conditions of the program can lead to the faculty member being released from employment.

In addition, help is also available through the following:

➢ Alcoholics Anonymous: 850-224-1818
➢ Narcotics Anonymous: 850-599-2876

Institutional Disciplinary Sanctions (Alcohol and Drug)

The University may impose disciplinary sanctions on employees who violate the standards of conduct described.

The disciplinary sanctions for the illegal possession, use, or distribution of illicit drugs and alcohol will be consistently enforced and will range from a letter of reprimand to a 3-day suspension without pay, up to and including dismissal from employment, in accordance with applicable collective bargaining agreements and/or other applicable policies and procedures, as well as referral for prosecution for violation of the criminal law. A sanction may also include the completion of an appropriate rehabilitation program.

ANIMAL SUBJECTS

The use of animal subjects in research parallels that of the use of human subjects including the need for prior approval.

The University and funding agencies are committed to providing the highest care for and responsible use of animals in research, teaching, and testing. Any research, teaching, or testing

involving vertebrate animals by FSU faculty, staff, or students must comply with applicable laws, regulations, policies, and guidelines. This policy covers both funded and un-funded research as well as thesis, dissertation and special projects. University policy is mandated by the Congress through the Animal Welfare Act and the Public Health Service Policy on the Humane Care and Use of Laboratory Animals as well as various state regulations.

The Institutional Official responsible for animal research is the Vice President for Research. Oversight of compliance is the responsibility of the FSU Animal Care and Use Committee (ACUC). Facilitating animal-related research and teaching at FSU is the responsibility of the Department of Laboratory Animal Resources (LAR). Check with the Office of Research, Animal Care and Use Committee (ACUC) Secretary at 850-644-2462 and http://www.research.fsu.edu/acuc/index.html for current requirements.

COPYRIGHT/FAIR USE
General

The educational "fair use" exemption to the copyright law is often misunderstood. It is actually a quite limited exemption for classroom use of excerpts of copyrighted materials. These excerpts must be brief and are limited to one chapter, an article from a periodical or newspaper, a short story or essay, or a chart, cartoon, diagram, picture or the like. Moreover, the material may only be used for a single class and may not be developed into a permanent classroom document. An exception would be when a copyright release is obtained from the copyright holder. So-called course packs compiled by legitimate commercial print shops usually have been through this copyright release process.

Further information concerning copyright and fair use may be found at: http://igs.fsu.edu/Copyright-Information/Policy

The Teach Act of 2002

The Teach Act of 2002 essentially extends fair use to online courses; however, there are certain restrictions. The course must be set up so that the materials cannot be retained by the student past the class session and the online instruction must be mediated by an instructor. More information on the Teach Act may be found at: http://distance.fsu.edu/docs/instructors/TEACHAct.pdf.

Library Photocopying

In order to fall within the fair use exemption, library photocopies are not to be "used for any purpose other than private study, scholarship, or research." Otherwise, photocopying copyrighted material may violate the copyright laws. More information on this aspect of fair use may be found at: http://igs.fsu.edu/Copyright-Information/Policy.

FINANCE AND ADMINISTRATION POLICIES

The Division of Finance and Administration has adopted a number of Policies and Procedures related to the everyday non-academic operation of the university. They are each assigned an Online Policy or "OP" number. These are relevant to everyone in the university. They may be accessed at http://policies.vpfa.fsu.edu/policies2.html#top. The following subject areas are addressed:

➢ OP-A Business Operations
➢ OP-B Facilities/Space
➢ OP-C Faculty & Staff

- ➢ OP-D Financial
- ➢ OP-E General University
- ➢ OP-F Records/Information
- ➢ OP-G Safety/ Insurance
- ➢ OP-H Technology

HONORARY DEGREES

The University Honorary Degree Committee is an advisory committee appointed by the President to represent the University community. The Committee reviews information and nominates persons to receive honorary degrees. The President selects the recipients of honorary degrees.

Eligibility: In general, it shall be the intent of the Committee to honor persons of outstanding achievement who have gained national or international recognition or made a significant scholarly, creative, public, business, or humane contribution to the United States or to Florida State University.

Nominations: Any active or retired faculty member or any other member of the university community or friend of the University may suggest potential honorary degree recipients to the Committee.

Nominations will be accompanied by supportive data which should include, but not be limited to: (1) a resume, CV, or biographical sketch; (2) an explanation as to why an award should be given; and (3) names and addresses of distinguished persons in a position to provide objective evaluations of the recommendation. Three letters of recommendation may be sufficient to meet the requirements of (2) and (3).

Procedural Guidelines: The Chair is responsible for scheduling committee meetings, collecting items for the agenda and organizing the work of the group. The President will select the chair of the committee. In order to conduct official committee business, a majority of the members shall be present. The Committee shall vote on a list of candidates to recommend to the President.

Advancement of a candidate from level 1 (nomination) to level 2 will require the approval of a majority of the members of the Committee. Every year the names of those nominees who have not advanced beyond level 1 will be removed from consideration unless re-nominated.

Advancement of a candidate from level 2 to level 3 (recommendation to the President for an honorary degree) will require the approval of a majority of the members of the Committee. Every two years the names of nominees who have not advanced beyond the second level will be removed from consideration.

Failure of any member to attend five consecutive meetings of the Committee will constitute cause for removal from the Committee by the President. The Chair of the Committee will notify the President when a member has not attended five consecutive meetings. The President will then appoint a replacement.

Emergency meetings and votes may be held through email for matters requiring urgent attention.

HUMAN SUBJECTS

Because the University receives federal funding, federal regulations require the approval by the Human Subjects Committee of all projects planned by students, faculty or employees collecting data from human subjects where such data will be published. It should be emphasized that use of human

subjects may include use in psychological or other forms of testing or use in other than what might be traditionally considered as medical experimentation. The use of such data may be disallowed in any formal or published research activities where the required prior approval is not obtained. See http://www.research.fsu.edu/humansubjects/ for further details.

INSTITUTES AND CENTERS

Institutes and centers are university entities established to coordinate intra- and inter-institutional research, service, and/or educational training activities that supplement and extend existing instruction, research, and service at the state universities.

Institutes and Centers are established to focus in-depth study and research on broadly defined educational, social, economic and scientific problems and issues.

There are two types of Centers: (A) State of Florida Institutes or Centers or (B) University Institutes or Centers.

State of Florida Institutes and Centers

A State of Florida institute or center has, among other characteristics, a statewide mission; includes two or more universities; and is approved by the Board of Governors.

A Memorandum of Understanding must first be approved by the University Board of Trustees which will be presented to the Council of Academic Vice Presidents for submission to the State University Presidents Association. The Chancellor will consider these recommendations in submitting the request for approval to the Board of Governors for final approval.

University Centers or Institutes

A university institute or center is established normally within a single university and is funded by appropriations for that center and/or grants or donations. It may expend funds appropriated by the Legislature to that center. Additional institutions may participate, in some instances, with one university as the host.

University centers or institutes are created under university-established procedures. A more detailed description of each such centers or institutes has been issued by the Chancellor. Any faculty member interested in creating new centers or institutes should first contact the Provost's Office. http://provost.fsu.edu/institutes/bog/

LEGAL ISSUES-LEGAL LIABILITY

Sovereign immunity is a judicial doctrine that precludes bringing suit against the government without its consent. The university and its employees enjoy immunity from suit except to the extent that has been waived by the Legislature. It is a complicated area of the law but, generally, the university is liable up to $200,000 to any one person or $300,000 in total for any one claim. A faculty member would not be personally liable in most situations as long as the conduct in question was in the scope of that faculty member's duties or authority and as long as the action was taken without any personal malice.

Limitation on Personal Liability-Statute

Florida Statutes, 768.28(9) (a) provides: No officer, employee, or agent of the State or any of its subdivisions shall be held personally liable in tort or named as a party defendant in any action for

any injury or damage suffered as a result of any act, event or omission of action in the scope of his employment or function unless such officer, employee or agent acted in bad faith or with malicious purpose or in a manner exhibiting wanton or willful disregard of human rights, safety or property.

Liability-University Policy

To implement the principles of sovereign immunity and protect the interests of the university, faculty and staff, the University has adopted the following policy guidelines:

Any faculty member named in a civil action arising out of the performance of his or her duties or responsibilities should deliver directly to the Office of the General Counsel, upon receipt, any pleading, summons, subpoena or similar legal documents, in order that the Office might evaluate the rights and responsibilities of the affected faculty member. Where possible, personal delivery is recommended upon advance telephone notice.

Failure to notify the University, through this Office, in a timely fashion, may affect the rights of the parties and the ability of the University and the Board of Trustees to defend any action. See BOT-UFF Collective Bargaining Agreement, Article 21.4.

Where a faculty member is named in a civil action in his or her individual capacity as opposed to official capacity, or if it is otherwise alleged that he or she acted in bad faith, with malicious purpose or otherwise in a manner exhibiting wanton and willful disregard of human rights, safety or property, the faculty member may be advised to seek outside counsel to represent the faculty member individually. In any event, a faculty member is free to consult and retain outside counsel to represent his or her interests in any civil litigation arising out of the performance of assigned duties and responsibilities.

LIBRARY POLICIES

University Library policies of general interest to the faculty are posted at: http://www.lib.fsu.edu/about-us.

LOBBYING

Lobbying is the personal solicitation to induce legislators or other governmental officials to vote or take action for one's own benefit or that of another person or group. Generally, one must be registered to lobby before the state Legislature or a state executive agency. For purposes of the University, there are normally only a limited number of people registered to lobby for the University or any of its units; the President, the Vice President for University Relations and the official university lobbyist. As individuals, faculty and staff may always lobby for personal causes or for other non-University causes and are responsible for whatever registration, disclosure or other ethical or legal requirements may apply.

Considerations of ethics are also involved and all University employees are governed to some degree by Chapter 112, Florida Statutes, the state ethics law. For a good overview of state ethics law, see a publication by the Florida Commission on Ethics at http://www.ethics.state.fl.us/publications/2013%20Guide%20Booklet_Internet.pdf.

MISCONDUCT IN RESEARCH AND CREATIVE ACTIVITY (FSU POLICY 7A-2)
Policy Statement

In fostering academic freedom, it is the policy of Florida State University to uphold the highest standards of integrity in research and creative activity, and to protect the right of its employees to

engage in research and creative activity. Researchers are expected to adhere to the standards of research in their area of endeavor, and to encourage adherence to those standards by their colleagues and by those under their supervision. Particularly unacceptable are fabrication or falsification of data in scientific research, and plagiarism in any research or creative endeavor. Deviations which are believed to constitute misconduct are to be reported to an appropriate University official. Misconduct does not include honest error or honest difference in interpretations or judgment of data.

Florida State University is committed to adhering to and enforcing applicable federal, state and local laws and to following procedures required by funding agencies from which contract and grant funds are secured. Researchers are to be aware of any special provisions regarding standards of research and of procedures required by funding agencies for resolving allegations of misconduct in research. Application for funding from an agency shall indicate that the researcher agrees to the procedures required by that agency should it be necessary to investigate an allegation of misconduct in research.

Reporting Allegations of Misconduct in Research and Creative Activity

A suspected instance of misconduct in research and creative activity is to be reported to an appropriate University official. Normally this report will be to the departmental chair or the dean of the college (or comparable administrator if the person involved is not under a dean; henceforth this will be understood when the term "dean" is used). Any University official, including departmental chairs, who receives such a report shall communicate the report to the dean of the college in which the alleged misconduct occurred. The dean of the college is responsible for immediately informing the departmental chair (if the report is from another source), the Vice President for Faculty Development and Advancement, and the Vice President for Research. The dean is also responsible for promptly initiating an inquiry into any suspected or alleged instance of misconduct to determine whether an investigation is warranted. However, it should be noted that if the allegation involves sponsored research funding, some funding agencies assume the responsibility for any inquiry and/or investigation conducted.

Inquiry and Investigation

The inquiry will be conducted by a three-person committee appointed by the dean. The inquiry will determine whether there is reasonable cause to conduct a full investigation. Upon initiating an inquiry the dean will notify the affected faculty or staff member in writing that an allegation has been made against him or her and that the dean's office is conducting an inquiry to determine whether there is reasonable cause to initiate an investigation.

It will be the task of the committee of inquiry to separate allegations deserving further investigation from frivolous, unjustified, or clearly mistaken allegations.

If the committee of inquiry recommends that no further action should be taken, no record of the allegation or inquiry is to remain in the accused faculty member's evaluation file.

If a full investigation is recommended by the committee of inquiry, the dean will appoint a three person faculty committee to conduct the investigation. The dean may appoint a larger committee or may appoint members from outside the University if that is deemed warranted by the circumstances of the case. The affected faculty or staff member will be given written notification of the allegations and will be accorded due process in the investigation. Both the University and the affected faculty or staff member will have an opportunity to present evidence, call witnesses, and have questions put to witnesses. A record of the proceeding will be available to the affected faculty or staff member at cost.

The affected faculty or staff member may have counsel or a representative present during the proceedings. At the conclusion of the investigation, the committee shall provide documented recommendations to the dean regarding whether they think misconduct has occurred. The affected faculty or staff member will have an opportunity to provide the dean with a written statement regarding the recommendations.

The dean, in consultation with the Vice President for Faculty Development and Advancement and the Vice President for Research, will decide either to take action appropriate to his authority or to recommend a course of action to the Provost/Vice President for Academic Affairs and the Vice President for Research. The dean can render a judgment that: (1) misconduct has not occurred, (2) misconduct has occurred and the appropriate penalty is within his or her authority, or (3) misconduct has occurred but an appropriate penalty is not within the dean's authority.

The dean may act upon the first two judgments. The third will be under the joint authority of the Provost/Vice President for Academic Affairs and the Vice President for Research.

If the affected faculty or staff member is judged not to have engaged in misconduct, this will be communicated to all appropriate individuals in order to restore the reputation of anyone alleged to have engaged in misconduct when allegations are not confirmed. If the affected faculty or staff member is judged to have engaged in misconduct, this fact should be communicated to the faculty member along with the proposed penalty.

A faculty or staff member, at this point, depending on his or her standing and the severity of the proposed penalty will have available one or more avenues of appeal from which to choose as delineated in the BOT-UFF Collective Bargaining Agreement, the FSU Constitution, and any other applicable authority.

Those appointed to inquiry or investigatory committees should be free of any conflict of interest and committees should have sufficient expertise to be able to assess the charges before them.

University procedures of inquiry and investigation are not to breach pledges of confidentiality or anonymity provided to human subjects of research.

Those accused of misconduct shall be afforded confidential treatment to the maximum extent possible.

Protection of those Reporting Misconduct

The University will protect employees who make good faith reports of misconduct in research or creative activity from job-related disciplinary reprisals and will make diligent efforts to protect their reputation. Confidentiality will be maintained to the extent compatible with law and due process. Once an allegation is made it shall be the responsibility of the University to pursue the matter. Those accused of misconduct in research or creative activity will be informed regarding the person or persons who made the allegation about their work, unless such knowledge is irrelevant to the evaluation of the allegation. This information will be provided with the notification that an inquiry is to take place.

Promptness of Procedure

Each stage should be completed as quickly as is compatible with a fair and effective process for assessing the allegations. If the allegation involves research funded by certain agencies, a specific timetable will need to be followed.

Requirement of Notification and Interim Actions

Should it be necessary to provide information to external agencies or organizations, the Vice President for Research will be the University official responsible for those notifications. In some instances regulations will require interim actions. The Vice President for Research in consultation with the dean conducting the procedure of inquiry and investigation will initiate those interim actions. Those conducting an inquiry or investigation will provide necessary information to the Vice President for Research to allow him to comply with externally mandated actions or reports.

It is the policy of FSU to take legally allowed measures to set the record straight if misconduct is established.

Dissemination of Information Regarding Integrity in Research and Creative Activity

The Vice President for Research shall maintain a website accessible by all faculty, staff, and students, containing all relevant University policy statements, generally applicable federal, state and local requirements, and links to specific requirements of the major funding agencies regarding integrity in research and creative activity.

Addressing Allegations of Misconduct in Research funded by Extramural Funding Agencies

Most extramural funding agencies have specific requirements related to handling research misconduct allegations. When extramural funds are involved, local guidelines and procedures will also comply with conditions of the award, including applicable regulations issued by the sponsor of the research. Such regulations include, but are not limited to, the Responsibilities of PHS Awardee and Applicant Institutions for Dealing with and Reporting Possible Misconduct in Science and the National Science Foundation regulations on Misconduct in Science and Engineering Research. These regulations require specific reports to the funding agency. The Vice President for Research will advise funding agencies as required by federal regulations and agency policy. In some cases, the funding agency may be required to conduct the inquiry and/or investigation itself, or collaborate with FSU in those activities.

The University will take interim administrative actions, as appropriate, to protect Federal funds and ensure the purposes of the Federal financial assistance are carried out.

NAMING BUILDINGS AND FACILITIES

(Section 267.062, Florida Statutes)

1. Except as specifically provided by law, no state building, road, bridge, park, recreational complex, or other similar facility shall be named for any living person.

2. The division shall, after consulting with the Florida Historical Commission, recommend several persons whose contributions to the state have been of such significance that the division may recommend that state buildings and facilities be named for them.

3. Notwithstanding the provisions of subsection (1) or s. 1013.79(11), any state building, road, bridge, park, recreational complex, or other similar facility of a state university may be named for a living person by the university board of trustees in accordance with regulations adopted by the Board of Governors of the State University System.

The Naming Policy for Florida State University, as approved by the FSU Board of Trustees, is consistent with Section 267.062, Florida Statutes. The Policy can be found at: https://one.fsu.edu/community/document.doc?id=1562.

NAME CHANGE OF A COLLEGE, SCHOOL OR DEPARTMENT

A proposal for changing the name of any college, school, or academic department shall originate with the faculty and administration of that unit. Such a proposal shall consist of the specific name being considered and a rationale for the change.

The proposal shall be presented to the general faculty of the unit in a formal manner, and the faculty shall be afforded an opportunity for discussion of the issue in a forum presided over by the dean or the dean's designee. The faculty shall then be given an opportunity to vote by secret ballot on the proposed change.

If a majority of the faculty in the unit approves the proposed change, the dean shall forward it to the Vice President for Faculty Development and Advancement for submission to the Council of Deans and the Faculty Senate for discussion and response. If both groups approve, the Vice President for Faculty Development and Advancement shall consider the proposal and submit it to the Provost for consideration. Upon their concurrence, the proposal shall be submitted to the Board of Trustees.

ORGANIZATIONAL CHARTS AS POLICY

Each of the University Divisions maintains an organizational chart. These provide a graphic statement of how each Division is organized and provide a ready means of determining basic structure and authority. The organizational charts for the major divisions (Office of the President, Finance and Administration, Sponsored Research, University Relations, Academic Affairs and Student Affairs) may be found by searching for "Organizational Charts" on the FSU Web site. For any questions or to obtain more detailed Departmental organizational charts, contact the Classification Department in Human Resources at 644-4908.

OUTSIDE ACTIVITIES/DUAL EMPLOYMENT AND COMPENSATION

See Discussion under Faculty Human Resources.

PATENTS AND UNIVERSITY-SPONSORED EDUCATIONAL MATERIALS

(BOT-UFF Collective Bargaining Agreement, See Article 18)

University-Sponsored Educational Materials; (Copyrights)
General Statement

The University is increasingly involved in diverse use of media that generate and draw upon a variety of materials that are copyrightable. Complex problems are raised concerning ownership and the use of educational materials developed with University facilities and resources or as a result of assigned University duties or with support by a third-party sponsor. The University, as both a producer and user of such materials, needs policies to govern ownership, University use, external use, and rights to income produced by external distribution of these University-sponsored educational materials. It is the purpose of this policy statement to clarify the respective rights of faculty, staff, students, and the University by defining the types of educational materials which should be designated "University Sponsored," by establishing procedures for administering policies concerning these materials, and stating university-wide policies governing their ownership and use and the rights to income produced.

This policy does not affect the personal ownership rights of University personnel to print or non-print educational materials other than those that are University-sponsored.

Scope of Statement

A. This statement of policy shall apply only to the ownership and use of University-sponsored educational materials, as defined in Section III, and extends to University personnel, including faculty, staff, and students, as defined in Section III.

B. Unless specifically excluded by other Sections of this statement, the types of educational materials to which this policy is designed to apply include, but are not limited to, the following:

➢ Video and audio recordings;

➢ Films, filmstrips, charts, transparencies, slides, and other visual aids and accompanying sound recordings;

➢ Study guides, tests, scripts, manuals, syllabi, bibliographies, periodicals, books, or similar printed or audio materials;

➢ Computer programs and programmed instructional materials;

➢ Live audio and video transmissions, open (broadcast) or closed (cable);

➢ Musical compositions and works of art to include drawings, plastic works of scientific or technical character, photographs, prints, and pictorial illustrations;

➢ Other print and non-print materials subject to Federal copyright.

C. This policy statement does not apply to the following types of materials:

➢ Articles submitted to or published by scholarly and professional journals;

➢ Class notes produced in connection with regularly scheduled courses of instruction;

➢ Scholarly and professional books, texts, works of art, musical compositions and the like unless the author or producer was assisted by a support agency of the University as specified under Section III, A,1,a, or unless the author or producer was both specifically commissioned in writing and assisted in whole or in part as provided under Section III, A,1,b.

Sponsored grants or contracts may contain specific provisions regarding ownership, copyright, or royalty income privileges related to materials generated under the contract. These conditions are binding on the University and the author or producer. If the extramural agency does not stipulate how royalty income is to be distributed within the University then the provisions of this policy shall prevail.

Definitions
University-sponsored Educational Materials

Educational Materials are University-sponsored: If the author or producer has employed in his developmental work, without personal charge to himself, the equipment, materials or staff services of the Computer Center, WFSU-FM, WFSU-TV, the Photo Laboratory or the Division of Instructional Research and Service, or any other new agency or combinations of above mentioned existent agencies, and/or new agencies, established or supported by the University primarily to assist in developing and producing educational materials; or

If the author or producer has been both commissioned in writing by the University, or one of its colleges, schools, departments or other subdivisions, to develop the materials and, in their

production has received assistance in the form of released time or from University funds, including grants and contract funds administered by the University.

Costs (Production Costs)

The word costs or the phrase production costs, as related to the production of University-sponsored education materials will include the following categories:

Direct costs: Those salaries and materials specifically identified with the production of such materials. (Section III, A, 1a, 1b.) Direct costs are computed by those supporting agencies involved with design, preparation, production, editing, duplication and distribution of educational materials

Indirect costs (Overhead): Costs for space, utilities, amortization of equipment, etc., which are generally referred to as overhead. The current University indirect cost rate will be applied for recovery of indirect costs relating to the production of University-sponsored educational materials.

University Personnel

Part-time and full-time members of the faculty, administrative and professional staff, career staff, undergraduate and graduate students, post-doctoral students and fellows of the University.

Author or Producer

An individual, a group, a department, or other unit of the university involved in the production of education materials.

Control of the Content and the Presentation of University Sponsored Educational Materials

Subject to the provisions of this policy, the author or producer has the right to and the responsibility for control of the content of university-sponsored educational materials.

Subject to the provisions of this policy, the author or producer has the right to make other versions of the content of the materials for presentation in other media.

Use of University-Sponsored Educational Materials
Internal Use

Internal use within the University requires approval of the author or producer responsible for the materials, and the academic department, school, college, or agency of the author or producer. Where an academic department, school, college, or agency incurs costs in making materials available for internal use, the supplying entity may require such costs to be reimbursed by the user unit.

As long as the author or producer of University- sponsored educational materials remains a member of the staff of the University, he or she has the right to revise any or all materials because of obsolescence provided that the University shall not be obligated to provide further resources for the development of any such revisions unless the revisions are requested by the University or agreed upon jointly by the University and the author or producer. Should the extent of the required revision exceed the resources of University supporting agencies involved, materials may be withdrawn by agreement of the author or producer and the University. Questions regarding revisions or the withdrawal of materials will be referred to the Vice President for Research, and shall be governed by the procedures outlined in Section IX, B-2.

If the University-sponsored educational materials are used internally without revision for a period of two years, the University shall request the author or producer and the appropriate

University supporting agency or agencies to consider revising the materials or to determine whether they shall continue to be used.

The author or producer has the right to make personal and professional use of the materials within the University. Scheduling and arrangements to cover the costs for such personal requests will be made with the University supporting services involved with the original production of the educational materials.

If the author or producer terminates employment with the University, the University retains the right to continued internal use of the University-sponsored educational materials in accordance with this policy unless special conditions for subsequent internal use have been arrived at by joint written agreement of the author or producer and the University.

The author or producer has the right to use the University-sponsored educational materials at no cost to the University after termination of his or her employment with the University subject to the provisions of this policy.

External Use

Licensing or sale or publication of University-sponsored educational materials for external use shall be preceded by a written agreement between the University and the author or producer specifying the conditions or use, including provisions concerning the right of the author to revise the materials or to withdraw them from use, and the distribution of net royalty income (in accordance with Section VI,B,2,d).

Use by other institutions in the State University System shall be royalty free.

Compensation for the Production and Use of University-Sponsored Educational Materials

Compensation for Production Activity: With the exception of payments made on an overload basis (VII,A,3), the University shall not make any payment to the author or producer of University-sponsored educational materials other than the compensation regularly received.

The regular assignment of the author or producer may be adjusted to take into account the extra time required to develop, or produce, or revise the University-sponsored educational materials.

In accordance with the established policy, which enables the Division of Continuing Education to pay for services on an overload basis, the author or producer may receive payment for the development of materials. Such additive compensation will be provided for in a written agreement between the Division of Continuing Education and the author or producer.

Distribution of Royalties: The University shall license the external use of University-sponsored materials only after it enters into a written agreement among the Board of Trustees on behalf of the University and the author or producer specifying the distribution of net royalty income, in accordance with Section VII,B,2,d.

Such an agreement will be subject to the following guidelines:

➢ The University's original production costs as defined in Section III,B,1 and 2, shall be recovered by the University prior to the distribution of any royalties.

➢ Expenses related to the production and distribution of additional copies of educational materials will be recovered from each sale or rental on the same basis as the original production costs.

- Royalties may be included in the sale or rental price subject to any limitation imposed by outside contracting or granting agencies.

- Fifty percent of any resultant net royalty income (royalty income after production costs and distribution costs as defined in Section III,B,1 and 2) derived from the external use of University-sponsored educational materials will go to the University, and 50 percent to the author or producer.

- One half of the University's share, or 25 percent of the total, shall be allocated to the Florida State University Research Foundation, Inc. The remaining royalties that accrue to the University shall be returned to the school, college and/or supporting agency to finance further the development of educational materials or for other educational purposes. Distribution shall be as negotiated between the Vice President for Research, and the chief administrator of the department, school, college or agency involved.

Ownership and Copyright

Ownership of University-sponsored educational materials shall be vested in the University, subject to the conditions set forth in this statement of policy. Copyright of University-sponsored educational materials resides with the State of Florida. The author or producer shall cooperate with the University in obtaining copyright.

Copyright Statement: Property rights in copyrightable material may be secured for a published work by initially publishing the work in printed or otherwise processed form bearing or displaying a proper copyright notice. Notice contains a display of the word copyright, the abbreviation COPR, or the "C" enclosed in a circle, followed by the year of publication and the name of the copyright owner. The "C" in the circle is preferred because it gives the work certain international copyright protection. Formal registration in the U.S. Copyright Office constitutes further evidence of copyright. The publication of a work without proper notice may forfeit copyright protection.

Credit Statements on University-Sponsored Educational Materials: University-sponsored educational materials should bear the name of the author or producer, Florida State University, the date when produced, and a copyright notice. Guidance on the appropriate copyright notice should be obtained from the Vice President for Research.

The author or producer has the right of withdrawal of personal credit.

Procedures and Administration
Administration of Policy

The Vice President for Research shall represent the University in negotiating all agreements with authors or producers and initially in other matters covered by this policy. In drafting any agreement, he shall also consult with the heads of the author's or producer's unit and the heads of the production or supporting agencies. Where copyright coverage should be obtained on University-sponsored materials, the Vice President for Research will initiate the copyrights, notice and application for copyright.

The President of the University shall appoint a University Committee on Copyrights consisting of three members, all knowledgeable in the field of instructional systems and materials and including representation from the faculty. The Vice President for Research shall be an additional non-voting member of the Copyright Committee. The Committee shall consider all requests for reviews and reports submitted to it promptly and shall make the determinations required within a reasonable time. All University personnel involved in the development and production of materials

covered by this policy shall be entitled to appear before the Committee to present evidence with respect to the determinations made by the Committee. The Committee's determinations shall be made in writing and shall contain a statement of its findings and reasons for the decision.

Procedures for Interpretation of Policy

Determining the nature of educational materials: All materials which may belong to the University under the provisions of this policy shall be disclosed through the appropriate department head and dean to the Vice President for Research. Any faculty or staff member having questions as to whether certain materials, either in preparation or under planning for preparation, will be considered University property should initiate an inquiry to the Vice President for Research. This inquiry shall constitute a full and complete disclosure of the subject matter and the identity of all persons participating in the development and production of the educational materials. The Vice President for Research shall promptly advise the author or producer as to whether the material should be considered University-sponsored within the meaning of this policy. Such advisory opinions are subject to final clarification when production of the materials is completed. When the work has been completed, the author or producer should submit questions regarding rights in the work to the University Committee on Copyrights for review or recommendation. Recommendation by the Committee on Copyrights may be reviewed by the Council on Research and Creativity (CRC) and the decision of the Council on Research and Creativity will be final subject to the provisions of Section IX,B,2.

Reconciling Disputes: Any differences between the author or producer on the one hand and the Vice President for Research, or the University Committee on Copyrights on the other hand, shall be submitted to the CRC. The CRC shall have full access to any pertinent records over which University personnel, including the author or producer, or the University has jurisdiction. The determination of the CRC shall be communicated to the President of the University who may review the determination or refer the matter to the Board of Trustees for final determination with his recommendation.

Protection and Liability
Protection

The University Committee on Copyrights, where authorized by the Board of Trustees, shall investigate allegations for unauthorized use or copyright infringement of University- sponsored educational materials and shall recommend appropriate action. If such action is started by the University all costs of such action shall be borne by the University. All proceeds in excess of such costs shall be shared as noted in Section VII,B,2,d.

Liability

Before any use is made of University-sponsored educational materials, the author or producer shall hold the University harmless and certify in writing to the Office of the Vice President for Research, that to the best of his or her knowledge the materials do not infringe on any existing copyright or other legal right. When other alleged violations of personal property rights by the University, or by the author or producer of University-sponsored educational materials are reported, the University may assume responsibility for the defense of any action and the satisfaction of any judgments rendered against the University or the author or producer. However, the Vice President for Research, acting for the University, may request or require the author or producer to indemnify and hold harmless the University for all costs to which it has been subjected when the action for

personal or property rights is based upon matters which should have been known or with reasonable care should have been discovered by the author or producer. Any judgment rendered against the University or the author or producer shall be satisfied first from net royalties received by the University and the author or producer.

Review

This policy statement will be subject to periodic review by the Council on Research and Creativity.

Policy on Patents
Basic Objectives

Research, one of the basic objectives of a university, is undertaken to educate students, stimulate a spirit of inquiry, to solve problems, and to discover new knowledge. Many novel discoveries result from research. The objectives of the Florida State University policy are:

➢ To serve the public interest by insuring that inventions that have the potential for the betterment of society are developed to the point of maximum utilization and prompt availability to the public.

➢ To encourage the creation of inventions by giving adequate recognition and incentive to inventors. In sharing the proceeds of inventions with inventors, the University recognizes inventorship and acknowledges the sizable amount of time and effort necessary to adequately disclose the invention, participate in its evaluation, assist attorneys involved in filing patent applications, and alert potential licensees.

➢ To encourage and support research within the University by returning a portion of the proceeds of an invention to support selected research programs and the patent program.

➢ To recognize the equity of any outside sponsor of research within the university by making reasonable and equitable provision for the granting of limited patent rights to the sponsor consistent with the objectives outlined above.

Legal Authority

Retention of intellectual property, or inventions, by universities has been facilitated by passage of uniform patent legislation, Public Law 96-517, "The Patent and Trademark Amendments Act of 1980." In this act, the federal government has given nonprofit organizations and small businesses a right of first refusal to title in inventions made in the performance of government grants and contracts with some limited exceptions. This law clearly sets forth, as the objective of Congress, the utilization of the patent system as a vehicle to "effectuate the transfer of government-funded inventions to the public."

The Florida State University patent policy is based on 1004.22 and 1004.23, Florida Statutes. The University has implemented this authority through Rule/regulation 6C2-6.009, Florida State University Regulations, which requires that an employee shall disclose all patentable inventions and technological developments which the employee may develop or discover while an employee of the University. It further states that "a discovery or invention which is made in the field in which the investigator is employed by the University or by using University funds, facilities, materials, equipment, personnel or proprietary technological information is the property of the University and the inventor shall share in the proceeds therefrom." *Rule/regulation 6C2-6.009 tracks Article 18 of the UFF-BOR Agreement.*

Florida State University Policy

The impact of the above is that all inventions by faculty members (although the term "faculty" will be used throughout this document, the policy herein described applies to all faculty, non-faculty employees and students) who are using university funds, facilities, materials, equipment, personnel or proprietary technological information, are the property of the University and proceeds from the commercialization of these inventions will be shared with the inventor.

Discoveries or inventions made outside the field in which a faculty member is employed by the University and for which the University has provided no support are the private property of the inventor. In any case, the faculty member is required to disclose all inventions, even those considered by him/her to be unrelated to his/her work.

Except for unusual cases, it is the policy of the University to require that inventions developed in the course of privately or industrially sponsored research be the property of the University. An exclusivity option may be accorded to the sponsor, in which case the term of exclusivity and the royalty rate will be negotiated at the time the invention or discovery is made or under the provisions of subsection III.A of this document. Under these conditions, the sponsor is given an option of acquiring an exclusive license within the stated number of months after the invention is disclosed. If the sponsor exercises this option, the University retains royalty-free license rights to practice the invention for its own purposes.

Proprietary considerations, principally those involving rights, are usually complex, and patent provisions are likely to be rather detailed. The Vice President for Research is the President's designee in the negotiation of patent clauses and license agreements on behalf of Florida State University.

Research Financed by Outside Sponsors

Research financed totally or in part by an outside sponsor comes under the special provisions of the grant, contract, or agreement covering such work. Such provisions are executed by the Division of Sponsored Research. Ordinarily, Florida State University retains all rights to an invention resulting from research. Exceptions to this policy may only be made by the Vice President for Research.

Faculty engaged in consulting work should use great care to determine that the patent clauses in their consulting agreement(s) do not involve conflict of interest problems or are not in actual conflict with sponsored grants or contracts, or with University policy. Consulting agreements frequently ask that the consultant waive his/her patent rights as a condition of employment. Consulting agreements containing such waivers shall be submitted to the Vice President for Research for review and approval. The employee must insure that he or she does not attempt to waive patent rights held by the University. Where consulting activities involve the development of inventions or potential inventions conceived under federal sponsorship or supported by Florida State University funds or resources, permission to waive patent rights will not be granted. A determination by the University must be initiated when the faculty member submits a Report of Outside Employment to the Vice President for Faculty Development and Advancement in which patent rights are to be granted to the outside employer. Full disclosure of any invention discovered in the course of such work, in accordance with instructions of subsection IV.B of this document, must be made to the Vice President for Research. Ownership decisions will be made within 30 days of receipt of the disclosure by the Vice President for Research.

Relationships Between the Inventor and the University Regarding Patents
Inventions Outside the Inventor's Field Made Without University Support

If an invention is made or developed without any University support in a field other than the general field in which the inventor is employed (i.e., not in the field or discipline for which the inventor was employed to teach, serve or to research), patent rights will be released to the inventor. Under these conditions, the employee is, nevertheless, required to make full disclosure of this invention to the University in accordance with subsection IV.B of this document so that the University may make a determination as to ownership. Ownership decisions will be made within 30 days of receipt of the disclosure by the Vice President for Research.

Inventions in the Field in Which the Inventor is Employed or Made with University Support

If an invention has been determined to have been made or developed in the inventor's general field (i.e., the field or discipline for which the inventor was employed to teach, serve or to research) or with University support in terms of funds, facilities, materials, equipment, personnel or proprietary technological information, the inventor shall promptly submit a full disclosure of the invention, in accordance with the instructions of subsection IV.B of this document, to the Vice President for Research.

The University may:

➢ elect to waive its rights, thus allowing the inventor to protect the invention as he or she may wish, subject to any patent provisions in any sponsoring agreements, if outside funds supported the work leading to the invention. This waiver shall not affect the right of the University and State of Florida to royalty-free use of the invention, or

➢ elect to acquire title to the invention by assignment (i.e., the inventor assigns the rights to the University). In this case, Florida State University will seek to patent, develop, and market the invention. All costs of the patent application and related activities such as travel and attorney's fees incurred by the University (including authorized costs approved in advance by the Vice President for Research and incurred by the inventor) and including those which lead to active licensed production, shall be paid from University funds, and this cost shall be charged against royalty income as described in IV.C below. The term "inventor" may mean joint inventors, in which case the inventors' share of the royalties will be paid as though they were a single entity and divided equally unless a contract or prior agreement exists. The inventor may designate that a portion of his/her royalties be deposited in an FSU Research Foundation account for exclusive use by the inventor in his/her research. Once application for a patents has been made, the Vice President for Research will be responsible for the development and negotiation of licensing agreements in a way which serves the public interest.

Division of Proceeds

When a U.S. patent is issued on an invention assigned to the University, the inventor will receive a $500 payment. Royalties or other income resulting from inventions in which the University takes title will be distributed as follows:

➢ 85 percent to inventor(s) for the first $10,000

➢ 15 percent to University

Once the $10,000 plateau has been reached, net income (gross royalties minus direct costs of patenting, licensing, legal, and other related expenses) will be divided as follows:

For net income in excess of $10,000
- 40 percent to inventor(s)
- 30 percent to dept. or unit or both, which inventor is member
- 30 percent to University

These thresholds will be revised from time to time. The University will utilize its share of net royalties in accordance with 1004.22, Florida Statutes.

Patents
Organization; Patent Committee

The Office of the Vice President for Research is responsible for all matters relating to inventions, patents, trademarks (with the exception of institutional trademarks and names), and copyrights and represents the University in all matters of patent policy affecting the University's relations with government, industry, and the public.

The Patent Committee, which is appointed by the Vice President for Research and which has representation from the principal faculties potentially affected by the policies in this area, is available to advise the Vice President as to whether the University should exert an interest in a particular invention, and whether the patent rights should be released to the inventor. The Patent Committee also makes recommendations on University patent policy implementation and disputes arising under this policy.

Making Disclosures

At the same time the inventor discloses an invention in writing to the Vice President for Research the inventor must also send a brief description to his/her dean and department chairperson (or director, if applicable). The Vice President will seek advice from the inventor as well as the appropriate unit administrator (dean or director) about provisions, agreements, and conditions, including funding for further research and development prior to licensing negotiations.

Determination of Ownership: When the inventor declares that a disclosed invention is not the property of the University, the Vice President for Research will announce a decision on the University's legal rights within 30 calendar days from receipt of the invention disclosure.

Determination of the University's Interest in Patenting: Upon receipt of an assigned disclosure by the Vice President for Research, the disclosure may be referred to an external agency for evaluation.

If the disclosure is referred to the committee, it shall review the disclosure and, when necessary, hear an oral presentation by the inventor(s), supported by such visual material as may be required for clarity. Use will be made of appropriate ad hoc members who can best assist in evaluating the patent application.

The committee shall recommend whether the University should exert an interest in the invention, based on a determination that the proposed invention is novel, useful and nonobvious and has commercial potential.

Within 75 calendar days of receipt of the assigned disclosure by the Vice President for Research, the committee shall make a recommendation to him as to whether the University shall pursue patent development of the invention. The Vice President for Research shall consider the recommendation of the committee and shall respond in writing to the inventor within 135 calendar days of his receipt of the disclosure whether the University will apply for a patent. It shall be the obligation of the inventor to be available to provide additional information as needed in this and subsequent stages of this procedure. If the matter has not been referred to the committee, the Vice President will still have 135 calendar days from receipt of the disclosure to inform the inventor whether the University will apply for a patent.

If the Vice President decides the University will not pursue development of the invention, or such agreed upon decisions are not made or responded to in writing during the specified time period, or a mutually agreeable extended time period, the University shall have waived its rights to pursue development of the invention, except that the University will retain royalty-free license rights to practice for its own purposes and for governmental purposes of the State of Florida.

In exceptional circumstances, the Vice President may decide to exert an interest in the invention and pursue development of the invention without committee review if he believes such action is in the best interests of the University. Said decision will be communicated to the committee at its next meeting.

POLITICAL ACTIVITY

Faculty members are free to support political candidates as private citizens but must not use their professional status or any other resource of the University to influence the political process. Specifically, if they have donated to a campaign or signed a political petition, they should request that their administrative title not be included. They must also be careful to consider the implications of sending political or fundraising materials to those who work for them or doing anything else that might be interpreted as pressure to support a candidate or an issue.

POSTHUMOUS DEGREES

Baccalaureate Degrees

The recommendation of the student's Academic Dean is required. Approval will be granted if 1) the work in progress at the time of the student's death, had it been completed, would have been accepted by the faculty in the degree program as meeting the major, minor, and other departmental requirements for the degree and 2) the total number of hours earned would have met the minimum total number of hours required for the degree or would have been close enough for the Vice President for Faculty Development and Advancement to approve the degree in exception to the rule/regulation.

Master's and Specialist's Degrees

In addition to the Baccalaureate Degree standards stated above, the recommendations of the student's Supervisory Committee and the Dean of The Graduate School are required for these degrees.

Doctoral Degrees

In applying the standards stated above for Baccalaureate, Master's, and Specialist's degrees to Doctoral degrees, the student's Supervisory Committee and Academic Dean must certify that they accept the research or creative activity required for the doctoral degree in question as having been substantially completed, even though the doctoral dissertation may not have been completed in final form or the papers required for elaboration of creative works or performances have not been finally submitted.

POSTING POLICY

This policy, now a rule/regulation, is meant to promote a better-looking campus by placing some restriction on where fliers may be posted and the manner in which they may be posted. Also, it is meant to protect University property which is subject to constant repair, cleaning and repainting as the result of careless posting, chalking and the like. It is titled the "University Policy for Posting, Promotions, Advertising, Chalking, and the Distribution of Materials on FSU Campuses." This policy was adopted as a university rule effective May 10, 2002.

Florida State University strives to create a campus culture that supports the academic mission of the University, and which provides an environment conducive to learning. Moreover, it is important the campus environment is aesthetically pleasing and welcoming for faculty, staff, students, alumni, community members, and visitors. The campus should be free from excessive and abusive postings, chalking and the distribution of commercial and promotional materials, which deface and depreciate the value of our grounds, facilities, and campuses.

When these acts occur, it is imperative that University officials, with the assistance of our University community, take the appropriate action to uphold a positive campus culture by educating the citizens of our community, encouraging positive participation in campus activities, and addressing the improper posting, chalking and distribution of materials on FSU campuses.

The entire text of the Regulation may be found at: http://www.posting.fsu.edu/regulations.

PUBLIC RECORDS

Florida has a very broad public records law. Section 119.011(11), Florida Statutes states:
"Public records" means all documents, papers, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material, regardless of the physical form, characteristics, or means of transmission, made or received pursuant to law or ordinance or in connection with the transaction of official business by any agency."

Public records are available to the general public for inspection and copying and may not be disposed of except pursuant to certain established retention schedules. The university charges for copies of public records at the current rate of $.15 per one sided page and $.20 for two sided. Additional charges may be imposed for "extensive use" of clerical, supervisory or information technologies which the University has defined as time in excess of 15 minutes. An appropriate supervisor and then, if necessary, the Office of General Counsel should be consulted where there is any doubt concerning any such request or related charges. Additional information concerning records management may be found at: http://www.vpfa.fsu.edu/policies/bmanual/records.html.

PURCHASING

A detailed summary of the University's purchasing policies may be found on the Division of Finance and Administration Web site at http://policies.vpfa.fsu.edu/bmanual/purchasing.html. As

previously noted, there are other parts of this Web site of interest to faculty; however, purchasing may deserve a further brief highlight.

For faculty, it is important to remember that existing policy requires that all purchases more than $10,000 be approved by the Provost. Many contracts may not require an actual outlay of cash but may have long-term impact on the University; therefore, faculty should consider a commitment of university resources of any kind to be considered under this threshold.

A purchase less than $10,000 would generally require the approval of the Dean or Director of the College, or equivalent unit. The appropriate authority within the unit should be consulted before any purchase is made. It should also be noted that certain items may not be purchased with funds without specific prior authority. These include brief cases, desk pen and pad sets, holiday decorations, and cards. More details may be found in the above-cited policy.

Even with proper department or college approval, Purchasing should be consulted (644-6850) because some purchases must go through the competitive selection (bidding) process while others are exempt.

Of related concern is the disposal and trading in of University Property. The Division of Finance and Administration, Surplus Property Management, should be consulted as to these issues. (644-5520)

RESEARCH POLICIES

The Office of Research policies of general interest to the Faculty are posted at: http://www.research.fsu.edu/contractsgrants/policypro.html.

SEXUAL BATTERY POLICY

Sexual battery is a criminal act that violates several University Policies. Sexual battery, sexual assault, and sexual violence are forms of gender discrimination that violate the University's Sexual Battery Policy, Sexual Harassment Policy, and Equal Opportunity, Non-Discrimination, and Non-Retaliation Policy. Sexual battery is also a criminal matter that must always be reported to the proper police authorities. The goals of University's Sexual Battery Policy are to educate members of this community about sexual battery, to apprehend and sanction perpetrators, and to provide the best possible support to victims. The University's Sexual Battery Policy may be accessed at: http://policies.vpfa.fsu.edu/bmanual/battery.html.

Definition: Sexual battery is a crime defined in Section 794.011, Florida Statutes, as "the oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object; however, sexual battery shall not include acts done for a bona fide medical purpose." The law against sexual battery applies equally to male and female staff, faculty, and students of the University, on or off the campus, regardless of whether the perpetrator and the victim are acquaintances or strangers. Sexual battery involves a lack of consent by the victim. Sexual battery committed by a student is also a violation of the FSU Student Conduct Code (6C2-3.004, Florida Administrative Code).

All University faculty and staff must report every incident of sexual battery to the FSU Police (644-1234). It is the responsibility of each faculty and staff member to assist victims in reporting incidents to the FSU Police. If the victim chooses not to provide evidence to the police, faculty and staff must still notify the FSU Police Department of the alleged sexual battery without identifying the victim, as soon as practicable. Both the FSU Police Department and the Victim Advocate

Program will report statistical data on sexual battery and attempted sexual battery to their respective Vice Presidents, who will then notify the President of the University.

Complaints or questions regarding sexual battery and sexual violence can also be directed to the Dean of Students Department (for complaints against a student) at 644-2428 or http://srr.fsu.edu/ and the Office of Equal Opportunity and Compliance (complaints against faculty, staff, contractors, and visitors) at 645-6519 or http://compliance.hr.fsu.edu/.

SEXUAL HARASSMENT POLICY

Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards as well as a violation of federal and state laws and University rules and policies. The University's Sexual Harassment Policy may be accessed at http://compliance.hr.fsu.edu/index.cfm?page=sexual_harassment. Investigations of sexual harassment complaints are conducted by the Office of Equal Opportunity and Compliance. The University's Sexual Harassment Policy has also formally been adopted as University Regulation 6C2R-6.013.

Each faculty and staff member is required to attend a sexual harassment training session. It is important to review the policy and remember that sexual harassment may occur between faculty, faculty and staff, faculty and students, and between students. The University will take prompt steps to end sexual harassment, prevent its recurrence, and correct the effects of the harassment on the victim.

Definition: Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed at an employee or student by another when:

➢ submission to such conduct is made either explicitly or implicitly a term or condition of employment, academic status, receipt of University services, participation in University activities and programs, or affects the measure of a student's academic performance; or

➢ submission to or rejection of such conduct is used as the basis for a decision affecting employment, academic status, receipt of services, participation in University activities and programs, or the measure of a student's academic performance; or

➢ such conduct has the purpose or effect of unreasonably interfering with employment opportunities, work or academic performance or creating an intimidating, hostile, or offensive work or educational environment.

Sexual harassment may involve persons of different or the same gender.

Examples of Sexual Harassment: include, but are not limited to, the following:

➢ use of gender-based verbal or written language, including electronic communications offensive or degrading to a person of that gender, whether or not the content is sexual;

➢ inappropriate display of gender-based pictorial images offensive or degrading to a person of that gender, including but not limited to sexual posters, photographs, cartoons, drawings, or other displays of sexually suggestive objects or pictures;

➢ use of inappropriate gestures or body language of a sexual nature, including leering or staring at another;

➢ unwelcome requests or demands for sexual favors or unwelcome sexual advances;

➢ inappropriate nonconsensual touching of another's body, including but not limited to kissing, pinching, groping, fondling, or blocking normal movement; or

> sexual battery. (Note: some acts of sexual harassment may also constitute violations of criminal law, e.g., sexual battery, indecent exposure, sexual abuse, etc. In such instances, please refer to the University's Sexual Battery Policy.)

For more information on the University's Sexual Harassment Policy, reporting harassment, or complaint investigation procedures contact the Office of Equal Opportunity and Compliance at 645-6519 or see, http://compliance.hr.fsu.edu/.

