

Administration and Financial Support

Administration

STANDARD V.1: The School is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the School within the general guidelines of the institution.

Management at the University of Michigan is very decentralized. Most decision-making authority resides with the dean. At the School of Information aspects of this authority are further delegated to associate deans and senior staff reflecting a commitment to place decision-making authority closest to operations. The School of Information is one of 18 schools and colleges (excluding the University of Michigan- Dearborn and the University of Michigan- Flint), which together comprise the University of Michigan. The School of Information is established as an independent organization within the University of Michigan by Regent By-Law Chapter XI Section 11.10. The Bylaws of the Board of Regents of the University of Michigan state that the management of the affairs of the schools and colleges, subject to Regental approval, is placed in the governing faculties, the deans, and the executive committees. This bylaw further states that the executive functions of the School of Information shall be performed by a dean. The affairs of the School includes the intellectual content of its programs, the selection and promotion of its faculty and the selection of its students. The schools and colleges of the University of Michigan report to the provost and executive vice president for academic affairs. The School operates in accordance with University Bylaws and Standard Practices and its own policies and procedures.

The School manages and determines its intellectual content with the assistance of a Curriculum Committee. The School manages, selects and promotes its faculty with the assistance of a Faculty Search Committee and a Tenure and Promotion Committee.

Selection of students is the task of the School's Master's and Doctoral Student Committees. The Rackham Graduate School also provides the minimum criteria for admitting students to our programs; however each unit has the autonomy to modify these criteria to provide the highest quality of students in its programs.

For further information about the bylaws of the U-M Board of Regents, see www.umich.edu/~regents/bylaws11a.html; and for further information about the U-M Standard Practice Guide, see www.umich.edu/~spgonlin/.

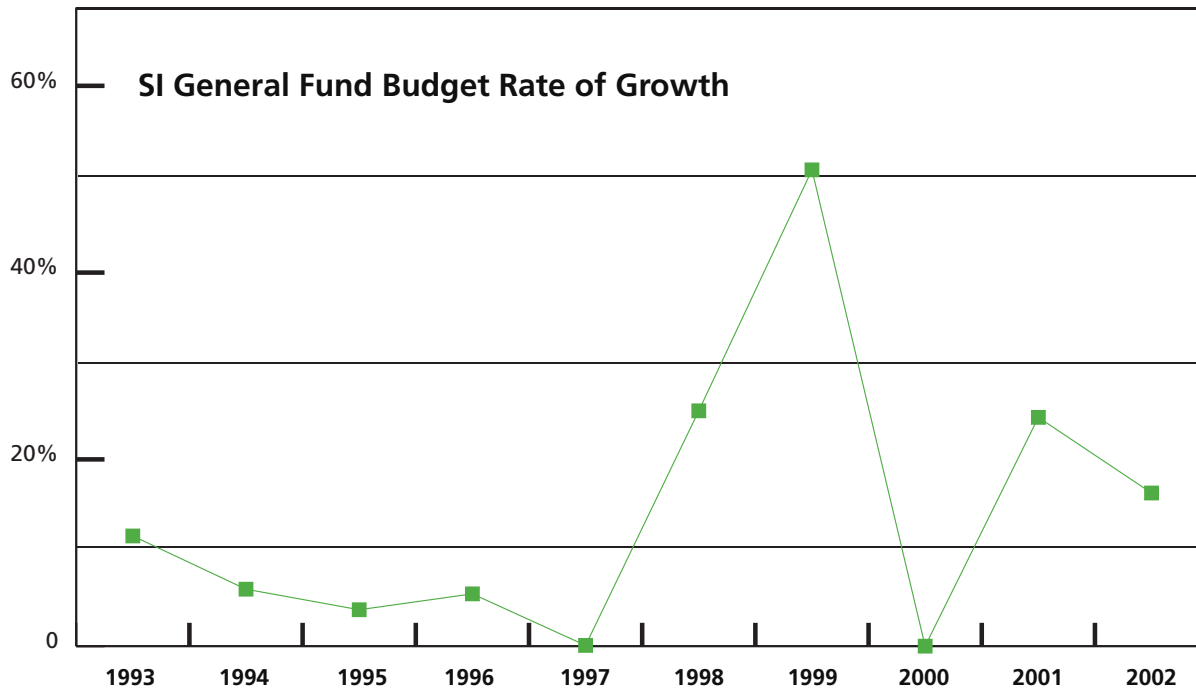
STANDARD V.1: The parent institution provides the resources and administrative support needed for the attainment of program objectives.

