

## SECTION A: GENERAL SELF EVALUATION

### 1. Who we are; our strengths and accomplishments

Over the past several years, the Information School (iSchool) has undergone a profound transformation, from the Graduate School of Library and Information Science, housed administratively within the Graduate School and physically within Suzzallo Library, to the broad-based Information School of today. Student enrollment has risen from 150 in one graduate program to over 600 in four degree programs at all levels, including distance education and executive education programs. A faculty of 6 has become a faculty of nearly 40; 2 staff have become over 20, the annual budget has risen almost 20-fold, research expenditures have grown from effectively nothing to nearly \$2 million annually.

In many ways, the school is now an entirely new entity, and yet it shares many features with the unit that existed several years ago. Perhaps most importantly, we have always had a commitment to high-quality information education for the state and region dating back to the formation of a program in library economy in the early days of the twentieth century, the first such program in the western United States, and one of only six continuously accredited by the American Library Association since 1926.

In particular, the strengths of the Information School include:

- **A strong sense of community and culture, with a shared sense of purpose.** This is perhaps especially important given the broad nature of the faculty and programs of the school, ranging widely from information management to library services to human-computer interaction. In all of our work in curricular and program development, hiring and mentoring of faculty, research and scholarship, and so on, we act as a faculty of one, seeking common ground and operating by consensus in decision-making.
- **A strong portfolio of academic programs.** We have developed new or extensively revised degree programs at all levels, from undergraduate (BS in Informatics) through masters (Master of Library and Information Science – MLIS and Master of Science in Information Management - MSIM) and doctoral (PhD in Information Science). In each of these programs, we strive to offer high-quality and unique educational experiences, drawing on the strengths of our faculty.
- **A thriving research culture.** Our faculty has developed a research culture that is vibrant, encompassing, and interdisciplinary, including all faculty, work that is theoretical and applied, collaborative (within faculty, across campus, and with colleagues nationally), and involves students on all levels. See Section C for further discussion.
- **A commitment to mentorship of faculty.** The Faculty Development Committee was created to provide feedback and support of all faculty, particularly those on the path to tenure. Untenured faculty meet with the committee annually (tenured faculty less frequently), and prepare materials discussing their previous year's work, goals, and progress. While not part of the formal tenure and promotion process, these meetings are often very valuable in providing feedback and suggestions to faculty members in making their way toward promotion.

- **Connectedness to external constituencies.** Much of the success of the transformation of the school is due to strong partnerships with key people and organizations in the local and regional information community, including public and academic libraries, companies in the information industry, foundations, not to mention the school's alumni and friends. These groups have all contributed greatly to our growth and development.
- **Successful management of growth and change.** The school has undergone a radical and extensive transformation over the last several years, and that process has been exhilarating, unique, and also stressful and difficult at times. Learning how to incorporate rapid change into an organization has been one of our more important lessons, and one we hope to share with those interested.
- **A strong infrastructure.** Part of that growth has been the assembly of a top-notch infrastructure—human, fiscal, technological, space, and administrative—that underlies and supports the creative work of the school. Key here is the school's staff, whose hard work, dedication, and passion for the school's mission has been absolutely necessary to the school's successes to date.

## 2. Measurements of success

Given the broad-based nature of the school, a large number of intellectual traditions are represented, each of which has norms and expectations regarding scholarship and creative work, teaching style, work with doctoral students, and so on. For example, our faculty in the information science arena generally publish in refereed scholarly journals; the work of those in human-computer interaction, on the other hand, normally is communicated through refereed conferences. In addition, we believe we are creating a new academic and professional discipline, which may perhaps evolve its own sets of expectations. As a result, we do not have a widely-accepted set of criteria for overall success of units such as ours.

We assess ourselves in typical ways: faculty productivity (in terms of works published in a mixture of quality vehicles, projects undertaken, research support garnered) , success of students in finding professional positions, participation in the university and wider communities, sufficiency and stability of infrastructure, and the morale and esprit de corps of the school community.

### The Information School Movement

Our peer units are generally part of a larger set of schools generating what is now called the "information school movement". Schools such as these are those that are interdisciplinary by design, combine a number of degree programs, and have a large research enterprise. The first conference of such school was held in September of 2005 (and our school was one of the conveners); the list of attendees follows:

**University of California, Berkeley** -- School of Information Management and Systems  
**University of California, Irvine** -- The Don Bren School of Information and Computer Sciences  
**University of California, Los Angeles** -- Graduate School of Education and Information Studies  
**Drexel University** -- College of Information Science and Technology  
**Florida State University** -- College of Information

**Georgia Institute of Technology** -- College of Computing  
**University of Illinois Urbana-Champaign** -- The Graduate School of Library and Information Science  
**Indiana University** -- School of Informatics  
**Indiana University** -- School of Library and Information Science  
**University of Maryland** -- College of Information Studies  
**University of Michigan** -- The School of Information  
**University of North Carolina** -- School of Information and Library Science  
**The Pennsylvania State University** -- School of Information Sciences and Technology  
**University of Pittsburgh** -- School of Information Sciences  
**Rutgers, the State University of New Jersey** -- School of Communication, Information, and Library Studies  
**Syracuse University** -- School of Information Studies  
**University of Texas, Austin** -- School of Information

### **3. Areas for improvement; challenges and potential obstacles**

As the question states, no unit is perfect. While the last several years have had notable successes, there are also questions and challenges that lie before us.

#### Planning and evaluation.

In retrospect, our growth and development, while ultimately quite rewarding, has also been at times chaotic and happenstance. We often seized, individually or as a unit, on opportunities without fully assessing the advantages and disadvantages, planning for it strategically, and so on. This culture gave us great flexibility and freedom, and also sometimes yielded unseen difficulties months or years later. Those difficulties have, happily, typically been satisfactorily resolved. For many years we acted much like a start-up company, with the accompanying exhilaration and stresses; over the last year or two we have focused on a building a set of priorities for our work as a school, now agreed to by consensus. Our overarching priorities are:

- To maintain a healthy and supportive, dynamic and invigorating intellectual and social community that we all are proud of and want to be a part of.
- For iSchool research, teaching, and service endeavors to continue at the high level (or better) that we are at currently.
- To find ways for staff, faculty, and students to recognize and appreciate the unique situation and needs of each other.

And our guiding priorities are to: (more specific action items underlie each of these)

- strengthen and grow academic programs
- build the research culture
- develop relationships with business and the public sector
- establish a vision of public advocacy
- develop an image marketing plan

- expand the school's revenue base to support students and programs through increased fundraising
- engage in continuous evaluation, renewal, and improvement

In addition, we have rarely set up or articulated meaningful evaluation mechanisms or outcomes for many of our initiatives. We believe that most of what we done has been successful, but we lack benchmarks or absolute criteria by which to define or elaborate that more fully.

#### Serial opportunism.

This is allied with the above. A great many opportunities for growth, partnership or activity have been before us over the last several years (of our own creation, and offered by others). Most have been tempting; some have even been seen as necessary. Pursuing some of these without an overall detailed agenda or plan has on occasion led to a sense of serial opportunism. In large part, the effort described above to lay out our overall priorities is in reaction to this approach; this more principled sense of growth and development has permeated the fabric of the school and a more measured approach to such efforts appears to be taking hold. (For example, the fall of 2006 will be the first time in many years that we won't be implementing a new degree program or flavor of an existing program.)

#### Diffuse sense of the nature of the school.

There has been broad consensus on the overall direction, vision and mission of the school, as there has been on almost everything we have done. Yet it is also the case that among our community there is divergence of opinion as to what an "information school" is, could be and should be. This has been an object of discussion in faculty meetings and less formal settings, and has never fully been resolved. This can be a source of creativity and initiative; it can also be a source of friction and misunderstanding.

Our challenge in the years to come is likely to center on how and where to proceed, following this entrepreneurial, start-up period. Our community is a vigorous and creative one, and while a period of some consolidation and stabilization is widely recognized and valued, it will be necessary for us to decide how to continue to innovate and create, within a more principled framework, and without calcifying. (Indeed, one of our action items based on priorities discussions, is to "blow up the school" in about 2008 or 2009.) An important part of that process will, of course, be the transition in deans expected to occur during this academic year.

#### **4. Teaching, research and service**

It is not an exaggeration to say that the changes in the landscape of the information world over the last ten years have been among the most profound in the last several centuries. The most obvious changes have been of a technological nature, but it would be misleading to assume those are the only or even the most important set of changes our field is undergoing. The following list is meant to be illustrative only, to lay out the scope and breadth of dynamism in the information environment in these early days of the 21st century:

- Technological—the first Web browser was introduced in 1995, launching the Internet as a major force in many aspects of society, culture, commerce, etc.
- Societal—substantial demographic shifts are at work; an aging population with increasing proportions of people of color and great diversity of cultural and linguistic background will mean necessary changes in information services and resources to serve them.
- Economic—institutions of all kinds are questioning and revising the allocation of economic resources towards information functions such as those provided by libraries and technology installations, information resources such as licensed databases of scholarly journals, digital initiatives in government and business, and so on.
- Social/cultural—new forms of communication and creativity (such as digital video, web sites, blogs, podcasts, and so on) are competing with familiar forms.
- Political/legal—there have been substantial revisions to US laws regarding intellectual property, privacy, and a growing concern about security in the private and public sectors.

Our school comprises people from a large number of disciplines: computer science, information management, library and information science, management, policy and law, philosophy, education, public affairs, health care and biomedical informatics, and others. Working through the relationships between these disciplines, how they can contribute to each other and to a shared approach to the study of problems of information is a signal feature of our unit and will likely occupy much of our time and effort in the years to come.

The Information School has been a leader on the UW campus in distance education at the graduate level. Our distance flavor of the existing Master of Library and Information Science degree, launched in 2002, was the first full masters degree to be offered at UW in distance mode. In fact, it now enrolls more students (179) than our residential MLIS program (161), and is our largest single program offering, reaching a projected 210 part-time students by fall of 2006. Not only is that program highly competitive (roughly half of applicants are admitted; the norm for most high-quality programs in our field is an admission rate of 80% or greater), it has opened up opportunities for library education in the western United States to students who otherwise would likely have no such access.

It has also provided our faculty with an opportunity to explore new modes of pedagogy, and our students with new opportunities to learn. Many faculty now regularly incorporate “distance” techniques such as streaming audio/video lectures and online discussion sessions into residential classes. A student-run survey recently found that distance MLIS students were the most satisfied with their experience in the program, and felt closer to their faculty and each other than either residential or evening MLIS students; this and increased demand led us to double the capacity of the distance program and to phase out the evening flavor effective at the end of this academic year.

## **5. Our role and University expectations**

As a relatively new unit, the iSchool has been able to closely align university expectations and our role. For example, in addition to covering the information field with a range of academic and professional programs, the University turns to us for expertise in information and

instructional systems management. We've done that through close collaboration with Catalyst and PETTT, and with chairing the Academic Technology Advisory Committee. We are quite comfortable with this role. We are also encouraged to forge new ground with quality fee-based and distance learning programs, and we are pleased to serve in that way as well.

## **6. Faculty participation in governance and strategic planning**

Ours is a culture of consensus. Faculty meetings, with the exception of executive sessions for personnel discussions, are open to all members of our community. Many staff attend, as do representatives of student organizations who have chances to provide feedback at each meeting. Indeed, with the exception of personnel matters, it is rare for us to vote at faculty meetings; we prefer instead to aim for consensus and common ground.

Faculty governance is strong, and planning takes place transparently and openly. Our Elected Faculty Council consults regularly with the Dean and administration on budgetary matters; faculty members serve as program chairs with great responsibility for the planning and administration of each of our degree programs. Half- and full-time lecturers are full participants in all levels of governance from committees through faculty meetings; our MSIM program chair, Mike Crandall, is a full-time lecturer.

## **7. Mentoring**

The mentorship of our untenured faculty (a word we prefer to “junior”) is of great importance to us. Each untenured faculty member has a tenured mentor who meets with them at least quarterly and offers support and guidance as their careers move forward. The Faculty Development Committee is another important source of assistance to all faculty, in particular the untenured.

# **SECTION B: TEACHING**

## **1. Faculty course loads and teaching responsibilities**

Please refer to Appendix I.

## **2. Allocation of teaching responsibilities**

Teaching responsibilities are allocated through a collaborative process, beginning a year before the start of each academic year.

- In the fall, each faculty member’s teaching load for the following academic year is established with the Dean’s office and Human Resources, and verified with all faculty. This load number, combined with the budget for part-time instructors and extended faculty, form the course budget for the year.

- At the same time, the chairs of each degree program, in consultation with student services staff, propose courses to be taught for the coming year.
- These lists are assembled and reviewed by the Associate Dean for Academics, making sure the number of courses to be offered stays within the course budget for the year, and suggesting revisions, deletions, additions where necessary.
- The final list of courses to be offered is distributed to all full-time faculty (including full- and half-time lecturers), asking them to list their teaching preferences for the year, as well as preferences for times and dates for courses.
- After all preferences are submitted, assignments are made in a meeting of program chairs, the Associate Dean, and the Curriculum Manager. In making decisions, we look first for unique choices (only one person per course, only one course per faculty), then individual first and second choices for everyone (favoring the preferences of untenured faculty where we could), then to default choices (after those steps completed, only people left, only choices left), and finally assigning people as necessary.
- A similar process is then followed for remaining courses with doctoral students who wish to teach as part-time instructors.
- Remaining courses are filled by part-time instructors and extended faculty, generally information and library practitioners in the local area.

This process generally concludes by January, to facilitate time-and-date schedule for the following Autumn Quarter. After that point, changes are made in teaching assignments to accommodate leaves, new faculty hires, research grants, and so on, either by filling classes with extended faculty or swapping between faculty. The process throughout is highly collaborative and collegial, under the overall supervision of the Associate Dean for Academics.

### **3. Faculty involvement in undergraduate student learning and development**

Faculty engage with undergraduates through advising (academic and career related), and provide formal and informal mentoring and supervision in a variety of relationships, including internships (INFO 495), independent study (INFO 499), and faculty-sponsored research involvement, and as assistants for classes. In addition, the structure of the Informatics program - - which requires each major to undertake a significant student-defined capstone project -- encourages students to seek out faculty for topic area advise, mentoring, and consultation beyond the experience of those in courses in which they are enrolled.

While the Informatics program is still a fairly new, it has a carefully-crafted innovative curriculum and clearly articulated student learning objectives (available). In an effort to continually refine and improve the program, the Informatics Program Committee has been involved in conducting assessments of student learning, course and curriculum reviews, and survey of student and alumni feedback. *Section F: 3. Bachelor's degrees*, provides a thorough accounting of the program's curriculum and faculty involvement.

### **4. Involving undergraduates in research and scholarship**

Upon admission to the major, students are encouraged to seek out faculty members for research opportunities, or to identify areas of interest in research or involvement that prepare them towards identifying Capstone interests. Subsequently, many students have found opportunities with iSchool faculty-sponsored research projects (Friedman, Pratt, Jones, McDonald, Ivory-Ndiaye, Hendry, Efthimiadis, etc) and with outside department faculty and researchers (e.g., Biomedical/Health Informatics, Intel Research Lab, etc.). In addition, the Capstone provides an opportunity for students to experience in-depth student-defined research, under the mentoring of a faculty member.

Student achievements and awards attest to the extent and quality of the undergraduate research and scholarship experience. These accomplishments include Mary Gates Scholars 2000-05, Undergraduate Research Symposium participation (one of the highest rates of participation per-capita among all majors on campus), CRA Honorable mention, AAAS award, national conference presentations (HCI, AAAS, Biomedical Informatics, etc), and student publications.

### **5. Departmental evaluation of instructional effectiveness of faculty and impact of teaching on student learning**

We use the typical Office of Educational Assessment (OEA) course evaluation forms for all classes. Instructors choose from among the OEA form options, and evaluations are administered at the end of each course. Results of these evaluations go directly to faculty, with summaries to the Associate Dean for Academics.

In addition, the school has a peer review program for all full- and half-time faculty, including lecturers. Each member of the faculty is reviewed by a colleague each year. Faculty members meet with their reviewers first, to discuss what course the reviewer should visit, and what specific things the faculty member is interested in getting feedback about. The reviewer looks over the course syllabus, relevant readings and assignments, then visits the class (or the web site for a distance class) and then meets again with the faculty member to debrief. Finally, a report is written which goes to the faculty member, with a copy to the associate dean. This process is meant to be of help to the faculty member in improving their instructional skills and techniques as well as evaluative.

### **6. Undergraduate teaching and learning: support for junior faculty and teaching assistants**

In addition to the mentorship, faculty development, peer review and course evaluation processes mentioned above, we have appointed a member of the faculty who is specifically tasked to assist and mentor part-time lecturers and extended faculty to provide liaison to the school, instructional support and consultation.

The iSchool is unusual in that it employs undergraduate "teaching assistants" on a regular basis for selected classes (INFO 100 and a few upper-division elective classes.) While the graduate Teaching Assistants are required to attend CIDR's TA conference as part of their assignment,



undergraduate assistants are hired on an as-needed basis. These undergraduate assistants are mentored and supervised by the faculty instructor. In the past year, we have begun to coordinate the applicant review process (between staff and/or faculty) to ensure the quality of hires. In the near future, we hope to have a policy document for undergraduate assistants that outlines responsibilities and obligations that can be used and signed by both faculty and student to acknowledge awareness of key critical issues (such as confidentiality/privacy, FERPA, grading, etc.) pertaining to their instructional roles.

## **7. Tracking and promoting innovation and best practices for undergraduates and graduate students**

As a young program, the Informatics program is currently compiling accomplishments and innovations, while under continual self-evaluation to identify successful aspects of the program and to establish "best practices." Interestingly, (David McDonald, Informatics Program Chair, states that) the Informatics program is in fact a national trendsetter, a leader in the area of "best practices" in the field, particularly in two areas: 1) applying studio methods in traditional classroom-settings for design instruction (e.g., INFO 424, 440); and 2) establishing a comprehensive student-defined culminating experience, i.e., "the capstone", as a requirement of all majors. (While other programs may have the senior thesis or other capstone projects, the Informatics capstone is significantly different in that it is student-defined, and comprehensive in its range of activities and requirements, including executing the project, writing, implementing technology, and public presentation, etc.)

## **SECTION C: RESEARCH AND PRODUCTIVITY**

### **1. Promotion, salary and retention**

The Information School has established tenure and promotion policies and procedures. These are based on the Faculty Code of the University of Washington as explained in the University Handbook. Faculty members are notified that they are eligible for tenure or promotion by March 1 of the academic year prior to the academic year in which the decision will be made (i.e., two years before the decision would take effect). Faculty scheduled for review meet with the Dean to confirm the process and establish a timetable and prepare a memo to the Dean and the Chair of the Personnel Committee suggesting 6 senior outside reviewers. The memo includes a brief explanation of the reviewers' credentials and full contact information. The Dean selects 3 from this list and adds 3 other senior, well-respected faculty in the information or relevant academic field(s). Reviewers are asked to evaluate the faculty member's research record and any first-hand knowledge of the faculty member's teaching or service.