Relationships with Students

Sexual relationships between faculty members and students where a direct supervisory or evaluative relationship exists are fraught with the potential for exploitation. The respect and trust accorded a faculty member by a student, as well as the power exercised by the faculty member in a direct supervisory or evaluative role, make voluntary consent by the student suspect. In their relationships with students, faculty members are expected to be aware of their professional responsibilities and to avoid conflict of interest, favoritism, or bias. When any direct supervisory or evaluative role exists, a consensual sexual relationship between a student and a faculty member is a conflict of interest. Any situation of direct supervision or evaluation will be ended immediately when a consensual sexual relationship between a student and a faculty member exists. Any such relationship must be disclosed to the faculty member's supervisor immediately. Direct supervision includes any type of evaluative role. Examples of direct supervision of the student include the following:

> teaching the student's class;

> serving as a thesis or dissertation director;

> instructor of record;

> member of the student's thesis or dissertation committee;

> member of the student's comprehensive or doctoral exam committee; or

> member of other committees where the focus is evaluation or supervision of the student's academic competence or the student's assistantship.

SMOKING POLICY

As of January 2014, Florida State University is entirely smoke-free. The full policy may be found at http://www.vpfa.fsu.edu/policies/bmanual/smoking.html.

UNIVERSITY COUNSEL

The University Counsel or University Attorney is the office of the University that provides legal representation to the University and its administration. It also provides legal advice and representation to faculty, in some cases, relative to their official functions and duties at the University. It cannot provide any personal legal representation to individual faculty or students. The office is available and should be consulted if faculty have any legal questions about their official functions as a member of the faculty. Initial contact should be through the Department Chair, Dean, or the Vice President for Faculty Development and Advancement. The office may be reached at 850-644-4440. The office is located in Suite 424, Westcott Building.

USE OF CAMPUS FACILITIES

The authorized use of various University facilities is outlined in both policy and rule/regulation. Rule/regulation 6C2-2.007, Florida Administrative Code, Use of Campus Facilities is the formal rule/regulation governing campus facilities. See Florida Administrative Code Online for full text at https://www.flrules.org/ The rule/regulation is summarized under Policies of Finance and Administration at, http://www.vpfa.fsu.edu/policies/policies2.html#fs.

This rule/regulation is supplemented by the BOT-UFF Collective Bargaining Agreement relating to use by UFF, faculty office space and use of facilities by retired faculty. See Sections 3.1,21.2 and 24.4, BOT-UFF Collective Bargaining Agreement at http://fda.fsu.edu/Collective-Bargaining.

Generally, the rule/regulation and policy defines three user groups: University Person, Groups and Organizations, University Related Groups and Organizations and Non-University Persons, Groups and Organizations. The first group includes official university persons and organizations. The second includes groups promoting the interests of the University and the third includes all others. Generally, it is presumed only the first two groups will have use of university facilities with the first group always having priority use for official university business and functions. Generally, academic areas are under the final scheduling authority of the University Registrar and other spaces are generally under the scheduling authority of Oglesby Union Guest Services, University Housing, Campus Recreation, the Director of Athletics or the President's Office, as appropriate.

Events of a political nature are limited to those sponsored by University persons, groups, or organizations. Historically, the University administration has, itself, only approved use of facilities for political speeches by announced candidates of major political parties for President and Vice President of the United States.

USE OF TECHNOLOGY RESOURCES POLICY

The work of the University and, indeed, the world has become increasingly dependent on the use of Information Technology. This is a fast-changing area and the University has adopted some general policies concerning the use of computers, the Internet, electronic mail and other technologies. The basics of the policy are stated below:

Objective

This policy statement is intended to support appropriate and effective use of information technology (IT) resources at Florida State University (FSU), while providing guidelines for allowable use.

Overview

➢ FSU provides a wide variety of IT resources, including computers, networks, software, computer accounts, cellular phones, beepers, office telephones and hand-held and wireless devices, for use by University students, faculty, and staff. These resources are administered by the Office of Technology Integration, the Office of Telecommunications, and a number of schools, colleges, departments, and institutes, and are intended for the legitimate business of the University.

➢ Appropriate business use of IT resources includes instruction, research, and the official work of the offices, departments, recognized student and campus organizations, and other agencies of the University. Priority for resources may be granted to certain users or certain groups of users in support of the University's mission.

➢ Computer accounts are provided to faculty, staff, and students as a privilege associated with membership in the University community. When an individual accepts this privilege, a number of responsibilities must be assumed, including knowledge of appropriate University policies and procedures.

➢ In recognition of the World Wide Web (WWW) as an important communication medium, FSU encourages its use as a means of supporting and fulfilling the mission and official work of the University. Moreover, the University is presented a challenge when establishing partnerships with commercial enterprises, as these partnerships may raise questions of conflict-of-interest, neutrality, or freedom from influence.

➢ This and all policies and procedures associated with FSU IT resources are not intended to abridge academic freedom, constitutional guarantees of free speech, or freedom of expression. The use of IT resources is available to all members of the University community. While the rights of academic freedom and intellectual creativity are recognized, the interests of the University, students, faculty, and staff must be protected. In addition to consideration of legal liability issues, the institutional image and reputation of FSU as a major research institution are valuable assets requiring protection.

➢ The use of e-commerce and online business processes are encouraged as a way to improve services to the FSU community. Commercial links must be presented in a way that preserves the image and reputation of the FSU campus and conforms to University policies and commercial enterprises. It is critical that e-commerce systems maintain adequate security and departments hosting such services safeguard the confidentiality of data related to purchases of goods and services.

More detailed information concerning prohibited uses, use of Web sites, electronic mail, corporate use, privacy and security and violations and enforcement may be found at:

http://www.vpfa.fsu.edu/policies/bmanual/itpolicy.html

USE OF UNIVERSITY SYMBOLS
(The So Called "Indicia")

Certain of the university symbols, such as the seal, the Seminole head, logo and others, have been federally registered and are the property of the University. Any questions concerning their use should be directed to the FSU Office of Trademarks and Licensing at 644-3141.

VALUES AND MORAL STANDARDS

The moral norm that guides conduct and informs policy at Florida State University is responsible freedom. Freedom is an important experience that the University, one of the freest of institutions, provides for all of its citizens--faculty, students, administrators, and staff. Freedom is responsibly exercised when it is directed by ethical standards.

As the Florida public university most deeply rooted in the liberal arts tradition, Florida State University not only focuses on intellectual development, but as a community of moral discourse, it also recognizes the need for the development of the whole person. The University maintains a comprehensive educational program ranging from classroom instruction to research and creative activities at the frontiers of human knowledge. These modes of searching for the truth are mutually enhancing and provide the context for the liberating experiences students gain from contact with ideas and individuals. Education based in the liberal arts provides an opportunity for students to

learn to express themselves; to think critically both quantitatively and qualitatively; to gain an understanding of and respect for self and others; to understand the world by knowing more about its history, the role of science and technology, and social and cultural achievements; and to develop specialized talents for a vocation. This opportunity is provided with the conviction, as reflected in the University Seal, that through such an educational experience one can come to a clearer understanding of the complex moral issues inherent in human life and can develop the knowledge and skills for effective and responsible participation in the world.

Florida State University shares a commitment to the dignity and worth of each person and is guided in its many endeavors by that underlying value. Through academic activity, community involvement, social interaction, cultural experience, recreational and physical activity, and religious involvement, students find many avenues in the university community for the development of the whole person.

The University shares this society's commitment to the rule of law and expects members of the community to abide by the laws of the city, state and nation, as well as University rules and regulations.

The University aspires to excellence in its core activities of teaching, learning, research, creative expression, and public service and is committed to the integrity of the academic process. The Academic Honor Policy is a specific manifestation of this commitment. Truthfulness in one's claims and representations and honesty in one's activities are essential in life and vocation, and the realization of truthfulness and honesty is an intrinsic part of the educational process.

The University is a place of both assent and dissent and is committed to academic freedom and civil dialogue. In a free and vigorous academic community an ongoing clash of ideas is to be expected and encouraged. The University has a special obligation to see that all have an opportunity to be heard.

Florida State University is committed to nondiscrimination in matters of race, creed, color, sex, national origin, age, and physical disability. This commitment applies in all areas with students, faculty, and other University personnel. It addresses recruiting, hiring, training, promotions and applicable employment conditions. It is also relevant to those aspects of the University concerned with the choice of contractors, suppliers of goods and services, and with the use of University facilities. The University believes in equal opportunity practices that conform to both the spirit and the letter of all laws against discrimination.

A responsible student recognizes that freedom means the acknowledgement of responsibility to the following:

➢ to justice and public order; to fellow students' rights and interests;

➢ to the University, its rules/regulations, regulations and accepted traditions;

➢ to parents and teachers, and to all others whose support makes one's advanced education possible;

➢ to city, state and national laws;

➢ to oneself; and

➢ to the opportunity for specialized training and continuing education toward the ends of personal fulfillment and social service.

Students are urged to use their freedom in the University community to develop habits of responsibility which lead to the achievement of these personal and social values. Responsible

student behavior requires observance of the Student Conduct Code, which is based on respect for the dignity and worth of each person and the requirements for successful community life.

Relations among all persons should be characterized by mutual respect and equality. Sexism, sexual harassment and sexual coercion of any sort are wrong and constitute a violation of fundamental moral requirements and state law. Minimally responsible behavior requires that no one take sexual advantage of another.

The University enforces all laws relevant to alcohol and controlled substances, and further, by policy, strongly discourages the use of illegal substances at any time. The University disseminates and encourages the dissemination by others of information concerning the responsible use of alcohol.

The cultural, ethnic, and racial diversity of the University community provides an opportunity for learning about those different from oneself. The University expects each individual to make a special effort to ensure that all are treated with dignity and respect and accorded the full opportunities of the University. Racism, whether in assumptions, attitudes, acts, or policies, is incompatible with the concept of responsible freedom as espoused by Florida State University.

The University is a compassionate community. In its treatment of students, it recognizes the wisdom both of letting students experience the consequences of their actions and of providing the opportunity to learn and grow in ways that can overcome past difficulties. The University provides ongoing student support through the health center, counseling services, and the academic advising process.

The university experience is a time for adventure, fun, excitement, the making of new friends, and the discovery of new possibilities. There are numerous individual and organized opportunities for students to develop and to learn in the course of their university years to exercise newly acquired freedom deliberately and responsibly.

Matriculation to Florida State University, then, is a summons to the exercise of responsible freedom in a community of teaching, learning and discovery.

WORKPLACE VIOLENCE POLICY

Florida State University is committed to providing and maintaining a respectful environment that is conducive to safe working, learning, and living for all members of the institutional community. The University must have an environment in which all faculty, staff, students, and guests can study, live, and work without intimidation or fear.

In keeping with this commitment, it is the policy of Florida State University that acts of violence, threats of violence, and behavior meant to intimidate others is strictly prohibited. Such prohibition includes any act, behavior, or communication which is abusive, threatening or disruptive to the work, education, or well-being of any individual or groups of individuals employed by, enrolled in, or visiting the University.

Anyone who believes themselves to be a victim of violence should report their concerns to the Florida State University Police, and/or any University vice president, assistant vice president, dean, director, or department chair. Any threat or violent act by an employee or student will be considered serious misconduct and may be the basis for disciplinary action, up to and including dismissal.

More details concerning this policy and reporting procedures may be found at: http://vpfa.fsu.edu/Employee-Assistance-Program/Workplace-Violence.

Section 7:
Teaching and Student/
Faculty Interactions

Introduction

T he fundamental responsibilities of teaching include the instruction, evaluation and advisement of students. While faculty members may sometimes receive assistance, through appropriate University channels, in carrying out these activities, the primary responsibility for ensuring they are carried out appropriately rests with the faculty.

Interactions with students can be both rewarding and challenging. This chapter provides general information about instruction, advising, the Academic Honor Policy, dealing with problem situations, and resources for students, in order to help faculty members enhance the rewards and minimize the challenges of those interactions. More specific information regarding each of these topics is found in the Florida State University General Bulletin (http://registrar.fsu.edu/bulletin/undergrad/info/apdefault.htm), the Florida State University Graduate Bulletin (http://registrar.fsu.edu/bulletin/grad/apdefault.htm), and the Florida State University Online Student Policy Handbook (http://deanofstudents.fsu.edu/policy.html). Please note that the Florida State University *Faculty Handbook* is intended to be a general reference tool to familiarize faculty members with University policies and procedures. Links to appropriate policies (indicated either by bold text or by listing the site) are provided throughout the text.

Teaching

The following items have been chosen for inclusion in this section because they pertain to how faculty members fulfill their obligations toward students in a course. They are placed in alphabetical order for ease of reference.

Absences (faculty)

In addition to teaching, faculty are required to perform both service and research activities. These activities will occasionally require an instructor to miss a class meeting. For an anticipated absence, such as religious work-restricted holy day observance or for conference attendance that is approved in advance by the program or department chair, instructors should find an acceptable substitute for their classes or obtain the chair's approval for an alternate means of making up the student contact hours. For unanticipated absences such as illness or family emergency, instructors must notify the program or department chair or academic dean as soon as possible so that arrangements can be made regarding classes and other scheduled activities. Failure to notify the program or department chair of a missed class meeting or excessive absences from class obligations can result in disciplinary action.

Academic Calendar

The academic year consists of two semesters, each lasting approximately 15 weeks. Note that faculty contracts typically begin prior to the start of classes. Some instructors teach during the summer, which is divided into several semester scheduling options. A detailed calendar may be

accessed in the appropriate Registration Guide on the Registrar's Web site: http://registrar.fsu.edu/extended.htm.

Attendance (student)

The instructor decides what effect unexcused absences will have on grades and will explain class attendance and grading policies in writing at the beginning of each semester. Instructors must accommodate absences due to documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious work-restricted holy days, and official University activities and must do so in a way that does not arbitrarily penalize students who have a valid excuse. Official University activities include official events at which a student is representing the University, such as athletic competitions, not participation in regular student activities. Consideration should also be given to students whose dependent children experience serious illness. All students are expected to abide by each instructor's class attendance policy. Students must also provide advance notice of absences (when possible) as well as relevant documentation regarding absences to the instructor as soon as possible following the illness or event that led to an absence. Regardless of whether an absence is excused or unexcused, the student is responsible for making up all work that is missed. University-wide policy requires all students to attend the first class meeting of all classes for which they are registered. Students who do not attend the first class meeting of a course for which they are registered will be dropped from the course by the academic department that offers the course. In order to enforce this policy, instructors are required to take attendance at the first class meeting and report absences to the appropriate person in their department or school/college. For further information, consult the FSU General Bulletin at: http://registrar.fsu.edu/bulletin/undergrad/apdefault.htm. Please note that some colleges and special programs have more stringent requirements for class attendance. Also, see "Medical Excuses" and "Military Short-Term Absence Accommodation Policy" in this chapter.

Copyrighted Materials

U.S. Copyright Law (http://www.copyright.gov/title17) protects the interests of those who create knowledge and works of art; faculty must comply with its requirements. Written permission must be obtained to place duplicated articles on reserve for longer than a semester at the library. Local copy centers will help obtain permission to duplicate articles that are submitted well in advance for inclusion in student course packets. Also, see "Copyright and Fair Use" in Section 6 of this *Faculty Handbook*.

Confidentiality of Student Records

The Family Educational and Privacy Rights Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) at: http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html guarantees students access to their educational records and protects those records from unauthorized release to others. Faculty members may access student records only when they have a legitimate need to know the information, such as when serving in an advisory capacity. Faculty must not release confidential information to others. Because of the risk of identity theft and violation of student privacy law, grades must never be posted by complete social security number, and any records containing social security numbers must be protected carefully and must be shredded when discarded. The confidentiality of email is not protected; instructors must have students' permission to email grade information. The password-protected course Web site system is the preferred way to communicate

grades to students. The Registrar's statement on FERPA rights is found at: http://registrar.fsu.edu/ferpa/apdefault.htm.

Credit Hour

In most undergraduate and graduate courses, one semester hour of student credit represents approximately 50 minutes of faculty-student contact per week, or two or more hours of regularly-scheduled laboratory, practice, directed independent study, or other formal course activity per week within the 15 weeks of scheduled class time per semester.

Disabilities

The Americans with Disabilities Act requires that reasonable accommodation be provided for individuals with documented physical and/or learning disabilities. Students who are registered with the Student Disability Resource Center (SDRC) are accommodated through the combined efforts of individual faculty members and the SDRC (http://www.disabilitycenter.fsu.edu/). Each course syllabus should include information about requesting accommodations. See sample syllabus approved by the Faculty Senate Curriculum Committee at http://facsenate.fsu.edu/Curriculum-Forms/Policies2.

Distance Learning

Florida State University offers a wide array of courses through distance learning, some of which are part of entire degree programs available online. Instructors developing or teaching distance learning courses can find resources at: http://distance.fsu.edu/.

Evaluation of Teaching

The University evaluates teaching using the Student Perception of Courses and Instructors (SPCI) instrument. Departments may also use additional methods of teaching evaluation, including peer evaluations and additional instruments. All instructors are required to have these evaluations administered during the last two weeks of each fall and spring semester for all classes in which at least 5 students are enrolled. Administration for classes with lower enrollment is not encouraged due to anonymity concerns. Numeric aggregate results of the SPCI are public information and are available online. All other teaching evaluations are confidential. (See http://distance.fsu.edu/docs/assessment/SPCI.pdf.)

Final Exam Policy

The University Undergraduate Final Exam Policy states:

➢ Final examinations in all undergraduate courses are discretionary within any given department.

➢ All students enrolled in an undergraduate course having a final examination, including graduating seniors and graduate students, are required to take the examination at the time scheduled.

➢ The scheduling of a final examination at any time other than the regularly scheduled final examination period is a violation of University policy.

➢ Unless an exam is given during the final examination period, no test may be given during the last week of classes.

The final exam schedule is published on the Registrar's Web site at: http://registrar.fsu.edu/dir class/exam_schedule.html and is based on the regular class meeting time or is a block examination in

which all students in certain courses take final exams at the same time, regardless of class section. Courses that utilize the Testing Center for a block exam, or which are limited to specific days and times because of seating and scheduling constraints, will take precedence in the case of final exam conflicts. The student is responsible for identifying such conflicts as early as possible, notifying all instructors in advance, and working with all instructors to resolve those conflicts. Exceptions to this schedule for individual students are made by the academic dean of the unit teaching the course (in response to a written request from the instructor). Exceptions to hold the entire undergraduate course exam at a time different from the published exam schedule, including the use of the FSU Testing Center, are considered by the Undergraduate Policy Committee of the Faculty Senate, in response to a written request received at least three weeks in advance. If a final exam is given in a graduate course, the exam should follow the established final exam schedule unless clear arrangements are made with the students and the Registrar's Office. Examination papers of students should be kept by faculty members for one year after the end of the semester. Faculty members leaving the University before the completion of that year must leave the examination papers in the departmental files. For more information, see the General Bulletin at: http://registrar.fsu.edu/bulletin/undergrad/info/acad_regs.htm or the annual policy memo from the Office of Faculty Development and Advancement at: http://fda.fsu.edu/Academics.

Grades

The University employs a plus/minus grading system in which grades earn the following quality point values:

A	4.00		C	2.00
A-	3.75		C-	1.75
B+	3.25		D+	1.25
B	3.00		D	1.00
B-	2.75		D-	0.75
C+	2.25		F	0.00

Instructors must explain, in writing, an evaluation (grading) statement that will be used in the process of determining grades in each course.

Final grades should be reported to the Registrar's Office by the deadline set each semester and in accordance with the procedures that will be communicated by each academic department. "Incomplete" ("I") grades should be recorded only in exceptional cases when a student, for documented reasons, has failed to complete a well-defined portion of a course, but was passing the course up until the time he or she failed to complete the work. Even under these circumstances, the authority for determining whether to grant an "Incomplete" rests with the instructor. Graduate Teaching Assistants must have approval from the supervising faculty member to grant an "Incomplete." (One exception to this guideline occurs when an "Incomplete" is applied as a result of allegations of academic dishonesty that have not been resolved by the end of a semester.) Deans' offices can often provide guidance to instructors regarding individual cases. When assigning an "Incomplete" grade, instructors must indicate the time frame for resolution of the grade as well as the default grade to be assigned if the student does not complete the work. For more information see http://fda.fsu.edu/Academics/Incomplete-Policy.

Please see the General Bulletin sections on grading policies and grade appeals (http://registrar.fsu.edu/bulletin/undergrad/info/acad_regs.htm) or http://fda.fsu.edu/Academics/Grade-Appeals-System for more information.

Libraries

Florida State University Libraries support the university's educational mission by providing a broad spectrum of learning resources and services to users on campus, by remote access, and at remote locations. Faculty members are encouraged to become familiar with the services, policies, and procedures of the University Libraries through their main Web site: http://www.lib.fsu.edu/. The Strozier Library is the main library and performs central services such as ordering of materials, cataloging, faculty reserves, local campus van courier services, and statistical reporting for many of the university libraries. Each of the various libraries in the FSU system maintains its own web page, which may be accessed through: http://www.lib.fsu.edu/. The libraries provide a number of services of special interest to faculty. These services include: the ordering of specific library materials; delivery of materials to faculty offices; a 16-week loan period with renewal options; course reserves; information literacy instruction; interlibrary loan; recall of items; research resources; digital and general reference services.

Medical "Excuses"

Documentation regarding missing class because of illness must be provided by the student to the instructor in a timely manner. Instructors may further specify deadlines for documentation submission in their syllabi. The Health and Wellness Center will issue a signed document attesting to the fact that the student received medical treatment at the Center. These documents, or other medical information submitted by the student, should be used by instructors in making decisions regarding whether an absence is excused but should not be construed as a "medical excuse." Ultimately, the authority for deciding whether the documentation presented by the student justifies an excused absence rests with the instructor. Also see "Attendance (student)" in this chapter.

Military Short-Term Absence Accommodation Policy

The University recognizes and appreciates the important contributions made in service of our country by Active Duty, Reserve, and National Guard members and their dependents. In order to accommodate those students and their dependents, University faculty and staff will provide these students the following options to accommodate unexpected training/drill, deployment, or change-of-station orders:

➢ For any training/drill, deployment, or change-of-station orders: Students will attempt to make arrangements with instructors to maintain and/or make up classwork as needed and to assign grades as appropriate (including Incompletes, to be made up later). Registration for those courses in which instructors accommodate the absence will remain intact and tuition and mandatory fees will be assessed in full for those courses. Service members should provide instructors with maximum advance notice of absences, providing copies of training/drill, deployment, and/or change-of-station directives from the Military, Reserve, or National Guard.

➢ Instructors must accommodate absences of up to two weeks in duration (or equivalent in summer) in accordance with paragraph 1.

➢ When unable to make satisfactory arrangements with all instructors: Courses will be dropped and the tuition and mandatory fees for those courses will be rescinded.

➢ When unable to make arrangements with any instructors for unexpected orders requiring longer than a two-week absence: The student's entire registration will be withdrawn or cancelled and 100% of the tuition and mandatory fees will be rescinded.

Also see "Attendance (student)" in this chapter.

Office Hours

Every member of the teaching faculty is expected to post (in a conspicuous place) and to honor specific office hours during each semester in which he or she conducts classes. While department expectations vary, faculty members typically schedule at least one hour a week for each course taught.

Posting of Student Grades

The password-protected, web-based "Blackboard" System is the most secure method for posting student grades. Because of the risk of identity theft and violation of student privacy law, grades must never be posted by complete social security number, and any records containing social security numbers must be protected carefully and must be shredded when discarded. The Family Educational Rights and Privacy Act (FERPA) requires the student's consent to public posting of his or her grades by name or other personal identifier, including a portion of the social security number. When posting grades of students by an identifier for students who have given such consent, the faculty member should not arrange the list in alphabetical order.

Religious Work-Restricted Holy Days

Florida State University policy on observance of religious holy days provides that each student shall, on notifying his or her instructor in advance within the first two weeks of the semester, be excused from class to observe a religious work-restricted holy day of his or her faith. While the student will be held responsible for the material covered in his or her absence, each student shall be permitted a reasonable amount of time to make up the work missed. Instructors and University administrators shall in no way arbitrarily penalize students who are absent from academic and social activities because of religious work-restricted holy day observance. Instructors will find the online Interfaith Calendar (see: http://www.interfaithcalendar.org/index.htm) a useful resource as they respond to student requests for absence.

Syllabus

University policy requires that a course syllabus be distributed at the beginning of the semester that includes the written course objectives and an evaluation (grading) statement. This statement should indicate what procedures will be used to evaluate students and should make it possible to discern the approximate weight of each grade component. All syllabi should also include an Americans with Disabilities Act statement (see sample statement at: http://facsenate.fsu.edu/ Curriculum-Forms/Policies or at http://www.disabilitycenter.fsu.edu/index.html); a statement regarding academic integrity (see the Academic Honor Policy in Appendix A of this Handbook or at http://facsenate.fsu.edu/Curriculum-Forms/Policies); and the attendance policy (if applicable). It is recommended that a faculty member include a statement of his/her policy and/or expectations regarding classroom conduct and missed work in addition to information about tutoring services available on campus. Once the course has begun, no changes should be made to the syllabus that will substantially affect the implementation of the instructor's grading [evaluation] statement.

Textbook Notification

The Board of Governors' interpretation of the 2008 legislative HB 603 (2008-78 Laws of Florida) regarding textbook affordability and notification requires state universities to:

- ➢ Post on their websites a list of textbooks required for each course not less than 30 days prior to the first day of class for each term; and
- ➢ Include as part of the list the titles, all authors listed, publishers, edition numbers, copyright dates, published dates, and other information necessary to identify the specific textbooks required for the course.

Textbook Orders

In response to concerns expressed by students regarding the escalating price of textbooks, the Faculty Senate and the Office of Faculty Development and Advancement urge all instructors and departments to:

- ➢ Place orders for textbooks required for fall courses by mid-May or earlier; for spring courses by mid-September or earlier; and for summer courses by the first of April or earlier;
- ➢ Make decisions regarding adoption of new textbook editions very carefully. If there are no substantive changes in a new edition, consider staying with the current edition.

All textbook orders must be placed with the FSU Bookstore at least 30 days prior to the first day of class for each term, so that all required textbooks for each course can be listed on the FSU Bookstore website in compliance with this posting requirement.

Textbook Use

Requiring the use of a textbook written by the instructor of the course, by a relative of the instructor, or by a team of authors that includes the instructor, is considered a conflict of interest when the potential royalty income exceeds $500 (Section 112.313, Florida Statutes). If a faculty member wishes to use a textbook under these circumstances and will receive more than $500 in one year from that use, he or she must request permission from the President in writing, through the Vice President for Faculty Development and Advancement. The memo should include a justification of why the required text is the only one uniquely suited for use in the author's class, as well as the number of students expected to enroll in the class.

Teaching Load

In 1971, the Florida Legislature enacted a statute requiring that "each full-time faculty member at any institution . . . who is paid wholly from state funds shall teach a minimum of 12 classroom contact hours per week," providing, however, that any faculty member who is assigned by the departmental chair or other appropriate University administrator to certain other specific duties "shall teach a minimum number of classroom contact hours in proportion to 12 classroom hours per week as each especially assigned aforementioned duties and responsibilities bear to 12 classroom contact hours per week." See "credit hour" explanation.

Deans and department chairs have considerable discretion in the allocation of teaching responsibilities, which will vary widely. Various instructional responsibilities expected of a faculty member may include: teaching, departmental advising, departmental committee participation, and service.

Teaching Improvement

The Office of Distance Learning (ODL) supports the FSU teaching community in pursuit of instructional excellence by providing a broad range of instructional support services designed for all

types of teaching formats and provides special workshops for faculty members and Teaching Assistants. See http://distance.fsu.edu/instructors

Test-scoring Services

Faculty and students may receive support for testing, evaluation, and scan reporting needs through the Assessment and Testing unit of the Office of Distance Learning. The unit also schedules and administers a variety of national, state, and course-related examinations. See http://distance.fsu.edu/instructors/assessment-and-testing.

Web-based Course Resources

Course Web sites can be used to support on-campus or fully online courses through communication tools (including discussion boards, live chat, and e-mail) and the delivery of course materials. See https://campus.fsu.edu for more information.

Writing Requirement

This statewide regulation (BOG Regulation 6.017) seeks to insure that all students have extensive graded writing assignments and at least two courses in college mathematics at the level of college algebra and above (or show equivalent course credit). Florida State University has incorporated the requirements of this rule within the Liberal Studies Program. To satisfy the requirements of this rule, students must complete, with a grade of "C-" or better in each course, the Liberal Studies requirements in Area I (Communication: English Composition and Mathematics), Area II (History), and Area IV (Humanities). For more information, see http://registrar.fsu.edu/bulletin/.

WHEN PROBLEMS ARISE

Florida State University has several policies and procedures in place that can help to resolve problems that arise in the academic environment. The Academic Honor Policy emphasizes the University's values regarding academic integrity and outlines procedures for resolving cases of alleged dishonesty (cheating, plagiarism, etc.) that occur. The grade appeals system handles students' concerns about final grades in a course, and the Student Conduct Code helps faculty members respond to inappropriate student conduct not directly related to the integrity of their academic work. The sexual harassment policy protects the rights of both faculty and students to an environment free of intimidation, and the general grievance process helps to resolve situations in which students allege that academic regulations and procedures outside the realms of grade appeals and academic integrity have been improperly applied. In specific instances, the Faculty Senate Student Academic Relations Committee (SARC) serves as the final arbiter for both general grievances and the procedures used to determine grade appeals in the colleges.

Academic Honor Policy

See Appendix A or http://fda.fsu.edu/Academics/Academic-Honor-Policy. Note: The Dean of the Faculties Office is now the Office of the Vice President for Faculty Development and Advancement.

Class Disruption

Students are expected to participate in class activities without causing disruption or infringing on the rights of others. They are also expected to comply with the reasonable order of any University official, including an instructor. Behavior that does not meet these standards can subject the student to charges under the Student Conduct Code (http://www.srr.fsu.edu/). Instructors may ask that

students leave class when their behavior is disrupting the learning process. Instructors who have concerns about disruptive student behavior should contact the Dean of Students (644-2428 or http://deanofstudents.fsu.edu/). The FSU Police Department (911, 644-1234 or http://www.police.fsu.edu/) will respond directly to classroom situations at any time and should be called if an instructor believes that a class disruption might pose a risk to his or her safety or to the safety of students. The Student Situation Resolution Team coordinates communication and problem-solving efforts in situations involving distressed and distressing students whose behavior is causing concern to the University community. It may be accessed by contacting either the Dean of Students (http://deanofstudents.fsu.edu) or the Assistant Vice President for Faculty Development and Advancement. (http://fda.fsu.edu/)

Conflict of Interest in Graduate Student Supervision

A supervisory committee's judgments on the quality of a student's thesis or dissertation should be based solely on the academic merits of the work before them. Any other standard risks a breach of professional ethics or law and undermines the integrity of the process and those involved. Any conflicts of a personal or financial nature (e.g. involving the major professor, committee members, and/or student) that may create the perception of bias in that process must be avoided. This would not include the typical practice of hiring a student on a university assistantship in the home unit, but would include the student being hired by the major professor's private company. If any such conflicts of interest do exist, they should be reported to the administrative head of the student's academic unit, who will evaluate same for potential harm and take appropriate action.

Discrimination, Sexual Harassment, and Sexual Violence

Discrimination based on membership in a protected group, sexual harassment, and sexual violence will not be tolerated by the University, whether by faculty, students, staff, or by others while on property owned by or under the control of the University. For more information about reporting discrimination, sexual harassment, or sexual violence and related grievance procedures, contact the Office of Equal Opportunity and Compliance at 645-6519 or http://compliance.hr.fsu.edu/ or the Dean of Students Department (for complaints against students) at 644-2428 or http://srr.fsu.edu/. All University faculty and staff members must report every incident of sexual battery to the FSU Police (644-1234) and every complaint of sexual harassment to the Office of Equal Opportunity and Compliance at 645-6519.

Grade Appeals

The purpose of the grade appeals system is to afford an opportunity for an undergraduate or graduate student to appeal a final course grade under certain circumstances. Faculty judgment of students' academic performance is inherent in the grading process and hence should not be overturned except when the student can show that the grade awarded represents a gross violation of the instructor's own specified grading standards and therefore was awarded in an arbitrary, capricious, or discriminatory manner. The grading standards utilized during the grade appeals process are those that were contained in the instructor's syllabus at the beginning of the semester. This system does not apply to preliminary or comprehensive exams or to thesis or dissertation defenses; these issues are reviewed by the Student Academic Relations Committee via the Assistant Vice President for Faculty Development and Advancement.

Step 1. Within 30 calendar days following the date that final grades are made available to students, the student must contact the instructor in question to discuss the grade and attempt to

resolve any differences. The student should document any attempts to contact the instructor to establish that the appeal was begun within this 30-day period. In the event that the instructor is not available, the student should provide that documentation to the instructor's program or department chair. Either the student or the instructor may consult with the appropriate program or department chair during this process.

Step 2. If no resolution is reached within this 30-day period, after the student's documented attempt, the student has an additional 15 calendar days to submit a written statement to the program or department chair. This statement must include an account of attempts to resolve the issue, as well as the evidence that forms the basis for the appeal.

Within 20 calendar days thereafter, the department or program chair will arrange for a meeting of a grade appeals screening committee composed of three students enrolled in the academic unit offering the course to review the appeal. Appropriate students who have no conflict of interest will be chosen to serve on this screening committee by a student organization associated with the program or department, if such an organization exists. If none exists or if members of such an organization are not available, the department or program chair will select appropriate students who have no conflict of interest. Both the student and the instructor may attend the meeting.

The role of the screening committee is solely to determine whether the student has presented sufficient evidence to warrant further review. Within five calendar days after this meeting, the screening committee will render its decision in writing (recommend/do not recommend further review) to the program or department chair, the student, and the instructor. A negative decision will end the appeal. A positive decision will trigger the next step in the process.

Step 3. Within 20 calendar days of a positive decision from the grade appeals screening committee, the program or department chair will appoint and arrange for a meeting of a grade appeals board. This board is composed of three faculty members and two students other than those who served on the screening committee.

The purpose of this board is to determine whether or not to uphold the final grade assigned by the instructor. The board will consider only the evidence provided by the student and the instructor in making the determination. Both the student and the instructor may attend the meeting.

The grade will be upheld unless the evidence shows that the grade was awarded in an arbitrary, capricious, or discriminatory manner, as a result of a gross violation of the instructor's own grading standards. If the original grade is not upheld, the board will recommend that an alternative grade be assigned by the program or department chair.

If the student has evidence that this grade appeals process has deviated substantially from these established procedures, resulting in a biased decision, the student may consult with the Vice President for Faculty Development and Advancement regarding referral to the Student Academic Relations Committee.

Grievances (Students on main campus)

Students who allege that academic regulations and procedures have been improperly applied in specific instances may have their grievances addressed through the general academic appeals process. In this process, the student brings a complaint first to the instructor, then to the department chair, and finally to the academic dean appropriate to the course involved, stopping at the level at which the complaint is resolved. If no resolution is reached, the student brings the complaint to the attention of the Assistant Vice President for Faculty Development and Advancement for either resolution or referral to the Student Academic Relations Committee of the Faculty Senate. A

graduate student whose complaint is unresolved must see the Dean of The Graduate School prior to meeting with the Assistant Vice President for Faculty Development and Advancement.

The Student Academic Relations Committee has the authority to direct, through the Vice President for Academic Affairs, that corrective action be taken when justified.

Grievance Procedure (Panama City Campus)

Students who allege that academic regulations and procedures have been improperly applied in specific instances may have their grievances addressed through the general academic appeals process. In this process, the student brings a complaint first to the instructor, then to the Panama City Associate Dean, and then to the Panama City Dean, stopping at the level at which the complaint is resolved. If no resolution is reached in Panama City, then the student will go to the department chair, and finally to the academic dean appropriate to the course involved, stopping at the level at which the complaint is resolved. If no resolution is reached, the student brings the complaint to the attention of the Vice President for Faculty Development and Advancement for either resolution or referral to the Student Academic Relations Committee of the Faculty Senate. A graduate student whose complaint is unresolved must see the Dean of The Graduate School prior to meeting with the Vice President for Faculty Development and Advancement. The Student Academic Relations Committee has the authority to direct, through the Vice President for Academic Affairs, that corrective action be taken when justified.

Student Academic Relations Committee

The Faculty Senate Committee on Student Academic Relations (SARC) hears appeals from students who allege that decisions about their academic work have been made improperly or unprofessionally in colleges or schools. The Committee is a last resort for grievances and does not rule on academic work itself, but on procedures and faculty actions that affect academic work or evaluations of work. Referral to SARC takes place through the Assistant Vice President for Faculty Development and Advancement (644-6876 or http://fda.fsu.edu/).

Student Conduct Code

The Student Conduct Code, which governs disruptive behavior in the classroom as well as other non-academic expectations for student conduct, can be found at: http://www.srr.fsu.edu/index.htm. The Student Conduct Code is implemented by the Office of Student Rights and Responsibilities, Dean of Students Department, Division of Student Affairs.

UNDERGRADUATE ADVISING INFORMATION AND RESOURCES

The following items may be of use to faculty members in fulfilling their roles as academic advisors for undergraduate and graduate students. The list is arranged alphabetically for ease of reference. Also see the Undergraduate Advising Policy in **Appendix B**.

Advising Policy
See **Appendix B**.

C.A.R.E. Program

The Florida State University Center for Academic Retention and Enhancement, (CARE), is an academic support unit that assists the University in its outreach and support to undergraduate

students who may be disadvantaged due to economic, educational or cultural circumstances. CARE provides programs and services that are targeted to first-generation college students and helps to facilitate those students' preparation, recruitment, adjustment, retention and graduation from college. CARE implements programs and services for eligible entering first-year students, as well as for selected area middle and high school students with similar backgrounds. See http://care.fsu.edu/.

Combined Degree Programs

The Combined Bachelor's/Master's Degree Programs provide academically talented students an opportunity to complete both a bachelor's and a master's degree. These programs allow recognition of certain graduate courses for both degrees.

Information on available programs, student application procedures, and procedures for departments wishing to develop combined programs is available at: http://gradschool.fsu.edu/Academics-Research/Degree-Programs/Combined-Bachelors-Masters-Degree-Programs. Various departments also offer the possibility of combined master's and doctoral degree programs. Interested students should contact the appropriate department chair's or dean's office.

Degree Mapping

Each major course of study has an academic plan or map that includes a sample schedule leading to graduation within four years for full-time undergraduate students in nearly all majors. Each map identifies key courses and criteria, such as GPA, and a timetable for achieving these "milestones." All milestones have been determined to be critical in a student's progress toward graduation. Students failing to satisfy the milestones within the defined timetable are targeted for specialized advising and possible re-direction to a different major. Copies of the maps for each major are available at: www.academic-guide.fsu.edu.

Digital Studio (DS)

The Digital Studio provides support to students and faculty working individually or in groups on a variety of digital projects, such as designing a website, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast. The DS has both Macs and PCs, and some of the software available in the DS includes Photoshop, InDesign, Windows Movie Maker, Apple's iMovie, and more. There are two Digital Studio locations on campus: Williams and Johnston. Please see: http://wr.english.fsu.edu/Digital-Studio.

Freshman Interest Groups

The FIG program, open to incoming first-year students, offers pre-packaged clusters of high-demand first-year courses. It assists students with their initial selection of liberal studies courses, helps them select courses that carry a common thread of interest, and connects them within small groups of like-minded students. More information is available at http://fig.undergrad.fsu.edu/.

Garnet and Gold Scholar Society

The Garnet and Gold Scholar Society facilitates the involvement of and recognizes the accomplishment of its member students. The students involved in the program are required to excel within and beyond the classroom in the areas of Leadership, Internship, Service, International Engagement, and Research. See http://garnetandgoldscholar.fsu.edu/.

Graduation Checks

Undergraduate students who have earned 90 credit hours should initiate graduation checks with the Registrar's Office and with their department or college. The Registrar's Office (http://registrar.fsu.edu/) provides an overview of University requirements, and the department or college ensures that major and college/school requirements are met. Students who do not complete both graduation checks by the time they are close to graduating will have stops placed on their registration.

Students must also apply for a degree at the Registrar's Office by the deadline listed on the Academic Calendar (http://registrar.fsu.edu/dir_class/apdefault.htm) for the term in which they wish to graduate.

Honors Program

The University Honors Office (http://honors.fsu.edu) houses two programs for many of the university's most talented and motivated students:

University Honors Program

The University Honors Program is targeted at First Time in College (FTIC) students. Students in the Program have access to special Honors courses, priority registration, Honors housing, and Honors advising. Students in the Program can choose to pursue the University Honors Medallion, which is awarded upon the completion of 18 Honors credits and is noted on the transcript. The 18 Honors credits must include at least nine credits from Honors courses; however, the remainder of the credits can be earned from activities outside the classroom, including Honors DIS, non-credit Honors research activities, non-credit Honors community service activities, and Honors in the Major projects. These activities usually require a faculty sponsor. Standards for earning Honors credits in DIS and non-credit activities can be found in the Honors Program section of the General Bulletin (http://registrar.fsu.edu/bulletin/apdefault.htm).

There are two types of Honors courses: Honors Seminars and stand-alone Honors sections of regularly listed courses. Most courses designated as Honors courses generally satisfy at least one university-wide requirement (such as liberal studies), are open to students from all majors, and are generally limited to 25 students. Honors Seminars are courses designed exclusively for University Honors Program students and are limited to 15 students. Honors credit may also be earned by contracting with faculty to do an additional paper or project in non-honors courses.

Honors in the Major

This program, coordinated by the Honors Office in cooperation with academic departments, is intended to encourage talented juniors and seniors to undertake significant independent and original scholarship as part of the undergraduate experience in a framework similar to that of a thesis-based master's degree program. Completion of the Honors in the Major Program is recognized by the distinction of graduating "With Honors," as designated on the transcript. Honors thesis work is carried out by the student over a period of two or three semesters in collaboration with a Directing Professor and two or three other faculty members who serve on the student's honors thesis committee. Committee members must be full-time tenured or tenure-track faculty. A visiting scholar may be included on the committee if approved by the Director of the University Honors Program. The Honors thesis project culminates with the defense before the honors thesis

committee. Detailed information on procedures for initiating and completing the Honors in the Major Program can be found at the program Web site, http://honorsinthemajor.fsu.edu.

Learning Communities

Currently this "community of communities" includes seven academic engagement programs geared primarily to first-year students: Social Science & Public Affairs Living-Learning Community at Wildwood Hall, sponsored by the College of Social Sciences; Bryan Hall Learning Community at Bryan Hall, sponsored by the Division of Undergraduate Studies; Women in Math, Science and Engineering (WIMSE) at Cawthon Hall, sponsored by the College of Arts and Sciences; Music Living-Learning Center at Cawthon Hall, sponsored by the College of Music; Social Justice Living-Learning Community at Wildwood Hall, sponsored by the Division of Student Affairs; Nursing Learning Community at Wildwood Hall, sponsored by the College of Nursing; and Pre-Health Professions Learning Community at Reynolds Hall, sponsored by the College of Human Sciences. Program participants in a learning community live in the same residence hall and participate in an academic component designed by the faculty director of the community (several programs have a weekly colloquium and several offer one or more related 3-credit-hour courses). Each community introduces participants to a variety of the programs, resources, and expertise the University has to offer, including access to some of FSU's most distinguished faculty members. Details are available at http://learningcommunities.fsu.edu/.

National Fellowships

The Office of National Fellowships (ONF) assists undergraduates in preparing for competition for national awards such as the Rhodes, Marshall, Truman and Goldwater Scholarships. The office recruits and advises students interested in awards, from initial inquiry throughout the application process. Activities include maintaining up-to-date information about national fellowships and scholarships at both the undergraduate and graduate levels; administering undergraduate research and creativity awards to students preparing for national scholarship competitions; acting as the institutional representative to the agencies sponsoring awards; and working with faculty, staff and students to raise awareness of opportunities and publicize student achievements. The Director also coordinates the work of faculty committees involved in the fellowship selection process and invites faculty participation in all phases of this process. See http://onf.fsu.edu.

Reading Writing Center (RWC)

Part of the English Department, the Reading Writing Center and its affiliated Graduate Writing Center serve Florida State University students at all levels and from all majors, including: first-year students writing for composition class; upper-level students writing term papers; seniors composing letters of applications for jobs and graduate schools; graduate students working on theses and dissertations; and multilingual students mastering American academic English. The RWC is located in Williams, Johnston, Strozier, Dirac, and the College of Engineering, and hours vary by location. The tutors in the RWC are graduate students in English with training and experience in teaching writing, and undergraduate students who have completed a 3-credit English elective course in tutoring writing and who have been apprentice tutors in the RWC. Please see: http://wr.english.fsu.edu/Reading-Writing-Center.

Second Bachelor's Degree and Double Major

There is a difference between earning a second baccalaureate degree (two diplomas) and graduating with a second major (one diploma with both majors listed). Students may receive a second baccalaureate degree provided that the requirements for each major and minor as well as individual college requirements for both the first and the second degrees are satisfied and 30 semester hours in residence are completed, in addition to the hours required for the first degree. The additional 30 semester hours must be completed in residence after the completion of the requirements for the first degree. Hours earned by the student during the completion of the first baccalaureate degree, over and above those extra credit hours actually required for the first degree, may not be included in the 30 additional semester hours. There are no liberal studies requirements for the second degree. To obtain a second or double major, the student must meet all requirements of the college of the primary major but only the major requirements of the secondary major. For many students this can be completed within the 120 credit hour allotment. The primary major is listed first on the student database and determines the student's academic dean for the purposes of academic regulations. This means rules regarding student dismissal, reinstatement, and all general academic qualifications at the University are governed and enforced by the primary major and that major's corresponding academic dean. Conflicts between primary and secondary major policies shall in all cases be resolved in favor of the primary major. Second-major academic deans are responsible for monitoring the student's completion of all requirements, pre-requisites, etc., for the second major.

Undergraduate Studies

The Division of Undergraduate Studies serves as the academic home for most first-year and sophomore students, monitors many statewide and university requirements for graduation, and sponsors several programs designed to promote academic success. Please see http://undergrad.fsu.edu/ for more information.

STUDENT RESOURCES

In their roles as instructors and advisors, faculty members sometimes need to refer students to various campus offices and programs. If this list does not contain the specific service needed in these circumstances, please consult the University website or call a related office for assistance.

Center for Leadership and Social Change

The Center is the FSU student body's source for leadership learning, service opportunities, and social justice education on Florida State's campus. The Center serves as the campus hub for linking students to service through both curricular and co-curricular experiences and for assisting faculty with strategies for connecting service to the curriculum. (See http://thecenter.fsu.edu/.)

Child Care

FSU Child Development Programs include two centers that serve the needs of FSU students, faculty, and staff. They are: the FSU Children's Center and the Infant and Toddler Child Development Center. Both were originally established to assist student parents in the care and education of their children so that they could attend classes as well as to provide "hands on" experience and training for various academic departments on the FSU campus. FSU Child Development Programs are governed by Florida State University and are administered by University Housing. (See http://www.childcare.fsu.edu/.)

Counseling Center

The University Counseling Center provides support services that help each student grow and develop emotionally, interpersonally, and intellectually. All currently registered students are eligible for free services at the UCC. The UCC offers various counseling methods tailored to meet students' individual needs. (See http://counseling.fsu.edu/.)

Dean of Students

The primary focus of the Office of the Dean of Students is to support the academic mission of Florida State University and the Division of Student Affairs by providing services, programs, resources and advocacy for the needs and interests of all students. Staff members provide educational opportunities for students to develop their values, decision-making skills, and leadership capabilities. The Dean of Students Department fulfills this mission through the following offices: First-Year Experience, Greek Life, Student Rights and Responsibilities, Withdrawal Services, Victim Advocate, Student Disability Resource Center, and Orientation. For more information, call 644-2428 or visit http://deanofstudents.fsu.edu/.

Financial Aid

The Florida State University's Office of Student Financial Aid, located on the fourth floor of the University Center (suite A4400), assists students in obtaining funding to reach their educational goals. Each year the FSU Office of Financial Aid awards and administers more than $160 million in financial aid to eligible students. These students receive aid in the form of scholarships, grants, work study, and loans. Scholarship information is available through the Financial Aid Web site http://financialaid.fsu.edu/.

Health and Wellness Center

The Health and Wellness Center, staffed by a team of dedicated professionals, provides healthcare, prevention, education and outreach services to a diverse student population and eligible recipients in a safe and supportive environment. The Center also promotes campus wellness, encouraging healthy lifestyles and personal responsibility to enhance students' capacity for reaching academic and personal goals. (See http://www.uhs.fsu.edu/) Some services are also available for faculty and staff members.

Housing

University Housing provides housing in the context of promoting positive student development and academic success for undergraduate and graduate students, including family housing. Several living-learning centers are operated in collaboration with academic units. (See http://www.housing.fsu.edu/.)

Student Affairs

The Division of Student Affairs, which includes University Housing, the Dean of Students Department, Oglesby Union, University Health Services, Student Counseling Center, and numerous other student services, is led by the Office of the Vice President for Student Affairs. The Division of Student Affairs works closely with Academic Affairs to support the academic success of students. (See http://www.studentaffairs.fsu.edu/.)

Student Disability Resource Center (SDRC)

The Student Disability Resource Center offers an opportunity for students with disabilities to achieve their academic and personal goals. As the primary advocate on campus for students with disabilities, the SDRC works with faculty and staff to provide accommodations for the unique needs of students both in and out of the classroom. (See http://www.disabilitycenter.fsu.edu/.)

Student Government Association

The Student Government Association is comprised of elected and appointed representatives of the student body. Activity and Service (A&S) fees support various agencies and numerous student organizations. Faculty are encouraged to support student groups by serving as faculty advisors and participating in student activities.