Support for the School from the parent institution is and has been very strong for many years. The University has invested heavily in the many new strategic initiatives undertaken over the last few years and has worked to provide the necessary infrastructure support so critical to the success of a school like ours. The table below shows the growth of the School's general fund budget over the last 10 years. The table also hints at the "wild ride" the School has been on as growth in its programs has driven dramatic change.

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Chart E 1: SI General Fund Budget Rate of Growth



While the State of Michigan is experiencing a recession along with the rest of the country, the State Legislature decided to hold the appropriation to higher education constant in this budget year. This was certainly very good news for Michigan and the School of Information. But uncertainty remains. Leadership at the University is anticipating the need for a mid-year budget recision when a new Governor and legislature take office in 2003. The University asked us to make contingency plans in the event that such a recision were to happen. The School will be hard pressed to make such cuts but plans have been made to defer capital improvements and to use the minimal reserves available to weather such a cut. Looking to the future, continued growth in both the School's enrollments and programs of sponsored research will be necessary to sustain its growth and stability.

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

The faculty, staff, and students of the School of Information have the same opportunity to participate in the life of the University as do those of comparable sized units within the University.

Opportunities to participate in the general life of the University are communicated to each School or College by E-mail and campus mail. Generally, the dean is asked to recommend one or more individuals to participate in special groups to represent the interests of the School of Information. The dean himself also serves on committees and task forces, the most recent example being the President's Information Revolution Commission (PIRC).

Faculty are represented on the University Senate, a body of faculty which makes recommendations to the President on the management of the University community. Faculty are also tapped to participate in task forces and committees throughout the University. SI students have been actively involved in activities across

campus. There are several official student organizations within the School, chief among them the School of Information Student Association (SISA). Requests for student participation are forwarded on to the student organization, and they pick a member of the student body to represent them. Many opportunities present themselves to staff through their interaction with central administrative units. Several staff currently hold advisory roles on University-wide committees and task forces. Staff participate in the following University-wide groups:

- Budget Administrator Group
- Facilities Planning Group
- Human Resources Communication Group
- Human Resources Unit Liaisons
- Financial Unit Liaisons
- Student Unit Liaisons
- Benefits Policy Advisory Committee
- Sponsored Programs Initiatives Team

The School has unique administrative relationships with other academic units which enhance the quality of life in the School. Through joint faculty appointments and multidisciplinary research agendas the School has the opportunity to interact with a variety of units on campus. This cross-cooperation has led to campus-wide exposure of the work that is being done in the School.

STANDARD V.3: The executive officer of the program has title, salary, status, and authority comparable to heads of similar units in the parent institution.

The executive officer of each school and college within the University of Michigan is titled “dean.” Compensation of the dean of the School of Information is comparable with similar units. His authority is defined by Regent’s Bylaw 11.10, “The executive functions of the School of Information shall be performed by a dean.” The current dean of the School of Information is John L. King. Appendix E 1 shows that the dean’s salary is comparable with that of his peers.

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

The School of Information has been fortunate to enjoy, throughout its history, strong and innovative leadership from its deans and senior faculty. A new chapter began at SI on January 1, 2000 as John L. King took the helm as the School’s sixth dean following a worldwide search for a successor to Daniel E. Atkins. Dean King’s leadership has led to a very cooperative relationship with the top university administrators and features the continuation of strong central support for our School and the School’s direct participation with the administration in several strategic campus wide initiatives. These include the President’s Information Revolution Commission, setting a direction for the University’s Media Union and initiatives to strengthen the University’s information technology infrastructure.

Prior to assuming the role of dean at SI, John L. King played many critical roles at the University of California-

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Irvine, including service as chair of the Department of Information and Computer Science. As a long-standing and vital member of the UC Irvine community, he stepped in when needed to provide leadership to the Graduate School of Management and the University Library. King also served as chair of the University of California Committee on the Library and as a member of the System-wide Library and Scholarly Information Advisory Committee. In 1990 he served as the Marvin Bower Fellow and Visiting Professor at the Harvard Business School. He has been principal investigator or co-principal investigator on many grants since 1978 and the author of more than 150 articles, papers and book chapters. His current research focuses on the development of the high level requirements for information systems design and implementation. This research analyzes organizational and institutional forces that shape how information technology is developed and the consequences of that development for organizational and institutional behavior. King is a member of the Association for Computing Machinery, the American Association for the Advancement of Science, the Association for Information Systems, the Institute for Operations Research and the Management Sciences (INFORMS), and the Academy of Management. He was editor-in-chief in 1993-98 of the INFORMS journal, *Information Systems Research*, has been co-editor-in-chief of *Information Infrastructure and Policy* since 1989, and is a member of several other editorial boards, including that for the *Journal of Strategic Information Technology* and the *Association for Computing Machinery Computing Surveys*, for which he was associate editor from 1989-97.