The faculty member prepares a packet of materials that are representative of his or her research, scholarship, and creative efforts. Reviewers are contacted to confirm that they are willing to serve and are sent the packet of materials for their review. The faculty member also prepares a full portfolio for the Review Committee(s). The full portfolio includes all relevant and supporting evidence of research, service, and teaching. Teaching evaluations (including course

evaluations and other formal review documents) are compiled for the Review Committee(s) by the Dean's office. Written assessments are also sought from current School faculty and former and current students.

For decisions of tenure and promotion to associate professor, there is a formal review by the Personnel Committee. This is followed by a meeting and a vote of the Extended Personnel Committee (composed of the Personnel Committee and all tenured faculty with the rank of associate or full professor). The committee decision (with explanation and evidence) is forwarded to the Dean.

For decisions of promotion to full professor, there is a formal review by the School Personnel Committee. This is followed by a meeting and a vote of the Extended Personnel Committee (composed of the Personnel Committee and all full professor faculty). The Extended Personnel Committee recommendation (with explanation and evidence) is then forwarded to the Dean.

The Dean of the Information School reviews the recommendations of the review committees and the evidence and forwards a recommendation with explanation and evidence to the Provost who makes a final decision and recommendation to the President. If tenure or promotion is to be granted it is conferred by the President acting for the Board of Regents.

The Information School also has a procedure for making recommendations and decisions on faculty salary increases. The faculty are guided by the University of Washington Procedure for Salary Increases Based Upon Merit. An open meeting involving all tenure-track faculty is conducted by Spring Quarter where each faculty member briefly presents their achievements from the past year. Faculty Annual Curriculum Vitae Update Forms are also prepared by each faculty member and these are made available in a secure electronic form to all tenure-track faculty to review. All tenure-track faculty rate each other using Faculty Merit Assessment Forms. These are completed after the open meeting, and after the Faculty Development Committee meetings and letters are completed. There are four rating scales provided: (1) research, (2) teaching, (3) service, and (4) overall. The overall rating scale (4) is not considered an additive or summary compilation of the others; rather it is treated as a holistic assessment of the degree of merit of a faculty member. All forms are submitted to the Dean. Ratings and forms are confidential; anonymous to the faculty, but open to the Dean. Each faculty member is provided with a tally of ratings and ratings forms with the names of reviewers removed.

All faculty deemed "meritorious or better" on the overall rating scale (4) by at least 50% of the assessments receive the 2% salary increase. For merit raises above 2%, the Dean will make the final decisions concerning further merit increases giving serious considerations to ratings and recommendations made by the faculty.

## **2. Mentoring junior faculty**

The Information School has a policy and a set of procedures for the mentoring of junior faculty. Each untenured faculty member suggests a senior faculty member by whom he/she would like to be mentored to the Dean, who then pairs faculty. As much as possible, mentors are assigned

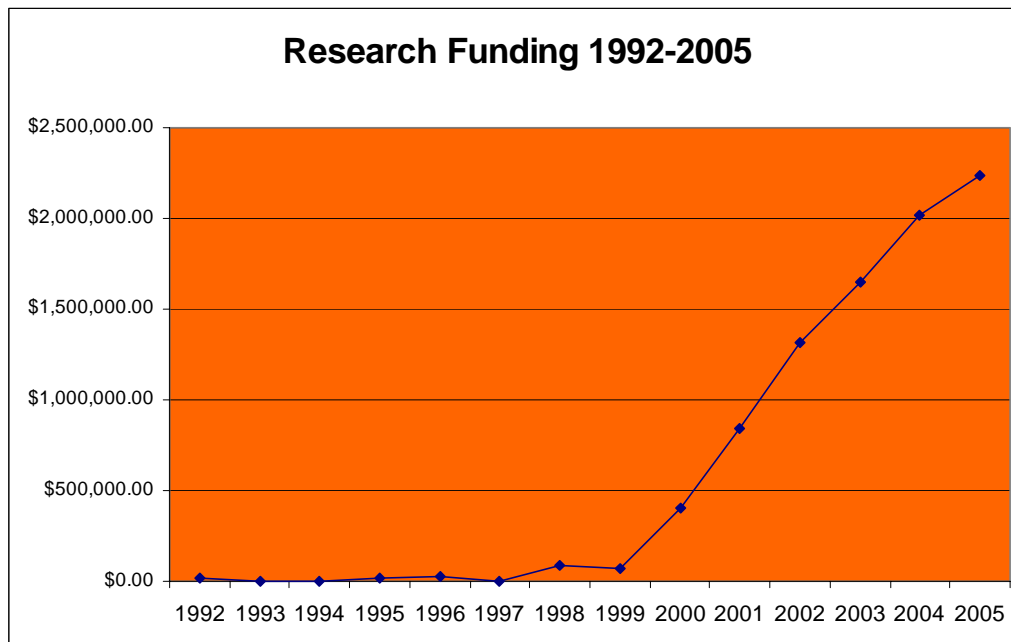
according to the untenured faculty members' recommendations, mutual scholarly interest(s), and the senior faculty member's workload and availability (i.e., sabbatical and other leaves may affect availability). The purpose of the faculty mentor program is for untenured faculty to benefit from the expertise and experience of senior faculty, especially with regard to the tenure and promotion process and teaching. Mentors are expected to critique and provide feedback on the untenured faculty member's progress in a constructive and supportive manner. While the mentorship relationship is expected to be informal, quarterly meetings (at a minimum) are required during which the mentor can review the untenured faculty member's progress and discuss questions regarding teaching, research and other related items. It is the responsibility of the mentor to schedule the meetings.

### 3. Research contributions to the field and funding

Over the past five years the Information School of the University of Washington has been developing an intellectual community built on a culture of creativity – a community that is collegial, critical, innovative, sensitive to real needs, and achieving high standards of quality and impact. This community is respected among peer institutions included in the Information School movement and has a reputation for leading, advocating and demonstrating the value of research in the information field.

There are several ways to express the research productivity of the school. Figure 1 presents the number of dollars in research expenditure in the School for each year from 1992 – 2005. This graph shows the rapid and steady increase in research expenditures that began with the transformation of the school in 1999.

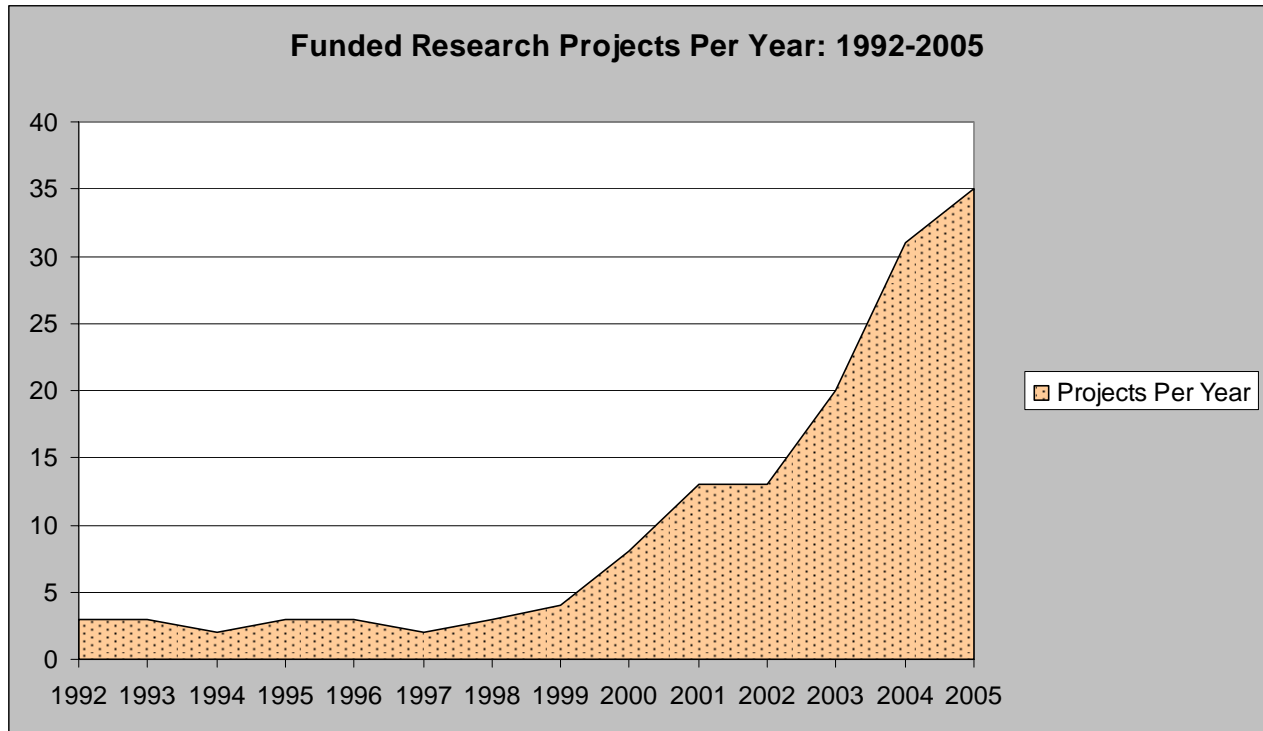
Figure 1: Research Funding Amounts



Another way to represent the steady increase in research activity by Information School faculty during the period of this review is to examine the number of funded projects in the school per

year. In Figure 2, we see a steady climb in the number of funded research projects in the school to a high of 35 projects in 2005.

Figure 2: Funded Projects per year



A challenge for the school has been to increase levels of funding at a time when many federal agencies are reducing their budgets and are receiving increased numbers of high quality proposals. The school has, therefore, been attempting to diversify its research sponsor base in recent years. In 1999, the National Science Foundation was the only source of funding for research in the school. In 2005, while the National Science Foundation is still a primary supporter of research in the School efforts to diversify the funding base are beginning to pay off with funding from agencies such as the American Libraries Association (ALA), American Council of Learned Societies (ACLS), the Boeing Corporation (Boeing), the Department of Homeland Security (DHS), the Department of Defense (DOD), the Department of Education (DOE), the Bill & Melinda Gates Foundation (Gates), the Institute for Museum and Library Services (IMLS), the Korean Advanced Institute for Science and Technology (KAIST), the Corporation for Public Broadcasting (KCTS), MacArthur Foundation (MacArthur) Microsoft Corporation (Microsoft), the National Institutes for Health (NIH), the National Library of Medicine (NLM), Online Computer and Library Center (OCLC), UCAID (Internet2), UW Institute for Ethnic Studies in the United States (UW IESUS), UW Royalty Research Fund (UW RRF), UW Simpson Center for the Humanities (UW Simpson) and Washington State Library (WSL) (see Figure 3)

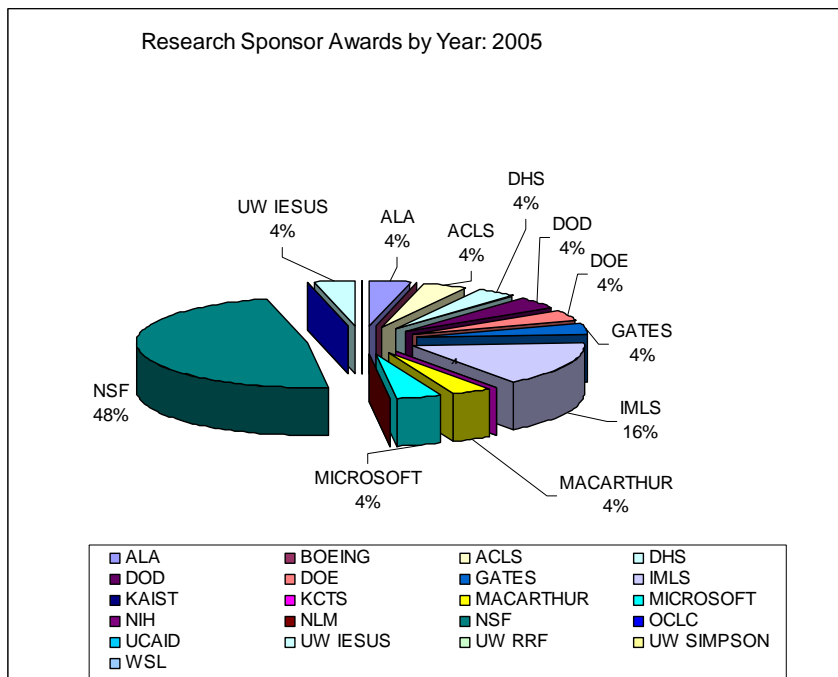
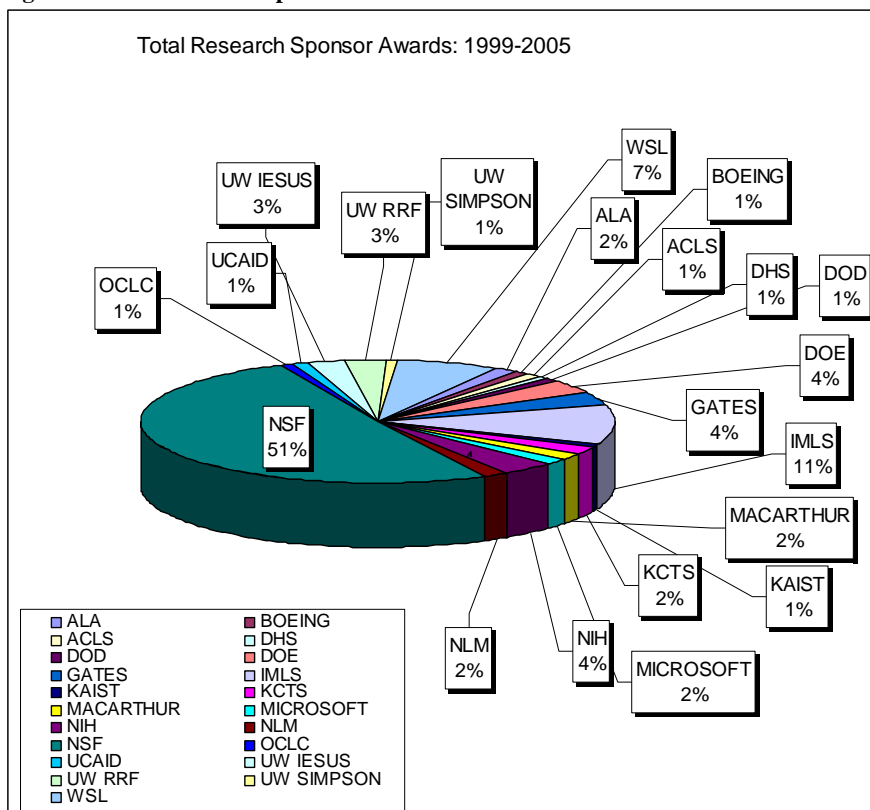


Figure 3: Research Sponsors 2005

When the complete set of awards to the Information School (1999-2005) is presented in Figure 4, the same trend is clear – that the National Science Foundation has been the primary source of support for Information School research. There are many other sources however and efforts are being made to continue the school’s success in achieving a wider portfolio of research sponsorship.

Figure 4: Total Research Sponsors 1999-2005



Success in obtaining funded research is distributed across the faculty. A feature of the Information School research community is that all faculty are engaged in research and most have been successful in securing some external funding to support their work.

Information School research, scholarship and creative work are collaborative and multidisciplinary. In the period 2000 – 2005 the school has established successful research partnerships with many organizations and constituencies including: Align to Achieve, American Association of School Librarians, the Boeing Company, Cognitive Systems Engineering Center, Riso National Laboratory, Denmark, Florida State University, George Washington University, Heritage College, Highline Community College, Intel, JES & Co., the Microsoft Corporation, Purdue University, Seattle Public Schools, Seattle University, Syracuse University, the Town of Granger, Washington, University of California at Los Angeles, University of Illinois—Champaign/Urbana, University of Michigan, University of Washington at Tacoma, Washington State Library System, UW Computer Science and Engineering, UW College of Education, UW Electrical Engineering, UW Educational Partnerships and Learning Technologies, UW Geography, UW Middle East Center, Henry M. Jackson School for International Studies, UW Political Science, UW Psychology, Yakima Valley Community College.

Examples of research projects that involve cross-campus collaboration or external partners include: Automated Tactilization of Graphical Images (UW Computer Science and Engineering); Community Technology Centers Partnership (Yakima Valley Community College, the Town of Granger, Washington, Heritage College, UW Educational Partnerships and Learning Technologies); Gateway to Educational Materials (Syracuse University, JES & Co.); Library and Information Services in Small High Schools (Seattle Public Schools, UW Education); Middle East Information Portal (UW Jackson School, UW Political Science); Value Sensitive Design Research Program (UW Computer Science and Engineering, UW Psychology); Virtual Center for Network and Security Data (UW Electrical Engineering, University of Michigan, Seattle University, Highline Community College).

Researchers in the School are leading intellectual discourse, setting direction, and framing the research space of the Information field. In the past six years faculty of the school have been the driving force behind planning, managing and coordinating conferences and funded workshops in information literacy; metadata standards; value sensitive design; information and the quality of life; cognitive work analysis; personal information management; conceptions of library and information science; internet credibility; digital reference and the transfer of technology innovation. This trend is set to continue. Faculty members lead or serve on the program committees or chair session tracks for a range of scientific conferences including the Annual Meeting of the American Society for Information Science, the American Library Association, the International Conference of Dublin Core and Metadata Applications, the International Society for Knowledge Organization, the Association for Library and Information Science Education, the Association for Computing Machinery Special Interest Groups for Information Retrieval, Human Computer Interaction and Computer Supported Cooperative Work, the Information Seeking in Context Conference, the International E-Government Conference, the Americas Conference on Information Systems, and the International Federation for Information Processing.

This gives some indication of the diversity of audiences for the research outputs of Information School faculty and the impact that the school's research is having in various scientific communities. In the period of this review, the research of the faculty has been reported at a wide range of scientific meetings and conferences including those listed above and the International Conference on Human Computer Interactions, the World Congress on Health and Medical Informatics, the International Social Philosophy Conference, the International Conference on Augmented Cognition, the International Conference on Universal Access in Human-Computer Interaction, the International Study Conference on Classification Research, the International Congress on Medical Librarianship, the Symposium on Mining Answers from Texts and Knowledge Bases, the International Conference on Human Factors in Computing Systems, the American Psychiatric Associate Annual Meeting, the Conference on Information and Knowledge Management, the Dublin Core Conference, the Annual Conference on Ubiquitous Computing, the Hawaii International Conference on System Sciences, the International Conference on IT in Health Care, the Joint Conference on Digital Libraries, the International Workshop on Robot and Human Interactive Communication, the Public Library Association Annual Conference, the Internet World Forum, the Teaching and Innovation Conference, the Conference of the International Communication Association and the Tribal Archives, Libraries and Museums National Conference.

In addition, faculty in the Information School have authored or co-authored approximately nineteen books and many more book chapters in the past 10 years on subjects as diverse as library services administration and management, theories of information science, user behavior on the Internet, IT design, information seeking and searching, documents in the digital age, electronic business, digital government and content management.