Tutoring Services

Free tutoring is available for a wide range of courses and topics at Florida State University, including help in those courses typically perceived by students as particularly rigorous. Tutoring provides targeted content review outside of the classroom for any enrolled student. Tutors will not help students with graded work. For more information about free tutoring, visit http://ace.fsu.edu/. FSU tutoring options include:

ACE Learning Studio

In Johnston Ground (ground floor of WJB), the ACE Learning Studio provides tutoring in a large number of subject areas from 10am to 10pm Monday through Thursday, 10am to 5pm Friday, and 5pm to 10pm Sunday. Appointments are typically 50 minutes in length and can be made within 'Secure Apps' in Blackboard. Call 645-9151 for more information.

Learning District

Sponsored by the University Libraries and Student Government, the Learning District is a drop-in tutoring option for students during the later evening hours, from 8pm to 1am in Strozier Library, in a variety of subject areas. Tutoring is also available in Dirac Library during select hours.

Reading / Writing Center

From the Department of English in 222C Williams, RWC offers individualized instruction in composition and reading through one-to-one tutoring and small group workshops. Help from the RWC is also available in Johnston Ground and Strozier Library during select hours.

Math Studio

A part of the ACE Learning Studio, the Math Studio provides walk-in math tutoring in many introductory and intermediate math courses. Open 10am to 10pm Monday through Thursday, 10am to 5pm Friday, and 5pm to 10pm Sunday, in Johnston Ground (ground floor of WJB).

Biology

The Biology Major Study Center is staffed by teaching assistants in BSC2010 and BSC2011. Tutoring is provided in 1054 King Life Sciences Building for any student enrolled in one of these two courses. Tutoring in BSC1005 is available in 425 Carothers (in addition to the ACE Learning Studio and the Learning District).

Victim Advocate Program

The Victim Advocate Program provides advocacy to victims of crime. An advocate is on call 24 hours a day to respond to FSU students who are victimized, or any other person who is victimized on our campus. Services offered include emotional support, instructor notification, referrals, and educational programming for our campus community. (See http://victimadvocate.fsu.edu/.)

GRADUATE STUDENT RESOURCES

While many of the above services and resources serve both undergraduate and graduate students, the following is a listing of resources especially for students at the graduate level.

Advising and Orientation

Graduate student advising is accomplished through the efforts of faculty in individual academic departments; the Graduate School provides assistance on general academic matters. Many academic units offer a department-specific orientation for their new students. Each fall semester The Graduate School coordinates a university-wide graduate student orientation program. To learn more visit http://gradschool.fsu.edu/Professional-Development/Professional-Development-Workshop-Series/The-Graduate-School-s-New-Graduate-Student-Orientation.

Congress of Graduate Students

COGS is the representative government for all graduate, professional, and post-baccalaureate students at Florida State University. COGS promotes accessibility to education and funds graduate organizations that contribute to the professional development of graduate students at Florida State University. COGS works closely with The Graduate School. Please visit their website for more information http://sga.fsu.edu/?page_id=236.

Funding Resources
Departmental Assistantships

Financial support is available to graduate students in the form of teaching and research assistantships. Students are urged to make specific inquiries to each program for information regarding deadlines and eligibility.

Teaching Assistantships - Almost all departments offer teaching assistantships to aid the college or departmental teaching effort. Duties can range from serving as a grader to full responsibility for teaching a course. Such appointments depend on experience and training, and range in time commitment from 10 to 20 hours per week. Stipends vary from discipline to discipline, but each discipline attempts to be competitive in its area. Almost all assistants receive nine hours of tuition waivers each term in addition to the stipend. Students should contact the chair or director of graduate studies in the appropriate college or department for more information and application forms.

Research Assistantships - Departments that have been successful in gaining outside support through contracts and grants may employ graduate students as research assistants on research projects. Duties and stipends vary from program to program but each program attempts to offer competitive stipends. Research assistants also receive tuition waivers. These opportunities should be discussed with grant holders and with the chair or director of graduate studies in the department.

Application for a graduate assistantship should be made to the major department. Only students with regular graduate student status are eligible for graduate assistantships. Special and provisional

students are ineligible. The stipend varies depending on the amount of service rendered, the nature of the service and the qualifications of the student. A new student whose application for an assistantship is under consideration must also complete an application for admission through the Office of Admissions in the usual manner. To remain eligible for an assistantship, a student must discharge the assigned duties satisfactorily as determined by the director of the program. A graduate student with less than a 3.0 cumulative grade point average is not allowed to continue more than one term as a graduate assistant. Graduate assistants may request a waiver of the out-of-state tuition and matriculation fees. Refer to "Tuition Waivers, Deferments, and Financial Arrangements" section of the Graduate Bulletin for details.

Office of Graduate Fellowship and Awards - OGFA offers services that help students to navigate the external fellowship and awards funding process. These services include finding appropriate external fellowship opportunities, guidance throughout the application process from outlines to editing application drafts, and preparing for interviews. To learn more please visit http://ogfa.fsu.edu/.

University-wide Graduate Fellowships and Assistantships

The Graduate School Administers a variety of fellowships offered to graduate students through the University. Some require duties and some do not. For detailed information regarding all Fellowship and Assistantship opportunities administered by the graduate school please visit http://gradschool.fsu.edu/Funding-Awards/Graduate-School-Fellowships-and-Grants. Listed below are funding opportunities that require faculty and departmental nominations and/or commitments.

- ➢ Fellows Society Adelaide Wilson Fellowship
- ➢ International Dissertation Semester Research Fellowship
- ➢ Legacy Fellowship
- ➢ Leslie N. Wilson-Delores Auzenne Fellowship for Minorities
- ➢ McKnight Doctoral Fellowship Program
- ➢ McNair Scholars Fellowship

Office of Distance Learning

The office supports the FSU teaching community in pursuit of instructional excellence by providing a broad range of instructional support services designed for all types of teaching formats and provides special workshops for Teaching Assistants. More information is available at http://distance.fsu.edu/students.

Office of Postdoctoral Affairs

Part of the Florida State University's Graduate School, the Office of Postdoctoral Affairs serves as a central resource for all postdoctoral researchers as well as faculty and staff who work with postdoctoral researchers at FSU. To learn more please visit the Office's website at http://opda.fsu.edu/.

Activities of the Office of Postdoctoral Affairs include:

- ➢ Serves as an information repository and liaison among postdocs, faculty, administrators, and external organizations
- ➢ Provides professional and career development programming and resources for postdocs
- ➢ Facilitates community building and networking events

- ➢ Advocates for postdoc inclusion in the activities of other campus organizations
- ➢ Undertakes initiatives to increase visibility of postdocs
- ➢ Advocates for resources and policies that enhance postdoctoral training

The Graduate School

The Graduate School provides assistance to graduate students and faculty on general academic matters. These include offering advice on university-wide degree requirements, approving thesis and dissertation formats, and administering faculty and graduate student awards, university-level assistantships, fellowships, and scholarships. For further information, visit http://gradschool.fsu.edu/.

Faculty awards administered by the Graduate School

Responsible Conduct of Research and Creativity & Professional Standards Award - The Graduate School and the Office of Research invites proposals for faculty and/or department to develop and conduct educational components (e.g., courses, course-imbedded modules, workshops, seminars, discussion groups, brown bag gatherings) that provide training for graduate students, particularly doctoral students, in professional ethics and standards.

Graduate Faculty Mentor Awards - The purpose of these awards is to honor faculty mentors whose dedication to graduate students and commitment to excellence in graduate education and mentoring have made a significant contribution to the quality of life and professional development of graduate students at Florida State University.

For more information please visit http://www.gradschool.fsu.edu/Funding-Awards/Graduate-School-Awards/Faculty-Awards.

Graduate Student awards administered by the Graduate School

Dissertation Research Grant - The Dissertation Research Grant is a $750 award paid by the Graduate School to assist doctoral students with expenses associated with research necessary to prepare dissertations. Dissertation Research Grants are awarded each fall and spring semester.

Graduate Student Research and Creativity Awards - Sponsored annually by Florida State University's Graduate School and Office of Research, this awards program is designed to recognize the superior contributions of six graduate students to research and creative endeavors.

Graduate School Student Leadership Award - Sponsored annually by Florida State University's Graduate School and the Congress of Graduate Students this award recognizes outstanding graduate student leaders who are making a positive difference in their scholarly/creative campus, and wider, communities.

Graduate Student Teaching Associate Assistantship - Associates are experienced teaching assistants nominated by their academic departments and selected and trained by the Program for Instructional Excellence. Teaching Associates receive a stipend of $2000 per academic year. This stipend is in addition to the TA stipend (and waiver) that will be provided by the department.

Outstanding Teaching Assistant Awards - Sponsored annually by the Florida State University's Graduate School these awards recognize outstanding graduate student teaching assistants (TAs) for their distinguished contributions to student learning through excellence in instruction.

For more information please visit http://gradschool.fsu.edu/Funding-Awards/Graduate-School-Awards/Student-Awards-and-Grants.

APPENDIX A

The active involvement of all faculty members is essential to the effective implementation of the Academic Honor Policy. For this reason, the entire text is printed here, and all instructors should familiarize themselves with this policy. The policy and all associated forms may also be found online at: http://fda.fsu.edu/Academics/Academic-Honor-Policy. Questions should be directed to the Office of Faculty Development and Advancement (850-644-6876). *Note: The Dean of the Faculties Office is now the Office of the Vice President for Faculty Development and Advancement.*

FLORIDA STATE UNIVERSITY ACADEMIC HONOR POLICY
Introduction

The statement on Values and Moral Standards says: "The moral norm which guides conduct and informs policy at Florida State University is responsible freedom. Freedom is an important experience which the University, one of the freest of institutions, provides for all of its citizens – faculty, students, administrators, and staff. Freedom is responsibly exercised when it is directed by ethical standards." (Values and moral standards at FSU retrieved from the current General Bulletin located at http://registrar.fsu.edu/)

The statement also addresses academic integrity: "The University aspires to excellence in its core activities of teaching, research, creative expression, and public service and is committed to the integrity of the academic process. The [Academic Honor Policy] is a specific manifestation of this commitment. Truthfulness in one's claims and representations and honesty in one's activities are essential in life and vocation, and the realization of truthfulness and honesty is an intrinsic part of the educational process." (Values and moral standards at FSU retrieved from the current General Bulletin located at http://registrar.fsu.edu/)

Guided by these principles, this Academic Honor Policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process. The Academic Honor Policy Committee may take direct jurisdiction of any case under extraordinary circumstances when it is determined by a majority vote of the committee that taking direct jurisdiction is appropriate.

Students in the College of Law and the College of Medicine are governed by the academic integrity policies and procedures of their respective colleges, which are subject to approval by the Academic Honor Policy Committee.

FSU Academic Honor Pledge

I affirm my commitment to the concept of responsible freedom. I will be honest and truthful and will strive for personal and institutional integrity at Florida State University. I will abide by the Academic Honor Policy at all times.

Academic Honor Violations

Note: Instructors are responsible for reinforcing the importance of the Academic Honor Policy in their courses and for clarifying their expectations regarding collaboration and multiple submission of academic work. Examples have been provided for the purpose of illustration and are not intended to be all-inclusive.

1. **PLAGIARISM.** Presenting the work of another as one's own (i.e., without proper acknowledgement of the source). Typical Examples Include: Using another's work from print, web, or other sources without acknowledging the source; quoting from a source without citation; using facts, figures, graphs, charts or information without acknowledgement of the source.

2. **CHEATING.** Improper access to or use of any information or material that is not specifically condoned by the instructor for use in the academic exercise. Typical Examples Include: Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices (e.g., calculators, cell phones, or computers) when these are not authorized; procuring without authorization a copy of or information about an examination before the scheduled exercise; unauthorized collaboration on exams.

3. **UNAUTHORIZED GROUP WORK.** Unauthorized collaborating with others. Typical Examples Include: Working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor.

4. **FABRICATION, FALSIFICATION, AND MISREPRESENTATION.** Unauthorized altering or inventing of any information or citation that is used in assessing academic work. Typical Examples Include: Inventing or counterfeiting data or information; falsely citing the source of information; altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; lying to an instructor to increase a grade.

5. **MULTIPLE SUBMISSION.** Submitting the same academic work (including oral presentations) for credit more than once without instructor permission. It is each instructor's responsibility to make expectations regarding incorporation of existing academic work into new assignments clear to the student in writing by the time assignments are given. Typical Examples Include: Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.

6. **ABUSE OF ACADEMIC MATERIALS.** Intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material. Typical Examples Include: Stealing or destroying library or reference materials needed for common academic purposes; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing, altering, or intentionally damaging another student's notes or laboratory experiments. (*This refers only to abuse as related to an academic issue.)*

7. **COMPLICITY IN ACADEMIC DISHONESTY.** Intentionally helping another to commit an act of academic dishonesty. Typical Examples Include: Knowingly allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested before a scheduled exercise; deliberately furnishing false information.

8. **ATTEMPTING** to commit any offense as outlined above.

STUDENT RIGHTS

Students have the following important due process rights, which may have an impact on the appellate process:

1. To be informed of all alleged violation(s), receive the complaint in writing (except in a Step 1 agreement, described in the Procedures Section, where the signed agreement serves as notice) and be given access to all relevant materials pertaining to the case.

2. To receive an impartial hearing in a timely manner where they will be given a full opportunity to present information pertaining to the case.

Students are also accorded the following prerogatives:

1. When possible, to discuss the allegations with the instructor.
2. Privacy, confidentiality, and personal security.
3. To be assisted by an advisor who may accompany the student throughout the process but may not speak on the student's behalf.
4. To choose not to answer any question that might be incriminating.
5. To contest the sanctions of a first-level agreement and to appeal both the decision and sanctions of an Academic Honor Hearing.

The student has the right to continue in the course in question during the entire process. Once a student has received notice that he/she is being charged with an alleged violation of the Academic Honor Policy, the student is not permitted to withdraw or drop the course unless the final outcome of the process dictates that no academic penalty will be imposed. Should no final determination be made before the end of the term, the grade of "Incomplete" will be assigned until a decision is made.

Students should contact the Dean of Students Department for further information regarding their rights.

PROCEDURES FOR RESOLVING CASES

Step 1

Throughout the Step 1 process, the instructor has the responsibility to address academic honor allegations in a timely manner, and the student has the responsibility to respond to those allegations in a timely manner. For assistance with the Academic Honor Policy, students should consult the Dean of Students Department and instructors should consult the Office of Faculty Development and Advancement.

If a student observes a violation of the Academic Honor Policy, he or she should report the incident to the instructor of the course. When an instructor believes that a student has violated the Academic Honor Policy in one of the instructor's classes, the instructor must first contact the Office of Faculty Development and Advancement to discover whether the student has a prior record of academic dishonesty in order to determine whether to proceed with a Step 1 agreement. The instructor must also inform the department chair or dean. (Teaching assistants must seek guidance from their supervising faculty member and adjunct instructors must seek guidance from their department chair.) However, faculty members or others who do not have administrative authority for enforcing the Academic Honor Policy should not be informed of the allegation, unless they have established a legitimate need to know. If pursuing a Step 1 agreement is determined to be possible,

the instructor shall discuss the evidence of academic dishonesty with the student and explore the possibility of a Step 1 agreement. Four possible outcomes of this discussion may occur:

1. If the charge appears unsubstantiated, the instructor will drop the charge, and no record of academic dishonesty will be created. The instructor should make this decision using the "preponderance of the evidence" standard and should inform the Office of Faculty Development and Advancement.

2. The student may accept responsibility for the violation and accept the academic sanction proposed by the instructor. In this case, any agreement involving an academic penalty must be put in writing and signed by both parties on the "Academic Honor Policy Step 1 Agreement" form, which must then be sent to the Dean of Students Department. This agreement becomes a confidential student record of academic dishonesty and will be removed from the student's file five years from the date of the final decision in the case. Any grade imposed as the result of an academic sanction will remain on the student's transcript indefinitely and will not be subject to course drop or withdrawal.

3. The student may accept the responsibility for the violation, but contest the proposed academic sanction. In this circumstance, the student must submit the "Academic Honor Policy Referral to Contest Sanction" form along with supporting documentation to the Office of Faculty Development and Advancement. The Dean of the Faculties (or designee) will review the submitted documentation to determine whether the instructor has imposed a sanction that is disproportionate to the offense. The Dean of the Faculties may affirm or modify the sanction as appropriate. The decision that results from this review is final.

4. The student may deny responsibility. In this circumstance, the instructor submits the "Academic Honor Policy Hearing Referral" form along with supporting documentation to the Dean of the Faculties Office for an Academic Honor Policy Hearing. The student is issued a letter detailing the charges within 10 class days of the receipt of the referral, and the schedule for the hearing will be set as soon as possible and within 90 days from the date of the letter. These timelines may be modified in unusual circumstances. Unless all parties agree, the hearing will not be held any sooner than seven class days from the student's receipt of the charge letter. The process then proceeds to Step 2.

If the student is found to have a prior record of academic dishonesty or the serious nature of the allegations merits a formal hearing, the instructor must refer the matter to Step 2 for an Academic Honor Policy Hearing by submitting the "Academic Honor Policy Hearing Referral" form to the Office of Faculty Development and Advancement.

Allegations of academic dishonesty involving a graduate student engaged in any phase of the preliminary examination, thesis, or dissertation will be treated as egregious and will be resolved through the Step 2 process, in which the major professor will serve as the "instructor" under the hearing procedures. The Dean of the Faculties and the student's academic dean, (as well as the Vice President for Research in cases involving grant-funded research), should be informed as soon as possible of all such allegations. The decision regarding whether to submit a hearing referral will be made by a committee consisting of the department chair and two faculty members appointed by the academic dean, one of whom should be the student's committee member serving as the University representative (if one has been identified), excluding the major professor. In rendering its decision, this committee should review all available information and consult with the major professor and the academic dean.

Step 2

Academic Honor Policy Hearing. A panel consisting of five members shall hear the case. The panel shall include: one faculty member appointed by the dean from the unit in which the academic work is conducted; one faculty member appointed by the Dean of the Faculties who is not from that unit; and two students appointed through procedures established by the Dean of Students Department. The panel shall be chaired by the Dean of the Faculties (or designee), who votes only in case of a tie.

The hearing will be conducted in a non-adversarial manner with a clear focus on finding the facts within the academic context of the course. The student is presumed innocent going into the proceeding. After hearing all available and relevant information, the panel determines whether or not to find the student responsible for the alleged violation using the "preponderance of the evidence" standard. If the student is found responsible for the violation, the panel is informed about any prior record of academic honor policy violations and determines an academic sanction (and disciplinary sanction, if appropriate). In some cases, a Step 1 sanction may have been appropriately proposed prior to the convening of an Academic Honor Hearing. If the student is found responsible in these cases, the panel typically will impose a sanction no more severe than that which was proposed by the faculty member. The panel is required to provide a clear written justification for imposing a sanction more severe than the sanction proposed in Step 1.

The chair of the Academic Honor Policy hearing panel will report the decision to the student, the instructor, and the Dean of Students Department. The Dean of Students Department will report the decision to the University Registrar, if appropriate. If the student is found "responsible," this outcome will be recorded with the Dean of Students Department and becomes a confidential student record of an Academic Honor Policy violation. Records in which suspension or a less severe sanction (including all academic sanctions) is imposed will be removed five years from the date of the final decision in the case. Any grade imposed as the result of an academic sanction will remain on the student's transcript indefinitely and will not be subject to course drop or withdrawal. Records involving dismissal and expulsion will be retained permanently, except in cases where a dismissed student is readmitted. Those records will be removed five years from the date of the student's readmission.

SANCTIONS
Step 1

This Step 1 procedure is implemented with first-offense allegations that do not involve egregious violations. The decision regarding whether an allegation is egregious is made by the Dean of the Faculties (or designee) and the instructor. The criteria used by the instructor to determine the proposed academic penalty should include the seriousness and the frequency of the alleged violation.

The following sanctions are available in the Step 1 procedure.

1. Additional academic work
2. A reduced grade (including "0" or "F") for the assignment
3. A reduced grade (including "F") for the course

Step 2

An Academic Honor Policy Hearing is held for all second offenses, for all first offenses that involve egregious violations of the Academic Honor Policy, for all offenses that involve

simultaneous violations of the Student Conduct Code, and in all cases where the student denies responsibility for the alleged violation. The decision regarding whether an allegation is egregious is made by the Dean of the Faculties (or designee) and the instructor. In some cases, a Step 1 sanction may have been appropriately proposed prior to the convening of an Academic Honor Policy Hearing. If the student is found responsible in these cases, the panel typically will impose a sanction no more severe than that which was proposed by the faculty member. The panel is required to provide a clear written justification for imposing a sanction more severe than the sanction proposed in Step 1. Students will not be penalized solely for exercising their right to request a Step 2 hearing. The following sanctions are available in Step 2 (see the Procedures section) and may be imposed singly or in combination:

1. Additional academic work

2. A reduced grade (including "0" or "F") for the assignment

3. A reduced grade (including "F") for the course

4. Reprimand (written or verbal)

5. Educational activities – attendance at educational programs, interviews with appropriate officials, planning and implementing educational programs, or other educational activities. Fees may be charged to cover the cost of educational activities.

6. Restitution

7. Conduct probation: A period of time during which any further violation of the Academic Honor Policy may result in more serious sanctions being imposed. Some of the restrictions that may be placed on the student during the probationary period include, but are not limited to: participation in student activities or representation of the University on athletic teams or in other leadership positions.

8. Disciplinary probation: A period of time during which any further violation of the Academic Honor Policy puts the student's status with the University in jeopardy. If the student is found "responsible" for another violation during the period of Disciplinary Probation, serious consideration will be given to imposing a sanction of Suspension, Dismissal, or Expulsion. The restrictions that may be placed on the student during this time period are the same as those under Conduct Probation.

9. Suspension: Separation from the University for a specified period, not to exceed two years.

10. Dismissal: Separation from the University for an indefinite period of time. Readmission is possible but not guaranteed and will only be considered after two years from the effective date of the dismissal, based on meeting all admission criteria and obtaining clearance from the Dean of Students or designee.

11. Expulsion: Separation from the University without the possibility of readmission.

12. Withholding of diplomas, transcripts, or other records for a specified period of time.

13. Suspension of degree, in cases where an offense is discovered after the degree is posted.

14. Revocation of degree, in cases where an offense is discovered after the degree is posted.

APPEALS

Decisions of the Academic Honor Policy Hearing Panel may be appealed to the Academic Honor Policy Appeal Committee, a standing four-member committee composed of two faculty appointed by the President and two students appointed by the Vice President for Student Affairs. The chair

will be appointed annually by the President, and members will serve two-year renewable terms. In case of a tie vote regarding a case, the committee will submit a written report to the Provost, who will then make the final determination.

On appeal, the burden of proof shifts to the student to prove that an error has occurred. The only recognized grounds for appeal are:

1. Due process errors involving violations of a student's rights that substantially affected the outcome of the initial hearing.
2. Demonstrated prejudice against the charged student by any panel member. Such prejudice must be evidenced by a conflict of interest, bias, pressure, or influence that precluded a fair and impartial hearing.
3. New information that was not available at the time of the original hearing.
4. A sanction that is extraordinarily disproportionate to the offense committed.
5. The preponderance of the evidence presented at the hearing does not support a finding of responsible. Appeals based on this consideration will be limited to a review of the record of the initial hearing.

The procedures followed during the appeals process are:

1. The student should file a written letter of appear to the Office of Faculty Development and Advancement within 10 class days after being notified of the Academic Honor Policy Hearing Panel decision. This letter should outline the grounds for the appeal (see 1-5 above) and should provide supporting facts and relevant documentation.
2. The Academic Honor Policy Appeal Committee will review this letter of appeal and will hear the student and any witnesses called by the student, except in appeals based on consideration #5 above. The committee may also gather any additional information it deems necessary to make a determination in the case.
3. The Appeals Committee may affirm, modify, or reverse the initial panel decision, or it may order a new hearing to be held. This decision becomes final agency action when it is approved by the Provost. In cases where the student is found responsible, the decision becomes a confidential student record of academic dishonesty.
4. Appellate decisions are communicated in writing to the student, the instructor, the Office of Faculty Development and Advancement, and the Dean of Students Department within 30 class days of the appellate hearing.

ACADEMIC HONOR POLICY COMMITTEE

An Academic Honor Policy Committee shall be appointed by the University President. The Committee will include: three faculty members, selected from a list of six names provided by the Faculty Senate Steering Committee and three students, selected from a list of six names provided by the Student Senate. The Dean of the Faculties or designee and the Dean of Students or designee shall serve *ex officio*. Faculty members will serve three-year staggered terms, and students will serve one-year terms. The committee will meet at least once a semester. It will monitor the operation and effectiveness of the Academic Honor Policy, work with the Faculty Senate and the Student Senate to educate all members of the community regarding academic integrity, and make recommendations for changes to the policy.

AMENDMENT PROCEDURES

Amendments to the Academic Honor Policy may be initiated by the Academic Honor Policy Committee, the Faculty Senate, the Student Senate, and/or the Vice President for Academic Affairs. Amendments to the policy must be approved by both the Faculty Senate and the Student Senate.

APPENDIX B

OFFICIAL UNIVERSITY POLICY ON UNDERGRADUATE ADVISING

General Statement on Advising

To progress satisfactorily through an undergraduate degree program, each student should have ample and accurate academic advisement. Florida State University is committed to a program of effective academic advising for all its students. Florida State University understands academic advising to be a function considerably broader than assistance with course scheduling. Academic advising:

➢ is a process which helps students interpret the values and benefits of higher education,
➢ assists students in their choice of educational and career objectives commensurate with interests, values, and abilities,
➢ helps students develop appropriate strategies to achieve their objectives, and
➢ examines the possible short- and long-range consequences of student decisions.

Florida State University affirms its responsibility to:

➢ assist students to evaluate course options and plan timely progress toward achieving their educational goals,
➢ make available to every student information about academic policies and requirements,
➢ notify students of changes in policies, curricula, and/or academic standing, in a timely fashion,
➢ guide students in developing decision-making skills,
➢ refer students to campus academic and other support services as appropriate, and
➢ establish and maintain a system of recognition and reward to honor advisers for excellence in advising.

The University's Role in Academic Advisement

➢ Each department, school or college will formulate its own plan to meet undergraduate advising needs and problems.
➢ Each unit will designate a coordinator of undergraduate advising for the unit.
➢ Each unit will provide for appropriate adviser training.
➢ Each unit will provide clear academic planning guides for each major that identify critical courses and continuation standards to enable students to make timely progress toward their degrees.
➢ Each unit will develop academic planning guides for advising transfer students that identify critical courses and continuation standards for timely progress toward their degrees.
➢ Each unit will ensure that its academic advisers are familiar with support services available for students with special needs.
➢ The Division of Undergraduate Studies will provide advising for undecided students until they choose a major.
➢ The University will systematically monitor students' satisfactory progress toward a degree.
➢ The University will identify students not making satisfactory progress toward a degree and provide special advising to those students. A student not making adequate progress may be required to change majors.

The Student's Role in Academic Advisement

Florida State University expects students to assume an ever-increasing responsibility for their own academic progress as they move through the University. To accomplish this goal, each student will:

➢ assume responsibility for knowing the rules, regulations and policies of the University and the requirements pertinent to his or her degree program.

➢ furnish and maintain an accurate current address with the Office of the Registrar.

➢ make timely contact with an adviser upon arrival on campus, and continue to contact an adviser at least once a term until graduation.

➢ contact an adviser immediately after being placed on academic warning or probation.

➢ notify the appropriate Dean's office of any change in intended major or any problems he or she is experiencing with academic advisement.

➢ recognize that the matriculation catalog governs each student's graduation requirements. This catalog remains in effect for six years for the Bachelor's Degree.

APPENDIX C

THE CONSTITUTION OF THE FLORIDA STATE UNIVERSITY
(Revised and amended to December 6, 1989)

The legal authority of The Florida State University is vested in the Board of Education; State Board of Education; and in the Board of Regents; State University System Board of Regents;. Subject to that authority this constitution is adopted for the government of the University.

Article I, Administrative Officers
Section A - The President

The President, appointed by the Board of Regents, shall be the Chief Administrative Officer; of the University and shall exercise general supervision over all its activities.

Section B - Other Administrative Officers

There shall be such other administrative officers as the President may designate. They shall have such duties as the President may assign to them. In the case of absence, incapacitating illness, or death of the President, the Vice President for Academic Affairs; shall assume all the authority and responsibility of the President until formal provisions are made by the Board of Regents. In the absence of both the President and the Vice President for Academic Affairs, the Dean of the Faculties; shall have all the authority and responsibility until formal provisions are made by the Board of Regents.

Article II, Councils and Committees

The President shall establish such councils and committees as deemed necessary and shall specify their duties and responsibilities.

Article III, The General Faculty
Section A - Membership

The General Faculty shall consist of those persons holding the academic rank of Instructor, Assistant Professor, Associate Professor, or Professor in one of the colleges, schools, or other academic units of the University, and of those members of the Professional Staff to whom the President assigns an academic rank.

Section B - Jurisdiction

The General Faculty shall

1. receive reports and announcements from officers of the University and from the Faculty Senate, and
2. formulate its opinion upon any subject of interest to the University and make recommendations thereon to the appropriate body or officer for final consideration.

Section C - Meetings

The General Faculty shall meet

1. in regular session in the fall of each academic year to receive the annual report of the President, and

2. in special session called by the President either on his or her own initiative or on resolution of the Faculty Senate, or on written request of at least ten percent of the members of the General Faculty.

Article IV, Faculty Senate
Section A - Faculty Senate: Membership

1. Elected faculty members

Each college or school shall be entitled to representation in the Faculty Senate according to the following formula:

$$\frac{\text{number of representatives}}{100 \text{ members}} = \frac{\text{number of eligible faculty members in college or school}}{\text{total number of eligible faculty in the University}}$$

Each college or school shall be entitled to at least one representative.

The library staff shall be entitled to one elected representative.

Only full-time Instructors, Assistant Professors, Associate Professors, and Professors shall be eligible for representation in and election to the Faculty Senate, except that University Service Professors, University Service Associate Professors, and University Service Assistant Professors are also eligible for representation in and election to the Faculty Senate. If an eligible faculty member has duties in more than one college or school, he or she shall be counted in that college or school in which the major portion of his or her salary is budgeted or time is assigned. Developmental Research School faculty shall be entitled to one elected representative; members of the Developmental Research School faculty shall not be counted as College of Education faculty in determining the number of that College's representatives or be eligible to vote in the College of Education elections of Faculty Senators.

a. Each unit shall elect its representatives for two-year terms, which shall begin with the regular April meeting of the Senate of the election year, according to a procedure which its eligible faculty members shall determine. Prior to February 1 of each year, the Dean of the Faculties shall submit to the Secretary of the Senate a list of the eligible faculty members in each college or school.

b. Each unit may elect, according to a procedure which its eligible faculty members shall determine, an alternate representative or representatives to serve whenever illness, professional travel, or other obligations make it impossible for the designated Senator or Senators to be present. A faculty member thus representing a unit shall have the full privileges of Senate membership.

The Secretary of the Senate shall on February 15 of each year determine the total number of representatives apportioned to each college or school and the number to be elected that year and shall notify the appropriate dean.

2. The Faculty Senate shall elect its presiding officer from its membership to serve for a one-year term. He or she shall be designated President of the Senate and shall serve as the chairperson of the Steering Committee;. In case the person elected President of the Senate is already a member of the Steering Committee, the Senate shall elect a Senator to

fill his or her unexpired term on that committee. The following shall be ex-officio members of the Senate;: The President of the University, the Vice Presidents, the Dean of the Faculties, the Dean of The Graduate School, the Dean of Undergraduate Studies, the dean of each college or school, the University Registrar, the Director of Libraries, and the President of the Student Body. Ex-officio members shall have the privilege of the floor but may not vote.

Section B - Jurisdiction

The Faculty Senate shall be the basic legislative body of the University.

1. It shall formulate measures for the maintenance of a comprehensive educational policy and for the maximum utilization of the intellectual resources of the University.
2. It shall determine and define University-wide policies on academic matters, including Liberal Studies policy, admission, grading standards, and the requirements within which the several degrees may be granted.
3. As the elected body of the General Faculty, the Senate may also formulate its opinion upon any subject of interest to the University and adopt resolutions thereon. Resolutions treating those areas of authority legally reserved to the President of the University and the Board of Regents will be advisory.
4. The President of the University shall have the power to veto any action of the Senate. The veto shall be communicated in writing to the Secretary of the Senate and Chairperson of the Steering Committee with reasons therefore within sixty days. By a two-thirds vote the Senate may appeal to the Board of Regents any action so vetoed.
5. Upon the resignation, retirement, or death of the President and upon a request by the Board of Regents, the Faculty Senate will designate individuals to be available for membership on any committee requested by the Board of Regents for the purpose of consultation in the selection of a nominee for President.

Section C - Standing and Special Committees

1. A Steering Committee shall consist of seven persons elected for staggered two-year terms from the voting membership of the Faculty Senate. In consultation with the President of the University, it shall determine the agenda for each meeting. It shall provide for the reporting to the Faculty Senate by administrative officers, by chairpersons of standing and special committees, and by individuals.
2. The Faculty Senate may establish standing and special committees necessary for its work.

Section D - Meetings

1. The Faculty Senate shall meet in regular session each month during the academic year and may meet in special session during the summer.
2. Special meetings may be held at any time in accordance with rules specified in the Bylaws.
3. All meetings of the Senate shall be open to members of the General Faculty.
4. The right to address the Faculty Senate shall be granted to any member of the General Faculty in accordance with rules specified in the Bylaws.

Section E - Procedure

The Faculty Senate shall develop its own rules of procedure. Minutes shall be kept by the Secretary of the Senate and shall be distributed to all members of the General Faculty, to all administrative officers, and to all members of the Professional Staff.

Article V, The Colleges and Schools

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 faculty of each college or school shall keep on file with the Secretary of the Senate a current set of bylaws governing its internal operations, including procedures for the election of its representatives to the Faculty Senate and for the approval of its candidates for degrees.

Article VI, The Faculty Members of Colleges or Schools
Section A - Appointment: General Faculty

1. Vice Presidents, the Dean of the Faculties, the deans of the colleges and schools, and other such administrative personnel shall be appointed by the President of the University. An advisory committee appointed by the President shall consult with the President in the process of selection of nominees for such positions.
2. Associate and assistant deans of colleges and schools shall be recommended by the appropriate dean to the Vice President for Academic Affairs. The President of the University or a designee shall make these appointments.
3. Professors, Associate Professors, Assistant Professors, and Instructors in the colleges and schools shall be nominated by the department chairperson, or equivalent, approved and recommended by the dean and the Vice President for Academic Affairs, and appointed by the President of the University.
4. Each original appointment shall be confirmed by the President of the University, or his or her designee, in a contract letter.
5. Supplementary appointments to the Graduate Faculty may be given members of the General Faculty on nomination of the department chairperson, or equivalent, and approval of the appropriate dean and the Dean of The Graduate School with the advice and consent of the Graduate Policy Committee.
6. Appointments to the faculty for limited periods of time, clearly stated in writing at the time of appointment, shall be designated as specified in the State University System Classification System. These appointments shall not count toward eligibility for tenure unless otherwise stipulated.

Section B - Tenure, Nonreappointment, Termination, and Suspension

1. The Tenure Process. The procedure to be followed when a faculty member becomes eligible for consideration for the status of permanent member shall be as follows:
    a. Nomination for tenure shall originate with the appropriate department or unit which shall have an elected faculty committee, of whom a majority of the members shall be tenured faculty, which shall initiate the nomination by a favorable vote on the candidate; the department chairperson, or equivalent, shall inform the candidate in writing of the committee decision to recommend or not to recommend, together with his or her recommendation.

b.   The department chairperson or unit officer shall transmit the committee recommendation together with his or her recommendation to the appropriate committee of the college or school and to the dean, and shall transmit the opinion of the tenured members of the department or unit which has been obtained in a secret ballot after a meeting of the tenured faculty for that purpose.

c.   A college or school committee of elected tenured faculty shall consider the candidate for recommendation to a University committee of elected tenured faculty and vote to recommend or not to recommend the candidate; the candidate shall be informed in writing of the committee's decision by the chairperson of the committee.

d.   A University committee on tenure, comprised of elected tenured faculty and with at least one representative from each college or school, shall receive the recommendation from the college or school committee and shall consider it for the recommendation to the Vice President for Academic Affairs and the President of the University; the Dean of the Faculties shall serve as ex-officio chairperson, without voting privileges, of the University committee and shall transmit to the Vice President and the President the committee's decision to recommend or not to recommend the candidate and shall also inform the candidate in writing of the decision.

e.   The Vice President for Academic Affairs and the President of the University shall decide to recommend or not to recommend the candidate to the Board of Regents for tenure, and the President shall notify the faculty member immediately in writing of the final decision to recommend or not to recommend.

f.   In step "d" above, the dean of the appropriate college or school in each case shall present to the University committee his or her decision to recommend or not to recommend the candidate; in step "d," the dean of the appropriate college or school shall also report this decision to the Vice President for Academic Affairs and the President of the University.

g.   In steps "a," "b," and "c" above, the faculty candidate who is not recommended by a committee at any stage of the deliberations may appeal that negative decision to the next committee by so requesting in writing within a period of ten (10) working days after receiving notification of the decision; in "d," the candidate may appeal a negative decision to the Vice President for Academic Affairs and the President by so requesting in writing within a period of ten (10) working days after receiving notification of the decision. Unless a faculty candidate makes an appeal of a negative decision by a committee, the candidate's folder will not be forwarded to the next committee; in stating an appeal, the candidate may address in writing the rationale for the committee's decision.

h.   In steps "b" and "c" above, a college or school may use an additional committee between the department or equivalent committee and the college or school committee if the faculty of said college or school has voted for such usage in its bylaws.

2.   Annual Reappointment of Tenured Faculty Members. Tenured members of the faculties of colleges, schools, and other academic units shall enjoy the assurance of annual recommendations for reappointment.

    a.   Termination; Nonreappointment; and Suspension.

b.   Termination and Nonreappointment of Tenured Faculty Members for Cause. Annual recommendation for reappointment of permanent members of the faculty shall be withheld only for serious cause (incompetence or misconduct) and on the basis of written and specific charges made by the dean of the college or school, the Vice President for Academic Affairs, or by the President of the University. A copy of such charges shall be furnished to the faculty member concerned. In answer to such charges the faculty member shall have, at his or her request, a hearing before an appropriate faculty committee. At this hearing, the faculty member shall be allowed at his or her own expense the benefit of counsel of his or her choice.

c.   Nonreappointment of Nontenured Faculty. Upon the advice of a department chairperson, a departmental/college/school advisory committee, the dean of the respective college or school, and the Vice President for Academic Affairs, the President of the University may give written notice of nonreappointment of a nontenured faculty member. Notice of nonreappointment, or of intention not to reappoint, shall be given in writing in accordance with the following standards: (a) for employees in their first two years of employment, one full semester prior to the date of termination; (b) for employees with two or more years of continuous service, one full year prior to date of termination.

d.   c. Immediate Suspension of Tenured or Nontenured Faculty. In flagrant offenses the President of the University may suspend a member of the faculty with pay from performance of his or her duties. Within two days, excluding weekends and official holidays, following such suspension, the President or his or her representative shall cause a written notice, including a statement of reasons, to be served upon the employee.

e.   If immediate dismissal is thereby sought, a copy of written and specific charges shall be furnished to the faculty member concerned. In answer to such charges, the faculty member shall have, at his or her request, a hearing before an appropriate faculty committee. At this hearing the faculty member shall be allowed at his or her own expense the benefit of counsel of his or her choice. After provision of notice and an opportunity for the accused faculty member to have a hearing before an appropriate faculty committee, the President may initiate immediate dismissal.

f.   If immediate dismissal is not sought, the faculty member shall have, at his or her request, a hearing on the suspension before an appropriate faculty committee.

g.   The hearing committee, after deliberation, shall report its findings to the President. If the hearing committee concludes that adequate cause for dismissal has not been established by the evidence in the record, the President may either accept or reject that finding. If the President rejects the report, he or she will state his or her reasons for doing so in writing to the hearing committee and to the faculty member and provide an opportunity for response before taking any further action. If the hearing committee concludes that adequate cause for a dismissal has been established but that an academic penalty less than dismissal would be more appropriate, it will so recommend, with supporting reasons. If dismissal or other severe sanction is recommended, the President may take such action as he or she deems fit.

3.   Crediting of Time Toward Tenure.

a. Any member of the faculties of colleges and schools holding the rank of Professor shall be eligible for the status of tenured member at the end of the fifth year in a tenure-earning position, to be effective at the beginning of his or her sixth year as a faculty member. A Professor may be given tenure at the beginning of his or her second year as a faculty member provided he or she has had four years of service credited, at time of appointment, from another tenure-earning position elsewhere and has been recommended by the President of the University and approved by the Board of Regents.

b. Any member of the faculties of colleges and schools holding the rank of Associate Professor shall be eligible for the status of tenured member at the end of the fifth year in a tenure-earning position, to be effective at the beginning of the sixth year as a faculty member. An Associate Professor may be given tenure at the beginning of his or her third year as a faculty member provided he or she received credit, at time of appointment, for three years spent in a tenure-earning position elsewhere and has been recommended by the President of the University and approved by the Board of Regents.

c. A faculty member appointed to the rank of Assistant Professor may receive credit at the time of appointment for up to two, but no more than two, years spent in a tenure-earning position elsewhere.

d. A decision whether to nominate a faculty member for tenure shall normally be made during the fifth year of continuous service in a tenure-earning position, or, at the option of the employee and with the concurrence of the appropriate administrative officials, during the sixth such year in a tenure-earning position.

e. Definition of Continuous Employment. Employment during any two semesters or trimesters or during three quarters of any twelve-month period shall be considered a year of continuous employment. Continuous employment for the purpose of tenure eligibility consideration for part-time service shall normally mean employment during at least one semester of any twelve-month period. Part-time service of an employee employed at least one full semester in any twelve-month period shall be accumulated. However, not more than one year of tenure eligibility may be earned in a twelve-month period. (Time spent by a faculty member undergoing appointment or exchange within the State University System or on a special assignment for the benefit of the parent institution or for the University System shall be counted toward the fulfillment of eligibility for tenure. Time spent away from the institution for other purposes shall not be counted toward the fulfillment of eligibility for tenure, except by mutual agreement of the employee and the University.)

4. Restrictions on Employment of Nontenured Faculty.
a. No person employed after 1965 may remain in the service of the University as a nonpermanent member of the faculty of any college, school, or other academic unit in any rank or combination of ranks for a total of more than seven years, except that faculty whose service began before September 1972 may count four additional years in the Instructor or Acting Assistant Professor ranks as probationary. Persons holding an administrative or service role will normally hold a courtesy rank in an academic unit and shall not be subject to the rule during such service unless the academic unit grants a regular tenure-earning

appointment. When the administrative or service function is ended, the person shall receive, upon request, a tenure-earning appointment in an academic unit.

    b.   Not later than the end of the sixth year of service (or the tenth in the case of the above exceptions), the Departmental Chairperson, or equivalent, in consultation with the dean of his or her college or school, shall either nominate the faculty member for tenure or arrange to terminate his or her service at the end of the seventh year (or the eleventh, in the case of the above exceptions). In every case, the faculty member shall be notified in writing of this recommendation by the dean.

    c.   Only time spent in the rank of Assistant Professor and above shall be construed as tenure-earning time.

    d.   Assistant Professors and Instructors shall be considered ineligible for tenure or for reappointment beyond a seven-year maximum.

5. Early Tenure

    a.   The Board of Regents may approve tenure at an earlier time if it is recommended with sufficient justification by the President of the University with the concurrence of the Chancellor.

    b.   A member of the faculty must satisfy the five-year requirement to be eligible for consideration by a tenure committee at any level.

Section C - Academic Freedom

It is the policy of the University to maintain and encourage full freedom, within the law, of inquiry, discourse, teaching, research, and publication, and to protect any member of the academic staff against influences, from within or without the University, which would restrict him or her in the exercise of this freedom in his or her area of scholarly interest. The right to the protection of the University shall not, necessarily, include any right to the service of the University's legal counsel in any proceedings in which the academic freedom of the faculty member may be an issue.

In his or her role as citizen, the faculty member has the same freedoms and responsibilities as other citizens, including political rights and privileges, without institutional censorship or discipline. As a scholar, he or she should be mindful that accuracy, forthrightness, and dignity befit his or her association with the University.

Furthermore, the faculty member must consider his or her academic duties as primary responsibility. In no case should he or she accept or seek appointment to civic or political office which would reduce significantly the time available for his or her primary responsibility without first securing written approval of the President of the University.

A faculty member who believes that he or she does not enjoy the academic freedom which it is the policy of the University to maintain and encourage shall be entitled on his or her written request to a hearing before the Committee on Grievances.

Section D - Resignation

If a member of the faculty of the University desires to obtain release from his or her faculty position, he or she is expected to offer his or her resignation to the President of the University, or a designee, through appropriate administrative channels at least ninety days before the resignation takes effect.

Article VII, The Professional Staff

Those persons holding academic appointments within The Florida State University, but not within a college or school, and those persons within a college or school holding academic appointments whose responsibilities do not include teaching, shall be considered members of the Professional Staff. Members of the Professional Staff having appropriate qualifications and responsibilities shall be assigned faculty rank by the President of the University on recommendation of their administrative officers for the purpose of membership in the General Faculty.

Members of the Professional Staff shall enjoy the assurance of annual recommendation for reappointment in accordance with the provisions of the Florida Statutes and the regulations of the Board of Regents.

Article VIII, Amendments

Amendments to this Constitution shall become effective when (1) approved by a two-thirds vote of the Faculty Senate, and (2) ratified by a majority vote of the members of the General Faculty who are eligible for election to the Faculty Senate and who vote on the proposal.

An amendment to be considered by the Faculty Senate must be submitted at a regular meeting at least one month prior to a vote on the proposal. The faculty vote on ratification shall be taken during the regular academic year not earlier than thirty days after circulation of the Senate minutes in which the amendment approved by the Senate is recorded.

-NOTE: The Constitution was first adopted by the Faculty as the Faculty of the Florida State College for Women on April 11, 1931, and ratified by the Faculty of The Florida State University on May 19, 1948, amended to December 6, 1989.

REVISIONS

1. Revised 2008
2. Revised August 15, 2013
3. Graduate Faculty Membership, College of Law, pg. 104, November 8, 2013
4. Military Short-Term Absence Accommodation Policy, pg.143, December 12, 2013
5. Updated Sustained Performance Evaluation Procedures, pg. 76, February 12, 2014
6. Graduate Faculty Membership update, pg. 101-106, February 27, 2014
7. Specialized Faculty update, pg. 88, March 11, 2014
8. Annual Evaluation update, pg. 70, March 11, 2014
9. Benefits for OPS Positions update, pg. 43, May 20, 2014
10. Updates to Chapters 5 and 6 due to Collective Bargaining Agreement Changes, May 20, 2014
11. Updated the Misconduct in Research and Creative Activity Policy, July 22, 2015
12. Deleted history on posthumous degrees, October 1, 2015.
13. Updated Animal Subjects responsible office to VP for Research, February 25, 2016.

Appendix HH Assistant Professor Successful Longevity Position Description

Job Description

Job Title	Assistant Professor, Successful Longevity 9 Mo SAL
Job ID	39553
Location	Tallahassee, FL
Full/Part Time	Full-Time
Regular/Temporary	Regular

Return to Previous Page   Switch to External View

Department

School of Information at Florida State University (Florida's iSchool)

Responsibilities

This position provides an opportunity to engage in research, teaching, and service designed to help individuals remain healthy, connected, and informed across their lifespan, and to improve the quality of life for diverse individuals throughout Florida, the nation, and the world.

Florida State University has committed to addressing these issues by developing the Institute for Successful Longevity (http://isl.fsu.edu/), a recent, university-wide initiative devoted to interdisciplinary research on healthy physical and cognitive aging that can discover the causes of age-related cognitive decline and translate those discoveries into practices and interventions. Successful applicants will be expected to actively pursue external research funding, independently and collaboratively with other successful longevity researchers, and work effectively within a highly interdisciplinary environment. Faculty are expected to teach at all levels, including courses in the school's bachelor's, master's, and doctoral degree programs; All faculty members are expected to advise students and to serve on School, College, and University committees.

Qualifications

The School of Information at Florida State University is seeking to fill a nine-month, tenure-track faculty position in Successful Longevity at the Assistant Professor level. Qualified applicants will have a Ph.D. or equivalent doctorate in library and information science, information technology, computer science, or another relevant discipline. We are seeking a faculty colleague with experience and expertise in interdisciplinary research related to successful longevity, such as telehealth, financial literacy, social media for health care, large-scale data analysis for health informatics, information security for older adults, and bridging the digital divide for health information technology. Candidates should be able to articulate a research agenda related to successful longevity that fits within the broader research interests of both the iSchool and the Institute.

Other Information

The School of Information is one of three academic units within the College of Communication and Information at Florida State University. The School offers Bachelor's degree programs in Information Technology (IT) and Information, Communication, and Technology (ICT); Master's and Specialist degree programs in Information Technology and Library and Information and Studies; and a Ph.D. program in Information Studies. The School of Information began in 1926, was formally founded in 1947, and is nationally ranked among the top information science graduate schools in the country, with a U.S. News & World Report's "Best Graduate Programs in Library and Information Science" ranking of 13th overall, 5th in Youth Services, 3rd in Digital Libraries, and 1st in School Library Media.

School of Information faculty have been awarded over $50 million in federal, state, local, and foundation research grants, and maintain a strong connection to the community through various literacy and service initiatives. Cultural diversity is an important goal supported by the School, College, and University. More information about the School of Information is available online at: http://ischool.cci.fsu.edu/.