Dean King has been a catalyst in encouraging faculty to critically examine the role of SI in providing intellectual leadership and new dimensions for librarianship and other information professions. While encouraging the School to strengthen its existing base, he has also emphasized the need to seek new challenges and roles. He has worked actively to secure the School's financial base and garner additional resources, as well as to gain support and endorsement of the School's mission, by reaching out to a diverse set of audiences in academe, industry, and the library and information professions. In coming on board as dean one of his priorities has been to strengthen the LIS base of the School, and under his leadership the LIS faculty has undertaken a strategic planning process to shape the program for the next decade, a new LIS faculty member has been hired, and significant progress has been made to achieve salary parity for LIS and ARM faculty. His vision, and ability to include a diverse, multidisciplinary faculty in one mission, has formed the basis for new directions within the School. By having joint faculty appointments with other University of Michigan units, the design of the School facilitates the interaction of faculty and students from diverse educational backgrounds and interests. The School promotes socialization of students into the field through practical engagement activities, internships and financial support of student professional groups.

As one of the most multidisciplinary schools on campus, the School of Information provides its students with the unique opportunity to work with faculty from a variety of disciplines including, but not limited to, engineering, computer science, economics, business, psychology, political science, public policy, law. The new curriculum encourages students to supplement their studies in the School of Information with cognate and related classes from units across campus. Specially designed curriculum programs allow faculty and students to shape the academic experience to prepare students for the emerging professions in the next generation of information specialists.

The School of Information gives financial support to all University sanctioned student professional groups. The largest group, the School of Information Student Organization, receives \$500 annually from the School. Smaller groups receive \$100 in funds. In addition to these funds, student professional groups have access to department copiers, a fax machine, a telephone, storage space for their records and meeting rooms.

STANDARD V.4: The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities.

At SI, considerable resources have been committed to support staff infrastructure with the clear goal of establishing a school with human resources adequate to achieve its important mission. A higher level of staffing is required within the Schools and Colleges that make up the University of Michigan precisely because it is so decentralized. Many functions that are handled centrally at other universities are handled directly by the schools and colleges at Michigan. The tables below give two separate views of staffing overall. The first view is by department within the School and the second view is by job family. Please note that staffing comes in two distinct flavors, staff support on instructional budget (General Fund) and staff supported on sponsored funds. Following the tables is a description of the sort of support provided by the departments within SI.

Related to the funding of staff, the School faces one remaining challenge. The reader can see below that there are two categories of staff supported on sponsored funds that must eventually be moved to general funds. First, our PEP/AO staff performs an instructional support role that is critical to the School's curriculum. PEP/AO is the Office of Practical Engagement Programs and Academic Outreach. This department was first created using sponsored funds to bootstrap the activity. However, from the beginning it was understood that these activities must eventually be supported by the instructional budget.

Table E 1: Staffing by Department

SI Non-Academic Staffing By Department		
Staff Supported on General Fund		
Department	Head Count	FTE
Administration	14	13.1
Computing Services	8	8
Development	3	3
Media Services	3	2.5
Student/Career Services	6	6
Sub-total	34	32.6
Staff Supported on Sponsored Funds		
Department	Head Count	FTE
Alliance for Community Technology	3	3
Administration	3	3
Journal Storage (JSTOR)	24	22.7
Academic Outreach and Practical Engagement Program	4	3.25
Internet Public Library	2	1.35

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Space Physics and Aeronomy Research Collaboratory	2	2
Socio-Technical Infrastructure for Electronic Transactions (STIET)	1	1
Sub-total	39	36.3
Total	73	68.9

Table E 2: Staffing by Job Family

SI Non-Academic Staffing: By Job Family		
Staff Supported on General Fund		
Department	Head Count	FTE
Professional/Administrative	26	25.1
Interns	1	1
Office	7	6.5
Sub Total	34	32.6
Staff Supported on Sponsored Funds		
Department	Head Count	FTE
Professional/Administrative	27	24.3
Interns	4	4
Technical	7	7
Office	1	1
Sub Total	39	36.3
Total	73	68.9

In the area of administration staff are responsible for strategic planning and budget development, human resource management, business and financial management, facilities management, sponsored programs support, and secretarial/clerical support.