The publications of faculty in scholarly peer reviewed journals also reveal a diversity of audiences and impacts for Information School research. In the past ten years, faculty of the Information School have published their scholarship in all the key journals in information related fields such as the Journal of the American Society for Information Science, Information Processing and Management, the Journal of Documentation, Journal of the American Informatics Association, Library and Information Science Research, School Library Media Research, the American Journal of Medicine and the American Philosophical Quarterly. Faculty in the school also serve on the editorial boards of key journals of the Information field including the Journal of the American Society for Information Science, Information Retrieval, Journal of the International Society for Knowledge Organization, Journal of Biomedical Informatics.

Faculty have also exposed their research and scholarship to a range of communities through unpublished presentations. These communities include: the Office of the Superintendent of Public Instruction WA, Amazon.com, the World Summit on the Information Society, the Yuma School District, Pierce County Library System, the Washington State Library, Microsoft Research, the Computer Research Association, the Maysville Snow-Isle Service Center, Seattle Public Schools, Seattle Public Library System, Intel Research, the Eisenhower National Clearinghouse, the Access to Justice committee, the American Printing House for the Blind, the Henry Art Gallery, and the national Science Digital Library.

Faculty in the school have also been recognized for their expertise and been recruited by a range of funding agencies to act as referees on panels evaluating research proposals. These agencies include the National Science Foundation, the Association for Library and Information Science Education, the European Union “Competitiveness” Program, the International Academy of Digital Arts and Sciences, and the National Library of Medicine.

It is difficult to measure the impact of Information School research on the scientific community. Anecdotally, the school is attracting the attention of researchers who are seeking collaborators on projects that involve the study of information or information technology and are turning to individual faculty or faculty partnerships in the school. This is true in areas such as value sensitive design, information evaluation, knowledge organization, information behavior, information assurance and security, metadata standards, and biomedical and health informatics.

The Information School research community has also given expression to the value and importance of all research—funded or unfunded. The faculty have expressed the view that research will be valued according to its intellectual merit and rigor not the level or source of the funding that supports it. This is not to say that the community is not active in pursuing research funding. During the period of transforming the Information School, faculty researchers have attracted large scale funding from competitive sources such as the National Science Foundation, the Department of Education, and the Institute for Museum and Library Services, various regional and state library systems, foundations and corporations. This funding has supported students, purchased equipment, and paid faculty Summer quarter salaries. The community has expressed a common view that support is key and that all faculty have an obligation to pursue funding and thereby contribute to the collective research infrastructure. It is acknowledged, however that some of the research areas represented by the community are more or less likely to attract funding. The community is mindful that the value of research should not therefore be measured only by the metric of the number of dollars that may be attracted to a particular research project. The community has also espoused the value that all faculty should teach and that successfully securing research funding should not release a faculty member entirely from the obligation to contribute to the Information School community through teaching and service. A faculty member may not buy out all his or her teaching with research funding. This again, speaks to the value of research as the essence of faculty life while emphasizing the importance of integrating research with all other aspects of the faculty role.

Over the past two years, the Information School has been establishing an off campus research facility called the Information School Research Commons. The Commons showcases Information School research and creative works and reflects the hallmarks of the Information School research culture: mutual respect, collegiality, collaboration and communication. On a practical level, the Information School Research Commons is an infrastructure of personnel, services, space, facility and equipment that supports the research activities of the School.

#### **4. Community expertise and individuality**

The Information School currently comprises 36 professors and instructors—only four of which were working at the University of Washington prior to the opening stages of the transformation



of the school in 1998. In other words, approximately 32 faculty have been hired during the period of transformation and have come to the Information School to play a role in building a new school and defining its priorities and values. The search for faculty for the Information School has focused on identifying and hiring individuals with proven records of excellence in teaching, research, and service. Faculty hires have been targeted in areas of information expertise that support the expansion of the educational programs offered by the school. They were also targeted at individuals working in various disciplines constituent to the information field.

The current faculty represents perspectives and experiences from a range of disciplines including computer science, biomedical and health informatics, cognitive psychology, library science, information technology marketing, information management, philosophy and ethics, and law. Their diverse areas of expertise include information policy, information seeking and searching behavior, systems and technology design and evaluation, knowledge organization, representation and indexing, information retrieval, reference services, intellectual freedom, cataloging and classification, catalog use, and information and technology literacy.

There is a general acceptance among the faculty that information problems are complex. They require research teams made up of collaborators from a range of subfields and disciplines and types of expertise. Much of the research in the Information School is done by teams. Faculty collaborate with one another, with researchers from other disciplines in the University of Washington and with researchers from other universities. Faculty also collaborate with researchers from outside the university sector—institutions and organizations such as libraries, biotech companies, School districts, and information based companies such as Microsoft and the Boeing Company. Valuing collaboration does not mean that all research in the Information School community is done in teams, however. The principle of collaboration is a mindset in the community. Faculty may work solo in a research study but the community at large regards the input of others (both formal and informal) as key to enhancing the quality of the research and the intellectual rigor of the scholarship and creative work.

The faculty of the Information School, therefore, embody a broad range of research expertise and interests and a variety of disciplinary perspectives and approaches. An important feature of the evolving community values has been the cultivation and collective acceptance of an emergent expression of the community's identity. With the hiring of each new faculty member, a subtle adjustment and reinforcing of value and identity statements has occurred. Attention to this process has helped the school to identify individuals who have the capacity and mind-set to participate in the transformation and evolution of the academic community. In joining the Information School community, each new faculty member sees him or herself in expressions of the school's identity.

The expression, definition and explanation of the identity of the Information School that is revised with the inclusion of each new faculty member is a composite—resulting from the collection, synthesis and definition of the research interests and expertise of the faculty. This composite has been derived from discourse involving all faculty. During the period of the School's transformation, the faculty have been engaged in conversations and discussion in which they are challenged to express their individual identity and its relationship to the composite identity of the research community and to contribute to re-visioning the inclusive, collective

identity so that it more satisfactorily defines what constitutes an information field. Part of what this community is aiming to achieve in its efforts to be more cohesive and inclusive internally is to derive clearer external statements addressing the question—what is the Information Field and what is an Information School? Open communication and consensus building have been the basis for the day to day operations of the School. There is a determination among the faculty, staff and students that the Information School remain a faculty of one—meaning that the community will not in the future become departmentalized along program lines or disciplinary boundaries.

## **5. Balancing committee involvement and research**

The period of time marking the transformation of the Graduate School of Library and Information Science into the Information School of the University of Washington has been one of intense activity and involvement by all faculty in curriculum transformation and in the building of the research culture. Individual faculty, at all levels, have participated in various ways with the development of three new academic programs (plus distance MLIS and daytime MSIM), conducting a major revision of the MLIS, drafting and approving a full range of school, faculty, staff and program policies and procedures, plus numerous searches for new faculty. Many of the faculty have also been involved in service to university committees including the Faculty Senate, Graduate School Council, Research Advisory Board, and UW Press Committee during this time. Service to the school and to the university is highly valued in the Information School and this is reflected in the school's faculty development review procedures. Of course this must be balanced with the needs of junior faculty in particular who must have time to pursue their scholarly interests. Each junior faculty member has a senior faculty mentor who advocates for this balance to ensure that junior faculty are not over-burdened with administrative responsibilities and service on committees. Some faculty who have been heavily involved with the development of new curriculum and courses have received a reduced teaching load or summer funding in compensation for this service. But the level of service and the correct balance with this important faculty role and other important scholarly pursuits is an issue for the school. A number of junior faculty have been involved in the unique experiences associated with the building of a new school. They have also been required to contribute more to this type of service than is the norm for junior faculty. The school is moving towards some level of stability in terms of infrastructure building and academic program development. The demands on individual faculty for excessive levels of service to the school will therefore likely diminish. Nevertheless, the School Community should remain attentive to the impact of this level of involvement on its junior faculty as a number of these committed individuals approach tenure and promotion.

Sustaining a research community like the Information School will also depend upon a shared, reliably funded, research infrastructure. The challenge is that individual disciplines represented in the School are differentially attractive to, and successful in obtaining funding from external grants. The School must, therefore, endeavor to maintain a common infrastructure that can be drawn upon to seed, augment and facilitate non-funded or under-funded components of the research program. This is difficult if the community relies entirely on competitive federal grant funding for its research activity. A future challenge for the School is the development of a sustainable pipeline of funding for research infrastructure. The sources where the School should

expand are in areas of funding coming in the form of industry and foundation partnerships, development initiatives and gifts.

## **6. Staff productivity and support**

The Information School is committed to supporting and encouraging its professional and classified staff to expand their personal skills, knowledge and abilities and to achieve their individual career goals. The School recognizes that staff development is integral to both personal job satisfaction and to the achievement of the School's mission and goals. The School, therefore, has a Staff Professional Development Policy that is aimed at addressing the needs for individual staff training and professional development. If a professional development or training opportunity requires the allocation of Information School resources – work time, personnel, space or money – a formal application is submitted in which the staff member describes the proposed activity and its cost, and identifies the benefits to the iSchool and the applicant. All applications must be approved by the applicant's supervisor according to specified criteria. Approval of an application by the supervisor indicates permission for release time, unless indicated otherwise. Approved requests that do not cumulatively exceed \$500 for an individual in a given fiscal year are generally fully funded. Supervisors can approve funding for requests that do not cumulatively exceed \$150 for an individual in a given fiscal year. Applications that exceed \$150 individually or cumulatively for an individual staff member for a given fiscal year must be approved by the Dean.

To facilitate the sharing of information and documentation of professional development activities, staff members are expected to provide their supervisor with a short written report (one to two pages maximum) about their activity within eight weeks of its conclusion. The report provides a brief synopsis of the activity; a summary of the benefits to the individual and to the School; a description of individual personal/professional development outcomes; and an evaluation of the activity and recommendations for future participation by other staff. In addition to the written report, staff present a short summary of their professional development activity at a staff meeting and, where appropriate, may be asked to present a seminar or provide training related to the activity. Materials acquired as part of professional development or training activities are to be made available for review and use by all staff. The School also maintains a database catalog of staff professional development and training materials that can be accessed by all staff.

## **SECTION D: RELATIONSHIPS WITH OTHER UNITS**

A signature of the Information School is collaboration and partnerships with other units at the University of Washington, in the regional community, and in the information field globally. President Emmert in his annual message to the University community on October 26, 2005 singled out the Information School as an model of how to do it right.

Examples of Information School partnerships include:

- Course, curriculum, and program collaboration:

- Co-developed and co-offered a UW-wide service course, CSE/INFO 100 Fluency in Information Technology with the Department of Computer Science and Engineering, College of Engineering.
- Information School courses as part of the graduate programs in Biomedical and Health Informatics, College of Medicine.
- Concurrent degrees path with the Evans School of Public Affairs Master's of Public Affairs and Master's of Library and Information Science.
- Cooperation and sharing of educational experiences with other schools of information through WebJunction, a non-profit organization funded by the Bill and Melinda Gates Foundation.
- Coordination with Technical Communication and UWEO on undergraduate certificate programs and content management certificate.
- Partnership with the Law School on the specialization in Law Librarianship within the Master's of Library and Information Science program for persons with JD degrees.
- Shared faculty:
  - Joint faculty with Biomedical and Health Informatics (Associate Professor Wanda Pratt), College of Medicine (Professor Sherrilynn Fuller), Department of Philosophy (Assistant Professor Adam Moore), and UW Tacoma (Senior Lecturer Barbara Endicott-Popovsky).
  - Active affiliate professors with top researchers, e.g., Microsoft Research (Susan Dumais, Jonathan Grudin)
  - Active adjunct appointments (Professor Alan Borning, CSE, Professor Gaetano Boriello, CSE, Associate Professor Peter Kahn, Psychology).
  - UW librarians teach as iSchool instructors in a service course for undergraduates: INFO 220: Information Research Strategies. A number of librarians also teach in the Master's of Library and Information Science degree program.
- External engagement:
  - Active advisory boards for our professional degree programs.
  - Expanding internships programs in undergraduate and graduate professional degree programs with local business and non-profits.
  - Special joint student membership program with the Washington Library Association and American Library Association.
  - Active participation on the Library Council of the Washington State Library.
  - Managing the Oregon School Library System.
  - Continuing to explore alternative formal structures to engage external audiences (e.g., iSchool Connection, Knowledge Applications Lab).
  - Conceptualizations of Library and Information Science Conference (international collaboration).
  - Dublin Core conference (international collaboration).
  - Association for Computing Machinery Special Interest Group on Information Retrieval conference.
  - Founding (and active) member of the newly-formed I-School Community, a new, formal organization of schools with a broad-based, inclusive approach to the information field in teaching, research, and service.
- Partnerships on research and projects

- Value-Sensitive Design (NSF funded) with Computer Science and Engineering.
- Collaborative Information Retrieval (NSF funded) with Microsoft Research and Boeing.
- Gateway to Educational Materials (US Department of Education) with Syracuse University.
- Project Athena (Institute for Museum and Library Services) with Florida State University, University of Illinois, and University of North Carolina.
- Wanda Pratt – Biomedical Health Informatics (BMHI)
- Urban Sim (NSF funded) with Computer Science and Engineering and the Evans School.
- Technology Access to Justice with the Law School, Computer Science and Engineering, Washington State Supreme Court
- A series of projects of information behavior between Karen Fisher and Joan Durrance at University Michigan.
- Middle East Information Portal – with A&S Center for Middle East Studies.

Innovative cross-campus collaborative efforts:

- IT Resource Sharing Group: Recognizing that smaller schools and colleges faced similar needs, problems, and solutions regarding information technology and systems for administration and academics, the iSchool convened an informal group of deans and directors of information technology to better face common concerns, to articulate those concerns for each other and the University, and to work together to resolve problems. This group now includes all 11 smaller schools and colleges as well as UWEO, the Graduate School, and the College of Engineering. It is a totally voluntary group that seeks to identify and solve problems.
- Center for Information Assurance and Cybersecurity: The University of Washington has a unique opportunity to take a leadership role in information systems security. The Information School, Computer Science and Engineering, UW Tacoma, and Electrical Engineering have formed the Center and secured National Security Administration (NSA) certification as a “center of excellence.” This Center is already securing funding for research, academic and continuing education program development, and widespread external recognition. This multi-unit collaboration across campuses is unprecedented.
- Seattle Innovation Symposium: *What is the next big thing in information technology and systems?* The Information School, Computer Science and Engineering, and the Business School developed a fully-collaborative event to bring together academics and business leaders to consider this question. The Symposium is envisioned as an annual event and represents a ground-breaking UW partnership involving Engineering, Business, and Information.

The Information School engages in this extraordinary level of partnership and collaboration because of the multidisciplinary nature of the information discipline as well as the significant role that information plays in all areas of human endeavor. There is a recognizable information discipline and “science of information,” but application of knowledge in context is fundamental to the 21st Century information school. Thus, collaboration provides a more varied and richer set

of opportunities and experiences for students and allows Information School faculty and staff to fulfill their research, teaching, and service agendas. The Information School community articulated its goals as “high quality and high impact.” Collaboration is central to achieving these goals.

The research agendas and projects of the Information School faculty span the field. And, because information, resources, and systems are essential to every other field, there are many opportunities for faculty to engage in interdisciplinary research. As noted above, iSchool faculty work with partners in law, public affairs, philosophy, computer science, engineering, business, as well as nursing, geography, education, and visual arts.

The broad-based, interdisciplinary approach and reputation of the Information School of the UW is a major attribute when recruiting faculty and students. For example, although our doctoral program is only 5 years old with only one graduate, we go head-to-head for doctoral applicants with equivalent programs at other top schools of information—Michigan, Berkeley, Illinois, Syracuse, UNC. Our admission rate is approximately 15% of applicants, and when we do lose applicants, it’s usually due to better financial aid awards by these other schools. In recruiting new faculty, we are even more successful, rarely losing a desired applicant to another school. The reasons given by new faculty for this exceptional success rate include the sense of collaboration and community in the Information School and across the UW, the opportunity to fulfill personal and professional goals, the non-departmental, “school of one” philosophy, and the cross-disciplinary approach to research in the iSchool and UW.

Interdisciplinary opportunities permeate iSchool academic programs as well. Building on solid theoretical understandings regarding information behavior, services and resources, organization, systems, policy, and management, all academic programs address applications in the context of (1) a range of domains, e.g., businesses, the non-profit sector, professions, media, entertainment, and (2) functional areas, e.g., communication, marketing and sales, design, information delivery, storage and retrieval. This is reinforced through capstone projects in the BS/Informatics and MS/Information Management programs and a portfolio in the M/Library and Information Science. Programs are encouraging students to team up on capstone applications with students in business, law, communication, computer science, biomedical and health, international studies, public affairs, marine sciences, environmental science and other degree programs.

While there are few conceptual obstacles to developing interdisciplinary research or connections with other units, there are limitations due to “opportunity overload,” limited access to courses in other units, and limited time and effort. One way to facilitate this at the UW would be to establish some form of information clearinghouse capability to help match students, faculty, and projects across programs and disciplines. Other ways that the University can foster strengthening ties with other units are: to continue to communicate the importance and desirability of interdisciplinary efforts (as President Emmert and Provost Wise are currently doing), to direct all central support units to develop policies and procedures to facilitate and reward cross-unit efforts, and to create mechanisms and models for interdisciplinarity within the established structure of schools and colleges rather than trying to go around it.

In the meantime, the Information School will continue to champion interdisciplinary research, education, and service. Future initiatives with other units include strategic planning for international education and research efforts, expanding concurrent degree opportunities, increasing offerings through distance learning modes, working closely with UWEO on certificate and other programs specifically targeted to students in the workforce.

The faculty and staff—and in many cases students—of the Information School are intimately involved in School and University governance. The iSchool is not divided into departments; instead we emphasize the “school of one” concept—seeking general consensus on most decisions. Each year before the Autumn Quarter, the entire faculty and staff go on retreat to learn more about each other, to discuss areas of concern or interest, to affirm short- and long-term plans, and to look to the future. The School implemented an annual process for planning and prioritizing with opportunities for all to become involved.

While there are program chairs, staff assigned to programs, and faculty who identify more specifically with a certain program, faculty and staff are engaged across programs. There are numerous committees and we do meet often as a faculty and also as an entire school. However, meetings are for discussion and decision-making with information to be provided in advance. There is an active Elected Faculty Council which provides guidance and recommendations on matters of finance, personnel, management, and governance.

The faculty and staff also value participation in the broader UW community. Many faculty serve on University-wide committees, councils, advisory groups or task forces, there are two members elected to the University Senate, and one of our faculty serves as the Senate Parliamentarian. The deans set the tone by example, chaired key University leadership search and policy-making committees.

Lastly, the iSchool faculty demonstrate their University-wide focus and engagement by having the highest per capita participation in the University Commencement Ceremony in Husky Stadium. Almost 80% of iSchool faculty attend with most serving as marshals or participants. This in spite of the fact that we have relatively small numbers of graduating students each year compared to the large schools (engineering, medicine, arts and sciences, business).