The College of Communication and Information is a member of the iSchools organization, and has a student population of approximately 1,300 undergraduates and 500 graduate students with 87 tenured/tenure-track and 25 full-time non-tenure-track faculty members. CCI recently completed a new strategic plan and is financially well-positioned to invest in opportunities for innovative ideas in support of the plan. CCI's research

portfolio has increased significantly in recent years, and is poised for continued strategic growth. The College is a leader on the campus, and is nationally recognized for its distance and online education programs.

Criminal Background Check

This position requires successful completion of a criminal history background check.

How To Apply

Applications must include work history and all education details (if applicable) even if attaching a resume. Applicants should upload a cover letter detailing their research and teaching interests, a curriculum vitae, and contact information for at least three references.

Tobacco Free Campus

Effective January 1, 2014, tobacco use, including simulated tobacco use, is prohibited on property, interior and exterior, owned or managed by Florida State University. This policy applies to all Florida State University students, employees, consultants, contractors, visitors, and external individuals.

Equal Employment Opportunity

An Equal Opportunity/Access/Affirmative Action/Pro Disabled & Veteran Employer.

FSU's Equal Opportunity Statement can be viewed at: http://www.hr.fsu.edu/PDF/Publications/diversity/EEO_Statement.pdf

Return to Previous Page   Switch to External View

Appendix II He_Vita_2017-02-02

Quality Enhancement Review: Faculty Vita Format
Short Form for the State-Mandated Program Reviews
DRAFT

Date Vita Prepared: April 21, 2014

Department: School of Information

Name: Shuyuan Mary Ho

Professional Preparation (Highest Degree Only)

2009   Ph.D., Syracuse University, Syracuse, NY. Major: Information Science and Technology. Information Systems Security (ISS).

Teaching Assignment for the Last Five Years

Courses excluding dissertation, thesis, supervised teaching and research, and directed individual studies:

Semester	Course Number	Course Name	Number Enrolled	% of Course
Spring 2014	LIS4938	Advanced Information Security	7	100
Spring 2014	LIS5487	Information Systems Management	11	100
Spring 2014	LIS5487	Information Systems Management	2	100
Fall 2013	LIS4774	Information Security	43	100
Fall 2013	LIS5775	Information Security	12	100
Spring 2013	LIS4938	Seminar in Information Studies	9	100
Spring 2013	LIS5900	Directed Individual Study	1	100
Fall 2012	LIS4774	Information Security	19	100
Fall 2012	LIS6909	Directed Individual Study	1	100

Current Doctoral Student Supervisory Committees

Chair   Member
   Velazquez, Monica Ocasio   Hollister, Jonathan M.

No doctoral students who have graduated in the last five years for whom you were supervisory committee chair.

Current Master's Student Supervisory Committees

No current master's student committees. No master's students who have graduated in the last five years for whom you were supervisory committee chair.

Research and Original Creative Work for the Last Five Years

Program of Research and/or Focus of Original Creative Work

Shuyuan's research focuses on trusted human-computer interactions, addressing issues of cyber insider threats. Shuyuan's sociotechnical research adopts innovative online game as methodology to model next generation behavioral inference systems based on language-action features in complex trust relationships, human disposition and intent detection.

Publications

Refereed Journal Articles

Ho, S. M., Kaarst-Brown, M., & Benbasat, I. (submitted). A theory of Trustworthiness attribution: Insider threat identification in online communications. *Information Systems Journal*. Manuscript submitted for publication.

Ho, S. M., & Warkentin, M. (submitted). Leader's Dilemma Game: An instrumentation design for cyber insider threat research. *Information & Management*. Manuscript submitted for publication, 15 pages.

Ho, S. M., & Benbasat, I. (in press). Dyadic attribution model: A mechanism to assess trustworthiness in virtual organizations. *Journal of the American Society for Information Science and Technology*.

Ho, S. M., & Katukoori, R. R. (2013). Agent-based modeling to visualize trustworthiness: A socio-technical framework. *Int'l Journal of Mobile Network Design and Innovation*, *5(1)*, 17-27. Retrieved from http://www.ingentaconnect.com/content/ind/ijmndi/2013/00000005/00000001/art00003 doi:10.1504/ijmndi.2013.057145

Ho, S. M., Bieber, M., Song, M., & Zhang, X. (2013). Seeking beyond with IntegraL – A user study of sense-making enabled by anchor-based virtual integration of library systems. *Journal of the American Society for Information Science and Technology*, *64(9)*, 19. doi:10.1002/asi.22904

Ho, S. M., & Lee, H. J. (2012). A Thief Among Us: The use of finite-state machines to dissect insider threat in cloud communications. *Journal of Wireless Mobile Networks, Ubiquitous*

Computing, and Dependable Applications, 3 (1/2), 82-98. Retrieved from
http://isyou.info/jowua/papers/jowua-v3n12-6.pdf

Invited Books

Ho, S. M. (2014). *Cyber insider threat: Trustworthiness in virtual organizations*. LAP Lambert
Academic Publishing.

Refereed Book Chapters

Ho, S. M., & Hollister, J. (in press). Cyber insider threats in virtual organization. In Mehdi
Khosrow-Pour (Ed.), *Encyclopedia of Information Science and Technology, 3rd Ed*. IGI
Global.

Ho, S. M., & Wang, C. (2009). Security-based knowledge management. In M. Khosrow-Pour
(Ed.), *Encyclopedia of Information Science and Technology, 2nd Ed* (pp. 3401-3405).
Hershey, PA: Information Science Reference.

Refereed Proceedings

Ho, S. M., Timmarajus, S. S., Burmester, M., & Liu, X. (2014). Dyadic attribution: A theoretical
model for computationally interpreting words and action. In W.G. Kennedy, N. Agarwal,
and S.J. Yang (Ed.), *Social Computing, Behavioral Modeling, and Prediction* (pp.
271-278). Springer International Publishing Switzerland.

Ho, S. M., & Hollister, J. (2013). Guess Who? An empirical study of gender deception and
detection in computer-mediated communication. In *76th Annual Meeting of the
Association for Information Science & Technology (ASIS&T 2013)* (pp. 4). Montreal,
Quebec, Canada. Retrieved from
http://www.asis.org/asist2013/proceedings/submissions/posters/53poster.pdf

Ho, S. M., Ahmed, I., & Salome, R. (2012). Whodunit? Collective trust in virtual interactions. In
S.J. Yang, A.M. Greenberg, & M. Endsley (Eds.), *2012 International Conference on
Social Computing, Behavioral-Cultural Modeling, and Prediction (SBP'12)* (pp.
348-356). University of Maryland, College Park, MD: Springer-Verlag Berlin
Heidelberg.

Ho, S. M., & Zhang, X. (2011). iSensor inference model for assessing trustworthiness in
computer-mediated communications. In *2011 Conference on Computer Supported
Cooperative Work (CSCW'11)*. New York, NY: ACM.

Ho, S. M. (2009). A socio-technical approach to understanding perceptions of trustworthiness in virtual organizations. In H. Liu, J.J. Salerno, & M. J. Young (Eds.), *Social Computing, Behavioral Modeling, and Prediction* (pp. 113-122). Tempe, FL: Springer.

Presentations

Refereed Papers at Conferences

Ho, S. M., Warkentin, M., & Salome, R. (presented 2012, September). *Lie to Me: Gender deception and detection in computer-mediated communications*. Paper presented at Dewald Roode Information Systems Security Workshop, International Federation For Information Processing Workgroup 8.11/11.13, Brigham Young University, Provo, Utah. (International)

Ho, S. M., & Benbasat, I. (presented 2011, December). *Two-stage recursive attribution mechanism for sensing behavioral anomalies in virtual organizations*. Paper presented at Pre-ICIS Workshop: MIS Quarterly special issue on "Information Systems for Symbolic Action: Social Media and Beyond", Association for Information Systems, Shanghai, China. (International)

Ho, S. M., & Lee, H. J. (presented 2011, December). *Group attribution of human betrayal in a virtual collaborative context*. Paper presented at Pre-ICIS'11 Workshop on Information Security and Privacy (WISP), Association for Information Systems, Shanghai, China. (International)

Ho, S. M. (presented 2011, September). *Theorizing on virtual identity theft using the Turing imagination game*. Paper presented at 6th Mediterranean Conference on Information Systems (MCIS'11), Association for Information Systems, Cyprus. (Regional)

Ho, S. M., Benbasat, I., & Stanton, J. (presented 2010, December). *Theory of trustworthiness attribution for countering insider threats*. Paper presented at Pre-ICIS'10 MIS Quarterly New Author's Workshop, Association for Information Systems, St. Louis, MO. (International)

Ho, S. M., Benbasat, I., & Stanton, J. (presented 2010, December). *Theory of trustworthiness attribution for countering insider threats*. Paper presented at Pre-ICIS'10 JAIS Theory Development Workshop, Association for Information Systems, St. Louis, MO. (International)

Ho, S. M., Bieber, M., Ho, S. M., Song, M., & Bieber, M. (presented 2010, June). *IntegraL connects data, users and scientists*. Paper presented at 36th Annual Conference of International Association for Social Science Information Services & Technology (IASSIST 2010), Social Informatics, Cornell University, Ithaca, NY. (International)

Ho, S. M., Song, M., Bieber, M., Koppel, E., Hamidullah, V., & Bokota, P. (presented 2010). *IntegraL: An effective link-based federated search infrastructure*. Paper presented at iConference, iConference, University of Illinois, Urbana-Champaign. (National)

Ho, S. M. (presented 2009, December). *Simulating insider threats with online games*. Paper presented at Pre-ICIS Workshop on Information Security and Privacy (WISP), Association for Information Systems. (International)

Song, M., Ho, S. M., & Bieber, M. (presented 2009). *A scalable digital library infrastructure that expands search and beyond*. Paper presented at Books Online 2009 Workshop, Microsoft Research, Corfu, Greece. (International)

Refereed Papers at Symposia

Ho, S. M., & Zhang, X. (presented 2011, July). iSensor inference model for assessing trustworthiness in computer-mediated communications. In *Symposium on Usable Privacy and Security (SOUPS'11)*. Symposium conducted at the meeting of CyLab Usable Privacy and Security Laboratory (CUPS), Carnegie Mellon CyLab, Pittsburgh, PA. (International)

Ho, S. M. (presented 2011). Lightning Talk: Using online game to simulate insider threats in cyberspace. In *Symposium on Usable Privacy and Security (SOUPS'11)*. Symposium conducted at the meeting of CyLab Usable Privacy and Security Laboratory (CUPS), Carnegie Mellon CyLab, Pittsburgh, PA. (International)

Ho, S. M. (presented 2009, September). Behavioral Anomaly Detection: A Socio-Technical Study of Trustworthiness in Virtual Organizations. In *National Postdoc Appreciation Day Symposium*. Symposium conducted at the meeting of Post Doctoral Association of UMDNJ/Rutgers, Piscataway, NJ. (Local)

Refereed Presentations at Conferences

Song, M., Ho, S. M., & Bieber, M. (presented 2009, November). *Building a Sustainable NSDL Community Infrastructure*. Presentation at NSDL'09 Annual Meeting, National Science Digital Library (NSDL), Washington D.C. (National)

Ho, S. M. (presented 2009, August). *Trustworthiness in virtual organizations*. Presentation at 15th Americas Conference on Information Systems, Association for Information Systems, San Francisco, California. (International)

Refereed Workshops

Liddy, E., Eisenberg, M., Bruce, H., Burnett, K., Fenske, D., Sawyer, S., Budd, J., Milojevic, S., & Ho, S. M. (2014, March). *Interdisciplinary practices at iSchools*. Workshop delivered at iConference 2014, Berlin, Germany. (International)

Erickson, I., Ho, S. M., Howison, J., Reynolds, R., Schmidt, I., & Warren, A. (2013, February). *Sociotechnical systems research: Advancing clear definitions, conceptual boundaries, shared understandings, and promising research problem domains*. Workshop delivered at iConference, Fort Worth, TX. (International)

Mueller, M., Kuehn, A., Santoso, S., Clement, A., Deibert, R., & Ho, S. M. (2012, February). *Network surveillance: Access control, transparency, power and circumvention in the 21st century*. Workshop delivered at iConference, Toronto, Canada. (International)

Ho, S. M. (2011, March). *Cybersecurity Research Forum Spring Series*. Workshop delivered at Drexel University, Philadelphia, PA. (Local)

Contracts and Grants

Contracts and Grants Funded

Ho, S. M. (Dec 2013–Nov 2014). *PG: Two Sides of a Coin: Online Identity Misrepresentation and Deception in Virtual Collaborative Environments*. Funded by Florida State University Council on Research and Creativity (CRC). Total award $13,000.

Ho, S. M., Burmester, M., Liu, X., & Hancock, J. (Sep 2013–Jul 2015). *Secure and Trustworthy Cyberspace EAGER: Collaborative: Language-action causal graphs for trustworthiness attribution in computer-mediated communication*. Funded by National Science Foundation. (1347113). Total award $119,998.

Ho, S. M. (Mar 2013–Aug 2013). *FYAP: Identity deception and detection in computer-mediated communications*. Funded by Florida State University Council on Research and Creativity (CRC). Total award $20,000.

Contracts and Grants Pending

Oh, S., & Ho, S. M. (Feb 2014). *Digital Library Application Development: IntegraL as an Innovative Tool*. Submitted to Florida State University Council on Research and Creativity (CRC).

Ho, S. M., Bieber, M., Xu, S., & Oh, S. (Jan 2014). *Secure and Trustworthy Cyberspace: SBE: SMALL: Collaborative: SpiderSense: Just-in-time Cybersecurity Awareness*. Submitted to National Science Foundation.

Ho, S. M. (Dec 2013). *Dyadic Attribution Model: A Sociotechnical Framework of Trustworthiness Inference Based on Language-Action Features in Online Communication*. Submitted to Defense Advanced Research Project (DARPA).

Ho, S. M., Carley, K., Cardie, C., Hancock, J., Pfeffer, J., Riccardi, G., Stvilia, B., Yu, B., & Zhou, L. (Jan 2013). *Secure and Trustworthy Cyberspace – TWC SBE: Frontier: Collaborative: Organic Social Firewall: A Human-Computational Study of Trustworthy Communications*. Submitted to National Science Foundation.

Lukatch, R. P., & Ho, S. M. (Nov 2012). *Regular Research Grant*. Submitted to United States-Israel Binational Science Foundation.

Service for the Last Five Years

Florida State University

<u>FSU University Service</u>

Member, FSU Cybersecurity Center for Research, Education, Policy and Assessment (2013–present).

Advising Faculty, FSU Cybersecurity Club Student Organization (2013–present).

<u>FSU Department Service</u>

Member, Technology Service Committee (2013–present).

Faculty Advisor, FSU SLIS MSIT program (2013–present).

Member, MSIT Program Committee (2013–present).

The Profession

<u>Guest Reviewer for Refereed Journals</u>

iConference (2014).

IFIP WG8.11/WG11.13 Dewald Roode Information Security Workshop (2013).

Information Systems Journal (ISJ) (2013).

Knowledge and Information Systems (KAIS) (2013).

The Americas Conference on Information Systems (AMCIS) (2013).

Social Computing, Behavioral-Cultural Modeling, and Prediction (SBP) (2012–13).

Decision Support Systems (DSS) (2012).

Hawaii International Conference on System Sciences (HICSS) (2012).

Journal of Wireless Mobile Networks, Ubiquitous Computing, and Dependable Applications (JoWUA) (2012).

CHI 2012 Paper and Notes (2011–12).

HCI/MIS Pre-ICIS Workshop (2011).

International Conference on Information Systems (ICIS) (2011).

Security Informatics (2011).

Journal of Electronic Commerce Research and Applications (ECRA) (2009–11).

Journal of the Association for Information Systems (JAIS) (2008–10).

Workshop on Information Security and Privacy (WISP) (2009).

iConference (2008–09).

Chair of a Symposium

Liddy, E., Eisenberg, M., Burnett, K., Sawyer, S., Bruce, H., Fenske, D., Madsen, D., & Ho, S. M. (Chair). (2014, March). *Interdisciplinary practices at iSchools*. Symposium conducted at the meeting of iConference, Berlin, Germany.

Reynolds, R., Warren, A., Ho, S. M., Howison, J., Erickson, I., & Schmidt, I. (Chair). (2013, February). *Sociotechnical systems research: Advancing clear definitions, conceptual boundaries, shared understandings, and promising and fruitful research problem domains*. Symposium conducted at the meeting of iConference, Fort Worth, TX.

Mueller, M., Kuehn, A., Santoso, S., Clement, A., Deibert, R., & Ho, S. M. (Chair). (2012, February). *Network surveillance: Access control, transparency, power and circumvention in the 21st century*. Symposium conducted at the meeting of iConference, Toronto Canada.

Ho, S. M. (Chair). (2011, April). *2011 Drexel Cybersecurity Research Forum Spring Series*. Symposium conducted at the meeting of Drexel University, Philadelphia, PA.

Service to Professional Associations

Research Coordinator, ISACA Tallahassee Chapter (2012–present).

Member, Academy of Management (AOM) (2012–present).

Member, Association for Computing Machinery (ACM) (2012–present).

Member, The American Society for Information Science and Technology (ASIS&T) (2010–present).

Member, Association for Information Systems (AIS) (2008–present).

Member, Information Systems Audit and Control Association (ISACA) (2004–present).

Member, International Information Systems Security Certification Consortium, Inc. (ISC)2 (2003–present).

Member, Alpha Sigma Chapter of Phi Beta Delta, Honor Society for International Scholars (2006–2009).

Education Chair, ISACA Central New York Chapter (2005–2009).

Appendix JJ New Adjunct Faculty Competencies

Appendix __: New Adjunct Faculty Competencies

Name	Courses Taught	Competencies
Dr. Adam Worrall	LIS 3353 Technologies for Information Professionals; LIS 3267 Information Science; LIS 4910 Information Technology Project	Dr. Adam Worrall earned his MLIS and PhD in Information Studies from Florida State University. He has many years of experience in the IT and LIS fields and strong teaching skills and experience as part of his PhD. His excellence in teaching, project management, research, and leadership have been recognized both formally and informally. Dr. Worrall is an accomplished presenter at national and international conferences and a member of multiple LIS and IT professional and research associations. Dr. Worrall is now an Assistant Professor in the University of Alberta School of Library and Information Studies.
Dr. Nicole Alemanne	LIS 5474 Business Information Needs and Sources	Dr. Alemanne holds a PhD and an MS in Library and Information Studies. She has taught in LIS programs at Florida State University and The University of Rhode Island and has 22 years of industry experience in advertising and television research and competitive business analysis.
Dr. Karla Schmitt	LIS 5788 Management of Health Information Technology	Dr. Karla Schmitt is an Associate Professor at the College of Nursing, Florida State University. She has an M.S.N. from the University of Florida and an M.P.H. from the University of Central Florida. She specializes in women's health research.
Jennifer Underhill	LIS 5025 Educational Concepts & Strategies for School Librarians	Jennifer Underhill has a BA in English, a Master's degree in Public Administration, and an MLIS from Florida State University, as well as 10 years of experience as a school

		librarian. She has presented at local, state, national, and international conferences on topics such as instructional design, educational technology, action research in the school library, and reading strategies. Jenn is active in the Florida Association for Media in Education; she serves on the Strategic Planning Committee and currently chairs the Florida Sunshine State Young Readers Award Committee and the Membership Committee. She is also a member of the American Library Association, American Association of School Librarians and Association for Library Service to Children. She is currently the K-12 school librarian and a University School Associate Professor at Florida State University Schools, the FSU lab school, in Tallahassee, FL.
Dr. Dong Joon Lee	LIS 2780 Database Concepts	Dr. Lee has a PhD in Library and Information Studies with a background of Computer Science. He also has experiences of multiple semesters as a teaching assistant for the same course. Dr. Lee is currently an Assistant Professor and Researcher Information Systems Librarian at Texas A&M University.
Dr. Amelia Anderson	LIS4708 Perspectives on Information Technology	Dr. Anderson has a master's degree in Library and Information Studies and PhD in Information Studies. She has multiple years of experience in libraries as well as in the classroom, both face to face and in the online environment. She is the incoming chair of the Florida Library Association's Strategic Planning committee and is the Vice President of the Board for the Literacy Volunteers of Leon County. She currently works as the project

		manager for an IMLS funded grant, Project A Plus.
Dr. Jung Hoon Baeg	LIS 4910 Information Technology Project	Dr. Jung Hoon Baeg has a Master of Science in Library and Information Studies and a PhD in Information Studies. He has various teaching experiences in Information Technology-related subjects and research expertise in health informatics and technology usage in health area. He is currently an Adjunct Professor in School of Information and a Postdoctoral fellow in the Information Institute at the Florida State University.
Dr. Jonathan Hollister	LIS4910 Introduction to Information Technology Project Management; LIS5566 Multicultural Literature and Information Resources for Children and Young Adults; LIS5567 International Literature for Children and Young Adults	Competencies: Jonathan M. Hollister holds an MSLIS and a PhD in Information Studies as well as experience conducting research, publishing, and teaching in the areas of diverse literature and information resources for digital youth and adults, digital literacy skills, IT professional development, gaming, and theories of information behavior. He has extensive training in research methods and experience working on qualitative, quantitative, and mixed- and multi-methods research projects. He is a devout cat person and currently works as a Postdoctoral Researcher at the Information Use, Management & Policy Institute.
Dr. JiSue Lee	LIS 3267 Information Science; LIS 4708 Perspectives on Information Technology; LIS 3201 Research and Data Analysis in Information Technology; LIS 5271 Research Methods in Information Studies	Dr. Lee earned her PhD in Information Studies from Florida State University, Master's degree from Yonsei University, and Bachelor of Arts from Ewha Womans University. Prior to the doctoral program, she was a researcher for the Executive Office of the President of the Republic of Korea and for the National

Appendix KK Grant Information

Business U	Contract #	Sponsor Name	Ref Awd #	Dept ID	Project ID	PI/Co-PI Name	Role	Begin Date	End Date	Award Title	Status	Amount	
FSU01	0000027134	FSU CRC	None	138000	035899	Allen,Warren Standale	PI	12/1/14	11/30/15	PG: Social Media Pilot System to Represent	ACP	$	12,276.00
FSU01	0000027110	University of South Florida	2108-1072-00-O	138000	035874	Ho,Shuyuan Mary	PI	3/1/15	2/29/16	A Sociotechnical Appproach To Lawful Inter	ACP	$	19,500.00
FSU01	0000027019	National Science Foundation	1505195	138000	035780	Ho,Shuyuan Mary	PI	12/15/14	5/31/16	iCorps: Market Impact Identification of Dya	ACP	$	50,000.00
FSU01	0000026452	National Science Foundation	1449622	138001	035184	Mardis,Marcia A.	PI	7/1/14	6/30/15	I-Corps: Investigating The Viability of an Int	ACP	$	50,000.00
FSU01	0000028177	FSU CRC	None	138001	036997	Hinnant,Lynne C	PI	5/1/15	8/21/15	FYAP: The Potential Impact of Managemen	ACP	$	20,000.00
FSU01	0000027702	FSU CRC	None	138001	036492	Mardis,Marcia A.	PI	7/1/15	6/30/16	DSA: Developing Scholar Award - Mardis	ACP	$	10,000.00
											FY 2014-2015	**$**	**161,776.00**

Business U	Contract #	Sponsor Name	Ref Awd #	Dept	Project	PI/Co-PI Name	Role	Begin Date	End Date	Award Title	Status	Amount	
FSU01	0000027739	National Science Foundation	1458550	138000	035407	Riccardi,Gregory A	CPI	7/15/15	6/30/18	ABI DEVELOPMENT: Notes From Nature: Ac	ACP	$	336,938.00
FSRF1	0000026793	Alan Foundation	NONE	138000	037389	Gross,Melissa R	PI	12/1/15	12/31/16	Promoting Peritextual Literacy: Reading to I	ACP	$	1,463.00
FSU01	0000028204	Online Computer Library Center	NONE	138000	037398	Stvilia,Besiki	PI	2/1/16	1/31/17	Social Aspects of Participation in Online Res	ACP	$	14,984.00
FSRF1	0000028401	FSURF - FSU Research Foundation	NONE	138000	037668	Gross,Melissa R	PI	12/1/15	12/31/16	RF02644 Salary: ALAN Foundation	ACP	$	-
FSU01	0000028402	FSU CRC	None	138000	038002	Urban,Richard Joseph	CPI	2/1/16	1/31/17	MDS: Linked Women Pedagogues Project: A	ACP	$	24,802.00
FSU01	0000028717	FSURF - FSU Research Foundation	NONE	138000	038012	Stvilia,Besiki	PI	2/1/16	1/31/17	RF02675 Salary: OCLC / ALISE	ACP	$	2,744.00
FSU01	0000028891	FSU CRC	None	138001	036492	Mardis,Marcia A.	PI	7/1/15	6/30/17	DSA: Developing Scholar Award - Mardis	ACP	$	10,000.00
FSU01	0000029230	FSU CRC	None	138001	038097	He,Zhe	PI	5/1/16	8/10/16	FYAP: Towards Data-Driven Assessment of I	ACP	$	20,000.00
FSU01	0000029587	Institute of Museum and Librar	LG-73-16-0006-16	138001	038518	Stvilia,Besiki	PI	6/1/16	5/31/17	Towards Engaging Researchers In Research	ACP	$	49,950.00
FSRF1	0000027304	National Science Foundation	1540700	181007	036531	Nelson,Roy M	PI	9/1/15	8/31/17	Earthcube IA: Collaborative Proposal: Enhar	ACP	$	154,360.00
											FY 2015-2016	**$**	**615,241.00**
											Total Research Awards	**$**	**777,017.00**

Appendix LL FEAS Awards

Honors, Awards, and Prizes, limited to department Information.

Name	Award Category	Date	Name of Award	Organization	Award Scope	Award Amount	Web Link for More Info
Allen, Warren Standale	Teaching	2016	Undergraduate Faculty Teaching Award	College of Communication and Information	College		
Doffek, Pamala J		2014	Merit Pay Incentive	College of Information			
Doffek, Pamala J	Performance	2015	Merit Pay Incentive	College of Communication & Information	Institution		
Doffek, Pamala J	Professional	2015	I Love Libraries (nominee)	American Library Association	National	0	
Doffek, Pamala J	Professional	2015	Librarian of the Year (nominee)	Florida Library Association	State	0	http://www.flalib.org/awards_descriptions/Librarian%20of%20the%20Year%20Award.pdf
Everhart, Nancy L	Professional	2015	Exceptional Accomplishments Award	Florida State University, Office of Faculty Recognition	Institution	5000	
Everhart, Nancy L	Research	2015	Research Stay for University Academics and Scientists	German Academic Exchange Service	International	7500	https://daad.org/researchvisit
Gibradze, Leila	Service	2014	Staff Excellence Award for Extraordinary Service, Teamwork, and Commitment	University Libraries, Florida State University	Institution		
Gross, Melissa R	Teaching	2015	2014-2015 Distance Learning Award for Excellence in Online Teaching of LIS 5564 Information Needs of Children	Florida State University Office of Distance Learning.	Institution		
Gross, Melissa R	Teaching	2015	Transformation Through Teaching Recognition	he Florida State University Spiritual Life Project.	Institution		
He, Zhe	Research	2014	Top Poster Award of Columbia University Postdoc Research and Career Symposium	Columbia University Office of Postdoctoral Affairs	Institution		
He, Zhe	Service	2014	Outstanding Student Leader Award (Graduate)	New Jersey Institute of Technology	Institution		
He, Zhe	Research	2015	Provost's Travel Award	Provost's Office, Florida State University	Institution	1000	
He, Zhe	Research	2015	Amazon Web Services Education Research Grant Award	Amazon Inc	International	2000	https://aws.amazon.com/research-credits/2015-recipients/
He, Zhe	Research	2015	Distinguished Paper Award of AMIA 2015 Annual Symposium	American Medical Informatics Association	National		
He, Zhe	Research	2015	Finalist of Student Paper Competition	2015 World Congress on Health and Biomedical Informatics	International		
He, Zhe	Research	2016	Runner-Up of the Most Interesting Preliminary Results Paper Award	iConference 2016	International		http://ischools.org/news/iconference-award-finalists-announced-winning-paper-to-recieve-5000-lee-dir
He, Zhe	Research	2016	Provost's Travel Award	Provost's Office, Florida State University	Institution	1000	
He, Zhe	Research	2016	First Year Assistant Professor (FYAP) Award	Florida State University	Institution	20000	
He, Zhe	Research	2016	Travel Award	South Big Data Regional Innovation Hub	National	1000	High Impact Applications of Data Science in Precision Medicine, Health Analytics, and Health Dispari
He, Zhe	Research	2016	Travel Award	NIH Future Research Leaders Conference	National	2000	https://researchfestival.nih.gov/2016/future-research-leaders
He, Zhe	Research	2016	AWS Cloud Credits for Research	Amazon Inc.	National	1200	https://aws.amazon.com/research-credits/
Ho, Shuyuan Mary	Professional	2014	ICORPS: Market Impact Identification of Dyadic Attribution Model for Disposition Assessment Using Online Games	National Science Foundation	National	50000	
Ho, Shuyuan Mary	Research	2015	Travel Award	Florida State University Office of the Provost	National	1339	http://amcis2015.aisnet.org/
Ho, Shuyuan Mary	Service	2015	ITS Student Technology Fee	Florida State University	Institution	21035	http://its.fsu.edu/Student-Technology-Fee
Ho, Shuyuan Mary	Research	2015	FC2: A Sociotechnical Approach to Lawful Interception and Computational Assessment of Information Behavior to Protect against Insider Threat	Florida Center for Cybersecurity	State	25000	http://www.usf.edu/cybersecurity/
Ho, Shuyuan Mary	Professional	2016	ICIS 2016 Security and Privacy Track Best Associate Editor Nominee Award	Association for Information Systems			http://icis2016.aisnet.org/is-security-and-privacy/
Jowett, Mark K	Teaching	2015	Undergraduate Faculty Teaching Award	College of Communication & Information - School of Information	College		
Kazmer, Michelle M	Teaching	2014	Thomson Reuters Outstanding Information Science Teacher Award	Association for Information Science and Technology	International	1000	http://www.asis.org/awards/teacher.html
Kazmer, Michelle M	Other	2014	Florida State University Faculty Travel Grant	Florida State University	Institution		
Kazmer, Michelle M		2014	FSU graduate teaching award (nominated)	Florida State University			
Kazmer, Michelle M	Teaching	2016	Graduate Faculty Teaching Award	Florida State University School of Information	Department		
Koontz, Christine M	Teaching	2014	Excellence in Online Course Design	ODDL FSU	Institution	1000	http://news.fsu.edu/More-FSU-News/Faculty-members-lauded-for-service-to-online-education
Latham Jr, Don L		2014	Outstanding Faculty Award	Florida State University, School of Information			
Lustria, Mia A	Research	2015	Outstanding Faculty Research Award	DC Health Communication Conference	International		
Mardis, Marcia A.	Research	2014	Outstanding Faculty Research Award	College of Communication & Information	Institution		
Mardis, Marcia A.	Research	2014	Alternative Exceptional Distinction	Florida State University	Institution	5000	
Mardis, Marcia A.	Research	2015	Outstanding Faculty Teaching Award	College of Communication & Information	College		
Mardis, Marcia A.	Research	2015	Developing Scholar Award	Florida State University	Institution	10000	
Mardis, Marcia A.	Teaching	2016	University Teaching Award (Nominee)	Florida State University	Institution		
Marty, Paul F		2015	Visiting Scholar	Charles Sturt University, Wagga Wagga, Australia			
Mon, Lorraine M	Research	2014	Best Poster Award	iConference, Annual Conference of the iSchools	International		http://ischools.org/the-iconference/about-the-iconference/iconference-2014-summary/#awards
Stvilia, Besiki		2016	Nominated for the Excellence in Online Teaching Award	Florida State University			
Swaine, Linda G		2014	Distinguished Faculty Award	CCI Leadership Board		1000	

Appendix MM FEAS Book Chapters

All Book Chapters, limited to department Information.

Name	Record Type	Author(s)	Editor(s)	Location: Publisher	Pages	Book Title	Pub Date	Chapter Title	Retrieved from URL	Status
Burnett, Gary D	Refereed Book Chapters	Burnett, G.;Burnett, K.;Kazmer, M.M;Marty, P.F.;Worrall, A.;Knop, B.;Hinnant, C.C.;Stvilia, B.;Wu, S.	Fichman P.;Rosenbaum, H.	Cambridge: Cambridge Scholars Publishing	225	Social Informatics: Past, Present and Future	2014	Don't Tap on the Glass, You'll Anger the Fish! The Information Worlds of Distributed Scientific Teams		Published
Burnett, Kathleen M	Refereed Book Chapters	Burnett, K;Burnett, G;Kazmer, M;Marty, P;Worrall, A;Knopf, B;Hinnant, C;Stvilia, B;Wu, S	P. Fichman;H. Rosenbaum	Cambridge, UK: Cambridge Scholars Publishing.	1-20	Social informatics: Past, present, and future	2014	Don't tap on the glass, you'll anger the fish! The information worlds of distributed scientific teams.		Published
Everhart, Nancy L	Invited Book Chapters	Everhart, N.	Susan Altman	Libraries Unlimited		School Librarianship: Past, Present, and Future	2017	Professional Growth Through International Associations		Published
Gross, Melissa R	Invited Book Chapters	Gross, M.	Trudeau, Lawrence J.	Detroit, MI: Gale Publishing		Children's literature review (Vol. 187)	2014	The Giver and Shade's Children: Future views of child abandonment and murder		Published
Gross, Melissa R	Invited Book Chapters	Gross, M.	R. Small & M. Mardis	Santa Barbara, CA: ABC-CLIO	12	Research methods for librarians: Practical applications in formal and informal learning environments	2016	Participant observation		In Press
Gross, Melissa R	Invited Book Chapters	Witte, S.;Gross, M.;Latham, D.	P. Greathouse;B. Eisenbach;J. Kaywell	Lanham. MD: Rowan & Littlefield.	35	Adolescent literature as a complement to the content areas,	2016	Peritextual literacy framework with young adult nonfiction: Navigating biographies with adolescents in social studies.		In Press
Gross, Melissa R	Refereed Book Chapters	Walter, V. A.;Gross, M.	J. McDonald;M. Levine-Clark	New York: Taylor & Francis Group	30	Encyclopedia of library and information sciences (4th ed.).	2016	Children's services in libraries.		In Press
Gross, Melissa R	Refereed Book Chapters	Latham, D.;Gross, M.			7		2016	Peritext: Supporting critical thinking about nonfiction for young adults.		Submitted
Gross, Melissa R	Refereed Book Chapters	Gross, M.	J. McDonald;M. Levine-Clark	NY: Taylor & Francis Group.		Encyclopedia of library and information sciences (4th ed.)	2016	Youth information needs and behaviors.		In Press
Hinnant, Charles C	Invited Book Chapters	Burnett, Gary;Burnett, Kathleen;Kazmer, Michelle M.;Marty, Paul F.;Worrall, Adam;Knop, Brian;Hinnant, Charles C.;Stvilia, Besiki;Wu, Shuheng	Pnina Fichman;Howard Rosenbaum	Cambridge, UK: Cambridge Scholars Publishing	118-135	Social Informatics: Past, Present, Future	2014	Don't Tap on the Glass, You'll Anger the Fish! The Information Worlds of Distributed Scientific Teams	http://www.cambridgescholars.com/social-informatics-6	Published
Kazmer, Michelle M	Refereed Book Chapters	Kazmer, M.M.	J. C. Bernthal	Jefferson, NC, USA: McFarland	114-129	The Ageless Agatha Christie: Essays on the Mysteries and the Legacy	2016	"One Must Actually Take Facts as They Are": Information Value and Information Behavior in the Miss Marple Novels		Published
Latham Jr, Don L	Invited Book Chapters	Witte, S.;Gross, M.;Latham, D.		Lanham, MD: R & L			2016	Using the Peritextual Literacy Framework with Young Adult Biographies: Introducing Peritextual Functions with Adolescents in Social Studies		Contracted
Mardis, Marcia A.	Refereed Book Chapters	Spears, Laura;Mardis, Marcia A.	Dania Bilal;Jamshid Behesti	Bingley, United Kingdom: Emerald Library and Information Science Book Series	217-263	New Directions in Children's Information Behaviour Research	2014	A failure to connect: The elusive relationship between broadband access and children's information seeking in American academic research		Published
Marty, Paul F	Refereed Book Chapters	Marty, P.	Arns, J.W.	Lanham: Rowman and Littlefield	19-22	Annual Review of Cultural Heritage Informatics	2016	The Cobbler's Children: Invisible Work and Information Professionals in Museums.		Published
Mon, Lorraine M	Refereed Book Chapters	Mon, L.;Phillips, A.	A. Woodsworth & D. Penniman	Emerald Group Publishing		Advances in Librarianship 39	2015	The Social Library in the Virtual Branch: Serving Adults and Teens in Social Spaces		Published
Mon, Lorraine M	Refereed Book Chapters	Lee, J.;Ryu, H.;Mon, L.;Park, S.	Richard Davis;Christina Holtz-Bacha;Marion Just	Routledge		Twitter and Elections around the World: Campaigning in 140 Characters or Less (Routledge Studies in Global Information, Politics and Society)	2016	South Korean Citizens' Political Information Sharing on Twitter during the 2012 General Election		Published
Oh, Sanghee	Invited Book Chapters	Oh, S.		Berlin, German: Springer-Verlag			2015	Social Q&A		Contracted
Rodriguez-Mori, Howard	Invited Book Chapters	Rodriguez-Mori, H.	Paul Jeager;Diane Barlow	Bingley, UK: Emerald Group		Advances in librarianship: Celebrating the James Partridge award	2016	Looking back: A reflection on experiences of diversity and inclusion in the LIS field		Published
Stvilia, Besiki	Refereed Book Chapters	Burnett, K.;Burnett, G.;Kazmer, M.;Marty, P.;Worrall, A.;Knop, B.;Hinnant, C.;Stvilia, B.;Wu, S.	P. Fichman;H. Rosenbaum	Cambridge, UK: Cambridge Scholars Publishing	1-20	Social informatics: Past, present, and future	2014	Don't tap on the glass, you'll anger the fish! The information worlds of distributed scientific teams		Published

Appendix NN FEAS Books

All Books, limited to department Information.

Name	Record Type	Author(s)	Type of Creative Writing	Editor(s)	Location: Publisher	Pub Date	Title	Retrieved from URL	Status
Gross, Melissa R	Refereed Books	Latham, D.;Gross, M.			Lanham, MD: Scarecrow Press.	2014	Young adult resources today: Connecting teens with books, music, games, movies, and more.		Published
Gross, Melissa R	Refereed Books	Gross, Melissa;Mediavilla, Cindy;Walter, Virginia			Chicago: American Library Association	2016	Five steps of outcome-based planning and evaluation for public libraries.		Published
Ho, Shuyuan Mary	Invited Books	Ho, Shuyuan Mary			LAP Lambert Academic Publishing	2014	Cyber insider threat: Trustworthiness in virtual organizations		Published
Koontz, Christine M	Invited Books	Koontz, C. M.;Mon, Lori			Rowman and LIttlefield	2014	Marketing and Social Media: a Guide for Libraries, Museums and Archives		In Press
Latham Jr, Don L	Refereed Books	Latham, D.;Gross, M.			Lanham, MD: Rowman & Littlefield	2014	Young adult resources today: Connecting teens with books, music, games, movies, and more		Published
Mardis, Marcia A.	Invited Books	Mardis, M. A.			ABC-CLIO	2015	The Collection's at the Core: Revitalize Your Library with Innovative Resources for the Common Core and STEM		Published
Mardis, Marcia A.	Invited Books	Mardis, M. A.			Libraries Unlimited	2016	The Collection Program in Schools		Published
Mardis, Marcia A.	Edited Books			Small, R.;Mardis, M.	Santa Barbara, CA: Libraries Unlimited	2016	Research methods for librarians and educators: Practical applications in formal and informal learning environments		Contracted
Mardis, Marcia A.	Edited Books			Mardis, M.A.	Libraries Unlimited	2016	Global perspectives on collaboration: Research from the School Libraries Worldwide, 1995-2015		Published
Mon, Lorraine M	Invited Books	Koontz, C.M.;Mon, L. M.			Scarecrow Press, an imprint of Rowman & Littlefield, Publishers, Inc.	2014	Marketing & Social Media: A Management Guide for Libraries, Archives, and Museums		Published
Mon, Lorraine M	Refereed Books	Mon, L.			Synthesis Lectures on Information Concepts, Retrieval, and Services, Morgan & Claypool	2015	Social Media and Library Services		Published

Appendix OO FEAS Encyclopedia

All Encyclopedia Entries, limited to department Information.

Name	Record Type	Author(s)	Edition Number	Editor(s)	Location: Publisher	Pages	Title of Encyclopedia	Pub Date	Title of Entry	Retrieved from URL	Volume Number	Status
Ho, Shuyuan Mary	Invited Encyclopedia Entries	Ho, Shuyuan Mary;Hollister, J.	3rd	M. Khosrow-Pour	Hershey, PA: Information Science Reference	1517-1525	Encyclopedia of Information Science and Technology	2015	Cyber insider threats in virtual organizations	http://www.irma-international.org/viewtitle/112555/		Published
Lustria, Mia A	Refereed Encyclopedia Entries	Lustria, Mia Liza A.		Theresa L. Thompson	Thousand Oaks, CA: Sage Publications, Inc.	244-246	Encyclopedia of Health Communication	2014	Computer-Tailored Interventions			Published
Lustria, Mia A	Refereed Encyclopedia Entries	Lustria, Mia Liza A.;Cortese, Juliann		K. Sweeny;M. Robbins	Wiley and Sons		The Wiley Encyclopedia of Health Psychology	2015	Message Tailoring in Health Communication			In Press
Lustria, Mia A	Refereed Encyclopedia Entries	Lustria, M.			Oxford Press		Oxford Encyclopedia of Health and Risk Message Design and Processing	2016	Message Tailoring: Approaches and Outcomes			Contracted

Appendix PP FEAS Journal Articles

All Journal Articles, limited to department Information.

Name	Record Type	Author(s)	DOI	Journal	Pages	Pub Date	Title	Retrieved from URL	Volume(Issue)	Status
Allen, Warren Standale	Refereed Journal Articles	Allen, W.	10.1007/s13132-016-0366-8	Journal of the Knowledge Economy	1-15	2016	Participation and Knowledge Exchange in a Hybrid-Economic Software Community.	http://bit.ly/2kgbBNn		Published
Burnett, Gary D	Refereed Journal Articles	Kazmer, M.M.;Lustria, M.L.A.;Cortese, J.;Burnett, G.;Kim, J.H.;Ma, J.;Frost, J.	10.1002/asi23064	Journal of the Association for Information Science and Technology	1319-1334	2014	Distributed knowledge in an online patient support community: Authority and discovery.		65(7)	Published
Burnett, Gary D	Refereed Journal Articles	Lee, J.;Burnett, G.;Vandegrift, M.;Baeg, J.H.;Morris, R.		Information Research	n.p.	2015	Availability and Accessibility in an Open Access Institutional Repository: A Case Study	http://informationr.net/ir/20-1/paper661.html	20(1)	Published
Burnett, Gary D	Refereed Journal Articles	Burnett, G.		Journal of Information Science Theory and Practice	n.p.	2015	Information worlds and interpretive practices: Toward an integration of domains		3(3)	Published
Burnett, Gary D	Refereed Journal Articles	Lee, J.;Anderson, A;Burnett, G.		Journal of Librarianship & Information Science.		2015	Peer relationships and mentoring between LIS doctoral students: A qualitative approach.			In Press
Everhart, Nancy L	Refereed Journal Articles	Kang, J.H.;Everhart, N.L.	doi: 10.14265.20.2.003	School Libraries Worldwide	28-37	2014	Culture and context in the mandated implementation of digital textbooks in Florida and South Korea		20 (2)	Published
Everhart, Nancy L	Refereed Journal Articles	Everhart, N.;Mardis, M.		School Library Research	22	2014	What do stakeholders know about school library programs? Results of a focus group evaluation.	http://www.ala.org/aasl/slr/volume17/everhart-mardis	17	Published
Everhart, Nancy L	Refereed Journal Articles	Mardis, M.;Everhart, N.		Library and Information Science Research	3-15	2014	Stakeholders as researchers: Using cooperative inquiry to develop and document librarians' leadership roles.		36 (1)	Published
Everhart, Nancy L	Refereed Journal Articles	Kang, J.H.;Everhart, N.L.		Information Research	online	2014	Digital textbooks: School librarians' stages of concerns in initial implementation.	http://www.informationr.net/ir/19-2/paper625.html#.VBxZI-d_wnc	19(2)	Published
Everhart, Nancy L	Nonrefereed Journal Articles	Everhart, N.;Mardis, M.		American Libraries: Digital Supplement	26-29	2014	Building advocacy before a crisis.	http://edition.pagesuite-professional.co.uk/Launch.aspx?EID=6c7cb940-d8fb-43d8-8ad8-864bf0e83f38		Published

Name	Record Type	Author(s)	DOI	Journal	Pages	Pub Date	Title	Retrieved from URL	Volume(Issue)	Status
Everhart, Nancy L	Refereed Journal Articles	Anderson, A.;Everhart, N.		Teacher Librarian	43-48	2015	Project PALS: Ensuring success in libraries for patrons with autism		43(2)	Published
Everhart, Nancy L	Invited Journal Articles	Everhart, N.		Knowledge Quest	16-19	2016	Responding to school library cuts: My 2010-2011 presidential initiative.		45(1)	Published
Everhart, Nancy L	Refereed Journal Articles	Everhart, N.;Johnston, M.		School Library Research	1-30	2016	A proposed theory of school librarian leadership: A meta-ethnographic approach.	http://www.ala.org/aasl/slr/volume19/everhart-johnston	19	Published
Everhart, Nancy L	Refereed Journal Articles	Everhart, N.		Buch und Bibliothek	56-59	2017	Beurteilung der Akzeptanz schul-bibliothekarischer Qualifizierungs-programme in Deutschland (A concerns-based adoption model (CBAM) assessment of the readiness for school librarianship education in Germany)		68 (1)	Published
Gibradze, Leila	Refereed Journal Articles	Stvilia, B.;Gibradze, L.	doi:10.1016/j.lisr.2014.07.001	Library & Information Science Research	136 – 141	2014	What do academic libraries tweet about, and what makes library tweet useful?		36(3 - 4)	Published
Gibradze, Leila	Refereed Journal Articles	Stvilia, B.;Gibradze, L.			20	2016	Examining undergraduate students' priorities for academic library services and social media communication			Submitted
Gross, Melissa R	Refereed Journal Articles	Witte, S.;Gross, M.;Latham, D		Education for Information	209-225	2015	Mapping 21st Century Skills: Investigating the curriculum preparing teachers and librarians		31	Published
Gross, Melissa R	Refereed Journal Articles	Witte, S.;Gross, M.;Latham, D.		Informed Librarian Online,	np	2016	Mapping 21st century skills: Investigating the curriculum preparing teachers and librarians	https://www.informedlibrarian.com/		Published
Gross, Melissa R	Refereed Journal Articles	Gross, M.;Latham, D.;Underhill, J.;Bak, H.		School Library Research	1-17	2016	The peritextual book club: Reading to foster critical thinking about STEAM texts	http://www.ala.org/aasl/slr	19	Published
Gross, Melissa R	Refereed Journal Articles	Julien, H.;Gross, M.;Latham, D.		College & Research Libraries	32	2016	Survey of information literacy instructional practices in U.S. academic libraries.			Submitted

Name	Record Type	Author(s)	DOI	Journal	Pages	Pub Date	Title	Retrieved from URL	Volume(Issue)	Status
Gross, Melissa R	Refereed Journal Articles	Gross, M.;Witte, S.		New Review of Children's Literature and Librarianship	1-27	2016	An exploration of teacher and librarian collaboration in the context of professional preparation		22(2)	Published
Gross, Melissa R	Refereed Journal Articles	Latham, D.;Julien, H.;Gross, M.;Witte, S.	10.1016/j.lisr.2016.08.002	LISR	193-201	2016	Teacher and librarian collaboration to support high school science students: An exploratory study		38(3)	Published
Gross, Melissa R	Refereed Journal Articles	Skinner, J.;Gross, M		College & Research Libraries	26	2016	The ISSAS model: Understanding the information needs of sexual assault survivors on college campuses			In Press
Gross, Melissa R	Refereed Journal Articles	Gross, M.;Latham, D.		Library and Information Science Research	30	2016	The peritextual literacy framework: Using the functions of peritext to support critical thinking			Submitted
Gross, Melissa R	Refereed Journal Articles	Latham, D.;Gross, M		Children's Literature in Education	34	2016	Pausing at the Threshold: Peritextual images in young adult nonfiction award winners			Submitted
Gross, Melissa R	Invited Journal Articles	Latham, D.;Gross, M.		Voices from the Middle	8	2016	Collaborating for success: Teachers and librarians as partners in learning.			In Press
Gross, Melissa R	Refereed Journal Articles	Gross, M.;Skinner, J.		Library and Information Science Research	30	2016	Improving information services for survivors of sexual assault: A proposed Delphi study.			Submitted
He, Zhe	Refereed Journal Articles	He, Z.;Morrey, C.P.;Perl, Y.;Elhanan, G.;Chen, L.;Chen, Y.;Geller, J.	10.5210/ojphi.v6i2.5412	Online Journal of Public Health Informatics	e181	2014	Sculpting the UMLS Refined Semantic Network	http://www.ncbi.nlm.nih.gov/pubmed/25422719	6(2)	Published
He, Zhe	Refereed Journal Articles	He, Z.;Geller, J.;Chen, Y.	10.1016/j.artmed.2015.03.002	Artificial Intelligence in Medicine	29-40	2015	A comparative analysis of the density of the SNOMED CT conceptual content for semantic harmonization	http://www.sciencedirect.com/science/article/pii/S0933365715000251	64(1)	Published
He, Zhe	Refereed Journal Articles	He, Z.;Carini, S.;Sim, I.;Weng, C.	10.1016/j.jbi.2015.01.005	Journal of Biomedical Informatics	241-255	2015	Visual aggregate analysis of eligibility features of clinical trials	http://www.sciencedirect.com/science/article/pii/S1532046415000076	54	Published