Eight staff provide support for the extensive networked computing environment at SI. In addition to a computing manager, staff are responsible for Windows support and networking, Macintosh support and networking, UNIX file server support, E-mail and Web systems support, Novell file server support, and administrative support. In addition, this group has one full-time intern who assists in most areas of operation.

Development activities of the School are supported by a development officer, an alumni relations officer, and a secretarial support person.

Media services develops and manages the School's Web site, develops all of the School's printed materials including recruiting and admissions materials and provides strategic assistance to the recruitment activities of the School. A media manager, a senior editor, and a junior editor handle these critical functions for the School.

Student and career services staff are responsible for admissions of both master's and doctoral students and curriculum support, student advising, student support through graduation, the processing of financial aid, career services and assistance, and student recruiting. This group is led by a director of student and career services.

STANDARD V.4: The staff contributes to the fulfillment of the school's mission and program goals and objectives.

The staff manages and supports all areas of the School: academic clerical support, financial services, alumni and donor relations, student services, personnel services, information technology and outreach activities.

As the School has grown over the past few years, staff has been added to support the expansion of the faculty ranks and the broadening of the scope of the School's mission. Staff supports the entire infrastructure of the School by staffing all committees, coordinating the activities of the School, maintaining financial reporting systems, and supporting student needs. Forty-eight percent of the staff have baccalaureate degrees and 27% have master's or doctoral-level degrees.

The staff performance and evaluation process includes a discussion of the School's mission and the role that individual staff play in helping to advance the School in its mission.

STANDARD V.4: Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

The dean is assisted in strategic planning by the Dean's Advisory Committee. This committee advises the dean in policy issues, decision-making, problem resolution and delivery system design. The committee is a subset of the larger faculty, and some issues discussed by the committee are presented and discussed at the monthly faculty meeting. Oftentimes, Dean's Advisory Committee members talk individually to other faculty to solicit their feedback on issues discussed in the committee. Membership includes the dean, both associate deans, and three governing faculty. Faculty appointments are such that one person serves a two-year term and the other two serve one-year terms. Advisory committee members are nominated by their faculty peers.

Financial Support

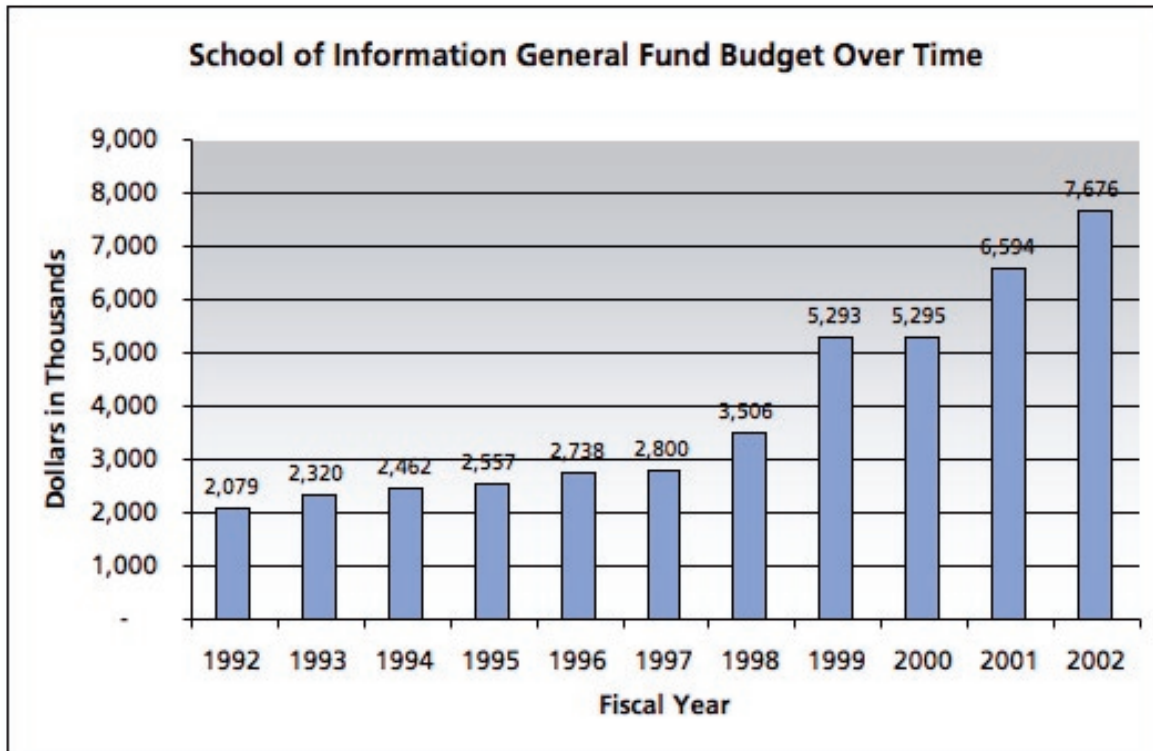
STANDARD V.5: The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards.