## **SECTION E: DIVERSITY**

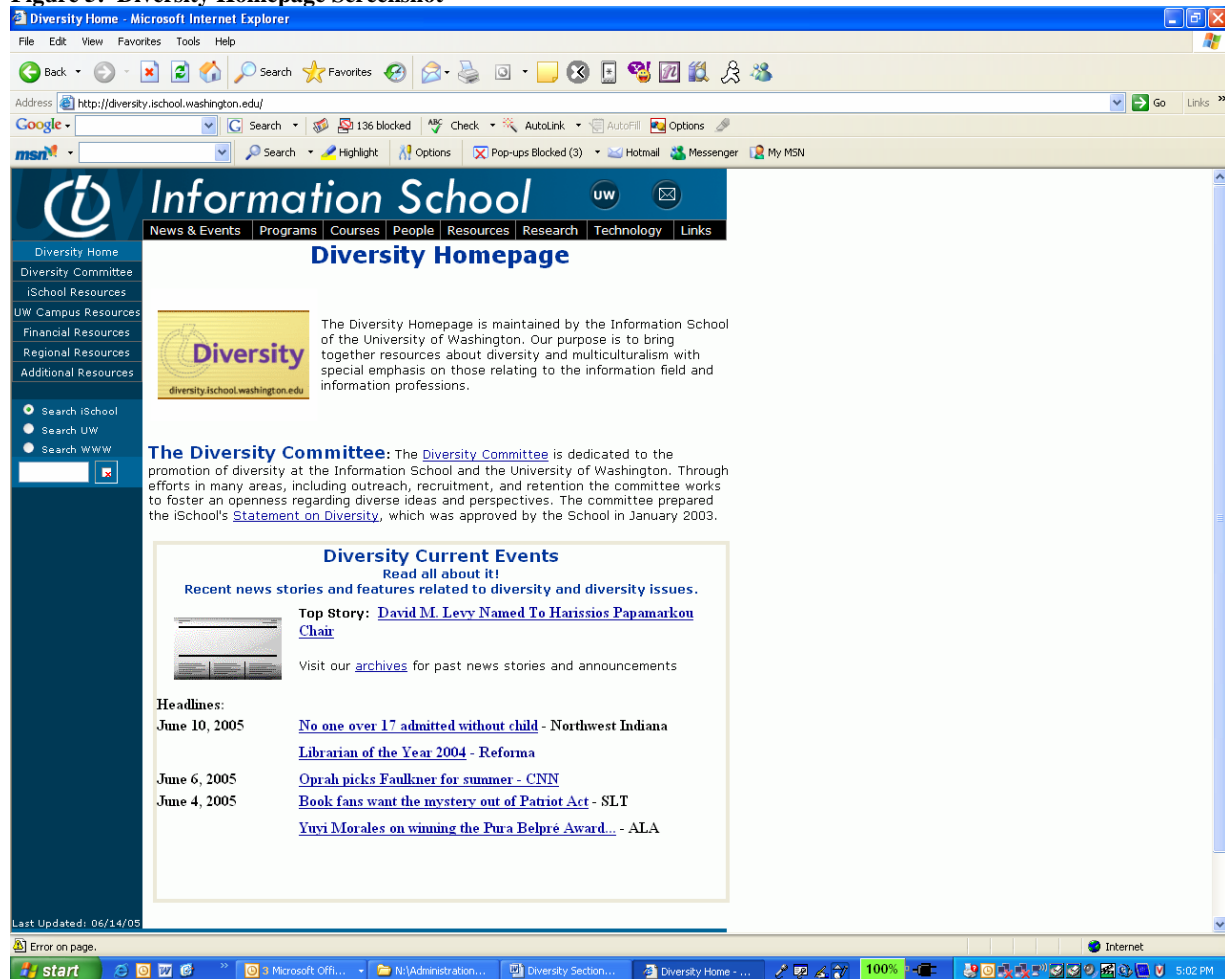
The Information School is committed to fostering an inclusive and diverse community for the students, faculty, and staff of the University of Washington. Recruiting and retaining diverse and underrepresented students and faculty is a priority for the School and has been for many years. This section provides an overview of several iSchool initiatives directed at the following diversity target areas: student access and opportunities; student development and retention; engagement with the external community; staff and administrative diversity; faculty diversity; curriculum and research; and climate considerations. Appendix II shows ethnic and gender statistics for the Information School student body as a whole, the graduate student population and for the Informatics program.

In 1999, the iSchool Diversity Task Force was charged with evaluating the diversity climate and perspectives of our organization. In 2000-2001 the Task Force report recommended that the Task Force become a standing Information School administrative committee. Dean Mike Eisenberg approved the recommendation beginning in autumn 2001 and the Diversity Committee was formed. The School continues to make progress toward better addressing issues of diversity.

The Information School's Diversity Committee is charged with the evaluation and implementation of diversity outreach, retention, recruitment, and climate initiatives. The Committee includes the collaborative efforts of administration, faculty, staff, and students. The joint-leadership and broad membership of the Committee engages stakeholders, internal and external to the School, with varied institutional perspectives. It is currently chaired by a staff member.

*Further information including the Information School Diversity Statement is available online at: iSchool Diversity Committee (<http://diversity.ischool.washington.edu/div-committee.htm>)* Screenshots of the Diversity Homepage and Diversity Committee homepage are included as Figure 5 below.

**Figure 5: Diversity Homepage Screenshot**





The remaining subsections will detail the ongoing work related to the aforementioned diversity target areas.

## **1. Student access and opportunities**

### Student Outreach and Recruitment

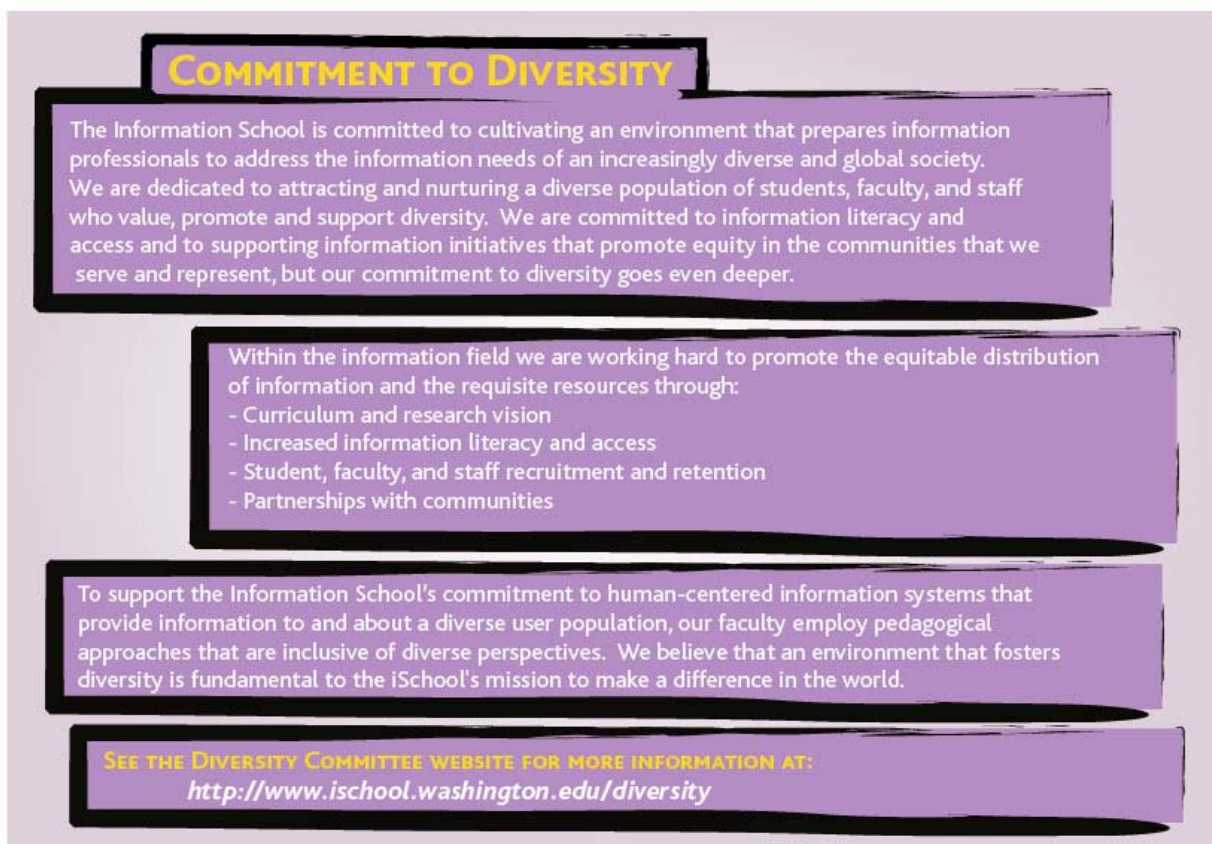
- The Office of Student Academic Services (OSAS) recruited at forty education and community sponsored diversity events in the past five years. Since these outreach efforts began the School has realized an increase in underrepresented minority applications, admission, and enrollment.
- The School has extended its outreach potential by recruiting collaboratively through the UW Collaborative Access Network on Diversity Outreach (CAN-DO, <http://depts.washington.edu/uwcando/>). Partnership with CAN-DO increased the efficacy of recruitment in the iSchool through the sharing of best practices and helping to maximize the use of limited resources. Marie DuPlantis, Academic Counselor, is the iSchool liaison for CAN-DO.
- OSAS has also teamed up with UW Libraries in promoting the McKinstry Graduate Fellowship to prospective and current MLIS students. The McKinstry Fellowship was established to offer a one-year full tuition fellowship to an iSchool MLIS student from an underrepresented group (Native American, Hispanic American, African American, or Hawaiian/Pacific Islander). In addition to the one-year tuition fellowship, the UW Libraries also funds 10-19.5 hours/week of temporary employment in the UW Libraries Systems. This collaboration with UW Libraries allows for active recruitment of diverse students while promoting fellowship opportunities.
- Betty Marcoux, has actively researched the needs of under-represented minority graduate students. The original goal of her project was to support the retention of students from under-represented minority groups at the Information School. In order to achieve this goal, the project team accomplished the following tasks: 1) identified Information School students from under-represented minority populations, that need support to continue academic study; 2) identified appropriate mechanisms for supporting these students; 3) identified minority Library and Information professional role models; 4) developed new knowledge about how to best serve minority populations and cultures; 5) facilitated the supportive study of information as it relates to specific cultures and ethnic groups; 6) created support systems maximizing retention of minority students in the Information School and 7) developed differential retention support systems suitable for different ethnic and cultural groups. Dr. Marcoux is continuing to work with our community to develop various mechanisms based on her recent report to the sponsor, the UW Institute for Ethnic Studies in the United States.
- Project Athena – In collaboration with Florida State University, the University of Illinois, the University of California at Los Angeles, the project focuses on the recruitment and education of LIS doctoral students in order to prepare the next generation of LIS educators. It addresses three challenges posed by the No Child Left Behind Act: 1) To educate the new generation of librarians, a new generation of potential LIS faculty must be recruited to LIS doctoral programs; 2) These doctoral students will need to be prepared in accordance with the standards being developed by national initiatives for re-

envisioning doctoral education and the Bush initiative, including teaching (particularly distance teaching), research, and service leadership in diverse communities with diverse language skills; and 3) To ensure that future needs do not require further special actions, the models developed to meet challenges 1 and 2 need to be rigorously evaluated using a standard set of instruments that can be adopted across institutions.

### Recruitment Publications

- **Diversity and Information Science Brochure:** The Diversity Committee in consultation with OSAS developed a recruitment brochure that provides an overview of each of our degree programs. In addition, the brochure lists on-campus and community resources for prospective students to understand the application process, financial aid, housing, and other student affairs resources available for diverse populations. This brochure continues to be broadly distributed for recruitment purposes to community colleges and at outreach fairs and events. Additional support and input for the brochure was provided by the Graduate School's GO-MAP office. A screenshot of one section of the six-panel brochure follows in Figure 6:

**Figure 6: Diversity and Information Science Brochure**



### Future Outreach and Recruitment Plans

- Continued outreach and recruitment at Community Festivals like the Columbia Valley Heritage Festival, the winter quarter and spring Pow-Wows, and Seattle's Pride Festival.

- In recognition of the future staffing concerns, libraries are eager to form partnerships with the School in order to recruit diverse professionals. Continuing to inform and support their efforts to assist our recruitment of diverse prospective students.
- In collaboration with the UW Libraries – the School will be submitting a proposal to the Institute for Museum and Library Services which will seek to educate the next generation of librarians. Our plan will be to offer ten under-represented minority student MLIS fellowships to students in the Pacific NW region. We will provide the students with an opportunity to enroll and complete master’s degrees from the Information School, as well as participate in specialized internships with the Libraries and other local partners. The customized internships will fit the express interests of each student. In addition, the internships will enable each student to acquire a range of skills that have been expressly articulated by the library community as being critical for the next generation of librarians: project management, digital initiatives, collection development and public services.
- Seeking a diverse pool of applicants for our future faculty searches by posting in national publications and through word of mouth recruiting, which has proven to be effective in our recent searches. Continuing to recruit a highly qualified, diverse faculty pool is critical to recruiting and retaining a diverse student population.
- In 2005, over 160 emails and information packets were sent out to the McNair programs nation-wide to promote the iSchool and our academic programs. The purpose of the McNair Program is to increase the enrollment of under-represented students in graduate programs.
- We have partnered with the Montana State Library to educate 10 new professional librarians in Montana. The recruitment and promotion phase of this project will target Native American students and communities to increase the number of Native Americans in the profession. Students will receive scholarships to attend the Information School at the University of Washington in Seattle. Following graduation, four libraries in communities currently not served by professional librarians will receive stipends to hire the new graduates.

## 2. Student development and retention

We have a number of mechanisms in the School for connecting students with resources that will support them in the pursuit of their education. A selection of student development and retention aspects of the School are included in the following:

- The iSchool maintains a variety of listservs for students that are populated with information for students on topics as varied as financial aid, professional information, internship and job announcements, and much more. This information is shared to students by e-mails that are forwarded by faculty, staff, administration and alumni to our students. Students can subscribe to these listservs from our website:  
<http://www.ischool.washington.edu/technology/listservs.htm>
- Information School Fellowship for Diversity - **Sylvia Lake Finley Multiethnic Fellowship**: Candidates must qualify for minority status specifically as American Indian, Alaskan Native, Asian, Black or Chicano as defined by the University of Washington’s office of Minority Affairs, financial need as established by the Free Application for

Federal Student Aid (FAFSA) and admission to the University of Washington Graduate School and to the School of Library and Information Sciences. The number of fellowships awarded will be determined each year by the amount of funds available and the number of qualified candidates. Fellowship recipients are to be selected during the Spring Quarter. They are to receive a prorated portion of funds during each quarter they are in attendance during the following academic year.

- The Engineering and iSchool Writing Center (EiWC) is a collaborative initiative between the College of Engineering and the Information School to provide writing skills support to all students. While the EiWC is a resource for all students, it is also a particularly relevant resource the international student population, many of whom consider English as their second language.
- Disabled, International, and Students of Color (DISC), is an active iSchool student club that provides non-dominant groups support opportunities for networking, socializing, bonding, and sharing concerns and information for success.

### Publications

- **Statement on Diversity:** When asked to rewrite the iSchool's policy on diversity, the Diversity Committee embarked on a six month project to write an active policy that accurately reflected the commitment to diversity of the administration, faculty, students, and staff of the School. The Statement on Diversity was completed in January 2003, and is made available in outreach and recruitment materials for prospective students, as well as, on-line on the iSchool's diversity web page and in the handbook for current students. The policy can be found on-line at: <http://diversity.ischool.washington.edu/div-iSchoolDiversityStatement.pdf>

### Retention Achievements in 2004-05

- GO-MAP Research Graduate Assistant: For the past five years, GO-MAP students have been involved in research in the School and have been active members of the Diversity Committee.
- Announcements promoting diversity are sent via the Information School's Diversity listserv: [iversity@ischool.washington.edu](mailto:iversity@ischool.washington.edu)
- Student Club: Disabled, International, and Students of Color (DISC) continues to be active, and in winter 2004 held the first social event to include the students in the recently launched distance MLIS program in their events.
- Film Series: In February 2005, the iSchool hosted a screening of "Half of Anything," a documentary by UW filmmaker, Jonathan Tomhave. The film examines the construction of Native American identity through four personal narratives. iSchool faculty members, Cheryl Metoyer and Lynnea Erickson facilitated post-film discussion. In addition, Mr. Tomhave, participated in the discussion and answered questions.
- Spectrum Scholars: the iSchool received a prestigious diversity scholarship award from the American Library Association. The iSchool provided matching funds to recipients.
  - 2001 Spectrum Scholars: Memo Cordova and Terrance Tada
  - 2002 Spectrum Scholars: Monica Jackson and Angela Nolet (Long)
  - 2003 Spectrum Scholars: Amy Harper and Glenda Claibourne
  - 2004 Spectrum Scholar: No scholarship received.
  - 2005 Spectrum Scholar: Nghi Lam

- Asian Pacific American Librarian's Association Award: iSchool student Eydie Detera was one of only two recipients of this national scholarship in 2002-2003.
- Tribute to Diversity Potluck. In May 2005, the iSchool hosted a community potluck. The purpose of this event was to celebrate diverse cultural heritages and honor individuality by sharing favorite culinary dishes.
- Cultural Sharing. In September 2005, the community participated in a cultural sharing activity at the annual faculty and staff overnight retreat. This activity produced a collection of individual commitments re: diversity outreach and a conscious and engaged celebration of difference.

### Retention Plans

- On-going Curriculum transformation and continued evaluation of curriculum, phase two will be actualized in Winter and Spring 2006.
- Alumni: further involve alumni and information professionals in the School's plans for diversity cultivation and curriculum transformation.
- Technology diversity grant proposals: efforts are being made to procure corporate and foundation funding for diversity programs that enhance and build on existing services to cultivate diversity in the school and recruit diverse students, faculty, and staff.

### **3. Recent faculty hires**

- **Hala Annabi**, Assistant Professor. Dr. Annabi's research addresses the effects of information technology on learning in both the work and educational settings. More specifically she studies how the new forms of computer mediated work affect individual and group learning in distributed work groups. She is currently investigating group learning in Open Source Software development teams. Additionally, she is interested in the affects of asynchronous learning networks on learning and community building in educational settings. Her teaching interests are in the impact of information technology in organizations, social informatics, knowledge management, and organizational behavior. Dr. Annabi holds a Ph.D. in Information Transfer from Syracuse University and an M.B.A. and a B.S. from Le Moyne College.
- **Karine Barzilai-Nahon**, Assistant Professor. Dr. Barzilai-Nahon does research in information policy and in the social aspects of the management of information systems. Her research areas include information control on the Internet, particularly in virtual communities, and focusing on "Digital Divide" measurement tools. Dr. Barzilai-Nahon teaches courses in information policy and ethics and holds a Ph.D. and M.Sc. in Management of Information Systems (2004) from Tel-Aviv University, and BA in Computer Science and Political Science.
- **Cheryl Metoyer**, Professor. Dr. Metoyer earned her Ph.D. in Library and Information Science at Indiana University (1976). Her research interests include the management, design and evaluation of information services provided by institutions to American Indians and the information-seeking behavior of culturally diverse groups. Concurrent with her appointment at the iSchool, Dr. Metoyer holds the position of Chief Academic Affairs Officer for the Mashantucket Pequot Tribal Nation. Her most recent research project is the development of The Thesaurus of American Indian Terminology.