Name	Record Type	Author(s)	DOI	Journal	Pages	Pub Date	Title	Retrieved from URL	Volume(Issue)	Status
He, Zhe	Refereed Journal Articles	Hoxha, J.;Chandar, C.;He, Z.;Hanauer, D.;Cimino, J.J.;Weng, C.	10.1016/j.jbi.2015.11.011	Journal of Biomedical Informatics	89-101	2016	DREAM: Classification Scheme for Dialog Acts in Clinical Research Data Query Mediation	http://www.sciencedirect.com/science/article/pii/S1532046415002798	59	Published
He, Zhe	Refereed Journal Articles	Gu, H.;Chen, Y.;He, Z.;Halper, M.;Chen, L.	10.3414/ME14-01-0104	Methods of Information in Medicine	158-165	2016	Quality Assurance of UMLS Semantic Type Assignments Using SNOMED CT Hierarchies	http://methods.schattauer.de/en/contents/archivestandard/manuscript/24309.html	55(2)	Published
He, Zhe	Refereed Journal Articles	He, Z.;Ryan, P.B.;Hoxha, J.;Wang, S.;Carini, S.;Sim, I.;Weng, C.	10.1016/j.jbi.2016.01.007	Journal of Biomedical Informatics	66-76	2016	Multivariate analysis of the population representativeness of related clinical studies	http://www.sciencedirect.com/science/article/pii/S1532046416000083	60	Published
He, Zhe	Refereed Journal Articles	Ochs, C.;He, Z.;Zheng, L.;Geller, J.;Perl, Y.;Hripcsak, G.;Musen, M.	10.1016/j.jbi.2016.03.007	Journal of Biomedical Informatics	63-76	2016	Utilizing a Structural Meta-ontology for Family-based Quality Assurance of the BioPortal Ontologies	http://www.sciencedirect.com/science/article/pii/S1532046416000472	61	Published
He, Zhe	Refereed Journal Articles	Park, M.S.;He, Z.;Chen, Z.;Oh, S.;Bian, J.	10.2196/medinform.5748	JMIR Medical Informatics	e41	2016	Consumers' Use of UMLS Concepts on Social Media: Diabetes-Related Textual Data Analysis in Blog and Social Q&A sites	http://medinform.jmir.org/2016/4/e41/	4(4)	Published
He, Zhe	Refereed Journal Articles	Bian, J.;Yoshigoe, K.;Hicks, A.;Yuan, J.;He, Z.;Xie, M.;Guo, Y.;Prosperi, M.;Salloum, R.;Modave, F.	10.1371/journal.pone.0158450	PLOS ONE	e0158450	2016	Mining Twitter to assess the public perception of the "Internet of things"	http://journals.plos.org/plosone/article?id=10.1371%2Fjournal.pone.0158450	11(7)	Published
He, Zhe	Refereed Journal Articles	He, Z.;Chen, Z.;Oh, S.;Hou, J.;Bian, J.		Journal of Biomedical Informatics	47	2016	Enriching consumer health vocabulary through mining a social Q&A site: a similarity-based approach			Submitted
He, Zhe	Refereed Journal Articles	He, Z.;Chen, Y.;Elhanan, G;Geller, J.;Perl, Y.		Journal of Healthcare Engineering	27	2017	Auditing the assignments of top semantic types of the UMLS Semantic Network			Submitted
Hinnant, Charles C	Refereed Journal Articles	Stvilia, B.;Hinnant, C.C.;Wu, S.;Worrall, A.;Lee, D.;Burnett, G.;Burnett, K.;Kazmer, M.;Marty, P.		Journal of the American Society for Information Science and Technology	246-263	2015	Research project tasks, data, and perception of data quality in a condensed matter physics community		66(2)	Published

Name	Record Type	Author(s)	DOI	Journal	Pages	Pub Date	Title	Retrieved from URL	Volume(Issue)	Status
Hinnant, Lynne C	Refereed Journal Articles	Hinnant, L.		Journal of Personality Assessment	32	2016	An Examination of Trust between Managers and Subordinates – An Experimental Study Using Rotter's Interpersonal Trust Scale			Submitted
Hinnant, Lynne C	Refereed Journal Articles	Hinnant, L.		Journal of Trust Research	28	2016	Trust as Action and Attitude – the Augmented Trust Spectrum			Submitted
Ho, Shuyuan Mary	Refereed Journal Articles	Ho, Shuyuan Mary;Benbasat, I.	10.1002/asi.23074	Journal of the American Society for Information Science and Technology	1555-1576	2014	Dyadic attribution model: A mechanism to assess trustworthiness in virtual organizations	http://onlinelibrary.wiley.com/doi/10.1002/asi.23074/abstract	65(8)	Published
Ho, Shuyuan Mary	Refereed Journal Articles	Ho, Shuyuan Mary;Warkentin, M.	10.1007/s10796-015-9599-5	Information Systems Frontiers	1-20	2015	Leader's dilemma game: An experimental design for cyber insider threat research	http://link.springer.com/article/10.1007%2Fs10796-015-9599-5		Published
Ho, Shuyuan Mary	Refereed Journal Articles	Ho, Shuyuan Mary;Lowry, P.B.;Warkentin, M.;Yang, Y.Y.;Hollister, J.	10.1016/j.ipm.2016.06.004	Information Processing & Management	21-41	2016	Gender deception in asynchronous online communication: A path analysis	http://www.sciencedirect.com/science/article/pii/S0306457316301911	53(1)	Published
Ho, Shuyuan Mary	Refereed Journal Articles	Ho, Shuyuan Mary;Kaarst-Brown, M.;Benbasat, I.		Journal of the Association for Information Science and Technology	32	2016	Trustworthiness attribution: Inquiry into insider threat detection			Submitted
Ho, Shuyuan Mary	Refereed Journal Articles	Ho, Shuyuan Mary;Hancock, J.T.;Booth, C.;Liu, M.	10.1080/07421222.2016.1205924	Journal of Management Information Systems	393-420	2016	Computer-mediated deception: Strategies revealed by language-action cues in spontaneous communication	http://www.tandfonline.com/doi/full/10.1080/07421222.2016.1205924	33(2)	Published
Ho, Shuyuan Mary	Refereed Journal Articles	Ho, Shuyuan Mary;Hancock, Jeffrey T.;Zhang, Q.;Booth, C.		Computers in Human Behavior	35	2016	Computer-mediated deception in leader-member exchange			Submitted
Ho, Shuyuan Mary	Refereed Journal Articles	Ho, Shuyuan Mary;Ocasio Velázquez, M.;Booth, C.		Computers & Security	30	2016	Trust or consequences? Causal effects of perceived risk and subjective norms on cloud technology adoption			Submitted
Ho, Shuyuan Mary	Refereed Journal Articles	Ho, Shuyuan Mary;Hancock, J.T.;Booth, C.		Journal of the Association for Information Science and Technology	23	2016	Ethical dilemma: Deception dynamics in computer-mediated group communication			In Press

Name	Record Type	Author(s)	DOI	Journal	Pages	Pub Date	Title	Retrieved from URL	Volume(Issue)	Status
Kazmer, Michelle M	Refereed Journal Articles	Kazmer, M. M.;Lustria, M. L. A.;Cortese, J.;Burnett, G.;Kim, J.-H.;Ma, J.;Frost, J.	10.1002/asi.23064	Journal of the Association for Information Science & Technology	1319-1334	2014	Distributed knowledge in an online patient support community: Authority and discovery		65(7)	Published
Kazmer, Michelle M	Refereed Journal Articles	Stvilia, B.;Hinnant, C. C.;Wu, S.;Worrall, A.;Lee, D. J.;Burnett, K.;Burnett, G.;Kazmer, M. M.;Marty, P. F.	10.1002/asi.23177	Journal of the Association for Information Science and Technology	246-263	2015	Research project tasks, data, and perceptions of data quality in a condensed matter physics community		66(2)	Published
Kazmer, Michelle M	Refereed Journal Articles	Kazmer, M. M.;Alemanne, N. D.;Mendenhall, A.;Marty, P. F.;Southerland, S. A.;Sampson, V.;Douglas, I.;Clark, A.;Schellinger, J.	10.5210/fm.v21i4.6152	First Monday	1-45	2016	"A Good Day to See a Bobcat": Elementary Students' Online Journal Entries During a Structured Observation Visit to a Wildlife Center	http://journals.uic.edu/ojs/index.php/fm/article/view/6152/5353	21(4)	Published
Kazmer, Michelle M	Refereed Journal Articles	Wells, B. A.;Glueckauf, R. L.;Bernabe, Jr., D.;Kazmer, M. M.;Schettini, G.;Springer, J.;Sharma, D.;Meng, H.;Willis, F. B.;Graff-Radford, N.		Rehabilitation Psychology	38	2016	African-American Dementia Caregiver Problem Inventory: Descriptive Analysis and Initial Psychometric Evaluation			In Press
Kazmer, Michelle M	Refereed Journal Articles	Stvilia, B.;Hinnant, C. C.;Wu, S.;Worrall, A.;Lee, D. J.;Burnett, K.;Burnett, G.;Kazmer, M. M.;Marty, P. F.			26	2016	Collaborator selection, data ownership, and authorship negotiation in condensed matter physics			Submitted
Latham Jr, Don L	Refereed Journal Articles	Latham, D.;Hollister, J. M.		Children's Literature in Education	33-46	2014	The games people play: Information and media literacies in The Hunger Games trilogy.		45	Published
Latham Jr, Don L	Refereed Journal Articles	Hollister, J. M.;Latham, D.		Journal of Research on Libraries and Young Adults	1-20	2015	Looking at Kim Dong Hwa's Color Trilogy through the prism of Radical Change	http://www.yalsa.ala.org/jrlya/	5	Published
Latham Jr, Don L	Refereed Journal Articles	Witte, Shelbie;Gross, Melissa;Latham, Don		Education for Information	209-225	2015	Mapping 21st century skills: Investigating the curriculum preparing teachers and librarians		31	Published
Latham Jr, Don L	Refereed Journal Articles	Latham, Don;Julien, Heidi;Gross, Melissa;Witte, Shelbie		Library & Information Science Research	193-201	2016	Teacher and librarian collaboration to support high school science students: An exploratory study		38	Published

Name	Record Type	Author(s)	DOI	Journal	Pages	Pub Date	Title	Retrieved from URL	Volume(Issue)	Status
Latham Jr, Don L	Refereed Journal Articles	Gross, M.;Latham, D.;Underhill, J.;Bak, H.		School Library Research	16	2016	The Peritext Book Club: Reading to Foster Critical Thinking about STEAM Texts	http://www.ala.org/aasl/slr/volume19/gross-latham-underhill-bak	19	Published
Latham Jr, Don L	Invited Journal Articles	Latham, D.;Gross, M.		Voices from the Middle	8	2016	Collaborating for Success: Teachers and Librarians as Partners in Learning			In Press
Latham Jr, Don L	Refereed Journal Articles	Gross, M.;Latham, D.		Library & Information Science Research	30	2017	The Peritextual Literacy Framework: Using the Functions of Peritext to Support Critical Thinking			In Press
Latham Jr, Don L	Refereed Journal Articles	Julien, H.;Gross, M.;Latham, D.		College & Research Libararies	22	2017	Survey of Information Literacy Instructional Practices in U.S. Academic Libraries			In Press
Lustria, Mia A	Refereed Journal Articles	Kazmer, Michelle M.;Lustria, Mia Liza A.;Cortese, Juliann;Burnett, Gary;Kim, Ji-Hyun;Ma, Jinxuan;Frost, Jeana		Journal of the American Society for Information Science and Technology	1319-1334	2014	Distributed knowledge in an online patient support community: authority and discovery	http://dx.doi.org/10.1002/asi.23064	65(7)	Published
Lustria, Mia A	Refereed Journal Articles	Lustria, Mia Liza A.;Cortese, Juliann;Gerend, Mary A.;Schmitt, Karla;Kung, Ying Mai;McLaughlin, C.	10.1037/hea0000399	Health Psychology	np	2016	A model of tailoring effects: Examining the mechanisms of tailoring in a web-based STD screening intervention		Online First	Published
Lustria, Mia A	Refereed Journal Articles	Cortese, J.;Lustria, M.;Lee, Y.S.		Health Communication		2016	Evaluation of an interactive video-based smoking cessation intervention			Submitted
Lustria, Mia A	Refereed Journal Articles	Zhao, D.;Lustria, M.;Hendrickse, J.		Patient Education and Counseling		2016	A systematic review of information and communication technology-based psycho-educational interventions for depression			In Press
Lustria, Mia A	Refereed Journal Articles	Gerend, Mary A.;Shepherd, Melissa A.;Lustria, Mia Liza A.;Shepherd, Janet E.	10.1136/sextrans-2015-052088	Sexually Transmitted Infections	104-107	2016	Predictors of provider recommendation for HPV vaccine among young adult men and women: findings from a cross-sectional survey	http://fla.st/1YbWilo	92(2)	Published

Name	Record Type	Author(s)	DOI	Journal	Pages	Pub Date	Title	Retrieved from URL	Volume(Issue)	Status
Mardis, Marcia A.	Refereed Journal Articles	Mardis, M. A.;Everhart, N.	10.1016/j.lisr.2013.08.002	Library and Information Science Research (LISR)	3-15	2014	Stakeholders as researchers: A multiple case study of using cooperative inquiry to develop and document the formative leadership experiences of new school librarians		36(1)	Published
Mardis, Marcia A.	Refereed Journal Articles	Mardis, M. A.		Library Resources and Technical Services	251-266	2014	Ready for STEM? Commercial multimedia databases and media-rich science, technology, engineering, and mathematics K-12 library collections.		58(4)	Published
Mardis, Marcia A.	Refereed Journal Articles	Guzzett, B.;Mardis, M. A.		Journal of Research on Libraries and Young Adults	online	2014	From Dickens to 9/11: Exploring graphic nonfiction to support the secondary school curriculum	http://www.yalsa.ala.org/jrlya/2014/05/from-dickens-to-911-exploring-graphic-nonfiction-to-support-the-secondary-school-curriculum/		Published
Mardis, Marcia A.	Refereed Journal Articles	Everhart, N.;Mardis, M. A.		School Library Research		21	2014	Champions to advocate for school library programs: Findings from an evaluation of focus groups in Pennsylvania.	http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol17/SLR_StakeholdersKnow_V17.pdf	17	Published
Mardis, Marcia A.	Refereed Journal Articles	Mardis, M.A.		Journal of Educational Media and Hypermedia	53-74	2015	Beyond the glow: Children's broadband access, digital learning initiatives, and academic achievement in rural Florida		25(1)	Published
Mardis, Marcia A.	Nonrefereed Journal Articles	Mardis, M. A.		School Library Monthly	29-32	2015	Collect or curate? Open Education Resources and the future of the school library catalog		31(4)	Published
Mardis, Marcia A.	Refereed Journal Articles	Luetkemeyer, J.R.;Mardis, M.A.		School Library Research		26	2016	Applying the Quadratic Usage Framework to research on K-12 STEM digital learning	http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol19/SLR_K-12STEMDigitalLearningResources_V19.pdf		Published
Mardis, Marcia A.	Refereed Journal Articles	Mardis, M.A.;Ambavapuru, C.R.		Journal of Online Learning Research		26	2016	Usage data as indicators of OER utility			Submitted

Name	Record Type	Author(s)	DOI	Journal	Pages	Pub Date	Title	Retrieved from URL	Volume(Issue)	Status
Mardis, Marcia A.	Refereed Journal Articles	Mardis, M.A.;Jones, F.R.;Colson, L.		Curriculum & Instruction	19	2016	What works for school librarians? What Works Clearinghouse contents' implications for school librarianship.			Submitted
Mardis, Marcia A.	Refereed Journal Articles	Mardis, M.A.;Jones, F.R.;McClure, C.R		Journal of Higher Education Management	17	2016	Alumni tracking: Promising practices for collecting, analyzing, and reporting employment data			Submitted
Mardis, Marcia A.	Refereed Journal Articles	Guzzetti, B.;Mardis, M.A.		School Libraries Worldwide	18	2016	The potential of graphic nonfiction for teaching and learning earth science			In Press
Mardis, Marcia A.	Refereed Journal Articles	Schultz-Jones, B.;Mardis, M.A.		School Library Connection	8	2016	School librarians as supporters, professionals, and collaborators in learners' global connectedness			In Press
Mardis, Marcia A.	Refereed Journal Articles	Hollister, J.;Spears, L.I.;Mardis, M.A.;McClure, C.R.		Studies in Higher Education	17	2016	Employers' perspectives on the employability of IT graduates in north Florida			Submitted
Marty, Paul F	Refereed Journal Articles	Marty, P. F.		Library Trends	613-627	2014	Digital Convergence and the Information Profession in Cultural Heritage Organizations: Reconciling Internal and External Demands		62(3)	Published
Marty, Paul F	Nonrefereed Journal Articles	Marty, P.		Annual Review of Cultural Heritage Informatics		2015	The Cobbler's Children: Invisible Work and Information Professionals in Museums			In Press
Marty, Paul F	Refereed Journal Articles	Kazmer, M.M.;Alemanne, N.;Mendenhall, A.;Southerland, S.;Sampson, V.;Douglas, I.;Clark, A.;Schellinger, J.;Marty, P.F.		First Monday	n.p.	2016	A Good Day to See a Bobcat: Elementary Students' Online Journal Entries During a Structured Observation Visit to a Wildlife Center	http://firstmonday.org/ojs/index.php/fm/article/view/6152	21(4)	Published
Mon, Lorraine M	Invited Journal Articles	Agosto, D.;Mon, L. M.;Tang, R.		ASIS&T Bulletin	27-32	2014	Information Behavior on the Move: 2013 ASIS&T SIG/USE Research Symposium		40(3)	Published

Name	Record Type	Author(s)	DOI	Journal	Pages	Pub Date	Title	Retrieved from URL	Volume(Issue)	Status
Mon, Lorraine M	Refereed Journal Articles	Mon, L.;Lee, J.		Canadian Journal of Information and Library Science	279-294	2015	Influence, Reciprocity, Participation and Visibility: Assessing the Social Library on Twitter		39(3/4)	Published
Oh, Sanghee	Refereed Journal Articles	Oh, S.;Kim, S.		Information Research	643	2014	College students' use of social media for health in the USA and Korea	http://InformationR.net/ir/19-4/paper643.html	19(4)	Published
Oh, Sanghee	Refereed Journal Articles	Oh, S.;Syn, S.Y.	10.1002/asi.23320	Journal of the Association for Information Science and Technology	2045-2060	2015	Motivations for sharing information and social support in social media: A comparative analysis of Facebook, Twitter, Delicious, YouTube, and Flickr		66(10)	Published
Oh, Sanghee	Refereed Journal Articles	Syn, S.Y.;Oh, S.	10.1177/0165551515585717	Journal of Information Science	553-569	2015	Why do social network site users share information on Facebook and Twitter?		41(5)	Published
Oh, Sanghee	Refereed Journal Articles	Oh, S.;Yang, S.;Pomerantz, J.A.;Wildemuth, B.M.;Fox, E.A.	10.1007/s00799-015-0151-5	International Journal on Digital Libraries	1-14	2015	Results of a digital library curriculum field test			Published
Oh, Sanghee	Refereed Journal Articles	Park, M.;Oh, S.;Lim, S.		Information Research		2015	The effect of contexts on users' perceived quality of information in social Q&A: A multilevel modeling approach			Submitted
Oh, Sanghee	Refereed Journal Articles	Park, M.S.;He, Z.;Chen, Z;Oh, S.;Bian, J.		Journal of the Medical Internet Research		2016	Consumers' use of UMLS concepts in social media: Diabetes-related textual data analysis in blog and social Q&A sites			Submitted
Oh, Sanghee	Refereed Journal Articles	Lee, J.;Oh, S.;Burnett, G.	10.1016/j.acalib.2016.04.011	Journal of Academic Librarianship	382-389	2016	Organizational socialization of academic librarians in the United States		42(4)	Published
Oh, Sanghee	Refereed Journal Articles	He, Z.;Chen, Z.;Oh, S.;Hou, J;Bian, J.		Journal of the Association for Information Science and Technology		2016	Similarity-based recommendation of consumer health terms from social questions and answers			Submitted
Oh, Sanghee	Refereed Journal Articles	Oh, S.;Zhang, Y.;Park, M.		Information Research		2016	Cancer information seeking in social Q&A: Identifying health-related topics in cancer questions on Yahoo! Answers			In Press

Name	Record Type	Author(s)	DOI	Journal	Pages	Pub Date	Title	Retrieved from URL	Volume(Issue)	Status
Riccardi, Gregory A	Refereed Journal Articles	Riccardi, G.;Ellwood, Elizabeth R;Dunckel, Betty;Flemons, Paul;Guralnick, Robert;Nelson, Gil;Newman, Greg;Newman, Sarah;Paul, Deborah;Riccardi, Greg;Rios, Nelson;Seltmann, Katja;Mast, Austin	10.1093/biosci/biv005	BioScience	1-14	2015	Accelerating the Digitization of Biodiversity Research Specimens through Online Public Participation	http://bioscience.oxfordjournals.org/content/early/2015/02/19/biosci.biv005.full	2015	Published
Rodriguez-Mori, Howard	Refereed Journal Articles	Rodriguez-Mori, H.			30	2015	What do we know about Hispanic e/WOM? A review of the scholarly literature			Submitted
Rodriguez-Mori, Howard	Refereed Journal Articles	Lee, Shari A.;Chancellor, Renate;Chu, Clara M.;Rodriguez-Mori, H.;Roy, Loriene	10.12783/issn.2328-2967/56/S1/6	Journal of Education for Library and Information Science	14	2015	Igniting diversity: Actionable methods and ideas for advancing diversity in LIS education in the U.S.		56	Published
Rodriguez-Mori, Howard	Refereed Journal Articles	Chapa, Sindy;Korzenny, Felipe;Rodriguez-Mori, H.		International Journal of Electronic Marketing and Retailing	21	2016	Bragging about online purchases: Comparing consumer word-of-mouth among Hispanic and non-Hispanic groups			In Press
Rodriguez-Mori, Howard	Refereed Journal Articles	Rodriguez-Mori, H.			22	2016	Ethnicity as boundary object: Latina participation in the IT workforce			Submitted
Stvilia, Besiki	Refereed Journal Articles	Jörgensen, C.;Stvilia, B.;Wu, S.		Journal of the American Society for Information Science and Technology	836–849	2014	Assessing the relationships among tag syntax, semantics and perceived usefulness		65(4)	Published
Stvilia, Besiki	Refereed Journal Articles	Wu, S.;Stvilia, B.		Advances in Classification Research Online	38-42	2014	Exploring the development and maintenance practices in the Gene Ontology		24(1)	Published
Stvilia, Besiki	Refereed Journal Articles	Lee, D. J.;Stvilia, B.		Cataloging & Classification Quarterly	303-336	2014	Developing data identifier taxonomy		52(3)	Published
Stvilia, Besiki	Refereed Journal Articles	Stvilia, B.;Gibradze, L.		Library & Information Science Research	136 - 141	2014	What do academic libraries tweet about, and what makes a library tweet useful?		36(3-4)	Published

Name	Record Type	Author(s)	DOI	Journal	Pages	Pub Date	Title	Retrieved from URL	Volume(Issue)	Status
Stvilia, Besiki	Refereed Journal Articles	Stvilia, B.;Hinnant, C.;Wu, S.;Worrall, A.;Lee, D. J.;Burnett, K.;Burnett, G.;Kazmer, M.;Marty, P.		Journal of the Association for Information Science and Technology	246-263	2015	Research project tasks, data, and perceptions of data quality in a condensed matter physics community		66(2)	Published
Stvilia, Besiki	Refereed Journal Articles	Choi, W.;Stvilia, B.		Journal of the Association for Information Science and Technology	2399-2414	2015	Web credibility assessment: Conceptualization, operationalization, variability, and models		66(12)	Published
Stvilia, Besiki	Refereed Journal Articles	Huang, H.;Jörgensen, C.;Stvilia, B.		Library & Information Science Research	10-20	2015	Genomics data curation roles, skills and perception of data quality		37(1)	Published
Stvilia, Besiki	Refereed Journal Articles	Stvilia, B.;Choi, W.		Library & Information Science Research	201-208	2015	Mobile wellness application-seeking behavior by college students - An exploratory study		37(3)	Published
Stvilia, Besiki	Refereed Journal Articles	Stvilia, B.;Gibradze, L.			20	2016	Examining undergraduate students' priorities for academic library services and social media communication			Submitted
Stvilia, Besiki	Refereed Journal Articles	Stvilia, B.;Hinnant, C.;Wu, S.;Worrall, A.;Lee, D. J.;Burnett, K.;Burnett, G.;Kazmer, M.;Marty, P.			26	2016	Toward collaborator selection, and data ownership and publication authorship determination in research collaborations		66(2)	Submitted
Stvilia, Besiki	Refereed Journal Articles	Lee, D. J.;Stvilia, B.				2016	Practices of research data curation in institutional repositories: A qualitative study			Submitted
Stvilia, Besiki	Refereed Journal Articles	Wu., S.;Stvilia, B.;Lee, D. J.		Journal of Library Metadata	25	2017	Exploring researchers' participation in online research information management systems			In Press
Urban, Richard Joseph	Refereed Journal Articles	Urban, R. J.		Library Trends	1-24	2014	Library Influence on Museum Information Work		62(3)	Published

Appendix QQ FEAS Monographs

All Monographs, limited to department Information.

Name	Record Type	Author(s)	Editor(s)	Journal or Publisher	Pages	Monograph Title	Pub Date	Title	Chapter Title	Retrieved from URL	Volume(Issue)	Status
Everhart, Nancy L	Refereed Monograph Chapters - Published Independently	Mardis, M.;Everhart, N.	Eric Bruillard;Mike Horley;Jesús Rodríguez	IARTEM/University of Santiago de Compostela	320-374	Digital Textbooks in Schools Today. What's New?	2015		The promise and challenge of digital textbooks for K-12 schools: The case of Florida's statewide adoption.			Published
Mardis, Marcia A.	Invited Monographs - Published Independently	Mardis, M.A.;Ballard, S.;Burns, E.;Lewis, K.;Mansfield, K.;Norton, S.;Rinio, D.;Robertson, K.		Chicago, IL: American Library Association			2016	National School Library Standards: Frameworks for Learners, School Librarians, and School Libraries				In Press

Appendix RR FEAS Newsletters

All Reports and Newsletters, limited to department Information.

Name	Record Type	Author(s)	Journal or Publisher	Pages	Pub Date	Report Type and ID Numbers	Title	Retrieved from URL	Volume(Issue)	Status
Everhart, Nancy L	Nonrefereed Reports	Everhart, N.;Mardis, M.	YALSA		2014		YALSA National Forum on Libraries & Teens Summative Evaluation			Published
Mardis, Marcia A.	Nonrefereed Reports	Mardis, M.;McClure, C.R.;Ma, J.;Reddy, C.;Kelleher, H.;Spears, L.	Tallahassee, FL: Florida State University Information Institute		2015		Florida IT Career Alliance pathways assessment final report	http://ii.fsu.edu/content/download/296457/2025215/file/FITCInstituteFinalReport_AUG28_2015.pdf		Published
Mardis, Marcia A.	Refereed Reports	Mardis, M.;Werle, J.;Johnson, L.;Becker, S.	Austin, TX: New Media Consortium		2015		K-12 educational innovation with R&E Networks: An NMC Horizon Project/Internet2 strategic brief	http://cdn.nmc.org/media/2015-nmc-strategic-brief-R-E-networks.pdf		Published
Mardis, Marcia A.	Nonrefereed Reports	McClure, C.R.;Mardis, M.;Spears, L.;Ma, J.;Lee, J.;Hollister, J.;Thomas, S.;Alemanne, N.	Tallahasee, FL: Florida State University Information Institute		2015		Creating rural economic development through broadband adoption	http://ii.fsu.edu/content/download/201310/1728336/file/IMLS_CE_Summary_FINAL.pdf		Published

Appendix SS FEAS Presentations

All Presentations, limited to department Information.

Name	Record Type	Symposium Chair	Conf Location	Conference	Organization	Poster Presentation	Present Date	Presentation Scope	Presentation Type	Presenters	Title	Retrieved from URL	Status
Allen, Warren Standale	Refereed Workshops		Berlin, Germany	iConference 2014			2014	International		Erickson, Ingrid;Allen, Warren;Arora, Payal;Goggins, Sean;Shankar, Kalpana;Yew, Jude	Workshop: Breaking Down and Building Up: Accelerating Sociotech Scholarship in the iSchool Community		Presented
Allen, Warren Standale	Refereed Workshops		Newport, CA	iConference 2015			2015	International		Sawyer, Steven;Allen, Warren;Monroy, Carlos;Shankar, Kalpana;Su, Norman Makoto;Voida, Stephen	Sociotechnical Approaches to Fieldwork and Trace Data Integration		Presented
Allen, Warren Standale	Refereed Workshops		Philadelphia, PA	iConference 2016			2016	International		Farzan, R.;Acker, A.;Allen, W.;Burton, B.	Advanced Ropics in Sociotechnical Systems: Methods and Concepts of Trace Data.	http://hdl.handle.net/2142/89463	Presented
Allen, Warren Standale	Refereed Presentations at Conferences		Leicester, United Kingdom	IAMCR	International Association for Media and Communication Research	N	2016	International		Zelenkauskaite, A.;Allen, W.	Quest for the mediated authenticity: Audiences' responses to visuals on the radio Instagram.	http://bit.ly/2kqdtFx	Presented
Allen, Warren Standale	Refereed Papers at Conferences		St. Louis, MO	9th Annual Political Networks Workshops & Conference.	American Political Science Association		2016	National		Allen, W.	Campaign Conversations on Instagram and the Closure of Access to Social Media Data.	http://bit.ly/2kHwoGm	Presented
Burnett, Gary D	Invited Lectures and Readings of Original Work		Seoul, South Korea		Sungkyunkwan University		2014	International		Burnett, G.	Information Worlds: Theory to Practice		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Seoul, South Korea		Hansung University		2014	International		Burnett, G.	Information Worlds: Theory to Practice		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Daegu, South Korea		Keimyung University		2014	International		Burnett, G.	Information Worlds: Theory to Practice		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Daegu, South Korea		Kyungpook National University		2014	International		Burnett, G.	Information Worlds: Theory to Practice		
Burnett, Gary D	Refereed Presentations at Conferences		Berlin, Germany	iConference 2014	iSchools	Y	2014	International		Burnett, G.;Skinner, J.	Networked Technologies and Exploded Context: The Case of Facebook Activism		Presented
Burnett, Gary D	Refereed Papers at Conferences		Daegu, South Korea	IR15: Boundaries and Intersections	Association of Internet Researchers	N	2014	International		Burnett, G.;Lee, J.;Holister, J.;Skinner, J.	Information Worlds: Boundaries and Intersections in Three Online Settings		Presented
Burnett, Gary D	Refereed Presentations at Conferences		Seattle, WA	77th ASIS&T Annual Meeting	Association for Information Science and Technology	Y	2014	International		Burnett, G.;Hollister, J.M.;Lee, J.;Skinner, J.	Information Value Across Cultures and Communities	http://www.asis.org/asist2014/proceedings/submissions/posters/310poster.pdf	Presented
Burnett, Gary D	Refereed Presentations at Conferences		Seattle, WA	77th ASIS&T Annual Meeting	Association for Information Science and Technology	Y	2014	International		Lee, J.;Anderson, A.;Burnett, G.	Peer Relationships and Information Sharing between LIS Doctoral Students	http://www.asis.org/asist2014/proceedings/submissions/posters/213poster.pdf	Presented
Burnett, Gary D	Refereed Presentations at Conferences		Chicago, IL	ALISE 2015 Annual Conference	Association for Library and Information Science Education	N	2015	International		Kitzie, V.;Radford, M.L.;Budd, J.M.;Burnett, G.	Exploring Critical Approaches within LIS: An Interdisciplinary Panel		Presented
Burnett, Gary D	Refereed Presentations at Conferences		Chicago, IL	ALISE 2015 Annual Conference	Association for Library and Information Science Education	N	2015	International		Radford, M.L.;Connaway, L.S.;Burnett, G.;Allard, S.	Virtual Windows: Research Collaboration across Cultures, Space, and Time		Presented
Burnett, Gary D	Refereed Presentations at Conferences		Newport Beach, CA	iConference 2015	iSchools	Y	2015	International		Lee, J.;Burnett, G.	Social Approach for Interpersonal Information Behavior Research in Academic Contexts		Presented
Burnett, Gary D	Refereed Papers at Conferences		Chicago, IL	ALISE 2015 Annual Conference	Association for Library and Information Science Education		2015	International		Hollister, J.M.;Skinner, J.;Lee, J.;Burnett, G.	Social Justice Across Information Worlds: Implications for LIS Research and Education from Three Research Contexts		Presented
Burnett, Gary D	Invited Workshops		Nanyang Technological University, Singapore	Centre of Social Media Innovation for Communities			2016	International		Burnett, G.	Social Theory in Aging Informatics		Presented
Burnett, Gary D	Invited Keynote and Plenary Presentations at Conferences		Chonbuk National University, Jeonju, South Korea	Library and Information Science: Innovation in Library Services	Korean Library and Information Science Society		2016	International	Keynote	Burnett, G.	Notes Toward a Poetics of Information: Implications for Creative Practice		Presented
Burnett, Gary D	Invited Lectures and Readings of Original Work		Cheongju, South Korea		Chungbuk National University		2016	International		Burnett, G.	Academic Publishing		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Seoul, South Korea		South Korea National Assembly Library		2016	International		Burnett, G.;Burnett, K.	Information Domains, Information Ethics		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Gongju, South Korea		Kongju National University		2016	International		Burnett, G.	Beyond Information Worlds: The Three Domains of Information		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Seoul, South Korea		Yonsei University		2016	International		Burnett, G.;Burnett, K.	Information Domains, Information Ethics		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Seoul, South Korea		Sookmyung Women's University		2016	International		Burnett, G.	Information Worlds and Beyond: The Domains of Information		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Suwon, South Korea		Kongqi University		2016	International		Burnett, G.;Burnett, K.	Information Domains, Information Ethics		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Kyungpook National University, Seoul, South Korea				2016	International		Burnett, G.;Burnett, K.	Information Domains, Information Ethics		
Burnett, Gary D	Invited Lectures and Readings of Original Work		University of Tsukuba, Tsukuba, Japan				2017	International		Burnett, G.;Burnett, K.	Information Domains, Information Ethics		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Tiruchirappalli, Tamil Nadu, India		Bishop Heber College, Department of Library Science		2017	International		Burnett, G.;Burnett, K.	Information Domains, Information Ethics		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Tiruchirappalli, Tamil Nadu, India		Bharathidasan University, Department of Library and Information Science		2017	International		Burnett, G.;Burnett, K.	Information Domains, Information Ethics		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Tiruchirappalli, Tamil Nadu, India		Bharathidasan University, Department of Commerce and Financial Studies		2017	International		Burnett, K.;Burnett, G.	The Value of Information for Management Studies		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Karaikudi, Tamil Nadu, India		Alagappa University, Department of Management		2017	International		Burnett, K.;Burnett, G.	The Value of Information for Management Studies		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Mysore, Karnataka, India		PES University Library		2017	International		Burnett, G.;Burnett, K.	Library Education in the United States in the Context of Changing Technologies		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Mysore, Karnataka, India		Mysore University, Department of Library and Information Science		2017	International		Burnett, K.;Burnett, G.	LIS Education in the U.S.: Trends and Opportunities		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Karaikudi, Tamil Nadu, India		Alagappa University, Department of Library and Information Studies		2017	International		Burnett, K.;Burnett, G.	LIS Education in the U.S.: Trends and Opportunities		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Madurai, Tamil Nadu, India		Madurai Kamaraj University, Department of Library and Information Science		2017	International		Burnett, G.;Burnett, K.	Information Domains, Information Ethics		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Kathmandu, Nepal		Tribhuvan University, Central Department of Library and Information Science		2017	International		Burnett, K.;Burnett, G.	LIS Education in the U.S.: Trends and Opportunities		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Delhi, India		University of Delhi, Department of Library and Information Science		2017	International		Burnett, G.;Burnett, K.	LIS Education in the U.S.: Trends and Opportunities		
Burnett, Gary D	Invited Lectures and Readings of Original Work		Kathmandu, Nepal		Kathmandu Valley Public Library		2017	International		Burnett, G.	Public Libraries in the U.S.		
Burnett, Kathleen M	Invited Keynote and Plenary Presentations at Conferences		Chennai, India	Innovation driven librarianship: Creating future landscape for the new generation libraries and LIS professional	SRM University and Korean Institute for Science & Technology		2015	International	Keynote	Burnett, K.	Ungluing our eyes from the rear view mirror: Preparing innovation engineers for careers in 21st century Libraries		Presented
Doffek, Pamala J	Invited Lectures and Readings of Original Work		LeMoyne Center for the Visual Arts, Tallahassee, FL		LeMoyne Center for Visual Arts		2014	Regional		Doffek, P.	How I got my start		
Doffek, Pamala J	Invited Workshops		Orlando, FL	Florida Library Association			2015	State		Doffek, P.	Career 911		Presented
Doffek, Pamala J	Invited Lectures and Readings of Original Work		LeMoyne Center for the Visual Arts		Embroiderers' Guild of American, Canopy Oaks Chapter		2016	Regional		Doffek, P.	"Oh the places you can go (with EGA)"		
Doffek, Pamala J	Invited Workshops		LeMoyne Center for the Visual Arts	LeMoyne Center for the Visual Arts			2016	Regional		Doffek, P.	Basic Embroidery		Presented
Everhart, Nancy L	Refereed Papers at Conferences		Berlin, Germany	9th Annual iConference	iSchools Conference		2014	International		Kang, J.H.;Everhart, N.	Culture and context in the mandated implementation of digital textbooks in Florida and South Korea		Presented
Everhart, Nancy L	Refereed Papers at Symposia	Elizabeth Robins	Oxford, England	Oxford Women's Leadership Symposium	Somerville College, Oxford		2014	International		Everhart, N.	Women as School Leaders: A Study of Consensus Building Using Cooperative Inquiry		Presented
Everhart, Nancy L	Refereed Papers at Conferences		Leipzig, Germany	Bibliotheks Kongress	Deutschland Bibliotheks Kongress		2016	International		Everhart, N.	Das Versprechen des Schulbibliothekswesens : Forschung, Praxis und Bildung.		Presented
Everhart, Nancy L	Refereed Papers at Conferences		Orlando, FL	American Library Association	Public Library Association		2016	International		Anderson, A;Everhart, N.;Holmeister, K.	Public Librarians Serving those on the Autism Spectrum: Practical Solutions Resulting from Online Training		Presented
Everhart, Nancy L	Invited Lectures and Readings of Original Work				Potsdam University of Applied Sciences		2016	Local		Everhart, N.	Information Literacy: Cooperation in U.S. School Libraries		
Everhart, Nancy L	Invited Lectures and Readings of Original Work				Leipzig University of Applied Sciences		2016	Local		Everhart, N.	Hot Topics in American Library and Information Science Education in the U.S.		
Everhart, Nancy L	Refereed Papers at Conferences		Honolulu, HI	Hawaii International Conference on Education	Hawaii International Conference on Education		2016	International		Everhart, N.	Library users on the autism spectrum and anticipated librarian practices		Presented
Gibradze, Leila	Invited Presentations at Conferences		San Francisco, CA	ALA Annual Conference 2015	American Library Association, International Relations Round Table	N	2015	International		Agee, J.;Gibradze, L.;Miller, R.	An opportunity to serve: American librarians in Eurasia	http://alaac15.ala.org/node/29010	Presented
Gibradze, Leila	Invited Presentations at Conferences			FLA Annual Conference	Florida Library Association	N	2015	State		Gibradze, L.	Career 911		Presented

Name	Record Type	Symposium Chair	Conf Location	Conference	Organization	Poster Presentation	Present Date	Presentation Scope	Presentation Type	Presenters	Title	Retrieved from URL	Status
Gibradze, Leila	Invited Presentations at Conferences			FLA Annual Conference	Florida Library Association	N	2016	State		Gibradze, L.	Career 411		Presented
Gross, Melissa R	Refereed Presentations at Conferences		Philadelphia, PA.	Educational Entrepreneurship, The Annual Association for Library and Information Science Education Conference	Association for Library and Information Science Education	Y	2014	International		Skinner, J.;Gross, M.	The information seeking of sexual assault survivors (ISSAS) model.		Presented
Gross, Melissa R	Refereed Presentations at Conferences		Washington, DC.	2014 Annual Convention of the National Council of Teachers of English	National Council of Teachers of English	N	2014	National		Witte, S.;Gross, M.;Latham, D.	Extending our reach: Teacher/librarian partnerships to ensure student attainment of 21st century skills		Presented
Gross, Melissa R	Refereed Papers at Conferences		University of IL, Urbana-Champaign, IL	LRS VI: The Engaged Librarian: Libraries Partnering with Campus and Community,	Library Research Roundtable	N	2014	National		Gross, M.;Witte, S.	Engaged in education: An exploration of teacher/librarian collaboration in the context of professional preparation		Presented
Gross, Melissa R	Refereed Papers at Conferences		University of IL, Urbana-Champaign, IL.	LRS VI: The Engaged Librarian: Libraries Partnering with Campus and Community	Library Research Round Table	N	2014	National		Latham, D.;Gross, M.;Julien, H.;Witte, S.	Collaboration and its discontents: Why librarians do and do not partner with high school science teachers.		Presented
Gross, Melissa R	Refereed Presentations at Conferences		Savannah, GA	Georgia International Conference on Information Literacy	Georgia Southern University	N	2014	Regional		Witte, S.;Latham, D.;Gross, M;Julien, H.	Building bridges to information literacy: Exploring teacher-librarian collaboration in math and science		Presented
Gross, Melissa R	Refereed Papers at Conferences		Leeds, The United Kingdom.	2014 Information Seeking In Context (ISIC) Conference	ISIC		2014	International		Koo, J.;Gross, M	Significance of human information mediators and affect in vulnerable groups' information practice: Lessons from North Korean refugees' information avoiding within PTSD		Presented
Gross, Melissa R	Refereed Papers at Conferences		Chicago, IL.	Mirrors and Windows: Reflections on Social Justice and Re-Imagining LIS Education. The Annual Association for Library and Information Science Education Conference	Association for Library and Information Science Education		2015	International		Latham, D.;Julien, H.;Witte, S.;Gross, M.	Through the looking glass: Empowering science learners through teacher-librarian collaboration.		Presented
Gross, Melissa R	Refereed Papers at Conferences		Chicago, IL.	Mirrors and Windows: Reflections on Social Justice and Re-Imagining LIS Education. The Annual Association for Library and Information Science Education Conference	Annual Association for Library and Information Science Education		2015	International		Gross, M.;Julien, H.;Witte, S.;Latham, D.;Subramanian, M.	Collaboration between teachers and librarians in math and science: Using professional experience to inform pedagogy.		Presented
Gross, Melissa R	Refereed Papers at Conferences		Chicago, IL.	Towards Justice: Culture, Language, and Heritage in Education Research and Praxis.	American Educational Research Association 2015 Annual Meeting		2015	National		Witte, S.;Gross, M.	Preservice collaboration of teachers and librarians to teach 21st Century Skills		Presented
Gross, Melissa R	Refereed Presentations at Conferences		Savannah, GA	Georgia International Conference on Information Literacy	Georgia Southern University	N	2015	International		Gross, M.;Latham, D.	Promoting paratextual literacy: A framework for evaluating nonfiction.		Presented
Gross, Melissa R	Refereed Presentations at Conferences		St. Louis, MO.	Transforming Lives Through Literacy. 60th Anniversary, 2015 International Literacy Association Conference	International Literacy Association	N	2015	International		Witte, S.;Gross, M.;Julien, H.;Latham, D.	Collaboratories: STEM teacher and librarians collaborations with 21st century skills.		Presented
Gross, Melissa R	Refereed Presentations at Conferences		New York, NY	Common Ground, Global Reach: Teaching English & English Education for Global Literacies. International Federation for the Teaching of English/Conference on English Education Summer Conference	International Federation for the Teaching of English	N	2015	International		Witte, S.;Gross, M	Future English teachers and future librarians finding common ground.		Presented
Gross, Melissa R	Refereed Presentations at Conferences		Denver, CO	Public Libraries and STEM: A National Conference on Current Trends and Future Directions,	STAR Library Education Network Program sponsored by NSF	Y	2015	National		Julien, H.;Latham, D.;Gross, M.;Witte, S.	Exploring collaboration between public librarians and high school science teachers.		Presented
Gross, Melissa R	Invited Workshops		Santa Maria Public Library	Supported by the California State Library and the U.S. Institute of Museum and Library Services			2015	State		Walter, V.;Gross, M.;Mediavilla, C.	Outcomes-based planning and evaluation for library managers.		Presented
Gross, Melissa R	Invited Workshops		San Jose Public Library	Supported by the California State Library and the U.S. Institute of Museum and Library Services			2015	State		Walter, V.;Gross, M;Mediavilla, C	Outcomes-based planning and evaluation for library managers.		Presented
Gross, Melissa R	Invited Workshops		San Francisco Public Library	Supported by the California State Library and the U.S. Institute of Museum and Library Services			2015	State		Walter, V.;Gross, M.;Mediavilla, C.	Outcomes-based planning and evaluation for library managers.		Presented
Gross, Melissa R	Invited Workshops		Sacramento Public Library	Supported by the California State Library and the U.S. Institute of Museum and Library Services			2015	State		Walter, V.;Gross, M.;Mediavilla, C.	Outcomes-based planning and evaluation for library managers.		Presented
Gross, Melissa R	Invited Workshops		Tulare Public Library	Supported by the California State Library and the U.S. Institute of Museum and Library Services			2015	State		Walter, V.;Gross, M.;Mediavilla, C.	Outcomes-based planning and evaluation for library managers.		Presented
Gross, Melissa R	Invited Workshops		Upland Public Library	Supported by the California State Library and the U.S. Institute of Museum and Library Services			2015	State		Walter, V.;Gross, M.;Mediavilla, C.	Outcomes-based planning and evaluation for library managers.		Presented
Gross, Melissa R	Invited Workshops		San Diego Public Library	Supported by the California State Library and the U.S. Institute of Museum and Library Services			2015	State		Walter, V.;Gross, M.;Mediavilla, C.	Outcomes-based planning and evaluation for library managers.		Presented
Gross, Melissa R	Invited Workshops		Alhambra Public Library	Supported by the California State Library and supported by the U.S. Institute of Museum and Library Services			2015	State		Walter, V.;Gross, M.;Mediavilla, C.	Outcomes-based planning and evaluation for library managers.		Presented
Gross, Melissa R	Invited Workshops		Florida State University	Florida State University, Office of Proposal Development.			2015	Local		Kirby, D.;Joiner, T.;Gross, M.;Soper, D.	Book publishing workshop: A panel discussion with faculty from Arts & Humanities, Social Sciences, and STEM on how to publish research into a book.		Presented
Gross, Melissa R	Refereed Papers at Conferences		Boston, MA	Radical Change: Inclusion & Innovation.	The Annual Association for Library and Information Science Education Conference		2016	International		Latham, D.;Witte, S.;Gross, M.	Effecting radical change: Understanding high school principals' views of teacher and librarian collaboration		Presented
Gross, Melissa R	Refereed Papers at Conferences		Boston, MA	Radical Change: Inclusion & Innovation.	The Annual Association for Library and Information Science Education Conference		2016	International		Julien, H.;Latham, D.;Gross, M.;Witte, S.	Towards developing a radical model of collaboration for public librarians and teachers.		Presented
Gross, Melissa R	Refereed Papers at Conferences		Columbus, Ohio	Animation. 43rd Annual International Conference of the Children's Literature Association	Children's Literature Association		2016	National		Latham, D.;Gross, M.	Animating reader engagement: The role of the visual peritext in young adult nonfiction		Presented
Gross, Melissa R	Invited Presentations at Symposia	J. Skinner	Kennesaw State University, Kennesaw, GA	Play by design: the physical world of children's books.	Bentley Rare Book Gallery Exhibit	N	2016	State		Gross, M.	It has to be fun: Book design and emergent literacy.		Presented
Gross, Melissa R	Refereed Papers at Conferences						2016	National		Latham, D.;Gross, M.	Reimagining nonfiction reading: Using the Peritextual Literacy Framework in the middle grade classroom		Submitted
Gross, Melissa R	Refereed Papers at Conferences						2016	National		Gross, M.	Outgrowing our ancestors: An alternate path for developing leaders and possible futures		Submitted
Gross, Melissa R	Refereed Presentations at Conferences		Atlanta, GA	ALISE 17: Community Engagement and Social Responsibility	ALISE	Y	2016	International		Clark, L.;Gross, M.	Applying outcome-based evaluations to public archeology projects.		Accepted
Gross, Melissa R	Refereed Presentations at Conferences					N	2017	International		Latham, D.;Gross, M.;Julien, H.	Implementing the ACRL Framework: Reflections from the field		Submitted
He, Zhe	Refereed Presentations at Conferences		San Francisco, CA	AMIA 2015 Joint Summits on Translational Science	American Medical Informatics Association	N	2015	National		He, Z.;Ryan, P.B.;Wang, S.;Weng, C.	A Method for Assessing the Collective Population Representativeness of Multiple Related Clinical Trials Using Public Data		Presented
He, Zhe	Invited Lectures and Readings of Original Work		Webinar of IHTSDO		The International Health Terminology Standards Development Organisation (IHTSDO)		2015	International		He, Z.	A comparative analysis of the density of the SNOMED CT conceptual content for semantic harmonization	https://www.youtube.com/watch?v=RIRXY0njpfo	
He, Zhe	Invited Lectures and Readings of Original Work		LIS 4785 Introduction to Health Informatics		School of Information, Florida State University		2015	Local		He, Z.	Health Data Analytics		
He, Zhe	Invited Lectures and Readings of Original Work		Research colloquia talk in the 2015 School of Information Annual Research Retreat		School of Information, Florida State University		2015	Local		He, Zhe	Ontology-Enhanced Data Analytics	https://www.youtube.com/watch?v=reU3f1LkqpM	
He, Zhe	Invited Lectures and Readings of Original Work		Invited research talk at Rowan University		Department of Computer Science, Rowan University		2015	National		He, Zhe	Assessing the Collective Population Representativeness of Related Clinical Trials		
He, Zhe	Refereed Presentations at Conferences		Philadelphia, PA	The 8th Mid-Atlantic Healthcare Informatics Symposium	Children Hospital of Philadelphia	N	2015	Regional		Weng, C.;He, Z.;Romano, J.	Data Driven Clinical Research Generalizability Assessment and Improvement		Presented
He, Zhe	Invited Lectures and Readings of Original Work		Hainan University, China Guest lecturer in "Health Informatics II" (HINF5431), Instructor: Rui Zhang		College of Information Science & Technology		2016	International		He, Zhe	Optimizing Clinical Trial Participant Selection Design with Informatics	http://www.hainu.edu.cn/stm/xinxi/20161219/10469394.shtml	
He, Zhe	Invited Lectures and Readings of Original Work		Proseminar talk at FSU iSchool		Institute for Health Informatics, University of Minnesota		2016	National		He, Zhe	Case Studies in Clinical Research Informatics		
He, Zhe	Invited Lectures and Readings of Original Work		Brown Bag Series talk at Institute for Successful Longevity		School of Information, Florida State University		2016	Local		He, Zhe	Leveraging Social Media to Enrich Consumer Health Vocabulary	https://www.youtube.com/watch?v=rMCDH-4b1kI	
He, Zhe	Invited Lectures and Readings of Original Work				Institute for Successful Longevity, Florida State University		2016	Local		He, Zhe	Where are Older Volunteers?		
He, Zhe	Invited Presentations at Conferences		Bethesda, MD	2016 NIH Future Research Leader Conference (FRLC 2016)	National Institutes of Health	N	2016	National		He, Z.	Assessing the Population Representativeness of Clinical Trials with Combined Use of Multiple Data Sources		Accepted
He, Zhe	Refereed Presentations at Conferences		Bethesda, MD	2016 NIH Future Research Leaders Conference	National Institutes of Health	N	2016	National		He, Z.	Assessing the population representativeness of clinical trials with combined use of multiple data sources	https://researchfestival.nih.gov/sites/default/files/uploads/2015/2_frlc_2016_scientific_sessions.pdf	Presented
He, Zhe	Invited Lectures and Readings of Original Work				Department of Scientific Computing, Florida State University		2016	Local		He, Z	Optimizing Clinical Research Participant Selection Design with Informatics		
He, Zhe	Refereed Presentations at Conferences		San Diego, CA	The 38th Annual Meeting and Scientific Sessions of the Society of Behavioral Medicine (SBM 2017)	Society of Behavioral Medicine	Y	2016	International		Langford, A.;He, Z.	Eligibility Criteria for Hypertension-Related Interventions: Are Blacks Included?		Accepted
He, Zhe	Invited Lectures and Readings of Original Work		Florida Agency for Health Care Administration, Tallahassee, FL		Florida Agency for Health Care Administration		2016	State		He, Z.	Optimizing Clinical Research Eligibility Criteria Design with Informatics		
He, Zhe	Invited Lectures and Readings of Original Work		LIS 6936r Proseminar in LIS Research and Teaching		School of Information, Florida State University		2016	Local		He, Z.	Ontology-Based Analysis of Clinical Research Eligibility Criteria		
Hinnant, Charles C	Refereed Presentations at Conferences		Philadelphia, PA	ALISE 2014 Annual Conference	Association for Library and Information Science Education	N	2014	National		Mon, L;Hinnant, C. C.;Lee, J.;Nicholson, S.;Richardson, John V.	Beyond the Classroom: Collaboration, Innovation & Sustaining Communities with Information Studies		Presented