The table below shows the School's general fund base budget over ten years. The School's level of base support from the parent institution has continued to grow over this period. The growth in general fund base budget has resulted from two strategic plans, one established in 1996 and one developed in 2000 which recognized the dramatic changes occurring in the School's mission and undertaking. This funding represents a commitment on the part of the University to do its part in supporting real growth within the School of Information.

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Chart E 2: School of Information General Fund Budget Over Time

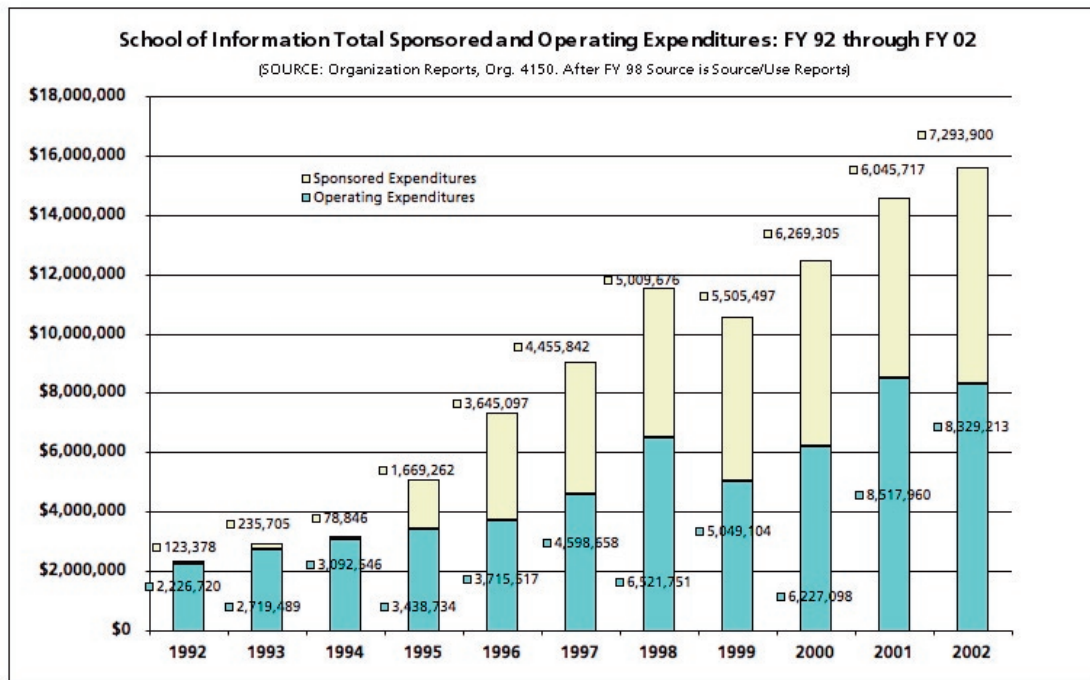


Beyond the School's critical general fund support from the parent institution, the School receives substantial support from Foundations, the Federal Government and others to carry out its programs of research, public service and instruction. Growth in this category of support began a dramatic rise in fiscal 95. That trend has continued through fiscal 2002 and will also continue during fiscal 2003. The table on the following page shows total expenditures over a 10-year period and differentiates between sponsored research and other operating expenditures.

STANDARD V5: The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.