#### 4. Staff and administrative diversity

In the Information School, we currently have twenty-four staff involved in finance, development, student services, information technology, administrative support, reception, and research administration. The demographics of our staff include: seventeen women, seven men, seven staff over the age of 40, one staff member is Hispanic, one staff member is Native American and there are three Asian staff members.

#### 5. Faculty diversity

##### Faculty Recruitment

Women and minorities are underrepresented in faculty and leadership positions in the fields of informatics, information science and information management. Table 1 below describes the new faculty hires from 2001-2005 that have increased the racial and gender diversity of the Information School faculty.

**Table 1: 2001-2005 Information School Women and Minority New Faculty Hires**

Faculty	Date Hired	Ethnicity	Gender	Citizenship
Annabi, Hala	9/16/2004	Middle Eastern	Female	Syria
Barzilai-Nahon, Karine	9/16/2004	Middle Eastern	Female	Israel
Ivory, Melody	9/16/2002	African American	Female	US
Kim, Jeffrey	9/16/2001	Asian	Male	US
Marcoux, Betty	9/16/2002	Anglo American	Female	US
Pratt, Wanda	1/1/2002	Anglo American	Female	US
Metoyer, Cheryl	9/16/2003	Native American	Female	US

#### 6. Curriculum and research

##### Curriculum

- Lorraine Bruce, Lecturer, includes readings and in class discussion on diversity when she teaches the MLIS core class, LIS 560: **Instructional & Training Strategies for Information Professionals**
- Maurice Green, Assistant Professor, taught “LIS598 - Diversity Seminar” for the last four years. “The Diversity Seminar”, a one-credit seminar offered in the past two years was expanded in Winter 2003 to three credits.
- Cheryl Metoyer taught "Information Seeking Behavior in Ethnolinguistic Communities" in Winter 2004. The course considers the role of culture and language in the processing of information by ethnolinguistic groups.

##### Curriculum Transformation Project

On May 7<sup>th</sup> 2004, the iSchool conducted the first phase, the Student Faculty Workshop, of a five step curriculum transformation process (The Curriculum Transformation Project). International renowned scholar Dr. James Banks spoke about the importance of diversity and ways in which it

has been defined. His talk was followed by program-specific student breakout sessions to discuss the implications of diversity on our core courses. A separate session was convened for faculty and staff simultaneously.

Specifically, phase one of the project was designed to:

- 1) Afford students (across all four iSchool programs) the opportunity to share their concerns and ideas for improving their program's core courses through the coverage of diversity issues, in an environment free of faculty and staff;
- 2) Empower students to play a more central role in enhancing their learning experience so they are better prepared upon graduation for their careers as information professionals in an increasingly global workplace;
- 3) Solicit the input of practitioners (diversity trainers) working within information organizations similar to those our graduates will join, regarding the common areas where their employees need diversity training;
- 4) Allow faculty the opportunity to work with a diversity expert so they begin to better understand the importance of including diversity issues in the educational process (separate from students);
- 5) Allow faculty and staff to voice their concerns and ideas regarding the coverage of diversity issues across the curricula;
- 6) Allow for distance, evening, and executive students to hear Dr. James Banks opening talk on diversity, its definitions, and importance via videotape and allow for their input, in absence their attendance of breakout sessions on the date of his talk.

### *Project overview*

The Curriculum Transformation Project seeks to identify and integrate issues of diversity in courses throughout the Information School curricula. The project comprises five major steps which produce data and materials that feed into each subsequent step: 1) Student and Faculty Diversity Workshop, 2) Expert Consultation, 3) Faculty Toolkit Workshop, 4) Targeted Faculty Development and Assessment, 5) Project Activities and Results Feedback. A number of key participants, internal and external to the UW campus, are critical to the project's execution and success.

### *Overview and goals*

The project is designed to produce a toolkit (e.g., syllabi, readings, web resources, assessment mechanisms, etc.) to aid Information School faculty in better addressing issues of diversity in their existing courses. In addition, the project seeks to aid the School in better publicizing its focus on diversity issues within its curricula to prospective students and the public at large. In short, this project seeks to help faculty better prepare students to be effective employees, professionals, and citizens in the global society we're helping to create.

### *Next steps*

Phase two of the project will be carried out in Winter and Spring 2006.

## Research

In the iSchool's December 2003 faculty survey regarding diversity in information science research Professor Raya Fidel stated, "Because we deal with how people interact with information, and because we investigate the context in which they operate, diversity issues are important to incorporate in our work." The following bulleted list includes a summary of recent Information School projects that have integrated diversity.

### *Overview*

- **Karen Fisher:** Initiated by the UW's Educational Partnerships and Learning Technologies, Drs. Fisher and Marcoux worked with two local partners to create two Community Technology Centers in the Yakima Valley. Their primary purpose was to serve a large Latino farmworker population who were experiencing low educational levels, limited English proficiency abilities and limited access to information technology. The project goals were: 1) To increase access to computers and information technology resources for 1,200 Latino farmworkers; 2) To increase the educational levels of 200 adult Latino farmworker learners; 3) To increase English literacy skills of 150 Latino farmworkers, and; 4) To increase information technology job skills of 80 Latino farmworkers.
- **Batya Friedman:** Developed The Value Sensitive Design theory and methodology specifically seeking to identify both direct and indirect stakeholders. That process itself has evolved as a way to account for diverse users and stakeholders of information systems. For more information see <http://www.ischool.washington.edu/vsd/>. Batya also created the UrbanSim project, which seeks to enhance democratic process around the urban planning process. A significant attention is directed toward representation of diverse stakeholders. For more information see <http://www.urbansim.org>.
- **Sherrilynn Fuller:** Has led many projects through the years to support and better understand the issues of health information access in diverse populations targeted at health professionals as well as consumers. Diverse populations included in this research include Native American communities, recent refugee populations, and African Americans. These projects have been funded primarily by the National Library of Medicine, National Institutes of Health and the Gates Foundation. The basic goal in these projects is to improve health through access to quality health information in support of decision making.
- **Maurice Green:** In addition to leading efforts in the School for an intensive, multi-tiered curriculum transformation project, he also teaches the Diversity Seminar, a course that seeks to increase awareness of the multi-dimensionality of diversity. Further, the course seeks to stimulate thinking about diversity, its implications on individuals, groups, and the information field.
- **Melody Ivory-Ndiaye.** In collaboration with Dr. Richard Ladner, UW Computer Science, the objectives of Dr. Ivory-Ndiaye's project were to design and build an interactive Tactile Image Editor (TIE) that enables sighted and blind users to translate, as automatically as possible, graphical images into highly comprehensible Braille graphics (raised dots embossed on paper) that can be viewed tactually by blind persons.
- **Betty Marcoux:** submitted a grant entitled "Retention Attention to Under-represented Minority Information School Students". The goal of the grant is to create support systems



that will maximize retention of minority students in the Information School and developing differential retention support systems suitable for different ethnic and cultural groups.

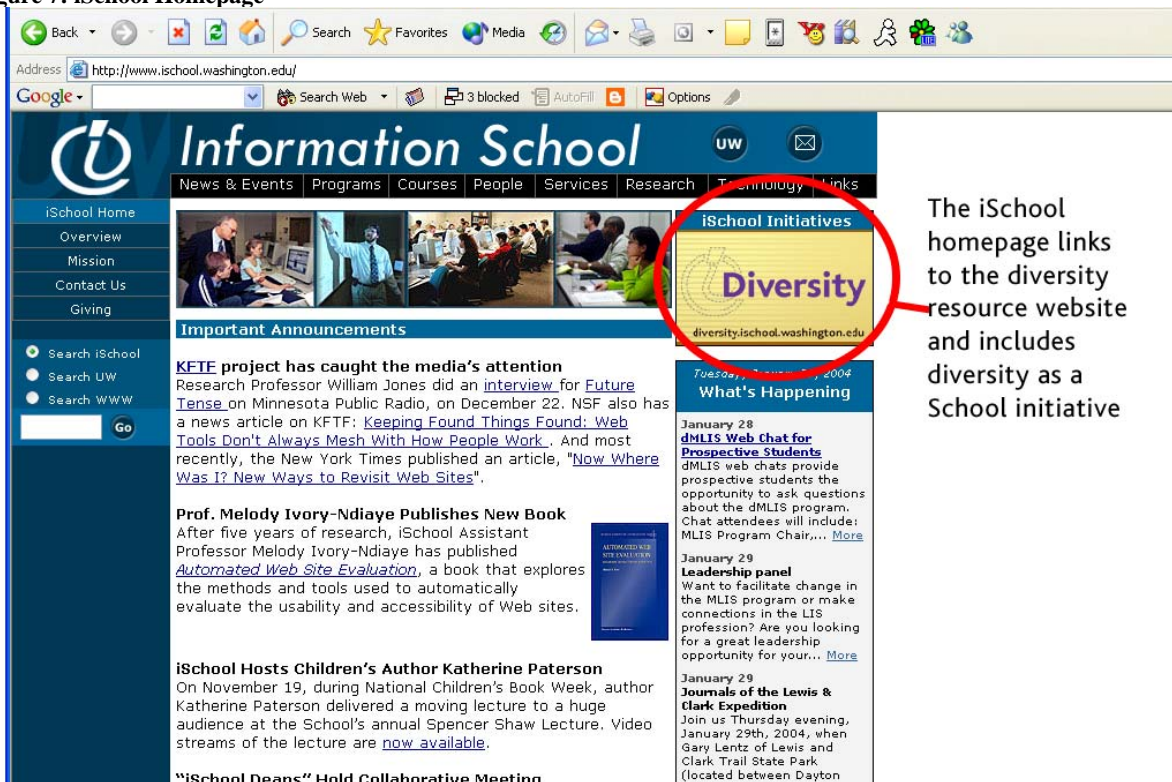
## 7. Climate

The intent of our diversity initiatives have been to foster diversity within the Information School both in terms of the demographics and thought processes of the School's constituents (students, staff, faculty). Understanding we cannot change the way people think, we attempt to make them aware of diverse perspectives, approaches, and styles, and cultivate an environment receptive to differences. The extent to which such an environment becomes our institution's realization is dependent upon each individual. We are not attempting to teach tolerance; rather we strive for an environment where mutual respect, understanding, and concern prevail in the face of similarities and differences. Our hope is that a varied array of activities promoting diversity within the School will foster an increasingly welcoming climate. On this path, the School must actively and continuously scan the environment for existing and evolving ways to remain responsive to the demands and opportunities inherent in our increasingly global constituency.

### iSchool Initiative: Diversity

In December 2003, the Information School added a graphical link to the Diversity Homepage from the iSchool's Homepage at [www.ischool.washington.edu](http://www.ischool.washington.edu) under the prominently featured iSchool Initiatives portion of the page. See Figure 7 below.

Figure 7: iSchool Homepage



The screenshot shows a web browser window displaying the iSchool homepage. The browser's address bar shows <http://www.ischool.washington.edu/>. The page features a navigation menu with links for News & Events, Programs, Courses, People, Services, Research, Technology, and Links. A sidebar on the left contains links for iSchool Home, Overview, Mission, Contact Us, and Giving, along with search boxes for iSchool, UW, and WWW. The main content area includes an 'Important Announcements' section with several news items, such as 'KFTE project has caught the media's attention' and 'Prof. Melody Ivory-Ndiaye Publishes New Book'. A 'What's Happening' section lists upcoming events like 'dMLIS Web Chat for Prospective Students' and 'Leadership panel'. A red circle highlights a yellow button labeled 'iSchool Initiatives' with the text 'Diversity' and the URL 'diversity.ischool.washington.edu' below it. A red arrow points from this button to a text box on the right.

The iSchool homepage links to the diversity resource website and includes diversity as a School initiative

### Summary

The Information School has a sustained commitment to the broad-based cultivation of diversity, including race, gender, disability, class, sexual identity/orientation, religion, age, ethnicity, culture, region/geography, and indigenous status. We are committed to continuing to create a culture that allows and supports individuals with diverse perspectives, experiences, and aspirations to flourish.

## **SECTION F: DEGREE PROGRAMS**

### **1. Doctoral Program**

The Information School launched its Ph.D. in Information Science in Fall 2000 admitting five students. The Ph.D. program currently has thirty-one students. Thirteen of these students are male (1 Asian/Pacific Islander, 8 Caucasian, 2 not indicated, 2 international -1 Ukraine, 1 China) and eighteen are female (4 African America, 8 Caucasian, 6 International-1 China, 1 Korea, 1 Norway, 1 Paraguay, 1 Thailand, 1 Turkey). Twenty-three of the students are US citizens; eight are from countries other than the United States. Thirteen students have completed their coursework and eighteen are still working on their coursework. Ten students have passed their general exam and three of these students have defended their dissertation proposals. In the Spring of 2005, the school graduated its first Ph.D. in information science.

### Goals and Objectives

The goals and objectives of the Ph.D. in information science are as follows:

- To prepare individuals for a career as a scholar, researcher, teacher, change agent, and leader in the discipline of information science.
- To create a learning environment where the knowledge base of the discipline of information science is valued, rigorously examined and augmented.
- To establish a culture and infrastructure which will nurture the advancement and dissemination of new knowledge in the field of information science.
  - To facilitate and mentor advanced study in information science.
  - To create an environment that will nurture and promote individual intellectual needs, strengths and interests.

### Student Learning Outcomes

Students in the Ph.D. program of the Information School of the University of Washington are curious, enthusiastic and critical. They are treated as junior colleagues by the faculty and staff of the School, and their learning, writing, and research are an integral part of the School's research and academic culture.

Students who graduate with a Ph.D. in Information Science from the Information School are information scientists who can think, develop theories, research, teach, advocate, lead, write, and make original and meaningful contributions to the discipline of information science. A curriculum description for the Ph.D. program is attached as Appendix III.

### Benefits to the region

The State of Washington needs leadership in information education for the new millennium. The State must train, recruit, and nurture information scientists. Information scientists study the behaviors, processes, technologies, systems, services and resources that facilitate the effective use and transfer of information between people in institutional, social, and individual contexts. In short—Information Science is the key discipline of the knowledge era.

Graduates of the Ph.D. in Information Science offered by the Information School of the University of Washington will enter professions in the information industry, government, and academia. It is expected that graduates from the program will be employed as professors, researchers, managers, chief information officers, designers, or information systems specialists.

Living and working in an Information Age, we are constantly confronted by the complexities, the benefits and the problems and inequities of our information society—we need to learn new skills, accommodate new behaviors, new social orders, workflows, literacies, etc. These are the concerns of the information scientist. The work of the information researcher can *make a difference* in our society, which is so intimately defined by information processes. Indeed, one of the signatures of the Information School's Ph.D. in Information Science is that students are expected to explain the *value* of their research and to think about research issues, questions, and problems as opportunities for social advancement, community service, or the resolution of individual information needs.

### Standards and Assessment

Assessment of the program objectives will be achieved in the following way:

- To prepare individuals for a career as a scholar, researcher, teacher, change agent, and leader in the discipline of information science

The objective of the Ph.D. program in Information Science is to produce information scientists with the vision, intellectual capacity, and research potential to make a difference to the information community and more broadly to people who use information in social, organizational, or individual contexts. To some extent, the quality of our program is measured by the value of the Ph.D. student's research and its potential to *make a difference*. The information community (discipline, professional associations, key journals, conferences, etc.) provide the context for judging the appeal and level of acceptance of student-generated ideas, solutions to problems and so on.

As students graduate from our program, the Program Chair and student services staff will track the career paths of Ph.D. alumni as they pursue their work as scholars, researchers, teachers, change agents, information specialists, technology managers, etc. Professional outputs, such as publications, will also be monitored to help with assessing how well the program has prepared students for their chosen careers.

- To create a learning environment where the knowledge base of the discipline of information science is valued, rigorously examined, and augmented

Augmenting the knowledgebase of the discipline can be measured in terms of the number and quality of the publications that are generated by Ph.D. students. Many of our students already have papers on their research accepted to our communities' premier conferences and journals. For example, seven of our doctoral students will make presentations at conferences during just the Autumn Quarter.

The quality of the learning environment has been assessed using University of Washington student assessment surveys and peer review, which we have used to revise our curriculum. The rigor of the program is evaluated in terms of the capacity of the Ph.D. students to engage with other information scientists in informal and formal colloquia organized by the School.

- To establish a culture and infrastructure which will nurture the advancement and dissemination of new knowledge in the field of information science

The School's Collection Development Committee and Technology Committee will monitor research infrastructure (library collection, technology, facilities) and recommend updates or enhancements as the need arises. Students will become the colleagues and collaborators of the Faculty of the School of Library and Information Science. Faculty and students will take a role in establishing and nurturing collegiality in the School through mechanisms like publication syndicates, formal and informal mentoring, ideas exchanges, research and teaching practica and so on.

- To facilitate and mentor advanced study in information science

Students are required to complete research and teaching practica which team the student with experienced faculty in the School. Students are evaluated in terms of their participation and learning during the practica by the Faculty supervisor. A structured set of learning objectives are put in place for each practica (see Appendix IV) and must be approved by the Ph.D. Chair prior to enrolling in the practica. Faculty networks are also used to help connect students with national and international experts in the field. The Chair of the Ph.D. program monitors the quality of academic apprenticeships and the extent to which partnering intellectual needs and interests with appropriate faculty strengths is facilitating enhanced study in the discipline. We are also starting a mentoring tips series as a portion of our faculty meetings. The plan is to have one designated leader who will make a short presentation and guide the faculty in a discussion of best practices and challenges centered on the topic for that meeting.

- To create an environment that will nurture and promote individual intellectual needs, strengths and interests

As the program progresses, the doctoral student cohorts have been interviewed both as focus groups and individually to determine how well the program is catering to the individual and collective needs of the students. The Ph.D. Program Chair also meets regularly with both the

PhD students and the faculty serving on the advisory and supervisory committees to assess that individual needs are being addressed and individual interests are being pursued in appropriate ways.

The School also sponsors research seminars which help promote such an environment. For example, in the past two years, we have had seminars on topics such as: The Ebb and Flow of the Dissertation Process, Exploratory Data Analysis Techniques in iSchool Research, and Academic Work Practices; or Allocating Time to do What we do.

### Career Opportunities; the Academy and Beyond

Our students have found the campus-wide resources on careers to be very helpful. For information-science specific information, we have hosted seminars on topic such as Alternative Careers for Information-Related PhDs. In addition, much of these career discussions take place in individualized meetings between the doctoral student and the mentor. The mentoring of Information School doctoral students is treated very seriously by the faculty of the Information School. The School has conducted two faculty workshops on graduate student mentoring in collaboration with CIDR. Each faculty has been asked to prepare a mentoring statement describing their mentoring style. Common to these statements is the expectation that the faculty member and the student mentoree will develop a life-long relationship—the faculty member providing advice and guidance on career building and professional pathways. All students in the PhD program are issued business cards and encouraged to attend conferences. Information School faculty attending conferences assist students with professional networking. Faculty co-author papers with students. Program Chairs, the Dean and Associate Deans promote and advocate Information School graduate students in discussions with industry partners such as Microsoft, IBM, Google, Intel, and Boeing. Our Ph.D. students have already been hired as interns or part-time employees at Microsoft and Intel; however, the School needs to do more work to secure fellowships and internships for more of our doctoral students.