Name	Record Type	Symposium Chair	Conf Location	Conference	Organization	Poster Presentation	Present Date	Presentation Scope	Presentation Type	Presenters	Title	Retrieved from URL	Status
Hinnant, Lynne C	Refereed Presentations at Conferences		Boston, MA	ALISE 2016 Conference - Radical Change: Inclusion and Innovation	Association for Library and Information Science Education (ALISE)	Y	2016	International		Hinnant, L.	How Professional Educational Interventions Potentially Impact the Employment Viability of Individuals with Autism Spectrum Disorders (ASDs) within the Information Professions	http://www.alise.org/2016-conference	Presented
Ho, Shuyuan Mary	Refereed Workshops		Berlin, Germany	iConference 2014			2014	International		Liddy, Elizabeth;Eisenberg, Mike;Bruce, Harry;Burnett, Kathleen;Fenske, David;Sawyer, Steve;Budd, John;Milojevic, Stasa;Ho, Shuyuan Mary	Interdisciplinary practices at iSchools		Presented
Ho, Shuyuan Mary	Refereed Workshops		Washington DC	Social Computing, Behavioral Modeling and Prediction			2015	International		Chen, H.;Ho, S.M.;Nicolas-Rocca, T.S.	Big Data Analytics for Behavioral Modeling	http://sbp-conference.org/tutorial/	Presented
Ho, Shuyuan Mary	Invited Presentations at Conferences		University of South Florida, Tampa, FL	2015 Florida Center for Cybersecurity Annual Conference	Florida Center for Cybersecurity	N	2015	National		Ho, Shuyuan Mary	Insider threat: Philosophy, research and academic perspectives	http://thefc2.org/outreach/insiderthreat-2015.pdf	Presented
Ho, Shuyuan Mary	Invited Keynote and Plenary Presentations at Symposia		Tampa, FL	2015 Florida Center for Cybersecurity Annual Symposium	Florida Center for Cybersecurity, organized by University of South Florida		2015	National	Keynote	Ho, Shuyuan Mary	Keynote Speaker on "Insider Threat: Philosophy, Research and Academic Perspectives"		Presented
Ho, Shuyuan Mary	Invited Presentations at Conferences		Grand Hyatt Kauai, Hawaii	Hawaii International Conference on System Sciences (HICSS)	IEEE	N	2016	International		Ho, Shuyuan Mary	Lightning talk on research methods at the HICSS workshop on Collective Intelligence and Crowdsourcing		Presented
Ho, Shuyuan Mary	Refereed Papers at Conferences	Keith Marzullo, University of Maryland, College Park	College Park, Maryland	Sociotechnical Cybersecurity Workshop	Computing Community Consortium		2016	National	Plenary	Ho, Shuyuan Mary	Panel presentation of the whitepaper on Radicalized "lone wolf:" Invisible threat in the society	http://cra.org/ccc/wp-content/uploads/sites/2/2016/12/Shuyuan-slides.pdf	Presented
Ho, Shuyuan Mary	Invited Presentations at Conferences		College Park, Maryland	Sociotechnical Cybersecurity Workshop 1	Computing Community Consortium	N	2016	National		Ho, Shuyuan Mary	Radicalized "lone wolf:" Invisible threat in the society	http://cra.org/ccc/wp-content/uploads/sites/2/2016/12/Shuyuan-slides.pdf	Presented
Kazmer, Michelle M	Refereed Papers at Conferences		Exeter, UK	Agatha Christie: Crime, Culture, Celebrity	University of Exeter		2014	International		Kazmer, M. M.	'One must actually take facts as they are': Information behaviour and information value in Agatha Christie's Miss Marple novels		Presented
Kazmer, Michelle M	Refereed Presentations at Conferences		Champaign, IL	Library Research Seminar VI	Library Research Roundtable of the American Library Association	N	2014	National		Kazmer, M. M.;Anderson, A.;de la Cruz, J.;Glueckauf, R. L.	Information, technology, and older adults: Creating information use environments that work	http://www.library.illinois.edu/lrs6/	Presented
Kazmer, Michelle M	Invited Presentations at Symposia			2014 Fellows Forum: Keeping an Eye on the Digital Divide	Florida State University Fellows Society	N	2014	Local		Kazmer, M. M.	Self-care, caregiving, religion, and technology	http://www.gradstudies.fsu.edu/Events/Past-Events/2014-Fellows-Forum	Presented
Kazmer, Michelle M	Refereed Papers at Conferences		Exeter, UK	Agatha Christie: Hidden Horizons	University of Exeter		2015	International		Kazmer, M. M.	'Yet something pipeth like a bird': Information behaviour, with no actor?		Presented
Kazmer, Michelle M	Refereed Presentations at Conferences		St. Louis, MO, USA	Annual Meeting	Association of Information Science & Technology	N	2015	International		Liu, Xiaozhong;Hara, Noriko;Kazmer, Michelle M.;Subramaniam, Mega;Twidale, Michael Lustria, M. L. A.;Schmitt, K.;Cortese, J.;Kazmer, M. M.;Gerend, M. A.;Anderson, A.;Cooley, S.;Shaikh, M.;Kung, Y. M.;McLaughlin, C.	Education in the Cyberlearning Era: New Challenges, Opportunities, and Applications		Presented
Kazmer, Michelle M	Refereed Presentations at Conferences		Fairfax, VA, USA	D.C. Health Communication Conference (DCHC)	Center for Health and Risk Communication	Y	2015	International		Kazmer, M. M.;Agosto, D. E.;Gibson, A. N.;Shankar, K.;Drouillard, C.	Young adults' perceptions about at-home STD testing: Implications for STD screening interventions		Presented
Kazmer, Michelle M	Refereed Presentations at Conferences		Boston, MA, USA	ALISE 2016	Association for Library and Information Science Education	N	2016	International		Kazmer, M. M.	Still Struggling to Get it Right: Group Work as Innovation in LIS Pedagogy		Presented
Kazmer, Michelle M	Refereed Papers at Conferences		Exeter, Devon, UK	The Ageless Agatha Christie: Adaptations and Afterlives	Exeter University		2016	International		Kazmer, M. M.	Information Behaviour of a Deadly Lady: Jessica Fletcher as an Afterlife of Miss Jane Marple		Presented
Kazmer, Michelle M	Refereed Papers at Conferences		Exeter, Devon, UK	The Ageless Agatha Christie: Adaptations and Afterlives	Exeter University		2016	International		Kazmer, M. M.;Bernthal, J. C.	"What About Emma?": Dead Crackenthorpes and Liminal Women Take the 4.50 From Paddington		Presented
Kazmer, Michelle M	Invited Lectures and Readings of Original Work		Orlando, FL		Florida State University School of Information		2016	National		Kazmer, M. M.	Why Are We All Here In One Room?		
Kazmer, Michelle M	Refereed Papers at Conferences		Cambridge, UK	Agatha Christie: A Reappraisal	Cambridge University		2017	International		Kazmer, M. M.	'Run and find out': Agatha Christie and the imposed query		Accepted
Koontz, Christine M	Invited Papers at Conferences		Lyon, France	IFLA, 80th Annual Conference Lyon France	IFLA		2014	International		Koontz, C.	Using Data You have for New Decisions		Presented
Latham Jr, Don L	Refereed Papers at Conferences		Columbia, SC	Children's Literature Association Conference 2014	Children's Literature Association		2014	International		Latham, D.	Picturing diversity: Visual literacy and cultural identity in Sherman Alexie's ^The absolutely true diary of a part-time Indian^.		Presented
Latham Jr, Don L	Refereed Presentations at Conferences		Savannah, GA	Georgia International Conference on Information Literacy	Georgia Southern University	N	2014	International		Witte, S.;Latham, D.;Gross, M.;Julien, H.	Building bridges to information literacy: Exploring teacher-librarian collaboration in math and science		Presented
Latham Jr, Don L	Refereed Presentations at Conferences		Savannah, GA	Georgia International Conference on Information Literacy	Georgia Southern University	N	2014	International		Latham, D.;Hollister, J. M.	Odds in your favor: Teaching information literacy through dystopian fiction for young adults		Presented
Latham Jr, Don L	Refereed Presentations at Conferences		Urbana, IL	Library Research Seminar VI	ALA Library Research Roundtable & University of Illinois GSLIS	N	2014	National		Latham, D.;Gross, M.;Julien, H.;Witte, S.	Collaboration and its discontents: Why librarians do and do not partner with high school science teachers		Presented
Latham Jr, Don L	Refereed Presentations at Conferences		Washington, DC	2014 NCTE Annual Convention	National Council of Teachers of English	Y	2014	National		Witte, S.;Gross, M.;Latham, D.	Extending our reach: Teacher/librarian partnerships to ensure student attainment of 21st Century Skills		Presented
Latham Jr, Don L	Refereed Papers at Conferences		Vancouver, BC, Canada	Modern Language Association Conference 2015	Modern Language Association		2015	International		Hollister, J. M.;Latham, D.	Power play: The seduction of games in young adult dystopian fiction.		Presented
Latham Jr, Don L	Refereed Presentations at Conferences		Chicago, IL	Association for Library and Information Science Education 2015 Conference	Association for Library and Information Science Education	N	2015	International		Latham, D.;Julien, H.;Witte, S.;Gross, M.	Through the looking glass: Empowering science learners through teacher-librarian collaboration		Presented
Latham Jr, Don L	Refereed Presentations at Conferences			Association for Library and Information Science Education 2015 Conference	Association for Library and Information Science Education	N	2015	International		Julien, H.;Latham, D.	Public librarian experiences supporting math and science learning		Presented
Latham Jr, Don L	Refereed Presentations at Conferences		Madison, WI	Games Learning Society Conference	University of Wisconsin School of Education	N	2015	International		Latham, Don;Hollister, Jonathan M.	Playing to survive, surviving to play: The role of games in dystopian young adult literature		Presented
Latham Jr, Don L	Refereed Presentations at Conferences		St. Louis, MO	International Literacy Association Conference	International Literacy Association	N	2015	International		Witte, Shelbie;Gross, Melissa;Latham, Don;Julien, Heidi	Collaboratories: Building bridges to STEM teacher and librarian collaboration with 21st century skills		Presented
Latham Jr, Don L	Refereed Presentations at Conferences		Savannah, GA	Georgia International Conference on Information Literacy	Georgia Southern University	N	2015	International		Gross, Melissa;Latham, Don Julien, Heidi;Latham, Don;Gross,	Promoting peritextual literacy: A framework for evaluating nonfiction		Presented
Latham Jr, Don L	Invited Presentations at Conferences		Denver, CO	Public Libraries & STEM: A National Conference on Current Trends and Future Directions	Space Science Institute National Center for Interactive Learning	Y	2015	National		Melissa;Witte, Shelbie	Exploring collaboration between public librarians and high school science teachers		Presented
Latham Jr, Don L	Refereed Presentations at Conferences		Boston, MA	Association for Library and Information Science Education	Association for Library and Information Science Education	N	2016	International		Latham, D.;Gross, M.;Witte, S.	Effecting Radical Change: Understanding high school principals' views of teacher and librarian collaboration		Presented
Latham Jr, Don L	Refereed Presentations at Conferences		Boston, MA	Association for Library and Information Science Education	Association for Library and Information Science Education	N	2016	International		Julien, H.;Latham, D.;Gross, M.;Witte, S.	Towards developing a radical model of collaboration for public librarians and teachers		Presented
Latham Jr, Don L	Refereed Presentations at Conferences		Columbus, OH	Children's Literature Association	Children's Literature Association	N	2016	International		Latham, D.;Gross, M.	Animating Reader Engagement: The Role of the Visual Peritext in Young Adult Nonfiction		Presented
Latham Jr, Don L	Invited Workshops		Port Charlotte, FL	Southwest Florida Library Network			2016	Local		Latham, D.	Promoting Graphic Novels for Adults and Young Adults		Presented
Latham Jr, Don L	Invited Workshops		Port Charlotte, FL	Southwest Florida Library Network			2016	Local		Latham, D.	Promoting Graphic Novels for Children and Tweens		Presented
Latham Jr, Don L	Invited Presentations at Symposia	Julia Skinner	Kennesaw, GA	The World of Children's Books: Function, Form, and Fun	Kennesaw State University		2016	Local		Latham, D.	Picturing Childhood: The Delicate Art of Graphic Memoir for Children		Presented
Latham Jr, Don L	Refereed Papers at Conferences		Tampa, FL	Children's Literature Association	Children's Literature Association		2017	International		Latham, D.	Haunted Misfits: Ghosts, Family, and Cultural Identity in Two Graphic Novels		Accepted
Lustria, Mia A	Refereed Presentations at Conferences		Lexington, Kentucky	Kentucky Conference on Health Communication	University of Kentucky		2014	International		Lustria, Mia Liza A.;Cortese, J.;Schmitt, K.;Gerend, M.A.;Kung, M.;McLaughlin, C.	Examining the Mechanisms of Tailoring in a Web-Based STD Screening Intervention		Presented
Lustria, Mia A	Refereed Presentations at Conferences		National Harbor, Maryland	2014 Minority Health and Health Disparities Grantees' Conference	NA	Y	2014	National		Rivers, D. A.;Young-Clark, I.;Ralson, P. A.;Littles, A. B.;Lustria, M.;Harris, C. M.	Florida Alliance Health Equity Scholars Program		Presented
Lustria, Mia A	Refereed Papers at Conferences		San Juan, Puerto Rico	65th Annual Conference	International Communication Association		2015	International		Lustria, Mia Liza A.;Cortese, J.;Gerend, M. A.;Schmitt, K.;Kung, M.;McLaughlin, C.	Modeling the Message Processing Mechanisms of Tailoring in a Web-Based STD Screening Intervention		Presented
Lustria, Mia A	Refereed Papers at Conferences		San Antonio, TX	36th Annual Meeting & Scientific Sessions	Society of Behavioral Medicine		2015	International		Gerend, M.A.;Shepherd, M.A.;Lustria, Mia Liza A.;Shepherd, J.E.	For Whom Are Physicians Recommending the HPV Vaccine?		Presented
Lustria, Mia A	Refereed Presentations at Conferences		Fairfax, Virginia	3rd Biennial D.C. Health Communication Conference	George Mason University	Y	2015	International		Lustria, M.;Cortese, J.;Schmitt, K.;Kazmer, M.;Gerend, M. A.;Anderson, A.;Libby-Cooley, S.;Shaikh, M.;Kung, M.;McLaughlin, C.	Young Adults' Perceptions About At-Home STD Testing: Implications for STD Screening Interventions		Presented
Lustria, Mia A	Refereed Presentations at Conferences		Fairfax, Virginia	3rd Biennial D.C. Health Communication Conference	NA	Y	2015	International		Cortese, J.;Lustria, M.;Schmitt, K.;Kung, M.;McLaughlin, C.	Efficacy of a Tailored Intervention to Promote STD Screening Among At-Risk Young Adults		Presented
Lustria, Mia A	Refereed Presentations at Conferences		Fairfax, Virginia	3rd Biennial D.C. Health Communication Conference	NA	Y	2015	International		Oh, S.;Lustria, M.;Park, M.S.;Schmitt, K.	"Do I Have an STD?": Capturing Concerns About Sexually Transmitted		Presented
Lustria, Mia A	Refereed Presentations at Conferences		Fairfax, Virginia	3rd Biennial D.C. Health and Communication Conference	NA	Y	2015	International		Lustria, M.;Zhao, D.;Hendrickse, J.	Best Practices for Designing Web and Mobile Technology-Based Psycho-Educational Interventions for Depression: A Systematic Review		Presented
Lustria, Mia A	Refereed Papers at Conferences		Fukuoka, Japan	66th Annual Conference	International Communication Association		2016	International		Zhao, D.;Lustria, M.;Hendrickse, J.	A Systematic Review of Information and Communication Technology-Based Psychoeducational Interventions for Depression Paper		Presented
Lustria, Mia A	Refereed Presentations at Conferences		Lexington, KY	Kentucky Conference on Health Communication	University of Kentucky		2016	International		Lustria, M.;Flynn, H;McElhaney, S.;McLaughlin, C.	ActNOW: A Feasibility Study of a Tailored Diagnostic Tool for Perinatal Depression		Presented
Lustria, Mia A	Refereed Papers at Conferences		Fairfax, VA	D.C. Health Communication Conference	George Mason University		2017	International		van Weert, J.C.M.;Bol, N.;Linn A.J.;Lustria, M.;Nguyen, M.H.;Rising, C.J.	The Interplay Between Online and Offline Patient-Centered Communication		Accepted
Mardis, Marcia A.	Refereed Papers at Conferences		Philadelphia, PA	Annual Conference 2014	Association for Library and Information Science Education (ALISE)		2014	International		Mardis, M. A.;Valenza, J. K.	Great piles of stuff or piles of great stuff? Curation, open education resources, and the future of the school library collection		Presented

Name	Record Type	Symposium Chair	Conf Location	Conference	Organization	Poster Presentation	Present Date	Presentation Scope	Presentation Type	Presenters	Title	Retrieved from URL	Status
Mardis, Marcia A.	Refereed Papers at Conferences		Washington, D.C.	Telecommunications Policy Research Conference	TPRC		2014	International		Spears, Laura I.;Lee, Jisue;Ambapavaru, Chandrahasa R.;Ma, Jinxuan;Hollister, Jonathan;Mardis, Marcia A.;Randeree, Ebrahim;McClure, Charles	Policy-driven workforce needs in Northwest Florida: IT/broadband job competencies in metro and nonmetro areas	http://ssrn.com/abstract=24 18547	Presented
Mardis, Marcia A.	Refereed Workshops		Maastricht, The Netherlands	International Association of School Librarianship (IASL) 2015			2014	International		Mardis, M.A.;Wood, J.R.	Your Library is a Lean Start-Up! Using Entrepreneurial Strategies to Plan and Promote Your Library Program		Accepted
Mardis, Marcia A.	Refereed Papers at Conferences		Irvine, CA	iConference 2015	iSchools		2015	International		Spears, L.I.;Lee, J.;Reddy, C.A.;Mardis, M.A.;McClure, C.M.	Meeting the needs of IT stakeholders in a northwest Florida state college		Presented
Mardis, Marcia A.	Refereed Papers at Conferences		Cape Town, South Africa	World Library and Information Congress (WLIC)	International Federation of Library Associations (IFLA)		2015	International		Mardis, M.	Gendered decisions and school librarians' career choices		Presented
Mardis, Marcia A.	Refereed Papers at Conferences		Cape Town, South Africa	World Library and Information Congress (WLIC)	International Federation of Library Associations		2015	International		Mardis, M;Wood, J.R.;Clark, L.;Ho, S.M.	Your library is a start-up: Using entrepreneurial techniques to identify and meet library stakeholders' needs		Presented
Mardis, Marcia A.	Refereed Papers at Conferences		Maastricht, The Netherlands	IASL2015	International Association of School Librarianship (IASL)		2015	International		Elkins, A.E.;Woods, J.R.;Mardis, M.	School librarians' roles: Preliminary results of a national survey of priorities, performance, and evaluation in the context of professional guidelines		Presented
Mardis, Marcia A.	Invited Presentations at Conferences		San Francisco, CA	ALA Annual 2015	American Library Association (ALA)	N	2015	National		Mardis, M.;Koh, K.;Reynolds, R.;Ball, M.A.	IMLS research: Out of the library school and into the school library		Accepted
Mardis, Marcia A.	Refereed Papers at Conferences		Columbus, OH	American Association of School Librarians Annual Conference	American Association of School Librarians		2015	National		Wood, J.;Mardis, M.	A synthesis and research agenda for school librarianship and STEM digital learning resources		Presented
Mardis, Marcia A.	Invited Keynote and Plenary Presentations at Conferences		Brisbane, Australia	EduTECH National Conference and Expo	EduTECH		2015	National	Keynote	Mardis, M.	STEM, STEAM, common standards, and entrepreneurship: Librarians tugging at the common thread		Presented
Mardis, Marcia A.	Invited Keynote and Plenary Presentations at Conferences		Brisbane, Australia	EduTECH National Conference and Expo	EduTECH		2015	National	Plenary	Mardis, M.	Designing a (socio-)material world: Curating "stuff" for empathetic, responsive, and extensible teaching and learning		Presented
Mardis, Marcia A.	Invited Presentations at Symposia	DeVoe, T.	Los Angeles, CA	Engaging communities	Institute for Museum and Library Services (IMLS)	N	2015	National		Mardis, M.	Break the bottleneck!		Presented
Mardis, Marcia A.	Refereed Presentations at Symposia	Rosenbaum, H.	St. Louis, MO	2015 ASIST SIG-SI Research Symposium	Association for Information Science and Technology (ASIST)	N	2015	International		Mardis, M;King, J.;Winter, S.;Fleischmann, K.;McMartin, F.	IT education and iSchools: How to develop the scholarly layer?		Accepted
Mardis, Marcia A.	Refereed Papers at Symposia	K. Gavigan	Columbus, OH	Educators of School Librarians Section Research Symposium	American Association of School Librarians		2015	National		Mardis, M.A.;Luetkemeyer, J.	Applying the Quadratic Usage Framework to research on K-12 STEM digital learning		Presented
Mardis, Marcia A.	Invited Presentations at Symposia	S.Kimmel	Columbus, OH	Educators of School Librarians Section Research Symposium	American Association of School Librarians	N	2015	National		Mardis, M.A.	CLASS-ify your research: Moving toward causality		Presented
Mardis, Marcia A.	Master Classes		Brisbane, Australia	EduTECH National Conference and Expo	EduTECH		2016	International		Mardis, M.	Introduction to data carpentry: An entry point to STEM data literacy		
Mardis, Marcia A.	Master Classes		Brisbane, Australia		EduTECH National Conference and Expo			2016	International		Mardis, M.	Your library is a lean start-up: Using entrepreneurship principles and practices for library planning and evaluation		
Mardis, Marcia A.	Refereed Papers at Conferences		Washington, D.C.	E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2016	AACE		2016	International		Mardis, M;Ambavapuru, C.	Feeling around the data: An exploration of paradata as indicators of OER utility.	https://www.learntechlib.org/p/174064	Presented
Mardis, Marcia A.	Invited Keynote and Plenary Presentations at Conferences		Grand Rapids, MI	Michigan Association of Media Educators (MAME) Annual Conference	MAME		2016	State	Keynote	Mardis, M.A.	STEM, STEAM, common standards, & entrepreneurship: Librarians tugging at the common thread		Presented
Mardis, Marcia A.	Refereed Papers at Conferences		Washington, D.C.	Annual Conference	American Institutes for Research		2016	National		Mardis, M;Jones, F.R.;McClure, C.R.	Alumni tracking: Promising practices for collecting, analyzing, and reporting employment data		Accepted
Mardis, Marcia A.	Refereed Papers at Conferences						2016	National		Mardis, M.A.;Spears, L.I.;McClure, C.R.	A method to measure IT curricula and workforce readiness		Submitted
Mardis, Marcia A.	Invited Keynote and Plenary Presentations at Conferences		Brisbane, Australia	EduTECH International Conference and Expo	EduTECH		2016	International	Keynote	Mardis, M.A.	Designing a (socio-)material world: Curating "stuff" for empathetic, responsive, and extensible teaching and learning.		Presented
Mardis, Marcia A.	Invited Keynote and Plenary Presentations at Conferences		Brisbane, Australia	EduTECH International Conference and Expo	EduTECH		2016	International	Keynote	Mardis, M.A.	STEM, STEAM, common standards, and entrepreneurship: Teacher librarians tugging on the common thread.		Presented
Mardis, Marcia A.	Invited Workshops		Smithsonian Natural History Museum	iDigBio and Smithsonian			2016	National		Phillip, M.O.;MacFadden, B.;Mardis, M.A.;Bolton, A.	Using digitized biological specimens in K-12 learning: Promising practices for research and teaching		Presented
Mardis, Marcia A.	Refereed Presentations at Conferences		Atlanta, GA	Annual Conference	Association of Library and Information Science Educators (ALISE)	N	2017	International		Kimmel, S.;Mardis, M.A.;Colson, L.;Wine, L.	Essential partners in community engagement and social responsibility: Causal relationships between librarians' best practices, student learning, and improvement science		Presented
Mardis, Marcia A.	Refereed Presentations at Conferences		Atlanta, GA	Annual Conference	Association of Library and Information Science Educators (ALISE)	Y	2017	National		Mardis, M.A.;Spears, L.I.;Hollister, J.M.;McClure, C.R.;Lee, J.	The (mis)alignment of IT education and IT workforce needs:⸮Challenges and opportunities in the North Florida region.		Presented
Marks IV, John R	Invited Workshops		Poynter Institute, St. Petersburg, FL	National Freedom of Information Coalition			2014	National		Marks, J.	"Open Government v. Open Data"		Accepted
Marks IV, John R	Invited Presentations at Symposia		Florida State University	Keeping an Eye on the Digital Divide	Fellow's Forum	N	2014	Local		Marks, J.	Keeping an Eye on the Digital Divide		Presented
Marty, Paul F	Refereed Presentations at Conferences		Seattle, WA	American Society for Information Science and Technology	ASIST	Y	2014	International		Coleman, L-E.;Urban, R.J.;Marty, P.F.;Braun, K.	LAM at Universities: Convergence in Graduate Education		Presented
Marty, Paul F	Refereed Presentations at Conferences		Seattle, WA	American Society for Information Science and Technology	ASIST	N	2014	International		Urban, R.J.;Coleman, L-E.;Marty, P.F.	Libraries, Archives, and Museums: Connecting Educational Communities and Cultures		Presented
Marty, Paul F	Invited Keynote and Plenary Presentations at Conferences		Avignon, France	Séminaire Agorantic	University of Avignon		2014	International	Keynote	Marty, P.	Innovative Technologies and the Future of Museums		Presented
Marty, Paul F	Invited Lectures and Readings of Original Work		Tallahassee, FL	FSU President's Club College			2014	National		Marty, P.	Hackathon 101: Innovating with Information Technology		
Marty, Paul F	Invited Lectures and Readings of Original Work		Tallahassee, FL	FSU Digitech			2014	Local		Marty, P.	Encouraging Student Innovation and Entrepreneurship		
Marty, Paul F	Invited Lectures and Readings of Original Work		Tallahassee, FL	FSU Faculty Fellows Forum			2014	Local		Marty, P.	Crossing Boundaries in the Inclusive Museum: The Evolution of Visitor Access to Museum Collections through Innovative Technologies		
Marty, Paul F	Refereed Presentations at Conferences		Philadelphia, PA	American Educational Research Association	AERA	N	2014	International		Southerland, S.;Mendenhall, A.;Schellinger, J.;Alemanne, N.;Clark, A.;Sampson, V.;Douglas, I.;Kazmer, M.M.;Marty, P.F.	Fostering Elementary Students' Understanding of Scientific Inquiry: Leveraging Informal Settings and Digital Technology		Presented
Marty, Paul F	Refereed Presentations at Conferences		Baltimore, MD	Museums and the Web 2014	MW	N	2014	International		Marty, P.	Yearning to Fly: The Roots of our Ambitions and the Future of Museum Technology.		Presented
Marty, Paul F	Invited Lectures and Readings of Original Work		Wagga Wagga, Australia		Charles Sturt University		2015	International		Marty, P.	Innovation and Entrepreneurship in the 21st Century University		
Marty, Paul F	Invited Lectures and Readings of Original Work		Wagga Wagga, Australia		Charles Sturt University		2015	International		Marty, P.	Usability Labs and Makerspaces as Centers for Innovation		
Marty, Paul F	Refereed Presentations at Conferences		New Orleans, LA		Museum Computer Network	N	2016	International		Marty, P.	Negotiating the Obligations and Expectations between Small and Large Museums.		Presented
Marty, Paul F	Refereed Presentations at Conferences		Los Angeles, CA	Museums and the Web		N	2016	International		Marty, P.	20/20: 20 Years of MW Papers in Review.		Presented
Marty, Paul F	Invited Keynote and Plenary Presentations at Conferences		Seoul, South Korea	Museum Informatics Symposium	National Museum of Modern and Contemporary Art.		2016	International	Keynote	Marty, P.	Museum Informatics: Technological Innovation and the Future of Digital Culture.		Presented
Marty, Paul F	Invited Keynote and Plenary Presentations at Conferences		Seoul, South Korea	Museum Informatics Symposium	National Museum of Modern and Contemporary Art		2016	International	Keynote	Marty, P.	The Invisible Work of Museum Information Professionals		Presented
McClure, Charles R	Refereed Papers at Conferences			42nd Research Conference on Communication, Information, and Internet Policy (2014 TPRC)	George Mason University		2014	National		Lee, J.;Spears, L. I.;Ambavarapu, C.;Ma, J.;Hollister, J. M.;Mardis, M. A.;McClure, C.	Aligning Expectations and Reality about IT/Broadband Education: Perceptions of Job Competencies by Students, New Professionals and Employers		Presented
McClure, Charles R	Refereed Presentations at Conferences			42nd Research Conference on Communication, Information, and Internet Policy		Y	2014	National		Spears, L. I.;Lee, J.;Ambavarapu, C.;Ma, J.;Hollister, J. M.;Mardis, M. A.;Randeree, E.;McClure, C.	Policy-driven Workforce Needs in Northwest Florida: IT Jobs Competencies		Presented
McClure, Charles R	Refereed Presentations at Conferences		Tallahassee, FL	Doctoral Leadership and Research Reception	College of Communication and Information, Florida State University	Y	2014	Regional		Spears, L. I.;Lee, J.;Ambavarapu, C.;Ma, J.;Hollister, J. M.;Mardis, M. A.;Randeree, E.;McClure, C.	Policy-driven Workforce Needs in Northwest Florida: IT Job Competencies		Presented
McClure, Charles R	Refereed Papers at Conferences		Arlington, VA	42nd Research Conference on Communication, Information, and Internet Policy	George Mason University		2014	National		Lee, J.;Spears, L. I.;Ambavarapu, C.;Ma, J.;Hollister, J. M.;Mardis, M. A.;McClure, C. R.	Aligning Expectations and Reality about IT/Broadband Education: Perceptions of Job Competencies by Students, New Professionals and Employers.	http://ssrn.com/abstract=24 85678	Presented
McClure, Charles R	Refereed Papers at Conferences		Chicago, IL	ALISE	ALISE		2014	National		Lee, L. I.;Spears, L. I.;Ambavarapu, C. R.;Mardis, M. A.;McClure, C. R.	Between the IT Curricula and Job Posting Ads: Comparative Analysis of IT Job Competencies for IT Professionals in Northwest Florida.		Accepted
McClure, Charles R	Refereed Presentations at Conferences		Arlington, VA	42nd Research Conference on Communication, Information, and Internet Policy (2014 TPRC)	George Mason University	Y	2014	National		Spears, L. I.;Lee, J.;Ambavarapu, C.;Ma, J.;Hollister, J. M.;Mardis, M. A.;Randeree, E.;McClure, C. R.	Policy-driven Workforce Needs in Northwest Florida: IT Job Competencies	http://ssrn.com/abstract=24 18547	Presented
McClure, Charles R	Refereed Papers at Conferences			iConference			2015	National		Spears, L. I.;Lee, J.;Ambavarapu, C.;Mardis, M. A.;Alemanne, N. D.;McClure, C.	Meeting the needs of IT stakeholders in a Northwest Florida state college.		Presented
McClure, Charles R	Refereed Presentations at Conferences			2015 Association for Library Information Education	ALISE	Y	2015	National		Lee, J.;Spears, L. I.;Ambavarapu, C. R.;Mardis, M. A.;McClure, C.	Between the IT curricula and job posting ads: Comparative analysis of IT jobs competencies for IT professionals in Northwest Florida.		Presented
McClure, Charles R	Refereed Presentations at Conferences			2015 Association for Library Information Science Education	ALISE	Y	2015	National		Spears, L. I.;Ma, J.;Ambavarapu, C. R.;Mardis, M. A.;McClure, C.	Assessing North Florida Information Technology Education to Career Pathways.		Presented
McClure, Charles R	Refereed Presentations at Symposia			11th Socaqil Informatics Research Symposium: The Impacts of Social Informatics Research	78th Association for Information Science and Technology	N	2015	National		Spears, L. I.;Ambavarapu, C. R.;Mardis, M. A.;McClure, C.	IT Education and iSchools: How to develop the scholarly layer.		Presented
Mon, Lorraine M	Refereed Presentations at Conferences		Philadelphia, PA, USA	ALISE 2014 Annual Conference	Association for Library & Information Science Education	N	2014	National		Mon, L.;Hinnant, C.;Lee, J.	Beyond the Classroom: Collaboration, Innovation & Sustaining Communities with Information Studies		Presented
Mon, Lorraine M	Refereed Presentations at Conferences			American Library Association Annual Conference	LRRT Research Forum, American Library Association	N	2014	National		Koontz, C.;Jue, D.;Mon, L.;Spears, L.	Putting Libraries on the Map:⸮Marketing Area Data for Planning and Library Advocacy		Presented

Name	Record Type	Symposium Chair	Conf Location	Conference	Organization	Poster Presentation	Present Date	Presentation Scope	Presentation Type	Presenters	Title	Retrieved from URL	Status
Mon, Lorraine M	Refereed Presentations at Conferences		Lake Buena Vista, Florida, USA	Florida Library Association Annual Conference 2014	Florida Library Association	N	2014	State		Mon, L.	The Library in Social Space		Presented
Mon, Lorraine M	Invited Lectures and Readings of Original Work		Library of Congress, Washington DC, USA		Library of Congress		2014	National		Mon, L.	Toward a Model for Assessing Social Media in Libraries		
Mon, Lorraine M	Refereed Presentations at Conferences		Lake Buena Vista, Floridal, USA	Florida Library Association Conference 2014	Florida Library Association	N	2014	State		Jue, D.;Koontz, C.;Mon, L.	Envisoning Your Library Customers: IiMapLibraries		Presented
Mon, Lorraine M	Refereed Presentations at Conferences		Monterey, California, USA	Internet Librarian 2014	Internet Librarian, the Internet Conference for Librarians & Information Managers	N	2014	National		Koontz, C.;Mon, L.	Identifying Customers and Building Relationships with Social Media		Presented
Mon, Lorraine M	Refereed Presentations at Conferences		Berlin, Germany	iConference 2014	iSchools (International Information Schools)	Y	2014	International		Mon, L.;Lee, J.	Twitter and the Virtual Branch: The Public Library in Social Space	http://ischools.org/the-iconference/about-the-iconference/iconference-2014-summary/#awards	Presented
Mon, Lorraine M	Nonrefered Presentations at Conferences		Philadelphia, PA	ALISE 2014	ALISE	N	2014	International		Mon, L.	Educational Entrepreneurship (Moderator)		Presented
Mon, Lorraine M	Refereed Presentations at Conferences		Toronto, Canada	Social Media & Society Conference	Social Media & Society	Y	2015	International		Mon, L.	The Social Life of Social Media Policies		Presented
Mon, Lorraine M	Refereed Presentations at Conferences		Boston, MA	ALISE 2016 Annual Conference	Association of Library and Information Science Educators	N	2016	National		Mon, L.	Information Ethics of Social Media Policies in Radical Change and Ethical Practice in the LIS Classroom Panel		Presented
Mon, Lorraine M	Refereed Presentations at Conferences		Washington DC	Computers in Libraries 2016	Computers in Libraries	N	2016	National		Mon, L.	Social Life of Social Media Policies	http://computersinlibraries.infotoday.com/2016/Thursday.aspx	Presented
Mon, Lorraine M	Refereed Papers at Conferences		Copenhagen, Denmark	ASIS&T Conference	Association for Information Science and Technology		2016	International		Tang, R.;Li, Y.;Chu, S.;Beheshti, J.;Mon, L.;Xiao, L.	Needs Assessment of ASIS&T Publications: Bridging Information Research and Practice		Accepted
Oh, Sanghee	Refereed Presentations at Conferences		Fairfax, VA	the 3rd Biennial D.C. Health Communication Conference (DCHC) "Communication Competence and Health Promotion"	D.C. Health Communication Conference (DCHC)	Y	2015	International		Oh, S.;Lustria, M.;Park, M.S.;Schmitt, K.	"Do I have an STD?": Capturing concerns about sexually transmitted diseases in a social Q&A using content analysis and text mining		Presented
Oh, Sanghee	Refereed Presentations at Conferences		Copenhagen, Demark	Annual Meeting of the Association for Information Science & Technology	Association for Information Science & Technology	N	2016	International		Oh, S.;Costello, K.L.;Chen, A.T.;Wildemuth, B.A.	Qualitative methods for studying health information behaviors		Accepted
Riccardi, Gregory A	Invited Workshops		Brasilia, Brazil	Sistema de Informação sobre a Biodiversidade Brasileira	Sistema de Informação sobre a Biodiversidade Brasileira	N	2014	International		Riccardi, G.;Paul, D.	Leveraging Digitization Practices across Multiple Domains		Presented
Riclàrdi, Gregory A	Invited Presentations at Symposia	Andrea Nunes	Brasilia, Brazil	SiBBr Brazil Kickoff and Digitization Workshop	TDWG: Biodiversity Informatics Standards	N	2014	International		Riccardi, G.	Digitization of Biodiversity Collections in the U.S.A.		Presented
Riccardi, Gregory A	Invited Presentations at Conferences		Junkoping, Sweden	TDWG 2014	TDWG: Biodiversity Informatics Standards	N	2014	International		Riccardi, G.	Audubon Core at iDigBio		Presented
Riccardi, Gregory A	Invited Presentations at Conferences		Junkoping, Sweden	TDWG 2014	TDWG: Biodiversity Information Standards	N	2014	International		Riccardi, G.;Mast, Austin;Ellwood, Libby;Bruhn, Robert;Spinks, Jeremy	Managing Digitization Projects with BioSpex		Presented
Riccardi, Gregory A	Invited Presentations at Symposia	Nico Cellinese	Stockholm, Sweden	TDWG Identifiers Workshop	TDWG: Biodiversity Information Standards	N	2014	International		Riccardi, G.	Identifiers for Data Providers		Presented
Riccardi, Gregory A	Invited Presentations at Symposia	Andrea Nunes	Brasilia, Brazil	SiBBr Brazil Kickoff and Digitization Workshop	Sistema de Informação sobre a Biodiversidade Brasileira	N	2014	International		Riccardi, G.	iDigBio's Biospex System for Engaging the Public in Biodiversity Research Specimen Digitization		Presented
Riccardi, Gregory A	Invited Presentations at Symposia	Andrea Nunes	Brasilia, Brazil	SiBBr Brazil Kickoff and Digitization Workshop	Sistema de Informação sobre a Biodiversidade Brasileira	N	2014	International		Riccardi, G.	Managing Digitization Projects with BioSpex		Presented
Riccardi, Gregory A	Invited Workshops		Gainesville, FL	iDigBio			2014	National		Riccardi, G.	CitStitch Hackathon		Presented
Riccardi, Gregory A	Invited Presentations at Symposia	Gil Nelson and Greg Riccardi	Santa Barbara, CA	Leveraging Digitization Practices Across Multiple Domains	iDigBio and the National Scientific Collections Alliance	N	2014	National		Riccardi, G.	Standards for Biodiversity Data (Sharing Information Online)		Presented
Riccardi, Gregory A	Invited Presentations at Conferences		Gainesville, FL	Collections in the 21st Century	iDigBio and iDigBio: Transforming the Landscape	N	2014	International		Riccardi, G.	NIBA, ADBC and iDigBio: Transforming the Landscape		Presented
Riccardi, Gregory A	Invited Workshops		Honolulu, HI	iDigBio			2014	International		Riccardi, G.	Data Requirements for Biodiversity Informatics		Presented
Riccardi, Gregory A	Invited Presentations at Symposia	Gil Nelson and Tim White	Yale University, New Haven, CT	iDigBio Original Source Materials Workshop	iDigBio and Yale Peabody Museum	N	2014	National		Riccardi, G.	Moving to Sharing Relationships among Things		Presented
Riccardi, Gregory A	Invited Presentations at Symposia	Dr. David Schindel	Canberra, Australia	GRBio Symposium on Biodiversity Collections	Smithsonian Institution and National Science Foundation	N	2015	International		Riccardi, G.	iDigBio's Role in Facilitating and Enabling Collection Participation		Presented
Riccardi, Gregory A	Invited Presentations at Symposia	Dr. John LaSalle	Tempe, AZ	Digitization Collaborations	CSIRO Australia	N	2015	National		Riccardi, G.	iDigBio's Role in Facilitating and Enabling Digitization		Presented
Riccardi, Gregory A	Invited Workshops		Tempe, AZ	iDigBio and Arizona State University			2015	National		Riccardi, G.	Managing Natural History Collections		Presented
Riccardi, Gregory A	Invited Presentations at Symposia	Dr. Larry Page	Washington DC	iDigBio Summit 2015	iDigBio and the National Science Foundation	N	2015	International		Riccardi, G.	Tools and Community Building Around Specimen Data		Presented
Riccardi, Gregory A	Invited Presentations at Symposia	David Shorthouse and Stéphane Dupont	Centre sur la biodiversité de l'Université de Montréal	Canadian Biodiversity Science and Information	Montréal Botanical Garden	N	2015	International		Riccardi, G.	Introduction to iDigBioILeveraging Digitization Practices across Multiple Domains		Presented
Riccardi, Gregory A	Invited Workshops		Gainesville, FL and Ottawa, Ontario, Canada	iDigBio			2015	International		Riccardi, G.	IPT Workshop		Presented
Riccardi, Gregory A	Invited Presentations at Symposia	Gil Nelson	Honolulu, HI	Biodiversity Collections Digitization in the Pacific	iDigBio, the East-West Center, the Bishop Museum	N	2015	National		Riccardi, G.	Sharing Biodiversity Information Online		Presented
Rodriguez-Mori, Howard	Invited Presentations at Conferences		Tallahassee, FL	ALA Student Chapter Meeting	American Library Association FSU Student Chapter	N	2014	National		Rodriguez-Mori, H.	Multicultural marketing strategies		Presented
Rodríguez-Mori, Howard	Invited Lectures and Readings of Original Work		Orange County Library, Chickasaw Branch		Orange County Library System		2015	Local		Rodriguez-Mori, H.	Latino Americans: The 500-year legacy that shaped a nation - New Latinos		
Rodriguez-Mori, Howard	Refereed Presentations at Conferences		San Diego, CA	REFORMA National Conference V	REFORMA: The National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking	N	2015	International		Rodriguez-Mori, H.;Muñoz, Louis	Assessing public library services to Hispanic/Latino populations in Florida and New York		Presented
Rodriguez-Mori, Howard	Refereed Presentations at Conferences		Orlando, FL	Florida Library Association Annual Conference 2015	Florida Library Association	Y	2015	State		Rodriguez-Mori, H.;Menendez-Cuesta, Loanis	Exceptional services in Florida's public libraries		Presented
Rodriguez-Mori, Howard	Invited Presentations at Symposia		Tallahassee, FL	ALA Student Chapter Meeting	American Library Association FSU Student Chapter	N	2015	National		Rodriguez-Mori, H.	Diversity and library services		Presented
Rodriguez-Mori, Howard	Refereed Presentations at Conferences		Orlando, FL	Florida Library Association Annual Conference 2015	Florida Library Association	N	2015	State		Rodriguez-Mori, H.	Innovative marketing strategies: A Review of word-of-mouth recommendations from the marketing industry		Presented
Rodriguez-Mori, Howard	Invited Presentations at Conferences		Tallahassee, FL	Hispanic Media and Marketing Conference 2015	Center for Hispanic Marketing, Florida State University	N	2015	International		Rodriguez-Mori, H.	What do we know about Hispanic e/WOM? A review of the scholarly literature		Presented
Rodriguez-Mori, Howard	Refereed Papers at Conferences		Medellin, Colombia	XI Conferencia de Comunicacion de las Americas & XV Encuentro de la Federación Latinoamericana de Facultades de Comunicación Social (FELAFACS)	Federacion Latinoamericana de Facultades de Comunicacion (FELAFACS)		2015	International		Chapa, Sindy;Rodriguez-Mori, H.	Bragging about online purchases: Comparing consumer word-of-mouth among Hispanics and non-Hispanics groups		Presented
Rodriguez-Mori, Howard	Invited Lectures and Readings of Original Work		School of Information		Florida State University		2015	International		Rodriguez-Mori, H.	An overview of grounded theory analysis		
Rodriguez-Mori, Howard	Invited Presentations at Symposia	Lisa Stewart	Orlando, FL	Latino Americans 500 Years of History	Orange County Library System	N	2015	Regional		Rodriguez-Mori, H.	Peril and Promise		Presented
Rodriguez-Mori, Howard	Invited Presentations at Symposia	Lisa Stewart	Orlando, FL	Latino Americans 500 Years of History	Orange County Library System	N	2015	Regional		Rodriguez-Mori, H.	New Latinos		Presented
Rodriguez-Mori, Howard	Invited Lectures and Readings of Original Work		Orange County Library, Chickasaw Branch		Orange County Library System		2015	Local		Rodriguez-Mori, H.	Latino Americans: The 500-year legacy that shaped a nation - Peril and Promise		
Rodriguez-Mori, Howard	Invited Lectures and Readings of Original Work		Orange County Library, Southeast Branch		Orange County Library System		2016	Local		Rodriguez-Mori, H.	Latino Americans: The 500-year legacy that shaped a nation - Peril and Promise		
Rodriguez-Mori, Howard	Invited Presentations at Symposia	Lisa Stewart	Orlando, FL	Latino Americans 500 Years of History	Orange County Library System	N	2016	Regional		Rodriguez-Mori, H.	Peril and Promise		
Rodriguez-Mori, Howard	Refereed Presentations at Conferences		Philadelphia, PA	National Communication Association 102nd Annual Convention	National Communication Association	N	2016	International		Rodriguez-Mori, H.	Nonverbal communication impacts across cultures		Presented
Rodriguez-Mori, Howard	Invited Presentations at Symposia	Nelson Freitas	Kissimmee, FL	Latino Americans 500 Years of History	International Literature, Books, Arts & Culture (ILBAC)	N	2016	Regional		Rodriguez-Mori, H.	New Latinos		Presented
Rodriguez-Mori, Howard	Invited Presentations at Symposia	Lisa Stewart	Orlando, FL	Latino Americans 500 Years of History	Orange County Library System	N	2016	Regional		Rodriguez-Mori, H.	Prejudice and Pride (1965-1980)		Presented
Rodriguez-Mori, Howard	Invited Lectures and Readings of Original Work		Orange County Library, Chickasaw Branch		Orange County Library System		2016	Local		Rodriguez-Mori, H.	Latino Americans: The 500-year legacy that shaped a nation - Prejudice and Pride (1965-1980)		
Rodriguez-Mori, Howard	Invited Lectures and Readings of Original Work		Osceola County Library, Downtown Kissimmee Branch		International Literature, Books, Arts & Culture (ILBAC)		2016	Local		Rodriguez-Mori, H.	Latino Americans: The 500-year legacy that shaped a nation - New Latinos		
Stvilia, Besiki	Refereed Presentations at Conferences		Seattle, Washington	ASIS&T 2014 Annual Meeting	ASIS&T	Y	2014	International		Lee, Dong Joon;Stvilia, B.	Data curation practices in institutional repositories: An exploratory study		Presented
Stvilia, Besiki	Refereed Presentations at Conferences		Berlin, Germany	iConference 2014	iSchools	Y	2014	International		Choi, Wonchan;Stvilia, B.	College students' value structure of choosing and using mobile health/wellness applications: preliminary findings		Presented
Stvilia, Besiki	Nonrefereed Presentations at Conferences		Philadelphia, PA	ALISE 2014 Annual Conference	ALISE	Y	2014	International		Lee, D. J.;Stvilia, B.	Data activities and identifier schemas		Presented
Stvilia, Besiki	Nonrefereed Presentations at Conferences		Philadelphia, PA	ALISE 2014 Annual Conference	ALISE	Y	2014	International		Wu, S;Stvilia, B.	Exploring the work organization of Gene Ontology		Presented
Stvilia, Besiki	Refereed Presentations at Conferences		Seattle, Washington	ASIS&T 2014 Annual Meeting	ASIS&T	Y	2014	International		Choi, Wonchan;Stvilia, B.	How do college students choose mobile health/wellness applications?		Presented
Stvilia, Besiki	Refereed Presentations at Conferences		Newport Beach, CA	iConference 2015	iConference	Y	2015	International		Choi, W.;Stvilia, B.	Extended framework for Web credibility assessment		Presented
Stvilia, Besiki	Refereed Presentations at Conferences			2016 Annual Meeting of the Association for Information Science and Technology	ASIS&T	Y	2016	International		Wu, S.;Stvilia, B.;Lee, D. J.	Exploring researchers' participation in online research identity management systems		Presented
Stvilia, Besiki	Invited Presentations at Conferences		Austin, TX	2016 Texas Conference on Digital Libraries	Texas Conference on Digital Libraries	Y	2016	State		Lee, D. J.;Stvilia, B.;Wu, S.	Towards researcher participation in research information systems		Presented
Stvilia, Besiki	Refereed Presentations at Conferences		Wuhan, China	iConference 2017	iSchools	Y	2016	International		Lee, D. J.;Stvilia, B.;Wu, S.	Studying service and metadata models of research information management systems		Accepted
Stvilia, Besiki	Refereed Presentations at Conferences		Newark, NJ.	Joint Conference on Digital Libraries (JCDL) 2016	ACM & IEEE-CS	Y	2016	International		Fu, H.;Stvilia, B.	Knowledge curation discussions and activity dynamics in a short lived social Q&A community		Presented
Urban, Richard Joseph	Nonrefereed Workshops		Las Vegas, NV	American Library Association			2014	National		Urban, R. J.	Practical Linked Data with Open Source: Linked Data Patterns for Libraries, Archives, and Museums	http://ala14.ala.org/m/node/14524	Presented
Urban, Richard Joseph	Refereed Presentations at Conferences		Seattle, WA	ASIS&T Annual Meeting 2014	Association for Information Science and Technology	Y	2014	International		Coleman, L-E;Urban, R.J.;Marty, P.F.	LAM at Universities: Convergence in Graduate Education		Presented
Urban, Richard Joseph	Refereed Presentations at Conferences		Seattle, WA	ASIS&T Annual Meeting 2014	Association for Information Science and Technology	N	2014	International		Urban, R. J.;Coleman, L-E;Marty, P. F.	Libraries, Archives, and Museums: Connecting Educational Communities and Cultures		Presented

Name	Record Type	Symposium Chair	Conf Location	Conference	Organization	Poster Presentation	Present Date	Presentation Scope	Presentation Type	Presenters	Title	Retrieved from URL	Status
Urban, Richard Joseph	Refereed Presentations at Conferences		Seattle, WA	ASIS&T Annual Meeting 2014	Association for Information Science and Technology	N	2014	International		Urban, R. J.	Digital Libraries in the 3rd Dimension		Presented

Appendix TT Publications Proceedings

All Proceedings, limited to department Information.