The School of Information has been on a high growth trajectory for the last several years. To the extent that enrollments and sponsored research volume increase, the School will enjoy concomitant growth in revenue.

Chart E 3: School of Information Total Sponsored and Operational Expenditures FY 92 Through FY 02



Our history and our projections both point to continued growth in both of these measures. The table above shows the dramatic increase in sponsored research. Table D 6 on page D 9 of the Students section of this document shows the pattern of new students entering our program. During the past three years, the School has seen steady growth in this number. The anecdotal evidence (numbers of applications and requests for information) for the coming year indicates another strong increase in new student enrollments. The faculty believe this is an indication that total enrollments will continue to steadily rise. The School budget is in large part determined based on the level of student enrollments and the level of sponsored expenditures. All of the indicators at this point in the School's history point toward continued steady growth in both of these areas.

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

Salaries at the School of Information compare favorably with salaries campus-wide. It is the responsibility of each dean to assure that equitable salary relationships are maintained within the unit. The University requires that appropriate salary relationships be maintained for staff within the same or related classifications considering such distinguishing factors as performance, level of education and length of service. Special care is exercised to assure that salary differences are independent of race and gender. The administrative staff of the School assist the dean in this responsibility by performing equity studies for all new staff hires. Through controlled access to personnel data and data access tools, administrative staff have the capability to perform such reviews. Each review takes into consideration level of education, years of direct or related experience, years in the classification and special circumstances and accomplishments. Market factors are also taken into consideration particularly when making faculty offers. Because the faculty of the School of Information come from so many different disciplines maintaining equitable relationships within their ranks is quite challenging. The dean has explicitly addressed several faculty equity issues directly and is committed to establishing and maintaining equity within the School.

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Please see Appendix E 2 for a table showing how faculty at the School of Information compare with their colleagues across the University. This table compares actual average full-time salaries as of 2002.

STANDARD V.7: Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution.

University policy regarding leaves of absence, including sabbatical leaves with pay, are spelled out in the University's Standard Practice Guide section 201.30. These policies apply equally to all faculty at the University of Michigan. Each school or college is required to cover the costs associated with approved leaves with pay.

Each school and college establishes its own policy regarding school-funded travel and professional development. The School of Information compares favorably with other schools in the expenditure of professional development and travel funds. Please see Appendix E 3 for a table comparing total travel during fiscal 2002 among units of the University.

STANDARD V.7: Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

Students are encouraged to apply for need-based aid programs administered by the Office of Financial Aid (OFA). Students from the School of Information have the same access to these resources as do all other students on campus. This aid comes mostly in the form of loans. In addition to aid from the Office of Financial Aid, the School administers several merit and target of opportunity aid programs directly. These programs are funded by financial aid funds appropriated directly to the School and the School's endowment. During 2002 these programs awarded \$802,369 in aid to our students. Finally, because sponsored research has become a significant component of the School, opportunities for research assistant positions have increased dramatically. These positions offer students stipends, tuition and health care. During fiscal 2002, assistantships for master's and doctoral students totaled \$1,740,713. Included in this total are those students selected for the University Library Associate programs. These awards are primarily merit based awards. The School also maintains a separate budget for opportunity awards to attract under-represented minorities.

Two other significant forms of assistance factor into student support. These are salaries paid to graduate student research assistants working on sponsored research activities within the School and the associated fringe benefits which come from such appointments (specifically tuition assistance and health insurance). In fiscal 2002, the School provided \$835,095 for Graduate Student Assistant salaries and \$905,618 in tuition grants for both master's and doctoral students. These two forms of assistance represent significant financial support to our students.

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

The dean is assisted in his executive functions by the governing faculty meeting monthly as a group, the Dean's Advisory Committee and the Dean's Cabinet. Fiscal and administrative policy review and development emanates mostly from the Dean's Cabinet. Academic policy review and development emanates mostly from the Dean's Advisory Committee.

The School has four main policy and planning groups which together help table the course for the School and review its operations. These are:

- The School's governing faculty (meets monthly during the academic year)
- The Dean's Advisory Committee (selected faculty and associate deans, meets monthly)
- The Dean's Cabinet (faculty in administrative roles and senior staff, meets monthly)
- The School's External Advisory Committee (highly distinguished practitioners in information fields)

In addition to these four main groups there are several other standing committees that focus on very specific aspects of school operations. Examples of these include the Master's Committee (admissions, recruiting, course offerings), the Curriculum Committee (curriculum and planning for course offerings) and the Doctoral Student Committee to name just a few. Most of these committees have both students and staff among their membership. Each committee engages in extensive work in a specific area of the School. This work is summarized and discussed among the governing faculty and the main policy committees of the School as decisions are being reached.