Project Athena, funded by the IMLS, has supported three doctoral students in the school over the past three years. The goal of this project is to enhance the diversity of the professoriate in schools that offer graduate education in librarianship. Many of these schools are not in research intensive universities like the University of Washington. Project Athena fellows get to visit these schools and are encouraged to take a broad view of career opportunities in the academy.

### Placement of Graduates

To date, the Information School has graduated only one Ph.D. in information science. This graduate was hired by the University of British Columbia before he had defended his dissertation. It is expected that most of the graduates of this program will enter careers in the academy as professors and researchers but the school also anticipates that a number of its graduates will enter research labs at companies like Microsoft, Boeing, Intel, and IBM.

From 2006 onward, it is expected that the School will begin graduating approximately three Ph.D.s per year. Records of the career trajectories of these graduates will be kept by the school. The school will maintain a library of the dissertations of its Ph.D. graduates and will keep track of its alumni through an alumni achievements website. This data will be used in recruitment events. The School will maintain contact with its Ph.D. graduates after graduation and seek

feedback on how effectively their doctoral prepared them for their work in academia or industry. Feedback from graduates will be used for ongoing revision of the Ph.D. program, curriculum, policies, procedures, and advice to the graduate faculty of the School on issues related to mentorship, advising, and supervision.

## **2. Master's degrees**

### Master's in Library and Information Science (MLIS)

The Master of Library and Information Science (MLIS) is a 63-quarter-credit program which offers a comprehensive core curriculum and a range of numerous electives that enable students to develop expertise in specific areas. Our nine required core courses emphasize the theoretical foundations of library and information science. The MLIS program is offered in two modalities: as a full-time, on-campus Day program; and as a Distance program. Requirements for these two options are identical. Students attending our program full-time may complete the degree within approximately two years, while students attending our part-time distance program generally complete the degree within a three-year time frame.

### *Objectives*

The objectives of the MLIS curriculum focus on preparing students to become leaders in the library and information fields and give them:

- An integrated understanding of central underlying concepts, theories, processes, models and research with a focus on users and the organization of information.
- An appreciation of the varied roles, contexts, settings and values in which information work takes place and the inter-relationships among them.
- A principle comprehension of important issues and terms relevant in the field, and the ability to learn more about these in their careers.
- Professional skills, experiences and orientation necessary and appropriate for entry-level positions.

As the flagship program with a 92 year history, the MLIS program benefits the iSchool academic unit by providing a core foundation for basing curriculum development across all iSchool degree programs (Undergraduate, MSIM, PhD). In addition, the MLIS program enrolls approximately 400 students per year (making it the largest program in the school) from the northwest and beyond. This large student population forms a strong alumni base, which facilitates both student recruitment and graduate hiring. The MLIS program also attracts top faculty from around the world, who then also teach across other iSchool programs. The University benefits from the large number of MLIS students and graduates working in its departments, including the University of Washington Libraries, Computing and Communications, the Office of Intellectual Property and Technology Transfer, the Center for Instructional Development and Research, and many other academic units. Regionally, the MLIS program is the only ALA accredited degree north of San Jose, California and west of the Mississippi. Our graduates fulfill the public and private needs for professionals in the information field throughout the northwest. Notable

employers include Microsoft, Boeing, Amazon.com, Corbis, Seattle Public Library, Seattle Public Schools, and the Gates Foundation.

Please see the Appendix V for a curriculum description.

*Positioning of the program among peers*

The MLIS is generally considered a terminal master's degree in that the vast majority of graduates pursue professional careers as opposed to continuing with doctoral studies. Our program objectives are highly similar to those of our top peers, namely the University of Michigan, Syracuse University, University of Illinois, Drexel University, University of North Carolina at Chapel Hill, and Florida State University. As with these peers, we believe in providing a broad-based, theoretically driven educational experience that prepares our graduates for leadership and innovation in an ever-changing information society. Table 2 compares the UW program to leading peer institutions in terms of program length, core curriculum and delivery options.

**Table 2: Comparison of UW Information School to Leading Peers**

MLIS Program	Quarter/ Semester	# of Credits	Time to degree	# of Core Courses	# of Core Credits	# of Elective Credits	Distance Option
University of Washington	Q	63	2 years	9	34	29	Yes
Syracuse University	S	36	2 years	8	22	14	Yes
University of Michigan	S	48	2 years	8	33	15	No
University of Illinois	S	40	2 years	2	6-8	32-34	Yes
Drexel University	Q	45	2 years	6	18	27	Yes
Florida State University	S	42	2 years	4	12	30	Yes
North Carolina at Chapel Hill	S	48	2 Years	8	24	24	No

*Measuring success – Objectives and Impediments*

The success of the MLIS program is measured by a large number of indicators assessing levels of academic and professional achievement, employability, student and alumni satisfaction, and involvement. Such indicators include but are not limited to those identified in Table 3. The largest impediment to assessing our progress has been the lack of infrastructure and resources for accurately documenting critical statistics on graduates and alumni; such as employment and job placement. This situation has improved over the past four years, resulting in a number of new hires to support such efforts. One example of new work we are undertaking is the implementation of an exit survey of graduates.

**Table 3: Measures of MLIS Program Success**

<p>Group 1: Detailed information currently being collected on the following indicators</p> <ul style="list-style-type: none"> <li>Percentage of students graduating; low attrition rate</li> <li>Percentage of students participating in directed fieldwork</li> <li>Number of students who pursue joint degree options</li> <li>Number of student groups creating a vibrant student community (iKnit, iParent, etc.)</li> <li>Percentage of students who hold offices in student groups, school committees, and professional organizations</li> </ul>
<p>Group 2: Anecdotal information currently being collected on the following indicators (based on self-reports, websites, professional literature, word-of-mouth)</p> <ul style="list-style-type: none"> <li>Student and alumni participation in national and regional conferences; someone presenting at every major event</li> <li>Student and alumni participation in publications in the research and professional literature, as well as popular press</li> </ul>

Student participation in faculty research and student-initiated research (independent study or thesis option) Alumni participation as mentors, speakers, recruiters, instructors, and donors Number of students who pursue additional graduate studies (doctoral or second masters) Number of students and alumni receiving public recognition for accomplishments both in the professional literature and popular press Number of alumni in leadership positions in the field Number of alumni holding office in professional organizations Number of students volunteering in the community
Group 3: In process of developing methods for documenting the following indicators Percentage of students employed in full-time positions within 12 months of graduation Number of alumni who recruit applicants and write letters of recommendation Number of students who complete the portfolio on first attempt

*Career Options and Departmental Support*

The MLIS program prepares its graduates for careers as information professionals by providing an understanding of the important issues and terms in these career fields and fostering the development of professional skills, experiences and orientation necessary and appropriate for entry-level positions. While in the program, students are informed of their career options and cultivate their chances for success upon graduation. Directed Fieldwork (LIS 590) is a primary means for students to learn about career options. Students typically pursue Directed Fieldwork after they have completed their core coursework, which provides basic knowledge and enhances the benefits of fieldwork to the student and to the host site. Students must complete a specified number of hours (100,150, or 200) per quarter at a host site, identify learning objectives, assess personal performance, and turn in various assignments. At the host site each student works with an experienced professional supervisor, who provides training, mentoring, collaborates with the student on their learning objectives and evaluates of their work. Directed Fieldwork is a partnership, where the student is able to contribute and learn, and the host site supervisor is able to gain assistance in their work and pass on their knowledge of the field.

The benefits of Directed Fieldwork are twofold. First, students participate in a structured opportunity to gain practical work experience, to learn from an experienced mentor, and to network and make professional connections. Since 2000, over 300 students participated in Directed Fieldwork. Second, students obtain experience in organizations both within and outside Washington State. Past host sites include UW Libraries, Seattle Public Libraries, Microsoft, Corbis, WebJunction, Amazon.com, Boeing, Fred Hutchinson Cancer Research Center, Seattle Art Museum, Oregon libraries, National Public Radio (Washington DC), The Wallace Collection (London), American Library in Paris, The Social Science Research Center in Berlin, Germany and numerous other libraries, schools, corporations, and specialized environments. Partnerships with such organizations have proven successful and have provided host sites with student interns that are eager to learn, are hard working, and are willing to contribute to the organization. In addition, past graduates of the MLIS program who are now working in professional settings are turning to the Information School and requesting Directed Fieldwork students to work with them.

In addition to Directed Fieldwork, we also expose students in the MLIS program to professional opportunities through the iProJobs listserv, workshops, and one-on-one advising. The iProJobs listserv is available to both current students and alumni, and there are daily announcements about job openings across the nation. iProJobs is also beneficial for keeping track of career trends (positions available, salary, etc.); each year we provide information on these career trends to the Library Journal Student Placement and Salary Survey. Workshops are conducted on a



quarterly basis and are typically sponsored by MLIS student groups. Over the past year there have been workshops focusing on networking, application tips, and specific professional opportunities. In addition, panels of recent graduates have come back to speak with current students about the job search and their organizations. Another resource for the current students has been one-on-one advising with the staff MLIS Academic Advisor. Students are encouraged to meet with the Advisor, who reviews and offers suggestions on their resumes and coaches them on the job search and interviewing techniques. All of these opportunities – Directed Fieldwork, iProJobs, workshops, and one-on-one advising – are available so that students can best prepare themselves for their career options and succeed in pursuing them.

Once students in the MLIS program have graduated, we attempt to keep in contact with them and find out where their degree has landed them. Recently we have begun asking each graduating student to complete an exit survey. In this exit survey we ask about their academic careers in the MLIS program and any suggestions and insight they may want to share. We specifically ask about their experience with Directed Fieldwork, participation in events and workshops, and outlook on advising. At the end of the survey we ask about their future plans, such as job opportunities, starting salaries, and resources they used to find their jobs. The information we gather from the exit surveys, in addition to the feedback we gather from students on an informal basis, is beneficial for our departmental planning. For example, each quarter we receive feedback on Directed Fieldwork from both the student and host site. This feedback has been positive and reveals that we should foster such partnerships. We hope that the exit survey will provide even more insight into the career options of our students.

In addition to working with our Directed Fieldwork students and viewing opportunities on iProJobs, MLIS alumni also have the opportunity to participate in Continuing Education courses. Continuing Education is intended for library and information professionals who hold the MLS, MLIS, or similar degree in a related field. Students who successfully complete a course are awarded Continuing Education Units (CEUs) equivalent to the number of academic credits for that course. The goal is to cultivate their professional development and career advancement by allowing them access to relevant and cutting edge coursework. We advertise Continuing Education on the Information School website and distribute flyers at various events such as library association conferences. To assist in our planning for future offerings, we examine which courses have yielded the greatest interest and also ask our Advisory Board to determine what is in demand related to the field of librarianship and information science. For example, we've learned that the following deficiencies exist in the profession: a broader understanding of content management systems and competitive intelligence; expertise in the presentation of information; knowledge of multimedia instruction; skill in collection development; and expertise in competitive presentation and selling techniques. We use this information to assist in our departmental planning, and guide us in choosing which Continuing Education courses to offer.

### The Master's of Science in Information Systems Management (MSIM)

#### *Objectives*

The Master of Science in Information Management Degree program admitted its first group of students for the Executive program in the fall of 2001. A full-time day program will begin in

Autumn, 2005. Both programs are focused on educating professionals to manage and direct the evolving information needs of today's organizations and businesses. The MSIM program integrates the areas of strategic planning, systems design, business leadership, metadata, networking, and information technology. The program also has a unique focus on organizing information systems to meet human needs; this human-centered approach is central to the MSIM curriculum.

The following objectives were generated in collaboration with the program advisory board (made up of senior executives from corporate and non-profit organizations in the greater Puget Sound area) in November of 2003:

- Teaches participants how to use information from a variety of sources to solve real business problems, including the ability to generate needed information and define a method for deriving missing information to fill in gaps.
- Imparts knowledge of how to use and direct the use of information and information technology to accomplish goals and objectives, and deliver on values.
- Provides information-centric problem solving abilities; preparation in a disciplined methodology to identify and solve business challenges and problems.
- Establishes a foundation in the principles, concepts and practices necessary to contribute to today's I/T environment.
- Teaches technology, information organization, and analysis and information management; shows how to apply skills and knowledge to real-world problems in business and public sectors.
- Develops skills to manage and direct information organizations; provides interaction with the best and brightest in the field.

These objectives are closely reflected in those expressed by other Information Schools throughout the country. For example, the Syracuse University Master of Science in Information Management (one of the oldest programs of this type in the country) lists the following four objectives for their degree program<sup>1</sup>:

- increasing the productivity and creativity of managers and executives who work with information resources
- planning the effective use of information and communication technologies within organizations
- developing corporate and government policies to maximize the benefits resulting from the widespread use of these technologies
- improving the strategic use and management of information resources in business, government, and nonprofit organizations

The curriculum in the program was extensively revised last year based on the above objectives, and has been approved for adoption in the 2005/2006 school year for both the Day and Executive programs. Details are in Appendix VI: MSIM Curriculum and Core Courses. A recent draft of the Masters of Science in Information Systems curriculum prepared for the Association for

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<sup>1</sup> <http://istweb.syr.edu/academics/graduate/msirm/index.asp>

Information Systems<sup>2</sup> confirms and validates the approach we have taken by including many of our course offerings in their curriculum recommendations.

Over the past two years, four new faculty have been hired specifically for their expertise in the information management disciplines, and will be joining the program next fall and winter to assist in further development of the program.

*Assessment and Outcomes*

Because the MSIM program is relatively new, and has only been offered in Executive format to date, we have limited information on the impact of the program. However, what data we do have indicates that the program has successfully achieved our objectives in that short time. A few of these indicators are discussed below.

- Admissions and acceptance rates: The program will double in size in the fall of 2005 with the first class of day students successfully filled. We expect the total student population to reach approximately 140 by the fall of 2006 with full complements in the day and Executive programs.
- Student support: We have dedicated \$24,000 annually from the school’s scholarship fund for support of students in the MSIM program, especially for international students who tend to base their decisions on scholarship packages. We found during our recruitment for the day program this year that we may need to offer additional money to attract the highest quality domestic students to the day program as well, since many of our accepted students went to competitive schools (Berkeley, Carnegie Mellon, Indiana, Simmons and others) based on funding. This will be an ongoing issue that will be addressed in the coming year through donor solicitation and other means.
- Alumni engagement: We do know that of our graduated students many remain involved with the iSchool through our alumni program, and have contributed to the University since 2003 (the year the first cohort graduated). Feedback from our alumni on course offerings, program development, and alumni activities is continuous and incorporated in the program as revisions are made to the curriculum and course offerings.
- Community engagement: The Advisory Board has been reorganized and new members added during the past year, and has been charged with a new mission statement and responsibilities. The board is active and very interested in furthering the program in the broader community. Current members of the board include the following—three other external members are expected to join this summer:

**Table 4: MSIM Advisory Board**

Faculty Members	Program	Title
Michael Crandall	MSIM program	Chair and Senior Lecturer
David McDonald	Informatics program	Chair and Assistant Professor
External Members	Organization	Title
Joe Barrett	Corbis	Director of Market Strategy, Professional Group
Frank Coker	Information Systems Management, Inc.	President

<sup>2</sup> MSIS 2006 Curriculum Preview by J.T. Gorgone, P. Gray, E.A. Stohr, J.S. Valacich, and R.T. Wigand. Communications of the Association for Information Systems (Volume 15, 2005) 544-554

Lee Dirks	Microsoft	Director of Syndicated Research and Services, Corporate Marketing Group
Jaime Greene	NPower Seattle	Executive Director
Alan Johnson	Boeing	Director of Enterprise Data Management and Knowledge Management
Sheri Southern	Starbucks Coffee Company	Vice President, Global Staffing & Partner Resources Operations
Raymond Von Dran	Syracuse University	Dean, School of Information Studies

Our students complete a capstone project in their final quarter with a local organization, providing both hands-on experience in the field and an opportunity for our community partners to see our students in action. To date, students have completed projects at AT&T Wireless, T-Mobile, NPower National, Boeing, Microsoft, Puget Sound Educational District, Schemalogic, CDM, Vorsite, Swedish Medical Center, Sogeti PCU, Strategic Weapons Facility Pacific, University of Washington Health Sciences, Washington State Justice Information Center, U.S. Navy, Seattle University Office of the President, and many others.

We expect this engagement with community organizations to increase as we begin our day program, which requires a two quarter internship program in addition to a capstone. We have hired a full-time internship coordinator for the Information School to help maintain community relations and ensure placement for our students with organizations such as the above and other corporate, non-profit and governmental entities.

#### *Career Outcomes*

Since most of these students are fully employed while attending school, placement statistics are not meaningful for this program. In two years, when we graduate our first full-time day program students, we will begin collecting placement statistics and monitor those as a metric for program success. Please refer to Appendix E for a list of students' places of employment.

#### *Integration with other Information School programs*

One area that will need exploration in the future as our day program matures is the integration of the MSIM program with our undergraduate Informatics program and the Information Science PhD. The first step toward this integration has been the joint chairmanship of the Advisory Board by the MSIM and Informatics Chairs, and the shared responsibility for internship and placement activities for the two programs in our recently hired internship coordinator.

Development of a research component of the program will happen over the next three years as our students begin to look at career options on graduation. We have left the option open for a thesis in the second year in place of the capstone project, but will need to generate funds to provide support for those students interested in pursuing a PhD beyond the Masters degree. Conversations have begun with local companies interested in supporting students in the area of Information Management at the research level (Boeing and Parsons Brinckerhof), but these are in very tentative initial stages and will take much more work to turn into reality.

Our recently hired faculty will also help in this area as their research efforts begin to contribute to the Information School's research agenda and begin to attract students in the area of information management to add to our current PhD candidates.

### **3. Bachelor of Science in Informatics**

#### Introduction

The Information School initiated the Bachelor of Science in Informatics degree program with the 2000-2001 academic year. Because the program is so young, the focus of our evaluation is to reflect on the current *trajectory* of the program and *establish baseline measures* for future reflection and evaluation of the program.

The Informatics program is innovative along several dimensions. First, the program challenges students to develop distinct *interdisciplinary* skills by requiring students to complete course work in both a 'technical' thread and a 'social' thread. The technical thread covers topics like programming, algorithms, data structuring, networking, and information retrieval at levels much deeper than comparative programs in Information Systems (IS). The social strand engages topics like human information behavior and the social and organization impacts of technology at levels much deeper than comparative programs in Computer Science (CS).