Name	Record Type	Author(s)	Conference or Symposium	Editor(s)	Location: Publisher	Pages	Pub Date	Title	Retrieved from URL	Status
Burnett, Gary D	Refereed Proceedings	Burnett, G.;Vandegrift, M.;Lee, J;Morris, R.	Innovation driven librarianship: Creating future landscape for the new generation libraries and LIS professional	D.G. Oh;K. Burnett;Y.J. Nam;B.R. Babu;P. Rajendran	Tamil Nadu, India: SRM University	277-285	2015	Promoting open access at Florida State University: A case study.		Published
Burnett, Gary D	Nonrefereed Proceedings	Burnett, G.	Library and Information Science: Innovation in Library Services		Jeonju, South Korea	13-18	2016	Notes Toward a Poetics of Information: Implications for Creative Practice		Published
Burnett, Kathleen M	Refereed Proceedings	Burnett, K.	Innovation Driven Librarianship: Creating Future Landscape for the New Generation Libraries and LIS Professionals	B. Ramesh Babu;P. Rajendran	Tamil Nadu, India: SRM University	xxiii-xxviii	2015	Ungluing Our Eye's from the Rear View Mirror: Preparing Innovation Engineers for Careers in 21st Century Libraries		Published
Everhart, Nancy L	Refereed Proceedings	Everhart, N.;Johnston, M.	International Association of School Librarians (Maastricht, Netherlands)	Lourense Das, Saskia Brand-Gruwel, Kees Kok, Jaap Walhout	IASL: Heerlen, Open Universiteit.	386-405	2015	School Librarian Leadership: Research and Practice in The School Library Rocks: Proceedings of the 44th International Association of School Librarianship (IASL) conference 2015, Volume II: Research Papers.		Published
Everhart, Nancy L	Refereed Proceedings	Everhart, N.	Hawaii International Conference on Education, Honolulu, HI		Hawaii International Conference on Education	216-220	2016	Library users on the autism spectrum and anticipated librarian practices.		Published
Gross, Melissa R	Refereed Proceedings	Witte, Shelbie;Gross, Melissa;Latham, Don	Society for Information Technology and Teacher Education 25th International Conference	M. Searson;M. Ochoa	Society for Information Technology and Teacher Education	1843-1853	2014	Preparing future teachers and librarians to create 21st century skills partnerships		Published
Gross, Melissa R	Refereed Proceedings	Latham, D.;Gross, M.;Julien, H.;Witte, S.	Connecting Across Borders: Globalization and Information Science Research, 42nd Annual Conference of the Canadian Association of Information Science & Inaugural Librarians' Research Institute Symposiu		Brock University, St. Catharines, Ontario		2014	Not all borders are global: Exploring teacher-librarian collaboration in math and science.	http://www.cais-acsi.ca/conferences.htm	Published
Gross, Melissa R	Refereed Proceedings	Chen, T. Y.;Gross, M.				25	2016	Usability Modeling for High Cognitive Level Search User Interface (SUI) Design.		Submitted
Gross, Melissa R	Refereed Proceedings	Julien, H.;Gross, M.;Latham, D.				25	2016	Being "set free" – Instructional librarians talk about the ACRL framework for information literacy for higher education.		Submitted
Gross, Melissa R	Refereed Proceedings	Julien, H.;Latham, D.;Gross, M.				10	2016	New understandings of current information literacy instruction practices: Informing our scholarship and our teaching.		Submitted

Name	Record Type	Author(s)	Conference or Symposium	Editor(s)	Location: Publisher	Pages	Pub Date	Title	Retrieved from URL	Status
He, Zhe	Refereed Proceedings	Weng, C.;Yaman, A.;Lin, K.;He, Z.	Proceedings of 2014 International Conference for Smart Health (Lecture Notes in Computer Science, Volume 8549)		Springer	130-141	2014	Trend and Network Analysis of Common Eligibility Features for Cancer Trials in ClinicalTrials.gov	http://link.springer.com/chapter/10.1007%2F978-3-319-08416-9_13	Published
He, Zhe	Refereed Proceedings	He, Z.;Geller, J.;Elhanan, G.	AMIA 2014 Joint Summits on Translational Science		American Medical Informatics Association	48-53	2014	Categorizing the Relationships between Structurally Congruent Concepts from Pairs of Terminologies for Semantic Harmonization	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4333698/	Published
He, Zhe	Refereed Proceedings	He, Z.;Carini, S.;Hao, T.;Sim, I.;Weng, C.	American Medical Informatics Association 2014 Annual Symposium		Washington D.C. USA. American Medical Informatics Association	1777-1786	2014	A Method for Analyzing Commonalities in Clinical Trial Target Populations	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4419878/	Published
He, Zhe	Refereed Proceedings	He, Z.;Weng, C.	AMIA 2015 Joint Summits on Translational Science		American Medical Informatics Association	445-449	2015	Predicting New Target Conditions for Drug Retesting Using Temporal Patterns in Clinical Trials: A Proof of Concept	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4525223/	Published
He, Zhe	Refereed Proceedings	He, Z.;Chandar, P.;Ryan, P.B.;Weng, C.	American Medical Informatics Association 2015 Annual Symposium		San Francisco, CA. American Medical Informatics Association	594-603	2015	Simulation-based Evaluation of the Generalizability Index for Study Traits	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4765558/	Published
He, Zhe	Refereed Proceedings	Chandar, P.;Yaman, A.;Hoxha, J.;He, Z.;Weng, C.	American Medical Informatics Association 2015 Annual Symposium		Washington D.C. USA. American Medical Informatics Association	386-395	2015	Similarity-based Recommendation of New Concepts to a Terminology	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4765685/	Published
He, Zhe	Refereed Proceedings	He, Z.;Wang, S.;Borhanian, E.;Weng, C.	Studies in Health Technology and Informatics. Volume 216: MEDINFO 2015: eHealth-enabled Health	Indra Neil Sarkar;Andrew Georgiou;Paulo Mazzoncini de Azevedo Marques	Sao Paulo, Brazil. IOS Press	569-73	2015	Assessing the Collective Population Representativeness of Type 2 Diabetes Trials by Combining Public Data from ClinicalTrials.gov and NHANES	http://ebooks.iospress.nl/publication/40273	Published
He, Zhe	Refereed Proceedings	He, Z.;Chen, Z.;Bian, J.	2016 IEEE International Conference on Bioinformatics and Biomedicine		Shenzhen, China. IEEE	717-722	2016	Analysis of Temporal Constraints in Qualitative Eligibility Criteria of Cancer Clinical Studies	http://ieeexplore.ieee.org/document/7822607/	Published
He, Zhe	Refereed Proceedings	Lossio-Ventura, J.A.;Hogan, W.R.;Modave, F.;Hicks, A.;Guo, Y.;He, Z.;Bian, J.	Proceedings of IEEE 2016 International Conference on Bioinformatics and Biomedicine (BIBM 2016)		Shenzhen, China. IEEE	1081-1088	2016	Towards Building an Obesity-Cancer Knowledge Base: Biomedical Entity Identification and Relation Detection	http://ieeexplore.ieee.org/abstract/document/7822672/	Published
He, Zhe	Refereed Proceedings	He, Z;Geller, J	Studies in Health Technology and Informatics. Volume 228: Exploring Complexity in Health: An Interdisciplinary Systems Approach		IOS Press	389-393	2016	Preliminary Analysis of Difficulty of Importing Pattern-Based Concepts into the National Cancer Institute Thesaurus	http://ebooks.iospress.com/volumearticle/44639	Published
He, Zhe	Refereed Proceedings	He, Z.;Chen, Z.;George, T.J.;Lipori, G.;Bian, J.	The IEEE 38th Annual International Conference of the Engineering in Medicine and Biology Society (EMBC 2016)		Orlando, FL, USA. IEEE	2970-2973	2016	Assessing the Population Representativeness of Colorectal Cancer Treatment Clinical Trials	http://ieeexplore.ieee.org/abstract/document/7591353/	Published

Name	Record Type	Author(s)	Conference or Symposium	Editor(s)	Location: Publisher	Pages	Pub Date	Title	Retrieved from URL	Status
He, Zhe	Refereed Proceedings	He, Z.;Chen, Y.;de Coronado, S.;Piskorski, K.;Geller, J.	American Medical Informatics Association 2016 Annual Symposium		Chicago, IL, USA. American Medical Informatics Association	618-627	2016	Topological-Pattern-based Recommendation of UMLS Concepts for National Cancer Institute Thesaurus	https://amia2016.zerista.com/event/member?item_id=4935025	Published
He, Zhe	Refereed Proceedings	Zayas, C.;He, Z.;Yuan, J.;Maldonado-Molina, M.M.;Hogan, W.R.;Modave, F.;Bian, J.	The 29th International FLAIRS Conference (FLAIRS-29)		Key Largo, FL, USA. Association for the Advancement of Artificial Intelligence	361-366	2016	Examining Healthcare Utilization Patterns of Elderly and Mid-Aged Adults in the United States	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4946167/	Published
He, Zhe	Refereed Proceedings	He, Z.;Charness, N.;Bian, J.;Hogan, W.R.	2016 IEEE International Conference on Biomedical and Health Informatics, Las Vegas, NV		Las Vegas, NV, USA. IEEE	136-139	2016	Assessing the Comorbidity Gap between Clinical Studies and Prevalence in Elderly Patient Populations	http://ieeexplore.ieee.org/xpls/abs_all.jsp?arnumber=7455853&tag=1	Published
He, Zhe	Refereed Proceedings	He, Z.;Park, M.;Chen, Z.	iConference 2016		Philadelphia, PA	6	2016	UMLS-Based Analysis of Medical Terminology Coverage for Tags in Diabetes-Related Blogs	https://www.ideals.illinois.edu/handle/2142/89441	Published
Ho, Shuyuan Mary	Refereed Proceedings	Ho, Shuyuan Mary;Timmarajus, S. S.;Burmester, M.;Liu, X. Galvez, S.;Shackman, J.;Guzman, I.;Ho, Shuyuan Mary	Social Computing, Behavioral Modeling, and Prediction	W.G. Kennedy, N. Agarwal, and S.J. Yang	Springer International Publishing Switzerland	271-278	2014	Dyadic attribution: A theoretical model for computationally interpreting words and action	http://link.springer.com/chapter/10.1007%2F978-3-319-05579-4_34	Published
Ho, Shuyuan Mary	Refereed Proceedings	Ho, Shuyuan Mary	SIGMIS Computers and People Research		ACM	10	2015	Factors affecting individual information security practices		Published
Ho, Shuyuan Mary	Refereed Proceedings	Ho, Shuyuan Mary;Hancock, J.T.;Booth, C.;Liu, X.;Timmarajus, S.S.;Burmester, M.	Intelligence and Security Informatics		IEEE	157-159	2015	Liar, Liar, IM on Fire: Deceptive language-action cues in spontaneous online communication		Published
Ho, Shuyuan Mary	Refereed Proceedings	Ho, Shuyuan Mary;Ocasio, M.	2015 Americas Conference on Information Systems (AMCIS)		AIS	10	2015	Do you trust the cloud? Modeling cloud technology adoption in organizations	http://aisel.aisnet.org/amcis2015/AdoptionofIT/GeneralPresentations/18/	Published
Ho, Shuyuan Mary	Refereed Proceedings	Ho, Shuyuan Mary;Fu, H.;Timmarajus, S.S.;Booth, C.;Baeg, J.H.;Liu, M.	SIGMIS Computers and People Research 2015		ACM	101-104	2015	Insider threat: Language-action cues in group dynamics	http://dl.acm.org/citation.cfm?id=2751978&CFID=741021007&CFTOKEN=73696401	Published
Ho, Shuyuan Mary	Refereed Proceedings	Ho, Shuyuan Mary;Liu, Xiuwen;Booth, C.;Hariharan, A.	Social, Cultural and Behavioral Modeling (SBP-BRiMS'16), LNCS 9708	Kevin S. Xu;David Reitter;Dongwon Lee;Nathaniel Osgood	Springer International Publishing Switzerland	10	2016	Saint or sinner? Language-action cues for modeling deception using support vector machines	https://books.google.com/books?id=_HGADAAAQBAJ&pg=PA324&lpg=PA324&dq=Saint+or+sinner?+Language-action+cues+for+modeling+deception+using+support+vector+machines&source=bl&ots=JBO_iYNzH_&sig=YocSYRalgEn	Published
Ho, Shuyuan Mary	Refereed Proceedings	Ho, Shuyuan Mary;Hancock, J.T.;Booth, C.;Liu, X.;Liu, M.;Timmarajus, S.S.;Burmester, M.	Hawaii International Conference on System Sciences (HICSS)		IEEE, Kauai, Hawaii	3706-3715	2016	Real or Spiel? A decision tree approach for automated detection of deceptive language-action cues	http://shidler.hawaii.edu/sites/shidler.hawaii.edu/files/users/tung.bui/hicss-49/hicss49-program-in-151102.pdf	Published
Ho, Shuyuan Mary	Refereed Proceedings	Ho, Shuyuan Mary;Hancock, J.T.;Booth, C.;Burmester, M.;Liu, X.;Timmarajus, S.S.	Hawaii International Conference on System Sciences (HICSS)		IEEE, Kauai, Hawaii	2729-2738	2016	Demystifying insider threat: Language-action cues in group dynamics	http://shidler.hawaii.edu/sites/shidler.hawaii.edu/files/users/tung.bui/hicss-49/hicss49-program-eg-151102.pdf	Published

Name	Record Type	Author(s)	Conference or Symposium	Editor(s)	Location: Publisher	Pages	Pub Date	Title	Retrieved from URL	Status
Ho, Shuyuan Mary	Refereed Proceedings	Booth, C.;Ho, Shuyuan Mary	iConference 2016		University of Illinois at Urbana–Champaign	1-5	2016	Get a clue! Some truths about online deception		Published
Ho, Shuyuan Mary	Refereed Proceedings	Booth, C.;Ho, Shuyuan Mary	Proceedings of the iConference 2017		iConference, Wuhan, China	1-4	2017	Does the Cloud have a Silver Lining? Privacy concerns and perceived risk in cloud technology adoption		Published
Latham Jr, Don L	Refereed Proceedings	Witte, S.;Gross, M.;Latham, D.	Society for Information Technology & Teacher Education International Conference 2014	M. Searson;M. Ochoa	Chesapeake, VA: AACE	2033-2043	2014	Preparing future teachers and librarians to create 21st Century Skills partnerships		Published
Mardis, Marcia A.	Refereed Proceedings	Lee, Jisue;Spears, Laura I.;Ambapavaru, Chandrahasa R.;Ma, Jinxuan;Hollister, Jonathan;Mardis, Marcia A.;McClure, Charles	Telecommunications Policy Research Conference (TPRC)		Social Science Research Netwrk	1-46	2014	Aligning expectation and reality about IT career preparation: Perception of job competencies by students, new professionals, and employers	http://dx.doi.org/10.2139/ssrn.2485678	Published
Mardis, Marcia A.	Refereed Proceedings	Mardis, M.;Pribesh, S.;Dickinson, G.;Norton, S.;Kimmel, S.;Howard, J.;Cline, A.	International Federation of Library Associations (IFLA)		The Hague, Netherlands: IFLA	17	2015	Creating a foundation for the causal relationship between libraries and learning: The applicability of nursing and public health research methods	http://library.ifla.org/1110/1/189-mardis-en.pdf	Published
Mardis, Marcia A.	Refereed Proceedings	Spears, L.;Mardis, M.;Ambavarapu, C;Ma, J.;Alemanne, C.;McClure, C.R.;Thomas, S.			Library Quarterly	21	2015	Placing IT within LIS: A multi-method approach to align curricula with workplace needs		Submitted
Mardis, Marcia A.	Refereed Proceedings	Luetkemeyer, J.R.;Phillips, A.P.;Mardis, M.A.	Quantitative and Qualitative Methods in Librarianship 2016	Anthi Katsirikou	Athens, Greece: ISAST	10	2016	Public and school libraries in the Florida panhandle: Straddling the digital divide	http://www.isast.org/images/e-_Book_of_Abstracts_final_2016_v9.pdf	Published
Mardis, Marcia A.	Refereed Proceedings	Leutkemeyer, J.R.;Mardis, M.A.	Qualitative and Quantitative Methods in Libraries 2016	Anthi Katsirikou	IAST.org	10	2016	The digital future of K-12 education: The role of the school librarian	http://www.isast.org/images/e-_Book_of_Abstracts_final_2016_v9.pdf	Published
Marty, Paul F	Refereed Proceedings	Urban, R.J.;Coleman, L-E.;Marty, P.F.	American Society for Information Science and Technology (ASIST) 2014		Silver Springs, MD: ASIST		2014	Libraries, Archives, and Museums: Connecting Educational Communities and Cultures		Published
McClure, Charles R	Refereed Proceedings	Spears, L. I.;Mardis, M. A.;Coleman, L.;McClure, C. R.;Lee, J.	iConference 2014		Humboldt-Universitat zu, Berlin, Germany	976-979	2014	Assessing Information Technology Educational Pathways that Promote Deployment and Use of Rural Broadband	http://hdl.handle.net/2142/47346	Published
Mon, Lorraine M	Refereed Proceedings	Mon, L.;Lee, J.	iConference 2014		iSchools, iConference 2014 Proceedings	1043-1045	2014	Twitter and the Virtual Branch: the Public Library in Social Space	doi:10.9776/14369	Published
Oh, Sanghee	Refereed Proceedings	Fu, H.;Wu, S.;Oh, S.	Annual Meeting of the Association for Information Science & Technology, St. Louis, Missouri	Andrew Grove	Silver Spring, MD: Association for Information Science & Technology		2015	Evaluating answer quality across knowledge domains: Using textual and non-textual features in social Q&A.	https://www.asist.org/files/meetings/am15/proceedings/openpage15.html	Published

Name	Record Type	Author(s)	Conference or Symposium	Editor(s)	Location: Publisher	Pages	Pub Date	Title	Retrieved from URL	Status
Oh, Sanghee	Refereed Proceedings	Park, M.S.;Oh, S.;Lim, S.	Annual Meeting of the Association for Information Science & Technology, St. Louis, Missouri	Andrew Grove	Silver Spring, MD: Association for Information Science & Technology		2015	Testing variations across contexts in high quality information selection practices: A hierarchical linear modeling approach	https://www.asist.org/files/meetings/am15/proceedings/openpage15.html	Published
Oh, Sanghee	Refereed Proceedings	Oh, S.;Park, M.S.	iConference 2015, Newport Beach, CA, USA		Illinois Digital Environment for Access to Learning and Scholarship (IDEALS)		2015	HIV/AIDS question analysis with text mining: Using concept maps for data analysis and interpretation	https://www.ideals.illinois.edu/handle/2142/73746	Published
Oh, Sanghee	Refereed Proceedings	Park, M.S.;Oh, S.	iConference 2015, Newport Beach, CA, USA		Illinois Digital Environment for Access to Learning and Scholarship (IDEALS)		2015	Research design: Understanding semantic relationships in health question-answering behavior in social context	https://www.ideals.illinois.edu/handle/2142/73745	Published
Rodriguez-Mori, Howard	Refereed Proceedings	Maymand, Mohammad M.;Ahmadinejad, Mostafa;Rodriguez-Mori, H.	Conectando fronteras: IX Trejo Foster Foundation Institute, Chihuahua, MX.	Javier Tarango;Miguel Lopez;Patricia Murgia-Jaques	Buenos Aires: Alfagrama	20	2014	Desafíos para la enseñanza móvil en instituciones de educación superior de Irán		Published
Rodriguez-Mori, Howard	Refereed Proceedings	Rodriguez-Mori, H.	Conectando fronteras: IX Trejo Foster Foundation Institute, Chihuahua, MX.	Javier Tarango;Miguel Lopez;Patricia Murgia-Jaques	Buenos Aires, Argentina: Alfagrama	20	2014	¿Que pueden aprender las bibliotecas sobre mercadeo Hispano/Latino? Un estudio interdisciplinario		Published
Stvilia, Besiki	Refereed Proceedings	Wu, S.;Worrall, A.;Stvilia, B.	iConference 2016		Philadelphia, PA. iSchools.	10	2016	Data sharing and reuse in earthquake engineering		Submitted
Stvilia, Besiki	Refereed Proceedings	Wu, S.;Worrall, A.;Stvilia, B.	iConference 2016		Philadelphia, PA. iSchools.	10	2016	Exploring data practices of the earthquake engineering community		Published
Urban, Richard Joseph	Refereed Proceedings	Urban, R. J.	Proceedings of ASIS&T 2013		American Society for Information Science & Technology	4	2014	Representation Patterns for cultural heritage resources	http://onlinelibrary.wiley.com.proxy.lib.fsu.edu/doi/10.1002/meet.14505001123/abstract	Published
Urban, Richard Joseph	Refereed Proceedings	Urban, R. J.	International Conference on Dublin Core and Metadata Applications DC-2014, Austin Texas, U.S.A.		Dublin Core Metadata Initiative		2014	The 1:1 Principle in the Age of Linked Data	http://dcevents.dublincore.org/IntConf/dc-2014/paper/view/263	Published
Urban, Richard Joseph	Refereed Proceedings	Lee, D.J.;Witt, M.;Urban, R.J.;Plale, B.	4th Plenary meeting of the Research Data Alliance,September 22-25, 2014		Research Data Alliance		2014	A metadata application profile for ORCID	http://docs.lib.purdue.edu/lib_fspres/79	Published
Urban, Richard Joseph	Refereed Proceedings	Urban, R. J.;Coleman, L. E.;Marty, P. F.	Proceedings of the American Society for Information Science and Technology		American Society for Information Science and Technology	1-3	2014	Libraries, archives, and museums: Connecting educational communities and cultures	http://onlinelibrary.wiley.com/doi/10.1002/meet.2014.14505101009/abstract	Published
Urban, Richard Joseph	Refereed Proceedings	Garcia, M.;Messener, K.;Urban, R.J.;Tripodis, S.;Hancock, M.;Colegrove, T.	Proceedings of the American Society for Information Science and Technology		American Society for Information Science and Technology	1-5	2014	3D Technologies: New tools for information scientists to engage, educate and empower communities	http://onlinelibrary.wiley.com/doi/10.1002/meet.2014.14505101018/abstract	Published
Urban, Richard Joseph	Refereed Proceedings	Coleman, L. E.;Urban, R.J.;Marty, P.F.	Proceedings of the American Society for Information Science and Technology		American Society for Information Science and Technology	1-4	2014	LAM at Universities: Convergence in Graduate Education	http://onlinelibrary.wiley.com/doi/10.1002/meet.2014.14505101118/abstract	Published
Urban, Richard Joseph	Refereed Proceedings	Urban, R.J.	MW2015: Museums and the Web 2015		Silver Spring, MD: Museums and the Web		2015	Collections cubed: Into the third dimension		In Press

Appendix UU FEAS Reviews

All Reviews, limited to department Information.

Name	Record Type	Author(s)	Editor(s)	Journal or Publisher	Pages	Book Title	Pub Date	Title of Review	Retrieved from URL	Volume(Issue)	Status
Marks IV, John R	Invited Reviews - Published in Journal	Marks, J.		Journal of Multidisciplinary Research	111-112		2015	Review; The Innovators, by Walter Isaacson	http://www.jmrpublication.org/portals/jmr/Issues/JMR7-1.pdf	7(1)	Published

Appendix VV FEAS Service

All Service to FSU, limited to department Information.

Name	Record Type	Begin Date	Committee Name or Function	End Date	Role
Allen, Warren Standale	FSU Department Service	2014	Personnel/Faculty Search Committee: School of Information	2015	Member
Allen, Warren Standale	FSU Department Service	2014	MSIT Committee: School of Information	2015	Member
Allen, Warren Standale	FSU Department Service	2015	Outreach Committee		Member
Barrager, Jane M	FSU Department Service	2014	QER prep	2014	Assistant
Barrager, Jane M	FSU Department Service	2014	Syllabus Repository		Administrator/Developer
Barrager, Jane M	FSU Department Service	2014	Faculty Search Committee	2014	Member
Barrager, Jane M	FSU Department Service	2014	FETC	2014	Attendee
Barrager, Jane M	FSU Department Service	2014	Web Design Alignment team	2014	Consultant
Barrager, Jane M	FSU Department Service	2014	by International Programs to teach LN85 in London	2014	Selected
Barrager, Jane M	FSU Department Service	2015	IT Competency Exam, MSIT	2015	Developer
Barrager, Jane M	FSU Department Service	2015	UG Online Course Development Effort	2015	Co-Director
Barrager, Jane M	FSU Department Service	2015	Planning Committee		Member
Barrager, Jane M	FSU Department Service	2015	Student Experience Committee		Member
Barrager, Jane M	FSU Department Service	2015	Faculty Search Committee	2015	Director
Burnett, Gary D	FSU University Service	2014	Graduate Policy Committee Subcommittee to Review Graduate Program in Urban and Regional Planning		Committee Member
Burnett, Gary D	FSU Department Service	2014	Promotion & Tenure Committee	2015	Chair
Doffek, Pamala J	FSU University Service	2014	Faculty Senate Library Committee		ex-officio member as Director, Goldstein Library
Doffek, Pamala J	FSU University Service	2014	United Faculty of Florida-FSU	2016	Secretary
Doffek, Pamala J	FSU Department Service	2014	iSchool Temporary Executive Council	2014	Chairman
Doffek, Pamala J	FSU Department Service	2015	Outreach Committee	2016	Member
Doffek, Pamala J	FSU Department Service	2015	Promotion & Tenure Committee	2016	member
Doffek, Pamala J	FSU Department Service	2016	Planning Committee	2016	member
Doffek, Pamala J	FSU Department Service	2016	Evaluation Committee	2016	member
Everhart, Nancy L	FSU Department Service	2015	Student Experience Committee		member
Gibradze, Leila	FSU Department Service	2014	Temporary Executive Council	2014	Member
Gibradze, Leila	FSU Department Service	2014	P&T Committee	2015	Member
Gibradze, Leila	FSU Department Service	2014	Faculty Evaluation and Review Committee	2015	Member
Gibradze, Leila	FSU University Service	2014	Copyright Committee, University Libraries		Member
Gibradze, Leila	FSU Department Service	2015	Planning Committee	2016	Member
Gibradze, Leila	FSU Department Service	2015	P&T Committee		Member
Gibradze, Leila	FSU University Service	2016	ILS Implementation Team		Member
Gibradze, Leila	FSU Department Service	2016	Innovation Planning Committee		Member
Gibradze, Leila	FSU University Service	2017	Faculty Senate's Library Committee		Ex-officio member
Gross, Melissa R	FSU College Service	2014	Temporary Executive Council, School of Information	2014	Member
Gross, Melissa R	FSU University Service	2015	Faculty Senate Steering Committee	2017	Member
Gross, Melissa R	FSU College Service	2015	School of Information Education Committee	2017	Member
Gross, Melissa R	FSU University Service	2016	2016 Distance Learning Awards Committee	2016	Member
Gross, Melissa R	FSU College Service	2016	School of Information, College of Communication and Information, ad hoc Committee on School Library and Youth Courses	2017	Member

Name	Record Type	Begin Date	Committee Name or Function	End Date	Role
Gross, Melissa R	FSU College Service	2016	School of Information, College of Communication and Information, Faculty Evaluation Committee	2017	Member
He, Zhe	FSU Department Service	2015	Research Committee		Member
He, Zhe	FSU Department Service	2016	Faculty Search Committee		Member
He, Zhe	FSU Department Service	2016	Outreach Committee		Member
Hinnant, Charles C	FSU Department Service	2014	Doctoral Committee	2015	Committee Member
Hinnant, Charles C	FSU Department Service	2014	Temporary Executive Committee (School of Information)	2014	Committee Member
Hinnant, Charles C	FSU Department Service	2014	Faculty Evaluation Committee	2016	Member
Hinnant, Charles C	FSU University Service	2015	Faculty Senate Distance Learning Committee		Member
Hinnant, Charles C	FSU College Service	2015	CCI Dean's Advisory Committee	2016	Member
Hinnant, Charles C	FSU Department Service	2016	Education Committee		Member
Hinnant, Charles C	FSU Department Service	2016	Doctoral Committee		Member
Hinnant, Lynne C	FSU University Service	2014	FSU Faculty Senate		Alternate Representative
Hinnant, Lynne C	FSU Department Service	2014	Master's of Library and Information Studies (MLIS) and Specialist Program Committee	2015	Committee Member
Hinnant, Lynne C	FSU Department Service	2015	Student Experience	2016	Committee Member
Ho, Shuyuan Mary	FSU College Service	2014	Graduation Commencement	2014	Marshal
Ho, Shuyuan Mary	FSU Department Service	2014	Search Committee	2017	Member
Ho, Shuyuan Mary	FSU Department Service	2014	Research & Scholarship Committee	2017	Member
Ho, Shuyuan Mary	FSU College Service	2016	ACM Distinguished Lecture	2016	Coordinator
Ho, Shuyuan Mary	FSU Department Service	2016	Promotion & Tenure Committee	2017	Member
Jowett, Mark K	FSU Department Service	2015	iSchool Student Experience Committee	2016	Committee Member
Jowett, Mark K	FSU Program Service	2015	BSIT Program		Chair
Jowett, Mark K	FSU Department Service	2015	iSchool Education Committee		Committee Member
Kazmer, Michelle M	FSU University Service	2014	Women's Leadership Institute, FSU Center for Leadership and Social Change	2014	Mentor
Kazmer, Michelle M	FSU Department Service	2014	Promotion and Tenure Committee, School of Information	2015	Member
Kazmer, Michelle M	FSU Department Service	2014	Curriculum Management Committee, School of Information	2015	Chair
Kazmer, Michelle M	FSU University Service	2014	Faculty Senate Grievance Committee	2017	Elected Member
Kazmer, Michelle M	FSU Department Service	2015	Promotion and Tenure Committee, School of Information	2016	Member
Kazmer, Michelle M	FSU Department Service	2015	Education Committee, School of Information	2016	Chair
Kazmer, Michelle M	FSU College Service	2015	Promotion and Tenure Committee, College of Communication and Information	2016	Member
Kazmer, Michelle M	FSU University Service	2015	Faculty Senate Grievance Committee	2017	Chair
Kazmer, Michelle M	FSU Department Service	2016	Doctoral Program Subteam	2017	Member
Kazmer, Michelle M	FSU University Service	2016	Promotion and Tenure Committee	2017	Member
Kazmer, Michelle M	FSU Department Service	2016	Promotion and Tenure Committee, School of Information	2017	Chair
Kazmer, Michelle M	FSU College Service	2016	Promotion and Tenure Committee, College of Communication & Information	2017	Chair
Kazmer, Michelle M	FSU University Service	2016	Parkour @ FSU (Registered Student Organization)	2017	Faculty Advsior
Kazmer, Michelle M	FSU College Service	2016	Tau Beta Phi Gamma Chapter, FAMU-FSU College of Engineering	2017	Faculty Advisor
Landbeck, Christopher Ryan	FSU Department Service	2014	Research & Devlopment Committee	2016	Member
Landbeck, Christopher Ryan	FSU Department Service	2014	Development, Recruitment & Outreach Committee	2016	Co-Chair
Landbeck, Christopher Ryan	FSU College Service	2014	Collaboratory		Administrator
Landbeck, Christopher Ryan	FSU Department Service	2015	Student Experience Committee	2016	Member
Landbeck, Christopher Ryan	FSU Department Service	2015	Outreach Committee		Member

Name	Record Type	Begin Date	Committee Name or Function	End Date	Role
Landbeck, Christopher Ryan	FSU Department Service	2016	Planning Committee -- iSchool		Member
Latham Jr, Don L	FSU Department Service	2014	MSLIS Program	2016	Chair
Latham Jr, Don L	FSU Department Service	2014	Curriculum Management Committee	2015	Member
Latham Jr, Don L	FSU University Service	2014	Honors Director Search Committee	2014	Co-chair
Latham Jr, Don L	FSU Department Service	2015	Promotion & Tenure Committee	2016	Member
Latham Jr, Don L	FSU University Service	2015	Faculty Senate Technology Committee	2018	Member
Latham Jr, Don L	FSU University Service	2015	Honors Director Search Committee	2016	Chair
Latham Jr, Don L	FSU Department Service	2015	Education Committee	2016	Member
Latham Jr, Don L	FSU Department Service	2016	MSI Program	2017	Chair
Latham Jr, Don L	FSU College Service	2016	Promotion & Tenure Committee	2017	Member
Latham Jr, Don L	FSU Department Service	2016	Promotion & Tenure Committee	2017	Member
Latham Jr, Don L	FSU University Service	2016	GPC Subcommittee to Review the College of Music	2016	Chair
Latham Jr, Don L	FSU University Service	2016	University Curriculum Committee	2017	Member
Lustria, Mia A	FSU University Service	2014	University Promotion and Tenure Committee	2015	Member
Lustria, Mia A	FSU University Service	2014	Leadership Team, Florida IT Career (FITC) Alliance		Member
Lustria, Mia A	FSU College Service	2014	CCI Student Awards Committee	2015	iSchool Representative
Lustria, Mia A	FSU College Service	2014	CCI Promotion and Tenure Committee	2015	iSchool Representative
Lustria, Mia A	FSU University Service	2016	FSU Graduate Policy Committee (QER Review Sub-Committee)	2016	Member
Lustria, Mia A	FSU Department Service	2016	iSchool Education Committee		Chair
Mardis, Marcia A.	FSU Department Service	2014	IT Assitant Professor Search Committee	2015	Member
Mardis, Marcia A.	FSU College Service	2014	Entrepreneur-in-Residence Hiring Committee	2015	Member
Mardis, Marcia A.	FSU University Service	2014	Vice President's Leadership Development Committee	2014	Member
Mardis, Marcia A.	FSU Department Service	2015	School Librarianship Program	2017	Director
Mardis, Marcia A.	FSU Department Service	2015	IT Assistant/Associate Search Committee	2016	Chair
Mardis, Marcia A.	FSU Department Service	2016	IT Assistant Professor Search Committee	2017	Chair
Marks IV, John R	FSU College Service	2014	Master's in IT Committee		Chair
Marty, Paul F	FSU University Service	2014	Chair		FSU Faculty Luncheon Series
Marty, Paul F	FSU University Service	2016	Honors in the Major		Liaison
Marty, Paul F	FSU University Service	2016	Faculty Senate Honors Policy Committee		Member
Marty, Paul F	FSU University Service	2016	Innovation Center Planning Committee	2017	Co-Chair
Marty, Paul F	FSU Department Service	2016	Promotion and Tenure Committee		Member
Mon, Lorraine M	FSU Department Service	2014	Personnel Team - Faculty Hiring	2014	Committee Member
Mon, Lorraine M	FSU University Service	2015	Library Budget Crisis Committee		Committee Member
Mon, Lorraine M	FSU Department Service	2015	Planning Committee	2015	Committee Member
Mon, Lorraine M	FSU Department Service	2015	Education Committee	2015	Committee Member
Mon, Lorraine M	FSU Department Service	2015	Outreach Committee		Committee Chair
Mon, Lorraine M	FSU Department Service	2015	Administrator	2016	Associate Director, School of Information
Mon, Lorraine M	FSU University Service	2016	Provost's Innovation Center Committee		Committee Member
Mon, Lorraine M	FSU College Service	2016	Deans and Directors Committee		Committee Member
Mon, Lorraine M	FSU Department Service	2016	Planning Committee		Committee Chair
Mon, Lorraine M	FSU Department Service	2016	Administrator		Director, School of Information
Oh, Sanghee	FSU Department Service	2014	Undergraduate Program Committee	2015	Member
Oh, Sanghee	FSU College Service	2014	School of Communication Faculty Search Committee	2015	iSchool Representative
Oh, Sanghee	FSU Department Service	2014	Doctoral Program Committee	2014	Member

Name	Record Type	Begin Date	Committee Name or Function	End Date	Role
Oh, Sanghee	FSU College Service	2014	College of Communication & Information Academic Affairs Committee		iSchool Representative
Oh, Sanghee	FSU Department Service	2015	Faculty Evaluation Committee	2016	Member
Oh, Sanghee	FSU Department Service	2015	Faculty Search Committee	2015	Chair
Oh, Sanghee	FSU University Service	2016	FSU Liberal Studies Board		Member
Oh, Sanghee	FSU Department Service	2016	Faculty Evaluation Committee	2017	Chair
Rodriguez-Mori, Howard	FSU College Service	2015	Multicultural Marketing Association of Students		Faculty Advisor
Rodriguez-Mori, Howard	FSU University Service	2016	Faculty Senate Library Committee		Member
Rodriguez-Mori, Howard	FSU Department Service	2016	Student Experience		Member
Stvilia, Besiki	FSU Department Service	2014	Undergraduate Program Committee	2015	Member
Stvilia, Besiki	FSU Department Service	2014	Promotion and Tenure Committee	2015	Member
Stvilia, Besiki	FSU College Service	2014	Dean's Advisory Committee	2015	Member
Stvilia, Besiki	FSU University Service	2014	Faculty Senate Undergraduate Policy Committee	2017	Member
Stvilia, Besiki	FSU Department Service	2014	Promotion & Tenure Committee	2014	Member
Stvilia, Besiki	FSU Department Service	2015	Student Experience Committee	2016	Member
Stvilia, Besiki	FSU Department Service	2015	Promotion & Tenure Committee	2016	Member
Stvilia, Besiki	FSU Department Service	2016	Evaluation Committee	2017	Member
Stvilia, Besiki	FSU Department Service	2016	Student Experience Committee	2017	Co-Chair
Swaine, Linda G	FSU Department Service	2014	Curriculum Management Committee	2016	Member
Swaine, Linda G	FSU College Service	2014	Deans and Directors of the College of Communication and Information		Member
Swaine, Linda G	FSU Department Service	2015	Student Experience Committee		Chair
Swaine, Linda G	FSU Department Service	2015	Promotion & Tenure		Specialized Faculty Representative
Urban, Richard Joseph	FSU Department Service	2014	Merit Review	2014	Member
Urban, Richard Joseph	FSU Department Service	2014	Doctoral Program Committee	2015	Member
Urban, Richard Joseph	FSU Program Service	2014	Museum Theory & Practice Specialized Study Program		Advisory Member
Urban, Richard Joseph	FSU Department Service	2015	Student Experience Committee		Member

Appendix YY Job Posting 12.15.2015

Job Description

Job Title:
                Assistant or Associate Professor- School of Information 9 Month

Job ID:

Location: Tallahassee, FL

Full/Part Time:

        Full-Time

Regular/Temporary: Regular

        Switch to Internal View

Department
School of Information

Responsibilities
We are seeking faculty colleagues with a wide range of interdisciplinary, sociotechnical research interests, as well as the ability and desire to teach information technology courses such as] network administration, data analytics, mobile application development, and interactive games and simulations.

Candidates should be able to articulate a research agenda that fits within the broader research interests of the iSchool, and demonstrate the ability to work effectively within a highly interdisciplinary environment. Successful applicants will be expected to teach at all levels, including courses in the school*s bachelor*s, master*s, and doctoral degree programs; experience with teaching online as well as face-to-face is desired. All faculty members are expected to advise students and to serve on School, College, and University committees.

Faculty at the rank of Associate Professor are expected to provide leadership in faculty governance through service as a committee chair, program chair or associate director. Leadership in national and international associations is encouraged. Associate Professor applicants must meet University criteria for appointment at the rank of associate professor.

Qualifications
The School of Information at Florida State University is seeking to fill one (1) nine-month, tenure-track faculty positions in Information Technology, one at the Associate Professor level and one at the Assistant Professor level. Qualified applicants will have a Ph.D. or equivalent doctorate in library and information science, information technology, computer science, or another relevant discipline, along with a demonstrated record of achievement in academic research, teaching, and service.

Other Information

The School of Information is one of three academic units within the College of Communication and Information at Florida State University. The School offers a Bachelor*s degree program with majors in Information Technology (IT) and Information, Communication, and Technology (ICT); Master*s and Specialist degree programs in Information Technology and Library and Information and Studies; and a Ph.D. program in Information Studies. The School of Information began in 1926, was formally founded in 1947, and is nationally ranked among the top information science graduate schools in the country, with a U.S. News & World Report*s *Best Graduate Programs in Library and Information Science* ranking of 13th overall, 5th in Youth Services, 3rd in Digital Libraries, and 1st in School Library Media.

School of Information faculty have been awarded over $50 million in federal, state, local, and foundation research grants, and maintain a strong connection to the community through various literacy and service initiatives. Cultural diversity is an important goal supported by the School, College, and University. More information about the School of Information is available online at: http://ischool.cci.fsu.edu/.

The College of Communication and Information is a member of the iSchools organization, and has a student population of approximately 1,300 undergraduates and 500 graduate students with 87 tenured/tenure-track and 25 full-time non-tenure-track faculty members. CCI recently completed a new strategic plan and is financially well-positioned to invest in opportunities for innovative ideas in support of the plan. CCI*s research portfolio has increased significantly in recent years, and is poised for continued strategic growth. The College is a leader on the campus, and is nationally recognized for its distance and online education programs.

Contact Info
Inquiries should be sent to:

Marcia Mardis, Search Committee Chair
c/o Mr. Chauncey Richburg
School of Information
Florida State University
Tallahassee, FL 32306-2100
chauncey.richburg@cci.fsu.edu
850-644-5775

University Information
These positions provide an opportunity to work at a world-class research university in a beautiful and diverse setting that offers a high quality of life. Florida State University is a leading university and part of the State University System in Florida. It has a student body of over 41,000, and has been designated a research university with very high research activity by the Carnegie Foundation. FSU offers more than 300 different programs of study, and has nationally recognized programs in the sciences, medicine, law, and business.
FSU is located in Tallahassee, a metropolitan community of approximately 375,000 which has been rated by Livability as one of the 50 best places to live in the United States. There are numerous opportunities for outdoor enthusiasts in the Florida Panhandle, and Tallahassee is situated among many rich historical and natural resources, including easy access to some of the most beautiful beaches in the country. Tallahassee has a high quality public school system, and provides many opportunities for art, culture, and music enthusiasts.

How To Apply
If qualified and interested in a specific job opening as advertised, apply to Florida State University at https://jobs.fsu.edu.

Applicants are required to complete the online application with all applicable information. Applications must include all work history up to ten years, and all education details even if attaching a resume.

Applicants should also include a cover letter detailing their research and teaching interests, a curriculum vitae, and contact information for at least three references.

Review of applications will begin November 15, 2015 and continue until the position is filled.

Preferred starting date is Fall 2016.

Tobacco Free Campus
Effective January 1, 2014, tobacco use, including simulated tobacco use, is prohibited on property, interior and exterior, owned or managed by Florida State University. This policy applies to all Florida State University students, employees, consultants, contractors, visitors, and external individuals.

Equal Employment Opportunity
An Equal Opportunity/Access/Affirmative Action/Pro Disabled & Veteran Employer.

FSU's Equal Opportunity Statement can be viewed at:
http://www.hr.fsu.edu/PDF/Publications/diversity/EEO_Statement.pdf

Appendix ZZ Job Posting 2016

Job Description

Job Title:

Assistant Professor- School of Information 9 Month

Job ID:

Location: Tallahassee, FL

Full/Part Time: Full-Time

Regular/Temporary: Regular

Department   School of Information

Responsibilities

We are seeking faculty colleagues with a wide range of interdisciplinary, sociotechnical research interests, as well as the ability and desire to teach courses in one or more of the following areas: data analytics, interactive games and simulations, mobile application development, data visualization, human-computer interaction, network administration, or emerging technologies such as 3D printing.

Candidates should be able to articulate a research agenda that fits within the broader research interests of the iSchool, and demonstrate the ability to work effectively within a highly interdisciplinary environment. Successful applicants will be expected to teach at all levels, including courses in the school's bachelor's, master's, and doctoral degree programs; experience with teaching online as well as face-to-face is desired. All faculty members are expected to advise students and to serve on School, College, and University committees.