The University of Michigan Senate Assembly coordinates evaluations of deans in each of the units. This evaluation occurs in the dean's third year. In winter 2003, the faculty of SI will have an opportunity to review the dean's leadership and administration. The process includes the dean and faculty providing input into the survey instrument.

Summary and Conclusions

The School of Information has received the highest percentage increase in University support for the past three years. We are certainly one of the smallest schools at the University but we are an integral part of its mission. The dramatic growth in our level of funding is a clear indication of the important and central role that SI plays within the larger University. We have and will continue to meet our objectives due to the strong support of the University and the dramatic growth in our funding for research and public service. Our slowly but steadily growing endowment and our deep commitment to financial aid for our students allows us to continue to offer strong student assistance as we grow. Because the University is so decentralized the School is free to set its own tuition rates, to enroll its own cohort of students, develop its own intellectual content and select and promote its faculty, all within the general guidelines of the institution. The Schools faculty, staff and students are actively engaged in institutional policy making activities and bodies and are very well represented overall considering our small size. The School's relationships with other academic units are broad and productive. Our dean is actively engaged with other deans on campus on several initiatives and these relationships, as well as those of the faculty and staff, enhance the intellectual environment at SI and foster multidisciplinary interaction. The School is led by a seasoned and well-respected executive officer. He nurtures an intellectual environment that fosters and enhances the School's ability to achieve its mission. He and the faculty are deeply committed to developing leaders for the future and they actively promote the socialization of our students into their respective fields. The School is extremely well served by an excellent and adequate support staff. This staff supports the deans and faculty in every aspect of the School's performance and is relied upon to maintain its daily operations and infrastructure. The staff contribute to the fulfillment of the Schools mission in many ways, often indirect, but ultimately supporting the teaching, research, service, creation of new knowledge and the development of new information professionals which is so central to our mission. The leadership of the School is further enhanced by its faculty who regularly participate in evaluation of its decision-making processes.

Appendix E 1

Salaries of Deans at the University of Michigan

School/College	Annual Salary
Medical School	\$334,423
Business School	\$320,000
College of Engineering	\$283,692
Law School	\$271,312
College of Pharmacy	\$243,943
College of Literature, Science, and the Arts	\$241,000
School of Public Health	\$234,780
School of Music	\$234,000
School of Dentistry	\$230,094
School of Social Work	\$222,413
School of Information	\$218,400
Rackham Graduate School	\$211,980
School of Nursing	\$210,637
School of Art and Design	\$203,232
College of Architecture and Urban Planning	\$194,342
School of Public Policy	\$192,920
School of Education	\$192,915
School of Natural Resources and Environment	\$180,000

Appendix E 2

Comparison of University of Michigan Professorial Salaries

Average Salaries as of 2002, Ann Arbor Campus		
	Median Nine-Month Salary	
	In School	In University
Professor	\$144,900	\$106,379
Associate Professor	\$86,268	\$73,535
Assistant Professor	\$70,622	\$56,784
	Average 12-Month Salary (Mostly Medical School)	
	In School	In University
Professor	\$162,805	\$149,483
Associate Professor		\$122,253
Assistant Professor		\$102,500

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Appendix E 3***Comparison of University of Michigan Travel, Hosting,
and Transportation Expenditures, Fiscal Year 2002***

School/College	Amount
Medical School	\$11,836,243.38
College of LS&A	\$7,461,941.11
College of Engineering	\$5,347,440.22
Business School	\$4,166,417.51
School of Public Health	\$2,285,206.02
Law School	\$1,471,421.60
School of Education	\$1,272,987.40
School of Dentistry	\$945,658.50
Rackham Graduate School	\$630,246.28
School of Information	\$619,583.07
School of Music	\$593,142.30
School of Social Work	\$492,321.36
School of Natural Resources And Environment	\$365,874.82
School of Nursing	\$316,749.22
College of Pharmacy	\$282,569.56
School of Art And Design	\$248,127.17
College of Architecture And Urban Planning	\$244,236.42
School of Public Policy	\$183,868.58
Division of Kinesiology	\$110,340.37