As well, the program requires students to demonstrate their ability to *integrate* their technical theory and skills with social analysis and engagement. The program requires students to take several elective courses that make key social-technical bridges concrete. Examples from our integrative strand include courses in Values Sensitive Design and Computer-Supported Cooperative Work. Additionally, every student completes a Capstone project and presents that project in a public forum. In a Capstone project each student, or small group, defines an informatics problem that relates people, information, and technology. They must then frame a project that addresses the problem including defining the methods and any possible solutions. Throughout a Capstone project students communicate progress through various oral and written assignments that culminates with a public presentation of the project in Spring Quarter.

Lastly, faculty who teach in the program have been instrumental in introducing innovative pedagogical methods into the courses. The program has broadly adopted a 'project' approach. The project approach moves away from the common classroom, lecture, memorization, and examination style. Instead, this approach is growing because it directly challenges students to demonstrate and apply their learning in a concrete way. Additionally, our faculty has been using modified 'studio' methods in our technical design courses. It is a distinct challenge to use a 'studio' approach in a traditional classroom, but several of our faculty have made great strides with this approach. Studio methods are traditionally used in Art, Architecture, Industrial Design, to name a few disciplines, but have not been broadly adopted in other academic disciplines, largely because the methods require 'studio' instructional space. Our modified studio methods employ technology in creative ways to help overcome our lack of studio instructional space.

The Informatics program is at an early stage, but several trends indicate that the program is establishing a strong reputation at the University and in the broader community. A large

percentage of Informatics students participate in independent study and in faculty research projects. Informatics students are strong participants in the Undergraduate Research Symposium (URS) and have successfully competed for Mary Gates Research Scholarships. On the national stage, research by Informatics students has received recognition from the American Association for the Advancement of Science (AAAS) and the Computing Research Association (CRA). The local community has begun targeting Informatics students for internship opportunities and career recruitment. Many Informatics graduates have the ability to fill key “bridge” positions that employers value, but often cannot fill with traditional IS or CS graduates.

The Informatics program is establishing a norm of regular reflection and revision. The program inherits a tradition of understanding user needs, participatory design, and iteration in the design and development process. This tradition is valuable when it is not just what the program preaches but what it practices. In its short history the Informatics program has conducted one focused review of the technical track curricula and as of this writing is in the process of conducting a focused review of the social track curricula. The Informatics program has an active student association and the feedback from student government and individual students is taken very seriously. Lastly, the Informatics program conducts regular surveys of its graduates and invites comments on the value of the degree, the courses, and the overall iSchool environment. This quantitative and qualitative feedback is used in the decision making process when adding to or modifying the current program.

The following sections present several aspects of the Informatics program in more detail. The initial subsections outline the program goals and objects and the ways in which the program has engaged assessment and the outcomes of the program. This report outlines our student demographics and how Informatics Student Services serves the student population in the program. Lastly, the report highlights the achievements of the students in the program by outlining their participation in research and scholarship activity. Finally, the report closes with details on the placement and career trends for our first five Informatics cohorts.

### Overview and History

We define Informatics as the study of information systems and technology with a human-centered perspective. This is based on the Information School’s emphasis on a human-centered approach to the study of information and technology.

### *Student Profile*

As of autumn 2005, the Informatics program has 127 majors<sup>3</sup>. The program admits up to 70 new majors each autumn quarter, and the majority of the students (over 95%) complete the degree and graduate, typically within two years. Average incoming GPA for the 2005-06 class was approximately 3.2. Admission data for the 2005 class and the historical summary of enrollment statistics is provided in Appendix VII.

Of the current majors, the approximately 16% are women and 15% are transfer students. Although minority students and Caucasian student account for about 43% each, the majority of

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<sup>3</sup> 134 majors enrolled and three engaged in full-time internships.

the minorities are Asian-American and Pacific Islanders, and Hispanic, African-American, and Native American students are significantly underrepresented (as shown in the chart below). We are continually striving to increase the number of under-represented minorities by reaching out to underrepresented populations and working to build educational pipelines to attract minority students.

Caucasian	42.5% (54)
Asian/Pacific Islander	36.2% (46)
Not Indicated	14.2% (18)
Mexican/Hispanic/Latino	3.1% (4)
Black/African-American	2.4% (3)
Native American	0.0% (0)
International	1.6% (2)

Through the 2000-2003 academic years, the Informatics program admitted up to 35 students each autumn quarter. In 2004, the Informatics program was awarded high demand enrollment-expansion funding from the Higher Education Coordinator (HEC) Board, enabling the program to admit up to 70 new majors each autumn. Beginning with the Autumn 2006 admission, the program will initiate the Freshman Direct Admission Program (FDAP) to attract top high school students to the UW and the Informatics program.

### Program Goals and Objectives

The Informatics program provides a technically sound, unique human-centric study of the information systems and technology that can be completed within in two years of admission to the major. The program strives to produce informational professionals who are prepared to enter the workforce or pursue graduate education with a broad range of relevant skills and knowledge to meet the emerging and changing need of the information field. A copy of the Informatics curriculum summary is attached as Appendix VIII.

### *Student Learning Objectives*

The student learning goals for the Informatics major include the ability to assess people's information needs and behavior; ability to design information systems to meet people's information needs; ability to work with information technologies (e.g., database, networks, Internet-based, interface design); ability to evaluate the impact of information technologies on people; ability to communicate effectively in writing and speaking; ability to work effectively both individually and as part of a team; and ability to understand the research process and its implication for information systems design and use.

All Informatics courses are designed to produce these outcomes through a rigorous experiential learning approach that emphasizes group work, research, writing, oral presentations, technical laboratory work, and guided as well as open-ended projects.

In addition, student learning is enhanced by engagement in service learning through guided class projects (e.g., in INFO 380 and 424), internships, and faculty-sponsored research. Student learning is also supplemented through “technology workshops” sponsored by the Informatics Undergraduate Association (IUGA) and American Society of Information Science and Technology (ASIS&T), and other student and/or professional organizations.

### *Assessment Methods*

We use both quantitative and qualitative measures to provide feedback on student learning outcomes and program effectiveness. These include:

- Classroom assessment, various methods
- Course evaluations
- Student self-assessment and peer assessment in classes
- Senior-year Capstone Project: Project progress and outcome review by peers, faculty, and capstone “clients” in capstone courses (INFO 490 and 491) and
- Assessment of Student Learning Objectives in Capstone Projects (at the programmatic, not individual student level), conducted by iSchool faculty and doctoral students at the Capstone Presentation event.
- Dean and Associate Dean for Academics’ planned informal discussions with students (typically quarterly)
- Chairs’ planned informal discussions with students (“Chat & Pizza with the Chair”) (typically quarterly)
- Informal feedback from alumni on application of coursework and Informatics experience to careers in industry.
- Exit Survey of graduates
- Placement Survey (6 months out)
- Evaluation of interns by employer site supervisor, and feedback from employers to program.
- Feedback from Informatics/MSIM Advisory Board.

In addition, measures of program success also include:

- Graduation Efficiency Index (GEI): The Informatics program has a Graduation Efficiency Index (GEI) of .84 (2004). Although a slight decline from .89 in the previous year, this is still among the highest among all undergraduate majors offered by the University of Washington.
- Completion Rate: The actual completion rate, which would reflect the number of students who once enrolled in the major, complete the degree, is over 95%.
- Student satisfaction as reflected in student exit surveys
- Student achievements and success

To reinforce one point in our self-evaluation, based on our assessment measures, the trend data for the Informatics program is positive. But, with only four years of data it is clear that our program is still young.



## Program Curricular Assessment

The Informatics program practices what it preaches. That is, one clear tenet of the program is that an iterative, user-centered approach to design is highly effective. The Informatics program practices this through regular reflection and assessment of the program and student achievement. The program has been engaged in continual self-assessment in an effort to refine and improve the program since its inception in Autumn 2000. Past curriculum review and surveys include (a) an Informatics program survey (2001) which focused on the programmatic balance between individual versus group work and technical versus human-centered strands; (b) a correlation study of informatics majors' preparation for and performance in CSE 373 (a precursor to the Technical strand review); and (c) a comprehensive Exit Survey (2005).

### *Curricular Assessment*

In the 2003-2004 academic year, the program chair initiated an internal faculty review of the technical strand of the Informatics degree. The chair initiated a sub-committee of faculty who had taught in the technical strand during the prior 2 years. The technical strand was considered from several perspectives:

- The faculty needed to assess the topical effectiveness of several unique courses. The curriculum includes several unusual (non-traditional) combinations of topics in the same course. During the initial specification of these courses, the goal was to reflect a unique view of the valuable skill and knowledge combinations that are not commonly presented in the topical course silos of other technical curricula.
- A set of desirable skill and knowledge objectives were compiled by reflecting on the current course inventories, current course syllabi, and a small range of potential career trajectories. A matrix listing each objective and each required course was compiled to ascertain how the objectives were being covered, duplicated, or not covered by the courses.
- Reflect on qualitative factors of the technical curriculum based loosely on student levels of success and failure in the individual courses, complaints, workload, and overall success in the student culminating experience (i.e., the capstone courses).

Based on this curriculum review the sub-committee proposed several changes to the technical program. All of the proposed changes were considered by the iSchool faculty in full, and approved in principle. About half of the proposed changes were acted upon with associated University level proposals. These changes included modifications to course inventories and syllabi, reorganization and representation of the technical, social and integrated threads in the informatics curriculum,

The Informatics program is developing a pattern of continual curricular and programmatic reviews and refinements. This continual improvement process includes a curricular review that examines a curricular strand review every three years, and overall programmatic review that includes an assessment of our services, practices and policies.

### Student Services and Advising

Undergraduate Student Services is staffed by one full-time Director and one program staff, who also serves as reception for the Office of Student and Academic Services (OSAS).

Undergraduate Student Services provides recruitment, admissions, retention, outreach, student support, and advising services for majors in addition to a variety of other services to support the operations of the iSchool.

### *Recruitment and Minority Outreach*

The goal of the Informatics recruitment effort is to attract a strong pool of students to the program from a diverse and broad range of cultural, ethnic, and socio-economic backgrounds.

Recruitment efforts include:

- On and off-campus information sessions
- Print and Web-based publications; advertisement in *The Daily*; and Web-chats (suspended for 2005)
- Outreach to minority populations through the Office of Minority Affairs (OMA), Instructional Center (IC), Gear-Up, Upward Bound, Women in Science and Engineering (WiSE), and the Women's Center.
- Outreach to community colleges through UW Majors Day visits (3 colleges per quarter), UW Transfer Day (until program was discontinued in 2004) and separate special presentations and relationship building with CC faculty, advisors, and students.
- Outreach to and collaboration with high schools (students, counselors, instructors) through classroom presentations and information sessions.
- Participation at conference and special events (e.g., the UW CC Conference and UW Career Week events)
- Annual Informatics Capstone Presentation event
- Collaborations and cooperation with external organizations, such as Technology Access Foundation

### *Alumni assistance in publicizing informatics*

Whenever possible, the Program has sought to innovate and collaborate in its recruitment efforts. For example, in autumn 2005, the program hosted a UW campus visit by students and teachers from the Cleveland High School IT Academy so that they could learn more about the UW and the Informatics program. This event, spearheaded by Informatics and sponsored in collaboration with Upward Bound and the Office and Minority Affairs, succeeded in not only promoting awareness of the Informatics major among high school juniors and seniors, but also in creating an opportunity for these students – who were almost exclusively from underserved minority populations – to visit the University and to learn of the range of services and resources available on campus. It also developed a relationship with the IT Academy teachers that will help to foster the educational recruitment pipeline in the future. Based on the success of this event, we hope to offer similar events in the future.

### *Retention and Student Success*

The emphasis of undergraduate student services is on proactive advising, retention, and student success through graduation and placement. Delivery of services combines small-group advising,

email or Web-based services, administrative monitoring of progress, peer-to-peer information exchange, with individualized attention and guidance.

The following are some of the services provided to promote its retention and student success.

- New Majors Orientation: Newly admitted majors attend orientation in small groups over the summer prior to the start of their first quarter in the major. The orientation is designed to provide students with an overview of the program and proactively address requirements, expectations, and tips for success in the major as well as to encourage students to make connections with other new majors, continuing majors, and the iSchool community.
- Continuation Policy for Informatics Majors: The academic performance of each Informatics major is reviewed on a quarterly basis by the Student Services Office in accordance with the Continuation Policy for the Informatics Major. (see Appendix IX)
- Free CSE 373 tutoring: The School offers free tutoring to Informatics majors enrolled in CSE 373. An internal study showed that some Informatics majors -- particularly transfer students without JAVA programming experience (most community colleges use C++) and those without some advanced math background -- were struggling with the specific content in CSE373. Tutorial support for this course helps during a students' critical first quarter in the major.
- Financial Support: The School seeks to support students through scholarships. For the 2005-06, the School awarded five scholarships totaling \$12,000 to continuing majors: three William E. Henry scholarship for \$2,000 each and two Boeing Informatics Diversity Scholarship for \$3,000 each. The Henry Scholarship, which recognizes academic achievement, leadership and service to the School or information field, is provided by an endowment to the School, and the number of awards may be increased as the enrollment expands. The Boeing scholarship, granted to the School in 2005, recognizes students for achievement, leadership, and service for promoting diversity in the School or community.
- "Career Matters" drop-in sessions: In order to aid students with job search and career and internship assistance, the Director of Undergraduate Advising Career and/or the Employer Relations/Internship Coordinator provides regularly-scheduled, drop-in sessions called, "Career Matters" twice a week (Mondays 1:30-2:30 pm and Wednesdays 10:30-11:30 am) in the Student Lounge.
- The Advisor's Tip Timeline: Provided in the Informatics Handbook and on the online Student Guide, the timeline offers a quarter-by-quarter timeline of events and tips for success and important markers of progress in the program.
- Quarterly workshops and sessions for students (offered routinely every year): Special sessions or meetings are offered, virtually each quarter, designated for first-year and second year majors. Examples of first-year student activities include a Capstone Planning session and summer internship information sessions. Examples of second-year sessions include the Capstone Mixer (to introduce potential capstone clients) and the small group Graduation Application meetings.
- Employer information sessions and special events: The School strives to connect the academic education to preparation for employment and professional interests. As such,

we arrange employer information sessions and special sessions (e.g., alumni event and special employer meetings, such as “Like Minded Employers” session, etc.)

- Quarterly registration advising via email to an “iMajors” listserv (to which all majors must subscribe.)
- Individualized appointments upon request, in addition to drop-in advising.

Undergraduate Student Services maintains a quarterly activity report that documents efforts and achievements as aligned to the goals and priorities of the School

### Informatics Achievements and Undergraduate Research

Even as a relatively young program, overall student achievement has been impressive. One of the priorities of the Information School has been to develop a strong research culture, and this is evident in the experience of Informatics undergraduates. Not only are research experiences integrated in coursework, many Informatics majors engage in faculty-sponsored research. Professors Friedman, Pratt, McDonald, Ivory-Ndiaye, Hendry, Efthimiadis, Brooks, Jones, among others, have routinely engaged students in research projects. (See Accountability Data on undergraduate involvement in research and public service, submitted annually to the Provost). Many of these projects have resulted in published papers, conference presentations, and/or presentations at the Undergraduate Research Symposium.

Informatics accomplishments include:

- Mary Gates Scholars: Informatics majors have been named recipients of the Mary Gates Research Training Grants in each year 2001-2004, and additionally, one received the Mary Gates Leadership Scholar Award in 2004.
- Informatics students participate in the University’s annual Undergraduate Research Symposium in overwhelming numbers compared to other majors on campus. Informatics majors have had one of the highest levels of participation by percentage of majors with over half of the seniors (or over 37% of the current majors) routinely participating in URS.
- Honorable Mention in the national Computing Resources Association undergraduate award (2004);
- A Best Student Poster in category at the 2004 American Association for the Advancement of Science Conference;
- Presentation at the conferences, including ACM SIGCHI Conference on Computer Human Interaction (2003); American Association for the Advancement of Science (2004), and the Frontiers in BioMedical Research Symposium (2005).
- Publications: Some of our students have had their research with faculty result in publication and in referred conferences publications.
- Deans Lists: A significant number (approximately a third) of Informatics majors make the Quarterly Dean’s list and the Annual Dean’s List.

We believe that part of the success is attributed to our unique curriculum, and in particular, to the capstone experience in which students are enabled to pursue and develop their own information areas of expertise. Joseph Goldberg ('02), for example, used his capstone project, “Project Management in an Open Source Developing Community” (where he designed and developed an

automated system to facilitate communication and project assignment in an open-source online journaling service) to convey his interest and preparation for working at Amazon, where he became a Web Developer (Personalization Features). Adonis Acuario ('04), whose research capstone project focused on user-centered design of personal information systems, writes that he is now considered “a pioneer in user experience design” at Washington Mutual, where he is employed as a User Experience Analyst. Matthew Nevitt ('04), whose capstone project “Real-time Action Tracking System” applied technology to address the need for real-time statistical data in skateboarding and other extreme sports, used his capstone to obtain his “dream job” at Sole Technology Institute, a biomechanics and physical testing laboratory in Santa Monica, California.

The role of the capstone research experience is captured in the following email excerpt from Adonis.

*“Just to share a personal note, I am very happy with how the Capstone event turned out, and the fact that the Informatics program is designed in such a way that it allows its students to develop their own projects. Not only does it allow us to stretch our minds, but it also provides us with the opportunity to seek out our own potential. Many times in our Undergraduate career, our projects get swept under the rug, with no motivation to develop it further. But the capstone, and all Informatics projects, do not allow for such acts. The program and its projects push us to change the world with our skills and our understanding. All of it certainly comes in very handy when speaking with employers, colleagues and peers, especially when you complete a project and begin discussing it with these individuals. In my case, where personal information management is at a peak, people want to listen; people want to understand. These are real people with real problems and a real interest in our work. I have become a mini-expert in my field, and I have the iSchool Family to thank. You all have backed me up and provided me with the motivation to succeed over all adversity and to learn about myself. I thank you all for that opportunity, and I hope you and the entire faculty and staff know this. It has been an honor working with all of you -- in one way or another; whether people's help was visible or not, you have all contributed to the person that I have become over the past 2 years, and I am grateful to you all. Keep up the good work.”<sup>4</sup>*

### Career Placement and Trends

As of Summer 2005, the Informatics program has graduated 131 majors. Our placement list (see Appendix E) will show that our graduates have been placed in a broad range of positions in the IT industry (such as Amazon, Microsoft, Google, Avanade, and PAR3), in business (e.g., Safeco, Boeing, Washington Mutual), in healthcare (Cerner, GroupHealth), government (US Department of State) and in various areas in the public sector. They occupy such positions as Security and Performance Analyst, Web Developer, Business Analyst, Solutions Consultant, and Information Management Specialist.

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<sup>4</sup> Personal email from Informatics senior Adonis Acuario to Director of Undergraduate Student Services Mariko Navin, May 26, 2004.

Our graduates have also been accepted to prestigious graduate schools, including UC Berkeley (School of Information and Management Science), Carnegie Mellon University (Information Networking Institute), UW School of Medicine (Biomedical and Health Informatics), Ohio State University (Accounting), University of Texas, Austin (Information Technology) as well as University of Washington (Biomedical Healthcare Informatics, Evans School of Public Affairs, and Marine Affairs.) Currently in the pipeline for graduation education are students pursuing admission into law schools and MBA programs.