Qualifications

The School of Information at Florida State University is seeking to fill one (1) nine-month, tenure-track faculty position in Information Technology, at the Assistant Professor level. Qualified applicants will have a Ph.D. or equivalent doctorate in information science, information technology, computer science, or another relevant discipline.

Other Information

The School of Information is one of three academic units within the College of Communication and Information at Florida State University. The FSU iSchool offers a Bachelor's degree program with majors in Information Technology (IT) and Information, Communication, and Technology (ICT); Master's degree programs in Information Technology and Information; a post-Master's Specialist degree in Information; and a Ph.D. program in Information. The iSchool faculty also operate the Social Media Lab, the iSensor Lab, and the FSU Collaboratory, an innovation center and information technology makerspace for teaching and research with emerging technologies including 3D printing and 3D visualization. The School of Information began in 1926, was formally founded in 1947, and is nationally ranked among the top information science graduate schools in the country. The iSchool's Information Technology Masters' program is nationally ranked among the top 25

graduate IT programs, and the ALA-accredited Master's in Information is ranked among U.S. News & World Report's "Best Graduate Programs in Library and Information Science" at 13th overall, 5th in Youth Services, 3rd in Digital Libraries, and 1st in School Library Media.

School of Information faculty have been awarded over $50 million in federal, state, local, and foundation research grants, and maintain a strong connection to the community through various literacy and service initiatives. Cultural diversity is an important goal supported by the School, College, and University. More information about the School of Information is available online at: http://ischool.cci.fsu.edu/.

The College of Communication and Information is a member of the iSchools organization, and has a student population of approximately 1,300 undergraduates and 500 graduate students with 87 tenured/tenure-track and 25 full-time non-tenure-track faculty members. The College is a leader on the campus, and is nationally recognized for its distance and online education programs.

Contact Info

Inquiries should be directed to:

Search Committee
School of Information
Florida State University
Tallahassee, FL 32306-2100
Attn: Jeannette Mitchell
tel: 850-644-5775
email: jb.mitchell@cci.fsu.edu

University Information

These positions provide an opportunity to work at a world-class research university in a beautiful and diverse setting that offers a high quality of life. Florida State University is a leading university and part of the State University System in Florida. It has a student body of over 41,000, and has been designated a research university with very high research activity by the Carnegie Foundation. FSU offers more than 300 different programs of study, with nationally recognized programs in the sciences, medicine, law, and business.

FSU is located in Tallahassee, a metropolitan community of approximately 375,000 which has been rated by Livability as one of the 50 best places to live in the United States. There are numerous opportunities for outdoor enthusiasts in the Florida Panhandle, and Tallahassee is situated among many rich historical and natural resources, including easy access to some of the most beautiful beaches in the country. Tallahassee has a high quality public school system, and provides many opportunities for art, culture, and music enthusiasts.

How To Apply

If qualified and interested in a specific job opening as advertised, apply to Florida State University at https://jobs.fsu.edu.

Applicants are required to complete the online application with all applicable information. Applications must include all work history up to ten years, and all education details even if attaching a resume.

Applicants should also include a cover letter detailing their research and teaching interests, a curriculum vitae, and contact information for at least three references.

Review of applications will begin November 15, 2016 and continue until the position is filled.

Preferred starting date is Fall 2017.

Tobacco Free Campus

Effective January 1, 2014, tobacco use, including simulated tobacco use, is prohibited on property, interior and exterior, owned or managed by Florida State University. This policy applies to all Florida State University students, employees, consultants, contractors, visitors, and external individuals.

Equal Employment Opportunity

An Equal Opportunity/Access/Affirmative Action/Pro Disabled & Veteran Employer.

FSU's Equal Opportunity Statement can be viewed at:
http://www.hr.fsu.edu/PDF/Publications/diversity/EEO_Statement.pdf

Appendix AAA iSchool Students Fall Terms 2012-2016 Demographics Report

iSchool Majors Headcount by race group, degree, term

	White						Black/AA						Hispanic					
	F12	F13	F14	F15	F16	W Total	F12	F13	F14	F15	F16	B Total	F12	F13	F14	F15	F16	H Total
BS/BA - IT/ICT	199	248	227	222	209	**1105**	61	48	42	48	46	**245**	41	53	47	57	63	**261**
MS/MA LIS	324	256	215	171	154	**1120**	30	25	18	19	17	**109**	43	26	30	34	35	**168**
MSIT	0	15	17	31	37	**100**	0	5	3	6	7	**21**	0	3	3	2	3	**11**
Master's subtotal	324	271	232	202	191	**1220**	30	30	21	25	24	**130**	43	29	33	36	38	**179**
Specialist - Information/Info Studies	1	8	6	1	3	**19**	0	1	1	1	1	**4**	0	2	0	1	1	**4**
PhD - Information/Info Studies	1	21	17	12	6	**57**	0	5	4	4	4	**17**	0	2	2	2	2	**8**
Graduate subtotal	326	300	255	215	200	**1296**	30	36	26	30	29	**151**	43	33	35	39	41	**191**
Total	**525**	**548**	**482**	**437**	**409**	**2401**	**91**	**84**	**68**	**78**	**75**	**396**	**84**	**86**	**82**	**96**	**104**	**452**

	Native Hawaiian/other						American Indian/Alaskan						Two or more races					
	F12	F13	F14	F15	F16	NH Total	F12	F13	F14	F15	F16	AI Total	F12	F13	F14	F15	F16	>2 Total
BS/BA - IT/ICT	2	2	2	2	2	**10**	1	1	1	1	1	**5**	3	7	11	13	15	**49**
MS/MA LIS	0	0	0	0	0	**0**	0	0	0	0	0	**0**	12	7	4	2	5	**30**
MSIT	0	0	0	0	0	**0**	0	0	0	0	0	**0**	0	0	1	0	1	**2**
Master's subtotal	0	0	0	0	0	**0**	0	0	0	0	0	**0**	12	7	5	2	6	**32**
Specialist - Information/Info Studies	0	0	0	0	0	**0**	0	0	0	0	0	**0**	0	2	0	0	0	**2**
PhD - Information/Info Studies	0	0	0	0	0	**0**	0	0	0	0	0	**0**	0	0	1	1	1	**3**
Graduate subtotal	0	0	0	0	0	**0**	0	0	0	0	0	**0**	12	9	6	3	7	**37**
Total	**2**	**2**	**2**	**2**	**2**	**10**	**1**	**1**	**1**	**1**	**1**	**5**	**15**	**16**	**17**	**16**	**22**	**86**

	Asian						Race not specified						International/ NRA					
	F12	F13	F14	F15	F16	A Total	F12	F13	F14	F15	F16	NS Total	F12	F13	F14	F15	F16	Int'l Total
BS/BA - IT/ICT	13	16	16	15	13	**73**	6	2	4	4	5	**21**	3	4	5	5	5	**22**
MS/MA LIS	10	6	3	3	6	**28**	9	11	12	9	8	**49**	13	2	1	1	0	**17**
MSIT	0	1	2	1	1	**5**	0	1	1	2	3	**7**	0	1	4	2	4	**11**
Master's subtotal	10	7	5	4	7	**33**	9	12	13	11	11	**56**	13	3	5	3	4	**28**
Specialist - Information/Info Studies	0	0	0	0	0	**0**	0	0	0	0	1	**1**	0	0	0	0	0	**0**
PhD - Information/Info Studies	0	2	2	3	2	**9**	0	0	0	0	0	**0**	0	11	10	7	6	**34**
Graduate subtotal	10	9	7	7	9	**42**	9	12	13	11	12	**57**	13	14	15	10	10	**62**
Total	**23**	**25**	**23**	**22**	**22**	**115**	**15**	**14**	**17**	**15**	**17**	**78**	**16**	**18**	**20**	**15**	**15**	**84**

iSchool Majors Headcount by sex, degree, term		Female				Female		Male				Male	M/F
	F12	F13	F14	F15	F16	Total	F12	F13	F14	F15	F16	Total	Total
BS/BA - IT/ICT	108	145	138	140	138	**669**	221	236	217	227	221	**1122**	**1791**
MS/MA LIS	330	261	221	189	188	**1189**	111	72	62	50	37	**332**	**1521**
MSIT	0	11	10	17	20	**58**	0	15	21	27	36	**99**	**157**
Master's subtotal	330	272	231	206	208	1247	111	87	83	77	73	431	1678
Specialist - Information/Info Studies	0	12	6	4	6	**28**	1	1	1	0	0	**3**	**31**
PhD - Information/Info Studies	0	28	26	23	14	**91**	1	13	10	6	7	**37**	**128**
Graduate subtotal	330	312	263	233	228	1366	113	101	94	83	80	471	1837
Total	**438**	**457**	**401**	**373**	**366**	**2035**	**334**	**337**	**311**	**310**	**301**	**1593**	**3628**

iSchool Majors Headcount by degree, term	Term					
	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Total
BS/BA - IT/ICT	329	381	355	367	359	**1791**
MS/MA LIS	441	333	283	239	225	**1521**
MSIT	0	26	31	44	56	**157**
Master's subtotal	441	359	314	283	281	**1678**
Specialist - Information/Info Studies	1	13	7	4	6	**31**
PhD - Information/Info Studies	1	41	36	29	21	**128**
Graduate subtotal	443	413	357	316	308	1837
Total	**772**	**794**	**712**	**683**	**667**	**3628**

MLIS totals by term	White		Black		Hispanic		Nat Hawaiian		Amer Ind		> 2 Races		Asian		Not Spec		Int'l		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
F12	324	73.47%	30	6.80%	43	9.75%	0	0.00%	0	0.00%	12	2.72%	10	2.27%	9	2.04%	13	2.95%	441
F13	256	97.30%	25	9.01%	26	12.91%	0	0.00%	0	0.00%	7	3.60%	6	3.00%	11	2.70%	2	3.90%	333
F14	215	75.97%	18	6.36%	30	10.60%	0	0.00%	0	0.00%	4	1.41%	3	1.06%	12	4.24%	1	0.35%	283
F15	171	71.55%	19	7.95%	34	14.23%	0	0.00%	0	0.00%	2	0.84%	3	1.26%	9	3.77%	1	0.42%	239
F16	154	68.44%	17	7.56%	35	15.56%	0	0.00%	0	0.00%	5	2.22%	6	2.67%	8	3.56%	0	0.00%	225
Total	1120		109		168		0		0		30		28		49		17		1521

MLIS Fall Enrollment by Term, Race, and Ethnicity
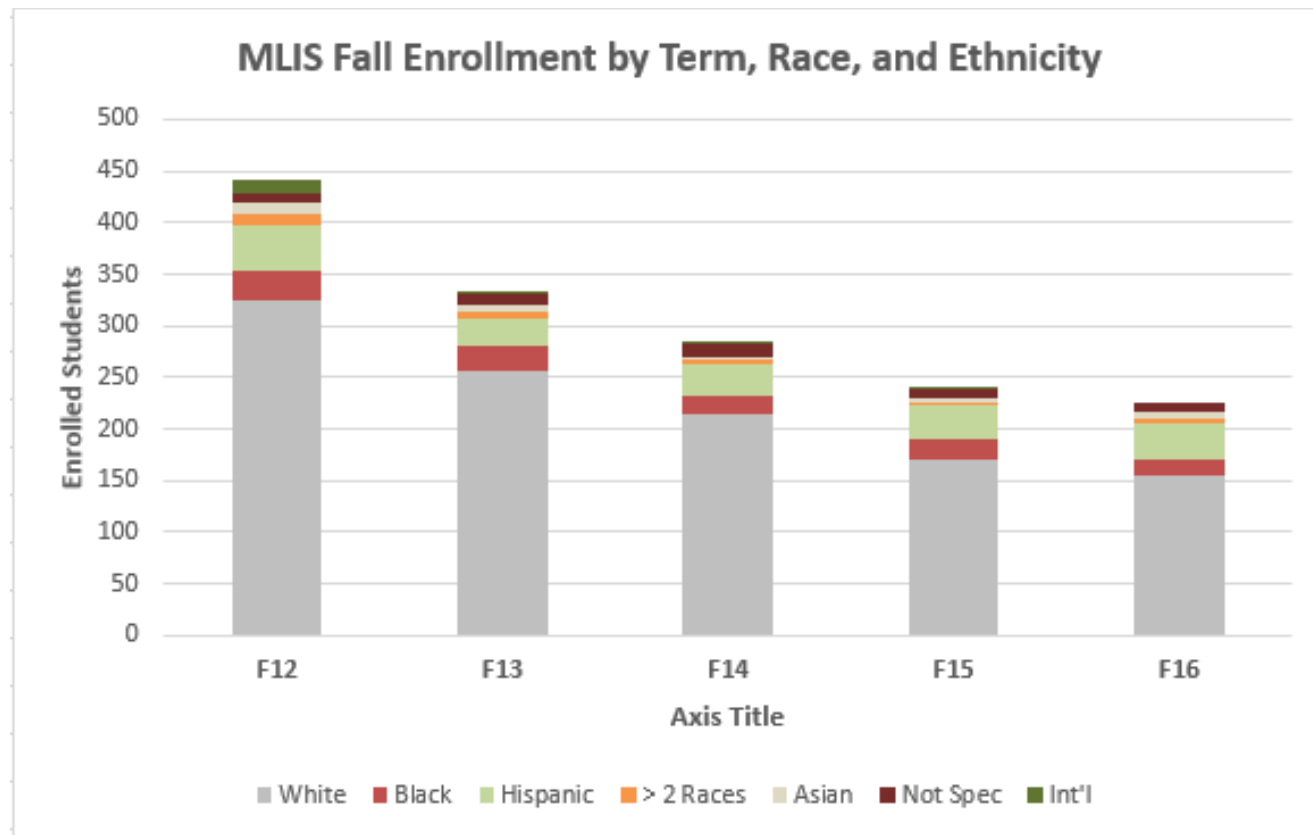
| MLIS totals | Female | | Male | | Total |
by term	N	%	N	%	N
F12	330	74.83%	111	25.17%	**441**
F13	261	78.38%	72	21.62%	**333**
F14	221	78.09%	62	21.91%	**283**
F15	189	79.08%	50	20.92%	**239**
F16	188	83.56%	37	16.44%	**225**
Total	**1189**		**332**		**1521**

MLIS Fall Enrollment by Term and Gender
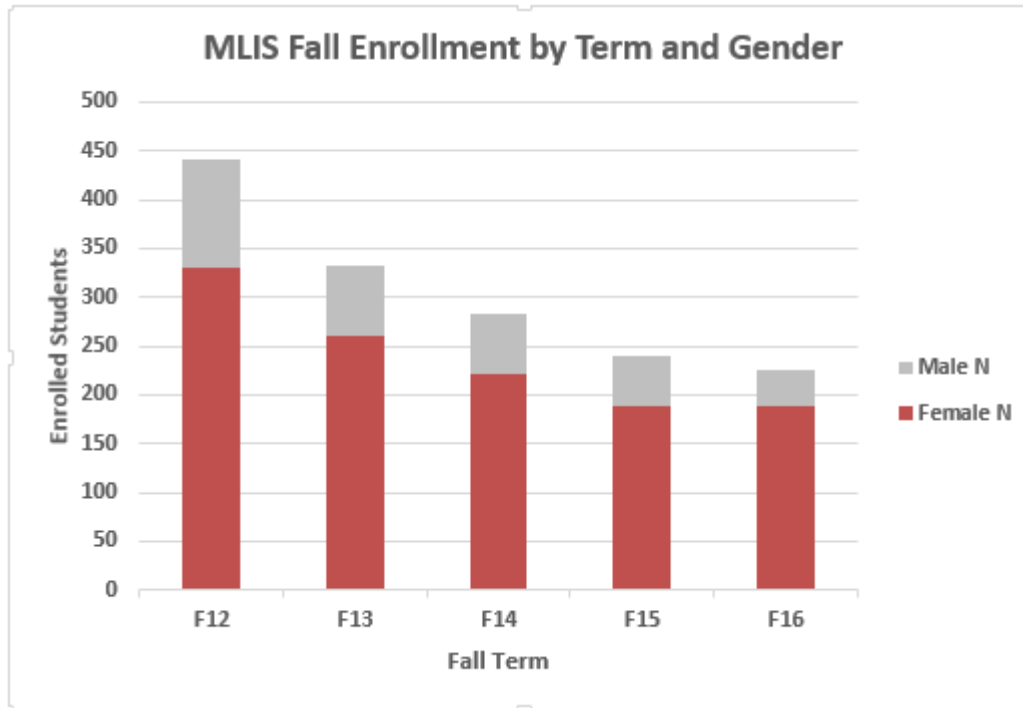
Appendix BBB MS-SP Alumni Results 2015

1. Which degree(s) did you earn at the iSchool and in what years(s)? Check all that apply.

Degree	Count	Percent	
MS or MA in Library and Information Studies	236	91.1%	████████████████████
MS in Information Technology	12	4.6%	▌
Specialist in Library and Information Studies	11	4.2%	▌
Total	259	100.0%	

Year Graduated	Count	Percent	
1990	7	2.7%	▪
1991	8	3.1%	▪
1992	7	2.7%	▪
1993	7	2.7%	▪
1994	7	2.7%	▪
2002	20	7.7%	▪
2003	28	10.8%	▪▪
2004	23	8.9%	▪
2005	23	8.9%	▪
2006	35	13.5%	▪▪▪
2011	30	11.6%	▪▪
2012	29	11.2%	▪▪
2013	36	13.5%	▪▪▪
Total	259	100.0%	

Years Since Graduation	Count	Percent	
2-4 years	94	36.3%	▪▪▪▪▪▪▪
9-13 years	129	49.8%	▪▪▪▪▪▪▪▪▪
21-25 years	36	13.9%	▪▪▪
Total	259	100.0%	

Additional Degrees Earned at iSchool[1]	Count	Percent[2]	
MS or MA in Library and Information Studies	4	1.5%	■
Specialist in Library and Information Studies	4	1.5%	■
Total	8	3.1%	

[1]Degrees earned in years outside the sample frame.

[2]Percentage of all (N=259) respondents.

Certificate

2. In addition to your degree(s), did you earn one or more certificates?

	Count	Percent	Valid Percent	
Yes	43	16.6%	16.7%	
No, certificates were not offered when I was at the iSchool	97	37.5%	37.6%	
No, certificates were offered, but I chose not to earn any	118	45.6%	45.7%	
Total	258	99.6%	100.0%	
No response	1	0.4%		

3. Which certificates did you earn? Check all that apply.

	Count	Percent	Valid Percent	
Information Architecture (IA)	9	3.5%	23.1%	■
Leadership and Management (LM)	5	1.9%	12.8%	■
Reference Services (RS)	7	2.7%	17.9%	■
School Library Media Leadership (SL)	8	3.1%	20.5%	■
Youth Services (YS)	8	3.1%	20.5%	■
IA and LM	2	0.8%	5.1%	▌
Total	39	15.1%	100.0%	
Did not earn a certificate	215	83.0%		
Earned certificate(s), no response	4	1.5%		
No response	1	0.4%		

Class Location

4. About how many of your classes did you attend in person (either at one of FSU's campuses or at another location) as opposed to some form of distance education (TV, video, or Internet)?

	Count	Percent	
Attended all classes in person	39	15.1%	
Attended most classes in person	18	6.9%	
Attended about half my classes in person	17	6.6%	
Attended a few classes in person	49	18.9%	
Did not attend any classes in person	136	52.5%	
Total	259	100.0%	

Recoded Class Location	Count	Percent	Valid Percent	
Few or none in person	185	71.4%	76.4%	
Most or all in person	57	22.0%	23.6%	
Total	242	93.4%	100.0%	
Half in person	17	6.6%		

Work

5. Which of the following best describes your current employment?

Employment Status	Count	Percent	
Working full time, not self-employed	213	82.2%	
Working part time, not self-employed	17	6.6%	
Self-employed	5	1.9%	
Not employed, seeking employment	10	3.9%	
Not employed, not seeking employment	4	1.5%	
Retired	10	3.9%	
Total	581	99.3%	

6. For what organization do you work?

7. Please describe the type of organization for which you work or have worked since earning your degreee at the iSchool. If there is more than one, please describe the one for which you worked the longest.

Workplace	Count	Percent	Valid Percent	
Academic library	84	32.4%	36.4%	
School library	28	10.8%	12.1%	
Public library or system	50	19.3%	21.6%	
Government library	5	1.9%	2.2%	
Special library	3	1.2%	1.3%	
Museum	1	0.4%	0.4%	
IT organization	7	2.7%	3.0%	
Federal government	7	2.7%	3.0%	
State or local government	8	3.1%	3.5%	
College or university	12	4.6%	5.2%	
K-12 school or district	4	1.5%	1.7%	
Corporation or professional organization	19	7.3%	8.2%	
Other[1]	3	1.2%	1.3%	
Total	231	89.2%	100.0%	
Retired, no response	4	1.5%		
Not employed	14	5.4%		
Employed, no response	10	3.9%		

[1]Other:

	Count
Real estate	2
Retail sales	1

Workplace Group	Count	Percent	Valid Percent	
Library, archive, or musuem	171	66.0%	74.0%	
IT organization	7	2.7%	3.0%	
Other than LIS-IT	53	20.5%	22.9%	
Total	231	89.2%	100.0%	
Retired, no response	4	1.5%		
Not employed	14	5.4%		
Employed, no response	10	3.9%		

8. What is the nature of the work you do or have done since earning your degree at the iSchool? Check all that apply.

Nature of Work	Count	Percent	Valid Percent	
Library/museum/archive administration	14	5.4%	5.9%	
Library/museum/archive public services	60	23.2%	25.3%	
Library/museum/archive technical services	11	4.2%	4.6%	
Information technology: network, database, or other information systems administration	9	3.5%	3.8%	
Information technology: web, database, or other information systems design/testing	8	3.1%	3.4%	
Information technology: instruction or user support services	3	1.2%	1.3%	
Information technology: software engineering	1	0.4%	0.4%	
≥2 library/museum/archive	47	18.1%	19.8%	
≥2 information technology	23	8.9%	9.7%	
≥2 library/museum/archive and information technology	45	17.4%	19.0%	

Other than LIS-IT[2]	16	6.2%	6.8%	■
Total	237	91.5%	100.0%	
Retired, no response	4	1.5%		
Not employed	14	5.4%		
Employed, no response	4	1.5%		

Nature of Work Grouped	Count	Percent	Valid Percent	
LIS or IT	221	85.3%	93.2%	████████████████████
Other than LIS-IT[2]	16	6.2%	6.8%	██
Total	237	91.5%	100.0%	
Retired, no response	4	1.5%		
Not employed	14	5.4%		
Employed, no response	4	1.5%		

[2]Other than LIS-IT:	Count
Administrative/clerical worker	4
K-12 teacher	1
Manager -- by sector	
financial	2
healthcare	2
real estate	1
Paralegal	1
Priest	1
Retail sales	1
Self-employed mortuary support	1
Self-employed video editor	1
Teaching assistant	1

Employment in LIS or IT	Count	Percent	Valid Percent	
Work in LIS or IT	221	85.3%	89.5%	
Work in other field or seeking work	26	10.0%	10.5%	
Total	247	95.4%	100.0%	
Retired, no response	4	1.5%		
Not employed, not seeking work	4	1.5%		
Employed, no response	4	1.5%		

6. For what organization do you work?

Alachua County Library District
Argosy University, Atlanta
Armstrong State University & Florida State University
AT&T
AT&T Atlanta Corporate Office
Athens Regional Library System
Auburn University Libraries
Austin Community College
Bank of America
Barry University
Barry University Law Library
Bay District Schools
Beaches Episcopal School
Blackbaud
Bloomberg BNA
Bradford County Board of County Commissioners, Bradford County FLorida
Bradford County Public Library
Broward College
Broward County Library
Broward County's Libraries Division
Bullitt County Public Schools - Shepherdsville, Kentucky
buncombe county public library
California Polytechnic State University, San Luis Obispo
Capital city services company
Central Piedmont Community College
Charleston County Library System
Chattahoochee Valley Libraries
Chicago State University
City of Lakeland
City of Punta Gorda

Clayton County Public Schools

Cloud Sherpas

Colgate University

College of Central Florida

Collier County Public Schools

Columbus Metropolitan Libarary

Computer Technologies Consultants, Inc. I have a contracted position with the US Dept. of State.

CSS International, Inc.

Darden

DaVita Healthcare Partners

Daytona State College

Department of Defense

Department of Defense - Army

Department of Veterans Affairs

District of Columbia Public Schools

Dougherty County School System

Douglas County Board of Commissioners-Libraries

Duval County Florida Public Schools

Duval County Public Schools

Escambia County School District

Fairfax County Public Schools, Fairfax, VA

FAMU Libraries

Faulkner Univ. Jones School of Law Library

Fayette County Public Library

FBMC Benefits Management

Florence-Lauderdale Public Library

Florida A&M University

Florida A&M University Libraries

Florida Atlantic University Library

Florida Coastal School of Law

Florida Department of Revenue

Florida Department of State

Florida Department of Transportation

Florida Department of Transportation
Florida Institute of CPAs
Florida intentional university
Florida International University
Florida State College at Jacksonville
Florida State University
Florida State University
Florida State University
Florida State University
Florida State University
Florida State University
Florida State University
Florida State University
Florida State University
Florida State University
Florida State University
Florida State University College of Music
Florida State University Learning Systems Institute
Florida State University Libraries
Florida State University Libraries
Florida State University Libraries
Florida State University Panama (in the Republic of Panama)
Florida State University, Information Technology Services
Florida State University, Office of Distance Learning, Assessment & Testing
Fortis College
George Washington Universities Libraries
Georgia Highlands College
Georgia Public Library Service
Illinois Heartland Library System
Illinois Wesleyan University
Jacksonville (FL) Public Library
Jacksonville Public Library
Jacksonville Public Library

Jefferson County Library Cooperative

Kanawha County Public Library

Kentucky Community and Technical College System

King county library system

KPMG LLP

Leon county schools

Leroy Collins Leon County Public Library

Library of Congress

Madison County Central School

Maguire Medical Library, Florida State University College of Medicine

Mandel Library of West Palm Beach

Marion County Public Library System- Headquarters location

Marymount University

Miami Dade College

Miami Dade college

Michigan Virtual University

Mississippi State University

Monroe County School District

Morehead State University

Multicare Heathcare System- Good Samaritan Hospital

Nassau County Library System

New York University

NJ Advance Media

Northwest Regional Data Center

Nova Southeastern University Alvin Sherman Library

Oceanside Unified School District

OCLC

Oklahoma State University Library

Orange County Library System

Orange County Public LIbrary

Orange County Public Schools

Our Lady of Lourdes Academy

Owensboro Community and Technical College (KCTCS)

palm beach county library system

Pensacola Christian College

Perimeter Christian school

PetSmart

Pine Crest School - Boca Raton Campus

Pitt Community College

PLAN (Panhandle Library Access Network)

Portland Community College Library

Princeton University

Quitman County Schools, Georgetown, GA

Radford University

Rasmussen College

Real Property Managment

Red Bird Christian School

Redfin

Richmond Public Library

Royal Bank of Canada

Sage Management Enterprise

Saginaw Valley State University

Saint Martin's University

Saint Mary Catholic School

Santa Rosa County Library System

Sarasota County Schools

Sarita Kenedy East Law Library, St. Mary's University, San Antonio Texas

School Board of Alachua Co. Fl

ScienceLogic

Seminole county public library

Seminole County School District, University of Central Florida, and Self-Employed

Sharon Public Library, Sharon MA

Siemens

Social Security Administration

Southeastern Archaeological Research (SEARCH)

Springfield-Greene County Library District (Springfield, MO)

SRA International
St. Lucie County Public Schools
St. Lucie Public Schools
State College of Florida
State Library of Florida
State of Florida
Suwannee County School District, Florida
Tall Timbers Research Station & Land Conservancy
The Chemical Heritage Foundation
The City of Universal City - Universal City Public Library
The Episcopal Church
The Ohio State University
The Walt Disney Company
U.S. Government
U.S. Government
UC San Diego
United States Air Force
United States Holocaust Memorial Museum
United States Marine Corps
University of Florida
University of Houston
University of Houston-Clear Lake
University of Mississippi Grisham Law Library
University of Tampa
University of Tennessee health science center library and bio communications center
University of Virginia Library
UNT
UT Southwestern Medical Center
Virginia Dept for Aging and Rehabilitative Services
Volusia County Public Library
West Florida Public Library
West Florida Public Library
West Florida Regional Library System--Tryon Branch

Western Kentucky University

Field	Count	Percent	Valid Percent	
Education	14	5.4%	30.4%	▮
LIS or IT	13	5.0%	28.3%	▮
Business	7	2.7%	15.2%	▮
Computer science	2	0.8%	4.3%	▮
English	2	0.8%	4.3%	▮
Other	8	3.1%	17.4%	▮
Total	46	17.8%	100.0%	
No additional education	213	82.2%		

Preparation for Employment

10. How well did your iSchool degree program prepare you for employment?

	Count	Percent	Valid Percent	
Extremely well	57	22.0%	23.2%	
Very well	98	37.8%	39.8%	
Moderately well	67	25.9%	27.2%	
Marginally well	19	7.3%	7.7%	
Not at all	5	1.9%	2.0%	
Total	246	95.0%	100.0%	
Cannot rate	12	4.6%		
No response	1	0.4%		

Program Satisfaction

11. **What was your level of satisfaction <u>at the time of your graduation</u> with the education you received at the iSchool?**

	Count	Percent	Valid Percent	
Very satisfied	122	47.1%	47.5%	
Satisfied	110	42.5%	42.8%	
Neutral	16	6.2%	6.2%	
Dissatisfied	8	3.1%	3.1%	
Very dissatisfied	1	0.4%	0.4%	
Total	257	99.2%	100.0%	
No response	2	0.8%		

12. What is your <u>current</u> level of satisfaction with the education you received at the iSchool?

	Count	Percent	Valid Percent	
Very satisfied	107	41.3%	41.6%	
Satisfied	104	40.2%	40.5%	
Neutral	28	10.8%	10.9%	
Dissatisfied	13	5.0%	5.1%	
Very dissatisfied	5	1.9%	1.9%	
Total	257	99.2%	100.0%	
No response	2	0.8%		

Change in satisfaction level: graduation to current.

	Count	Percent	Valid Percent	
+2 levels	2	0.8%	0.8%	
+1 level	11	4.2%	4.3%	
No change	192	74.1%	74.7%	
-1 level	43	16.6%	16.7%	
-2 levels	7	2.7%	2.7%	
-3 levels	1	0.4%	0.4%	
-4 levels	1	0.4%	0.4%	
Total	257	99.2%	100.0%	
No response	2	0.8%		

Preparation for Employment

13. Would you recommend the Master's or Specialist program to colleagues and friends interested in library/information science?

	Count	Percent	Valid Percent	
Yes, absolutely	153	59.1%	59.5%	
Yes, probably	62	23.9%	24.1%	
Possibly	26	10.0%	10.1%	
Probably not	9	3.5%	3.5%	
Definitely not	7	2.7%	2.7%	
Total	257	99.2%	100.0%	
No response	2	0.8%		

Appendix CCC Financial_Sustainability

School of Information--Florida's iSchool
Outcomes from Financial Sustainability Retreat
January 17, 2014

Economic Repositioning
1. Marketing/Recruitment/Visibility investment needed
2. BOG RFP should be submitted and need to keep current with BOG performance metrics
3. Collaboratory should be a focus for investment; business plan should consider feasibility of fee for service model
4. Market rate expansion is a priority, including approval for MSIT and development of international cohorts

Organizational Structure
1. Analysis is needed of CCI and University resource use—are we duplicating and/or not using available resources?
2. Renaming/Branding needs focused attention (and effective marketing push requires a cohesive brand); "What is our signature?"
3. Better leadership succession planning needs to be carried out at the School and College; revisit bylaws
4. Consider cost-effectiveness of professional development of existing faculty, as compared to new faculty hires, in specific "signature" areas.

Enrollment Growth Acceleration

1. Liberal Studies—2 courses for Fall 2014; plan for 2 more each year
2. Gov't Intelligence Proposal (Funding for student training to take place in existing courses)
3. Expand certificate offerings in IT areas (Social Media, Health Information Technology)
4. Int'l online education, esp. MSIT using market rate (once this is approved)
5. Continue focused development of HIT relationship on campus (COM, PMP, Nursing)
6. Accelerate development of big data/data analytics through cooperation with COB)
7. Plan special event around sports informatics (maybe with ACC iSchools?)
8. Future development of tourism informatics (Zimmerman connection)

Appendix DDD Innovation and Entrepreneurship Learning Laboratory

Innovation and Entrepreneurship Learning Laboratory

We are proposing to convert the Goldstein Library into the Goldstein Learning Laboratory for Innovation and Entrepreneurship thus creating a hub for FSU students to find the guidance, motivation and resources they need to become innovative problem solvers and successful entrepreneurs.   This project initially will draw on the expertise of FSU's Entrepreneurs in Residence, the Center for Innovation and Entrepreneurship, the FSU Libraries, academic efforts in interdisciplinary computing, information, communication, technology, and media production to create a student center for the development of innovation and entrepreneurial skills.

Mission: The Learning Laboratory's mission is to encourage innovation and entrepreneurship across the University by creating a space for students
- to explore and promote new ideas and technologies,
- to connect students with resources including experts, other students, student organizations, software, hardware, and reference materials
- to help answer technology, design, and entrepreneurship questions;
- to provide physical and virtual technologies for students to use in situ and/or check out;
- to host events such as classes, workshops, and competitions to engage students and the community
- to serve as a resource for entrepreneurial programs and events across the University and
- to draw students into FSU's entrepreneurial community by providing and an engaging, open, inviting, and collaborative atmosphere for individual and group work.

To accomplish this an initial investment of $2,215,000 is required to modernize and equip the facility as a University resource. In addition an ongoing new investment of approximately $432,700 for creating and operating the programs. This funding includes $311,700 in salaries and benefits, $50,000 to support campus-wide events and $71,000 for operations, equipment and resources for student use. The budget assumes that the director is appointed from an existing faculty member. We expect to need an additional $32,500 in tuition waivers assigned to this project.

The College of Communication and Information will integrate the efforts of staff (additional $485,900 in personnel efforts) by engaging our two existing faculty librarians, our technology help desk and our entrepreneur-in-residence to the center's activities. We can also provide assistance with course building, budgeting, development, and purchasing if needed, but many of these services may come from the Provost's Office.

Details of these budgets are provided on the following pages.

	One-time	Recurring	Annual Existing Recurring	Annual New Recurring
Project Total	$ 2,215,000	$ 1,088,440	$ 655,740	$ 432,700
Personnel Including Fringe				
Coordinator/Director		$ 178,640	$ 178,640	
Technical Support Specialist		$ 64,400	$ -	$ 64,400
Event Coordinator		$ 56,000	$ -	$ 56,000
Outreach Coordinator		$ 56,000	$ -	$ 56,000
Entrepreneur in Residence		$ 109,200	$ 109,200	$ -
Library Staff I		$ 77,000	$ 77,000	$ -
Library Staff II		$ 63,000	$ 63,000	$ -
Help Desk Supervisor		$ 72,800	$ 72,800	$ -
4 new GA's		$ 92,400	$ -	$ 92,400
2 new undergraduate students		$ 19,800	$ -	$ 19,800
GA in PR's		$ 23,100	$ -	$ 23,100
Existing GA's		$ 115,500	$ 115,500	$ -
Existing Undergrads		$ 39,600	$ 39,600	$ -
Course Management		$ 8,800	$ 8,800	$ -
Events		$ 50,000		$ 50,000
Operations				
Phones, Computers, Copiers		$ 8,000		$ 8,000
Faculty & Staff Travel		$ 8,000		$ 8,000
Materials & Supplies		$ 10,000		$ 10,000
Technology Maintenance		$ 45,000		$ 45,000
Tuition Waivers		$ 32,500		$ 32,500
Facility Upgrade				
Facility Renovation Base	$ 1,250,000			
Facility Renovation other costs	$ 500,000			
Furniture & Equipment	$ 450,000			
Moving Expenses	$ 15,000			

Budget Justification

Coordinator/Director

This person will be in charge of the general operation, direction and development of the Lab. We expect that they will report to the Provost, but work closely with colleges and schools involved in innovation and entrepreneurship activities. The will supervise the Technology Support Specialist, the Event and outreach coordinators. They will work closely with the School of Information Director to supervise the library staff and students working in the Learning Laboratory and provide guidance on the Learning Lab's needs.

Technology Support Specialist

This person will assist the Director with the planning, acquisition, implementation and support of technology within the Learning Lab.   They will work closely with the librarians and help desk supervisor to provide training for the graduate and undergraduate assistants.

Event Coordinator

This person will provide university-wide support for events such as DigiTech, the Women in Leadership Conference, 3 Day Startup events, Hack-a-thons, Create-a-thons, etc.   They will also support student groups that are expected to be established as a result of activities within this facility. We expect this person to be available to assist or conduct event planning and event management for all on-campus entrepreneurial activities on campus.

Outreach Coordinator

This person's main goal is outreach to FSU's students and faculty. In addition they will engage in outreach to industry and K-12 populations to publicize FSU's entrepreneurial efforts. They will be responsible for the overall public relations strategy and supervising the GA in Public Relations. They will coordinate publicity on FSU's innovation and entrepreneurial activities with the FSU Communication Network.

Entrepreneur-in-Residence (Christine Nieves) - This person will provide instructional support for students using the learning laboratory and will also help connect students with University and Community experts, connect entrepreneurs in residence from across the university with the learning lab, connect with the broader entrepreneurial community, publicize FSU and the Learning Lab's innovation and entrepreneurial efforts and assist students in the development of communication materials.

Librarian I - (currently Pam Doffek) develop and manage a collection of resources for innovation and entrepreneurship that includes access to expertise across campus, reference materials, media, open source software, commercial software, web and cloud based services, information on technology projects. Assist with activities and outreach, site development and program implementation. Will supervise the day-to-day operations of the Learning Lab.   This person will assist in the training and supervision of students working in the Learning Lab.

Librarian II (current Leila Gibradze) – Assist with the development and management a collection of resources for innovation and entrepreneurship that includes access to expertise across campus,

reference materials, media, open source software, commercial software, web and cloud based services, information on technology projects. Assist with activities and outreach, site development and program implementation. Will assist with the day to day operations of the Learning Laboratory. Will assist with the training and supervision of students working in the Learning Lab.

Help Desk Supervisor (currently J. P. Marshall)

This person will coordinate the help desk support for the computer systems in the Learning Lab and assist with long-term planning and acquisition of technology.

Graduate Student Assistants - these students will help with the day-to-day operations of the learning lab, program public relations and awareness, mentoring of undergraduates, and conducting technology, networking, innovation and entrepreneurial workshops.

Graduate Student in Public Relations - this student will assist the outreach coordinator in carrying out all public relations activities.

Undergraduate Student Assistants - these students will help with the day-to-day operations of the learning lab, facilitating equipment loans and use and conducting workshops and outreach activities.

Event Funds - these funds will be allocated for use for events across campus sponsored by at least two entrepreneurs in residence.

Operations - this covers the cost of phones, computers, copiers, PR materials, travel for professional development for the Director, technology support specialist, outreach coordinator and outside speakers.

Technology maintenance covers the cost of replacing and maintaining the Lab's technology, plus software licenses.

Tuition waivers are needed for the 5 graduate students assisting with this program.

Facility Cost - The estimated cost for facility renovations came from FSU's Facilities. It includes $1,250,000 as the basic facilities renovation cost, approximately $350,000 in equipment and furniture and $500,000 in other project costs. Their detailed budget is attached. We have included $15,000 for relocating the current collection of resources housed in the Goldstein Library and an additional $100,000 in small scale robotics and other "loanable" equipment.

The space with consist primarily of a large easily reconfigurable space for student use, group project work rooms, small classrooms for workshops, space to house and check-out the learning labs resources, the help desk, meeting rooms, a small kitchen and offices for the staff,

Appendix EEE Shores Innovation Hub Cost Estimate

Innovation Hub Renovation - Shores Building						

Room Use Codes	Facility/Space Type	Net Area (NSF)	Net to Gross Multiplier	Gross Area (GSF)	Unit Cost (Cost/GSF)	Total Cost
	Renovation Area	10,000	1.00	10,000	125	1,250,000
	TOTALS	**10,000**	**1.00**	**10,000**	**125**	**1,250,000**

SCHEDULE OF PROJECT COMPONENTS

1. Construction Components (Basic Construction Cost)	Planning	Construction	Equipment	Total
a. Construction Cost (from above)		1,250,000		1,250,000
b. Site Preparation / Demolition		0		0
c. Environmental Mitigation (Asbestos & Lead Abatement)		50,000		50,000
d. Landscape and Irrigation		0		0
e. Walks		0		0
f. Parking and Drives		0		0
g. Service Access		0		0
h. Road Rerouting		0		0
i. Telecommunications - Outside Plant (OSP)-Pathway		-		0
j. Electrical Service		0		0
k. Water Distribution & Fireline		0		0
l. Storm / Sanitary Sewer System		0		0
m. Chilled Water/Steam System		0		0
(1) Total Basic Construction Costs	**0**	**1,300,000**	**0**	**1,300,000**
6.0% Escalation		78,000		78,000
(1a) Total Basic Construction Costs w/ Escalation	**0**	**1,378,000**	**0**	**1,378,000**

2. Other Project Components (Other Project Costs)	Planning	Construction	Equipment	Total
a. Land/existing facility acquisition				0
b. Professional Fees				0
Advanced Programming	0			0
Basic Services (Group A)	125,000			125,000
Design Contingency (10% Bas.Serv.)	13,000			13,000
c. Asbestos/Lead Survey/Design				0
d. Preconstruction Services	0			0
e. Fire Marshal Fees (.0025)	4,000			4,000
f. Inspection Services				0
Commissioning + LEED (1%)		0		0
Site Representative		0		0
Threshold Inspection		0		0
Roof Inspection		0		0
Plans Review/Inspection (.3%)	5,500			5,500
g. Insurance Consultant (.0006)	0			0
h. Surveys & Tests				0
Topographic Survey	0			0
Geotechnical Investigation	0			0
Testing During Construction	0			0
HVAC Testing/Balancing	15,000			15,000
j. Permit/Impact/Environmental Fees	0			0
k. Furnishings & Equipment			300,000	300,000
l. Special Equipment and Hookup			0	0
m. Telecommunications				0
Ouside Plant Wiring (Content)		0		0
Inside Wiring		18,000		18,000
Instruments		4,000		4,000
Security		9,000		9,000
Network Computer Equipment		15,000		15,000
Core Network Equipment		6,500		6,500
n. Classroom Technology			50,000	50,000
o. Moving / Relocation Expenses			0	0
p. Artwork		0		0
q. Auditor	0			
r. Infrastructure Assessment (2%)		0		0
s. Project Contingency		157,000		157,000
(2) Total - Other Project Costs	**162,500**	**209,500**	**350,000**	**722,000**
ALL COSTS (1) + (2)	**162,500**	**1,587,500**	**350,000**	**2,100,000**

Appendix FFF Collaboratory_april25

The FSU Collaboratory:
An Experiential Learning Lab for Innovative Technology and Information Entrepreneurship

Knowledge creation in the 21st century is not limited to a single organization or individual, but requires new models that support the co-construction of knowledge as a distributed activity in digital environments. Across the arts, humanities, health, human and social sciences, researchers recognize that knowledge creation can be greatly enhanced through collaborative efforts that do not fit neatly into traditional, single-disciplinary practices, and that innovative technologies can greatly expand the range and depth of these efforts. As new information and communication technologies change the way information providers and consumers create, organize, seek, share, and disseminate knowledge, new challenges emerge that all of society will eventually face as everyone copes with increasingly large volumes of text, audio, image, and video data. If we are to prepare the next generation of researchers, professionals, and students capable of meeting these challenges, it is imperative for FSU to develop and promote an environment that supports interdisciplinary collaboration and experiential education centered around the use of innovative technologies to support the management, creation, and use of digital knowledge.

Over the past several years at FSU, faculty, staff, and students from multiple colleges and departments, including the Colleges of Arts and Sciences, Business, Communication and Information, Education, Engineering, Medicine, Social Sciences and Public Policy and the University Libraries, have developed a strong set of digital knowledge skills in such areas as social computing, data mining, digital humanities, user experience design, mobile computing, digital collections, qualitative research, online learning, information systems, online collaboration, and distributed knowledge. Funded by agencies such as the NSF, NEH, IES, and IMLS, FSU has pioneered a wide variety of advanced digital projects to explore how people create, manage, and use information through innovative technologies. These are all projects that cross traditional disciplinary boundaries and methodological horizons, yet despite the inherent collaborative nature of these projects, many of FSU's faculty continue to work in isolation, unaware of or unable to build upon each other's efforts. Even worse, the vast majority of FSU's students remain unaware of the opportunities they have to work with faculty and develop skills in the creation, management, and use of digital knowledge—skills that every employer is going to need, and that most are already demanding.

The proposed *FSU Collaboratory* will address these problems by:

1. offering an interactive and experiential learning lab where faculty, staff, and students work together to develop digital literacies and other 21st century skills;

2. providing a shared physical and virtual infrastructure to support the design, development, and evaluation of innovative technologies;

3. fostering a collaborative research environment for faculty, staff, and students interested in advanced digital projects connecting people, information, and technology; and

4. creating opportunities for sponsored research and information entrepreneurship based on the development of innovative technologies and information systems across campus.

The purpose of the Collaboratory is to provide the physical and digital infrastructure necessary for faculty, staff, and students to collaborate on projects where they design, develop, and

evaluate innovative technologies to support the study, creation, and use of digital knowledge. The success of such projects hinges on the design and use of advanced information systems, the development of which depends on interdisciplinary, collaborative efforts, yet there is no good infrastructure to support those efforts on campus. By providing a central space on campus, capable of supporting face-to-face and online collaboration, the Collaboratory will prepare FSU to meet a wide variety of research, development, and entrepreneurial opportunities, whether those arise from external funding sources such as federal agencies or research foundations or from meeting information needs locally for the university, city, and state.

Pursuing these opportunities will revolve around the idea of the *Collaboratory Challenge*, where teams of faculty, staff, and students from departments across campus assemble to explore different ways of meeting a specific challenge that involve people creating, accessing, or using information in new ways with innovative technologies. Each new challenge would be advertised across campus, and project teams would use the physical and virtual spaces provided by the Collaboratory to develop ideas, proposals, and technologies. Working on any given challenge would promote interdisciplinary research and scholarship across campus, help develop the technical infrastructure needed to support digital knowledge projects, and provide a unique experiential learning opportunity for students. Sample challenges might include:

- Developing tools and processes to collect and analyze data for social science research, such as digital humanities projects where interdisciplinary teams develop new methods for working on large-scale text mining initiatives, or social network analysis tools to document relationships among oral histories gathered through public history research.

- Developing tools and processes to advance health information and communication for patients, caregivers and health care providers, such as motion capture devices to provide real-time feedback for use in physical therapy, or social media tools to track the public response to the spread of diseases and identify new ways of responding to or coping with medical crises and other emergencies online.

- Developing tools and processes to create digital knowledge repositories for use in the arts and humanities, such as new approaches to interacting with 3D objects for use in art history courses, or using augmented reality devices such as Google Glass to provide real-time, location-based information about Florida history in a heads-up display.

Given the rapidly evolving nature of innovative technologies, each challenge would be pursued in a short time frame (such as a single semester) based on techniques used in rapid development environments such as maker-spaces, hack-a-thons, or start-up events. For any individual challenge, the goal would be to assemble an interdisciplinary team with the ability to develop a proposal or create a prototype system that, based on the outcome, could go in one of two directions: either the team could seek external funding to develop the idea further as a sponsored research project, or the team could pursue an information entrepreneurial approach, and seek to turn their prototype into a marketable product. With each completed challenge, FSU would strengthen its ability to assemble interdisciplinary, collaborative teams, and further develop the infrastructure needed to support advanced digital knowledge projects.

Benefits to the University and the State

The development of the proposed Collaboratory will offer immediate benefits including:

1. Creating new capacities to address critical boundary-spanning problems and retool research and scholarship for the 21st century;

2. Connecting faculty, staff, and students across campus who are engaged in the study, creation, and use of digital knowledge in distributed environments;

3. Offering unique experiential learning environments that involve students as active participants in interdisciplinary research and developing projects; and

4. Providing new opportunities for information entrepreneurship for faculty and students.

Additional longer-term benefits of the FSU Collaboratory include further distinguishing the university as a home for collaborative research and interdisciplinary education; promoting FSU to prospective students as an innovative destination for a research-based curriculum; involving active students at various levels in research projects and providing a platform to assist them in building their own research; and championing the status of the University as a knowledge creator to the community and the broader public.

Initiative Requirements

Developing a collaborative research and experiential learning environment where everyone feels at home—from faculty interested in using their latest data mining tools to students seeking to develop the next killer mobile app—will build on FSU's substantial, but widely dispersed expertise in digital scholarship. We envision a five-year effort that will bring existing expertise together through seed funding in showcase projects and establish the Collaboratory as a home for research and develop closer collaborations between existing faculty and attract outstanding young faculty. We propose recruiting existing faculty and hiring new faculty in a wide range of disciplines with interests in working closely with the Collaboratory. Sustained success will require supporting these efforts with key personnel, including an initiative director, research development, technology, technology transfer, finance, administration, graphic design, web and public relations support and startup funding to attract the initial cadre of outstanding students.

Expected Outcomes

The Collaboratory will focus on helping FSU meet the goals for pre-eminence status, and result in the following outcomes:

1. Post-doctoral funding

2. Increased opportunities for research funding

3. Increased disclosure of processes, procedures and activities leading to patents

4. Student recruiting

5. Student retention