Placement data is collected through an annual “Six-month out” survey conducted in November/December and the Informatics Exit Survey. However, a surprising number come from students’ self-report through email, phone calls and drop-ins. We believe this reflects strongly on the positive relationship students have with faculty and staff of the iSchool.

After initial feedback from students in the early years of the program with requests for assistance in marketing awareness of the Informatics program and the Information School, the School has doubled our efforts to assist students with career placements, recently hiring an Employer Relations/Internship Coordinator (.50 FTE).

#### *Projected trends for IT and computer-related professions*

The U.S. Bureau of Labor Statistics states that “The computer systems design and related services industry is expected to be one of the top 10 fastest growing industries in the economy, adding more than 600,000 jobs between 2002 and 2012.” (See Bureau of Labor Statistics, <http://www.bls.gov/oco/cg/cgs033.htm>). These occupations, which include positions such as information technology occupations, such as Database Administrators, Computer Support Specialists, and Computer Systems Analysts will see rapid increase in job growth (from 50% to upwards of 80% increase), depending on the occupation.

The Washington State economy, which has shifted from a manufacturing to an information technology-based economy, will also require more IT workers to thrive. “The Information technology sector that is driving the new economy is growing six times faster than the rest of the economy” states Theo Eicher, economics professor and founding director of the UW’s Economic Policy Research Center, and states that Washington’s schools are not meeting the demand for technology workers. (Seattle Times, Editorial, 8/11/05)

Market forces are also driving up starting salaries of technology, computing, and “information science” graduates. In fact, a recent *CNN Money* article reported that “information science” graduates had the greatest increase in average starting salary from among a list of “most lucrative college degrees” with an increase of 10.7% to \$42, 375 in 2004 over 2003. (“Most Lucrative College Degrees,” *CNN Money*, Sept. 21, 2004) This national salary data reflects the increasing value placed by the market on information professionals.

The NSF-funded, NWCET (National Workforce Center for Emerging Technologies) report, “*Applications of Information Technology: Trends Assessment for 2004*” is interesting as it pertinent to informatics.

*“IT and business processes can no longer operate in isolation, requiring a new breed of professionals that cross-over the IT and business application sides. There is a deep and rapid convergence of technologies that used to reside in separate fields of education, creating a demand for professionals with a broader knowledge of technologies and cross-trained in various technology areas.”*

This report recommends that IT programs combine the social or human-centered perspectives ("soft" skills) with the technology ("hard") skills – exactly what the Bachelor of Science in Informatics does. In summary, we believe Informatics is on the right track and that we are serving to meet the important needs of students, industry, and our regional community.

### Future Plans and Concerns

The Informatics program attempts to take a strategic look forward in program planning. We recognize that we are actually a small program and have limited resources to accomplish an extensive array of program goals and objectives. Therefore any enhancement or expansion of the program must be balanced with the day-to-day needs of maintaining the quality of the existing program. We maintain a short list of program concerns and enhancements that require on-going attention. This includes:

- Develop and implement an Informatics Honors Program
- Student diversity; many ‘technical’ majors have seen a decrease in women and minorities during the past few years.
- To encourage timely completion of major to support the University’s time-to-degree concerns, consider a max limit of 135 credits for adding INFO as new major. (This may be superseded by University-level proposal to address time-to-degree.)
- Double-degree credit accumulations; build on University-level proposals, may examine outlining possible formal double-degrees with common INFO majors (to encourage student efficiency in completion of degrees)
- In conducting our self-review, the Informatics program seems poised on a *trajectory* of high achievement and success. As well, the program has established a norm of reflection and assessment that has established *baseline measures* that will be useful in tracking our program into the next decade.

## **SECTION G: GRADUATE STUDENTS**

### **1. Recruitment and retention**

Organized primarily by the Office of Student and Academic Services (OSAS); the School recruits, for our graduate programs, at numerous professional and academic conferences and events throughout the year. This routinely involves hosting an exhibit table where information on all of the School’s academic programs is available. Each year we choose approximately eight professional library conferences to attend throughout states in the northwest. This has been a

particularly effective way to disseminate information about our distance MLIS program option to aspiring library professionals. In addition to attendance at library conferences, we have recently been expanding our efforts to include attendance at events with a focus more on information science, management, and technology. We expect events of this type to have a larger attendance by potential applicants to our MSIM and Ph.D. programs. OSAS also attends events geared at a broader audience, such as graduate school fairs, to recruit for all of our programs.

We have also placed emphasis on recruitment of minority and underrepresented students. Among the efforts we are currently pursuing include a nation-wide recruitment effort targeting the Ronald E. McNair Post-baccalaureate Achievement Programs. The McNair Program promotes graduate work to participants who are from diverse backgrounds, providing them with personal assistance in locating, applying, and gaining admission to graduate school. A recruitment mailing is being sent to the 170+ programs on various campuses throughout the nation to promote our graduate programs. OSAS has also teamed up with UW Libraries in promoting the McKinstry Graduate Fellowship to prospective and current MLIS students. The McKinstry Fellowship offers a one-year full tuition fellowship, as well as a part-time position with UW Libraries, to an iSchool MLIS student from an underrepresented group. This collaboration with UW Libraries allows for active recruitment of diverse students while promoting fellowship opportunities. We have also been able to use a recruitment Research Assistantship (RA) from GOMAP in recent years to attract our top candidates who come from underrepresented groups. We have been highly successful in securing acceptance of our admission offers by including the GOMAP recruitment RA for these individuals.

The iSchool is a partner school in Project Athena, a program created to recruit and train the next generation of Library and Information Studies faculty. It is designed to do so by providing doctoral fellowships and creating tools for success. Project Athena is particularly interested in recruiting students who will serve as role models for underserved populations. Individuals from culturally diverse background are encouraged to apply.

## **2. Advising, mentoring and professional development**

### Communicating academic program expectations to students

The School recognizes the importance of keeping students well-informed, and we take a proactive philosophy related to advising, mentoring and professional development. Students in our MLIS (Day and Distance) and Day MSIM programs are assigned faculty advisors at the time they enter their program. Faculty advisors are expected to work closely with students on course selection, and serve as catalysts for professional growth and long-term planning. Ph.D. students are assigned a faculty “buddy” at the time they enter their program. The faculty buddy helps the new Ph.D. student acclimate to the structure of the program and assists them in the process of finding an official faculty advisor (which generally takes place in the second quarter). Students in the Executive MSIM program are not assigned faculty advisors, given that their course requirements are fairly lock-step. For broader professional development, the Executive MSIM students are mentored by the MSIM Program Chair, other faculty with foci related to information management, and staff in OSAS (as described below).



The School has dedicated professional academic advisors in OSAS who serve as go-to resources for graduate students. The OSAS staff assists students with navigating UW Graduate School and departmental policies, procedures, and resources. The OSAS staff also collaborates with faculty to offer information sessions to current students on numerous relevant topics. These information sessions occur on a regular basis (often once per quarter) and address topics such as directed fieldwork and internship opportunities, as well as portfolio requirements for students in the MLIS program options. Incoming students participate in orientations held separately for each academic program, to introduce them to the relevant degree requirements and policies and procedures they need to be aware of for satisfactory progress.

In addition, the School places high importance on having information available to our students in an electronic format. Outlines of procedures (i.e. supervisory committee formation for Ph.D. students, and directed fieldwork rules for MLIS students) are readily available on our departmental web pages. Students are also required to subscribe to email listserves that are used to disseminate information related to each academic program. Summaries of relevant degree requirements, policies, and procedures are also contained in student handbooks. Student handbooks are distributed to students at the time they enter the program and are also available in PDF format online.

#### Informing current and prospective students of relevant graduation and placement statistics

OSAS maintains statistics on time to degree and completion rates for the School's graduate programs. While this information is not actively published for students to view, it is readily available for students upon request.

Employment and placement information is viewed as critical both for recruitment of prospective students, as well as beneficial for current students as they strategize for their own post-degree plans. In the past, tracking placement information for students from our MLIS program has focused on accumulating information on representative types of professional organizations the graduates have moved on to. For example, we know that our MLIS students end up in a variety of venues ranging from traditional settings in public and academic libraries, to more diverse settings including private corporations. The MLIS staff academic advisor maintains a list of representative placements and job titles. In an effort to improve this information, OSAS developed an exit survey that was sent out to MLIS graduates in spring of 2005 (and will continue each quarter in the future), asking (among other things) for placement information including location and job title.

Students in our Executive MSIM program are, with very few exceptions, working professionally full-time while they pursue the degree. As such, we have very good information (primarily from admission materials submitted) as to current job locations and titles of current Executive MSIM students. We have found that Executive MSIM students tend to stay in their current workplace immediately after graduation from our program. In some instances, the Executive MSIM graduates receive promotions at their current/ongoing workplace. We also initiated an exit survey this year for the Executive MSIM students (similar to the MLIS survey) to expand our ability to track placement. This information is then utilized in our recruitment publications and highlighted in our information sessions. This information will also be readily available for current students to access.

As we have not yet graduated any students from the full-time Day MSIM program (this program option initiates in autumn 2005), there is not placement information. We plan to be proactive, particularly with students in this new program option, to track their placement. The Day MSIM program includes an internship requirement, and we anticipate that some Day MSIM student will be able to turn their internship experience into full-time employment at that particular work site. We will also develop an exit survey similar to our other master's programs to track placement immediately at the time of graduation.

The School just graduated our first Ph.D. student this year. He has accepted a faculty position at the University of British Columbia. As more doctoral students complete their program we will develop more formal means to adequately track their placement, although by the simple fact that there are far fewer Ph.D. students (and thus, graduates) in the School, we do not anticipate significant difficulties in their tracking.

Tracking placement of our graduates at two and five year intervals after degree completion presents a larger challenge. Historically, we have not been particularly successful in tracking this long-term information. We are hopeful, however, to improve this in the future. Alumni surveys can be utilized to determine employment of graduates two and five years after degree completion. The School plans to utilize the staff resources of its recently expanded Development and OSAS offices to pursue expanded efforts in this area.

#### Departmental mentoring and advising

As already noted, students in our MLIS (Day and Distance) and Day MSIM programs are assigned faculty advisors when they enter their program. Faculty advisors are expected to provide guidance on course selection, potential career direction, research interests, and intellectual and theoretical development. Most critically, faculty advisors guide MLIS students through the portfolio process, and Day MSIM students through the internship and capstone processes.

Faculty advisors are not expected to know everything; however, as information professionals, we assume they are able to recognize that directing students to the proper resources is important. Faculty advisors are encouraged to remember that OSAS serves as the primary resource for students and most inquiries can start there. Faculty advisors direct students to OSAS and the designated staff academic advisors in that office for matters concerning departmental and University policies and procedures.

Students are encouraged to meet with their faculty advisors regularly, and faculty advisors are encouraged to communicate with their advisees at least once per quarter. Faculty advisors are also encouraged to maintain and complete program of study forms on each of their advisees to track their progress toward degree completion. A copy of the program of study form is submitted to OSAS during the student's final quarter to facilitate a degree audit and to verify successful completion of minimum degree requirements. (Please see Appendix X for a sample Program of study form for the MLIS program) OSAS also monitors and takes necessary action related to the quarterly low-scholarship lists that the Graduate School produces. In combination with the Graduate School low-scholarship policies, the iSchool uses established Unsatisfactory

Progress policies for each of its master's programs. (The Information School's Unsatisfactory Progress policy for the MLIS program is attached as Appendix XI)

Students in the Executive MSIM program are not assigned faculty advisors, primarily due to the lock-step nature of their course requirements. Executive MSIM students are encouraged, however, to utilize the resources present in their general planning and advising, specifically the MSIM Program Chair, MSIM staff academic advisor, and the faculty as a whole.

Doctoral students develop strong relationships, first with their faculty "buddy", followed by an official advisor (and advisory committee) and the chair of their supervisory committee. Set procedures for officially establishing these relationships are communicated to Ph.D. students when they enter the program.

### Professional Development

Incorporating aspects of professional development into the curriculum of our graduate programs is given high value. This is particularly relevant in the curriculum of our MLIS and MSIM degree programs.

Although not a requirement for graduation, MLIS students are encouraged to pursue Directed Fieldwork (DFW) opportunities. The Directed Fieldwork program is outlined in *Section F 2: Master's of Library and Information Science*.

The full-time Day MSIM program requires a fieldwork/internship component. Structured around the course number of IMT 590, students will complete a minimum of 2 credits over a two-quarter time span. Day MSIM students will pursue their IMT 590 credits during the second year of their program of study. Given that the Day MSIM program is launching in Autumn 2005, it will not be until the 2006-2007 academic year that these students actually begin their fieldwork/internship placements. In preparation for this, the MSIM staff academic advisor also serves as our Employer and Internship Coordinator, and is active in developing fieldwork/internship opportunities at local companies and organizations for our Day MSIM students. Students in the Executive MSIM program option do not have the fieldwork/internship requirement for graduation. This difference is due to the fact that Executive MSIM students must have a minimum of 3 years of professional experience before entering the program.

Both Day MSIM and Executive MSIM students do, however, pursue a capstone project. The capstone project (structured under IMT 595) is completed in a student's final quarter with a local organization, providing both hands-on experience in the field and an opportunity for our community partners to see our students in action. Among the sites students (to this date Executive MSIM students only) have completed capstone projects at include AT&T Wireless, T-Mobile, Boeing, Microsoft, Puget Sound Educational District, Swedish Medical Center, University of Washington Health Sciences, the U.S. Navy, and many others.

In addition to professional development opportunities structured specifically within our graduate program curriculums, students have additional opportunities for growth in this area. Becoming a part of the professional community is an important aspect of professional development. Students at the Information School are fortunate to have a number of quality professional organizations

with student chapters and student membership. We encourage our students to become active in at least one of these organizations. Opportunities for students to attend professional conferences, as well as present at these events, is routinely facilitated through these organizations. Among the professional organizations that our graduate students are active in are:

Association of Library and Information Science Students (<http://students.washington.edu/aliss/>)  
Archives and Preservation Club (<http://students.washington.edu/archpres/>)  
American Society for Information Science and Technology (<http://students.washington.edu/asis/>)  
Special Libraries Association (<http://students.washington.edu/slauw/>)  
Student Chapter of the American Library Association (<http://students.washington.edu/slauw/>)

The School also promotes professional development opportunities that other units on campus organize and host for graduate students. This includes workshops offered by the Center for Career Services, as well as seminars and workshops organized by the Graduate School.

### **3. Inclusion in governance and decisions**

#### Graduate student involvement in School governance

Inclusion of our different populations is one of the defining characteristics of the Information School. The user-centered approach is evident throughout the School. This relates not only to faculty and staff, but to students as well. Each of our academic programs chooses a student representative who attends School faculty meetings. These student representatives are encouraged to participate in the dialogue at these faculty meetings, and provide the student perspective as the faculty discusses direction and policy matters for the School.

Graduate students also serve on official committees of the School, alongside faculty and staff. Student representation is present on our admission committees, in addition to the School's Ph.D. Program Committee. Students are voting members on these committees and are active in decisions that are made.

The School also strives to include the larger student population in decision making. To gather student feedback, the Dean and Associate Deans schedule open meetings with students several times per year. This allows students to directly share their concerns and suggestions with the administration of the School. The administration, in turn, uses student feedback in revising and developing policies and procedures.

#### Grievances

Students have the ability to submit petitions to request waiver or exclusion from an academic or departmental policy. The petition request is reviewed first by the Program Chair of the student's academic program, followed by a decision being made by the School's Associate Dean for Academics. Routine petitions include requests to waive required courses, extension of posted deadlines, as well as requests to change from one program mode to another (i.e. switching from Day MLIS to Distance MLIS).

If a petition is returned as denied, the student has the option to appeal to the Associate Dean for Academics and the Dean of the Information School. This process may be viewed as the School's informal academic grievance process. Over the last three years, we have had only one instance of this nature. An MLIS student was requesting to receive credit toward their degree for courses they completed while only having nonmatriculated student status. The petition was denied, and when the student appealed to the Information School Dean, it was also denied. The student was then forwarded on to the Graduate School and they also denied his request, as it went against official policy.

This example is representative of the School's procedure should grievance issues be initiated by a student. A student has the option to follow the School's normal process to request waivers and exceptions. If that petition is denied, appeal may then be made to the Information School Dean. If a resolution is still not agreed upon, the School refers to the Graduate School's official Academic Grievance Procedure (as outlined in Graduate School Memorandum No. 33, <http://www.grad.washington.edu/Acad/gsmemos/gsmemo33.htm>).

In summary, the School draws from and refers back to official Graduate School memoranda in regard to many scenarios, and specifically for academic grievance issues. Language to this effect is included in our Student Handbooks that are available to our students, both in print and online.

#### **4. Graduate Student Service Appointees**

##### Appointment process and average duration

Students are appointed into Graduate Student Service Appointee (GSSA) positions within the School in two ways; eligible incoming students are made offers to encourage their attendance at the University and current interested students with continuing satisfactory performance towards their degrees are provided these opportunities. Once students are selected their eligibility is confirmed, they are then offered a position and given up to 30 days to respond whether they intend to accept. After a student accepts, training and orientations are scheduled to meet the needs of the individual student and their supervisor. The average duration of appointments is 9 months.

##### Funding and salary increases

Our students are funded from a variety of areas. Our PhD students primarily receive their funding through teaching assistantships, research assistantships and fellowships, whereas our Masters students primarily receive their funding through staff assistantships, research assistantships and fellowships. PhD and Masters students receive annual increases as set by the state legislature. In addition, PhD students receive an increase upon completion of their general exams.

##### Supervision

GSSAs are supervised by faculty and/or staff dependent on the project they are assigned. The level of supervision varies from project to project as well as the level of responsibility the student is afforded in their role. Many of our students work with minimal oversight and only general direction provided by supervisors. All GSSAs receive a quarterly evaluation from their

supervisor(s). Evaluations are reviewed by a third party to ensure any problems are addressed in a timely manner and copies are provided to the students.

### Training

Different student appointments require different training. All Teaching Assistants attend the annual TA conference hosted by CIDR. Experienced TA's are encouraged to present workshops at the conference. While many work on their teaching skills with their faculty supervisors, many students continue a relationship with CIDR after the conference, and use its services to evaluate and improve their teaching.

Research Assistantships trainings are determined by the individual projects' needs, and the training is overseen by the project faculty supervisor, PI, or project staff such as another graduate student or staff person, depending on the skills needed for the student's appointment.

Graduate Staff Assistants are trained in formal group training sessions on basic technology and job skills needed in their appointments. Some also receive specialized technology or research training by faculty supervisors based on their appointments or special projects assigned. Students are encouraged to take part in workshops provided by SACG, Catalyst, and iSchool faculty and students for further training in technology and UW tools. Appointees share and maintain their skills with an online knowledge-base and by creating and publishing documentation. Many staff assistants hold trainings in order to train new appointees or share skills they've developed during their appointments.