

**The Information School of the University Of Washington
Academic Program Review, 2015**

Submitted September 29, 2015
(Year of last Review: 2005)

Degrees:

Bachelor of Science in Informatics (BS)
Master of Library and Information Science (MLIS)
Master of Science in Information Management (MSIM)
Doctor of Philosophy in Information Science (PhD)

Certificates:

Certificate in Information Security and Risk Management
Certificate in School Library Media Endorsement
Certificate in Database Management

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Section I: Overview of the Information School

Mission & Organizational Structure

The Information School (iSchool) is committed to the discovery and dissemination of new knowledge pertaining to how people create, use, share, and store information in myriad formats utilizing sophisticated technologies that are continuously evolving and redefining the digital landscapes that shape our global information environment. This purpose includes examination of the socio-economic structures and cultural contexts that influence and condition the use of information, and also extends to the study of the institutions, agencies, corporations, and other organizations that play significant roles in our information-driven economy and society. The iSchool prepares graduates for careers as information professionals in a wide range of fields serving diverse user communities.

The iSchool's vision and mission statements are stated at <http://ischool.uw.edu/about/vision-mission>, and are as follows:

Our Passion: We are inspired by information. We want everyone to know how vital information is in all aspects of life.

Our Vision: We envision a world where more effective use of information helps everyone discover, learn, innovate, solve problems, have fun, and make a better world. Information changes lives.

Our Mission: We prepare information leaders. We research the problems and opportunities of information. We design solutions to information challenges. We make information work.

Foundations and Values: We are a school of one. We share a dedication to our vision and mission. Our inclusive community fosters an environment that furthers our goals and enables us to take on active roles in both local and global conversations. We are an open, ethical, highly engaged, and collaborative community based on trust, transparency, and mutual respect. We believe in the importance of the quality of life, embracing diversity, making a difference, and having fun.

The concept of “school of one” is a foundational value that denotes a commitment to nurturing an inclusive community with respect and support for people coming from many different academic traditions, using diverse modes of inquiry, and pursuing many professional interests. In particular, it is our expectation that all faculty are able and willing to teach in any of our degree programs. Consensus is critical to the successful implementation of decisions made by the faculty. Skillful facilitation and respect for peers set the foundation for healthy and meaningful discussion. The assessment and evolution of policies, procedures, practices and curriculum of the iSchool's four academic programs is conducted by the faculty as a whole. Strategic planning and budget planning are transparent, multi-step processes that include the solicitation of structured and ad-hoc input and feedback from the faculty, staff and student leadership. Many themes here also reflect those of the greater university's mission: respect, diversity, collaboration, leadership, and particularly innovation and discovery.

The Information School offers 4 degree programs:

Bachelor of Science in Informatics (BS): This degree enables students to develop the skills and knowledge to design, build, implement, and secure information systems. Working at the intersection of human values and technology, students study the impact of mobile technology and social media in the daily life of individuals, and the greater impact to organizations and society. Graduates seek careers as analysts, user experience designers, information architects, and product managers. The iSchool is currently planning to offer a Minor in Informatics, formally launching in Autumn 2016, that would enable students in other majors

across the UW campus to acquire technical skills and knowledge to help them address information challenges in their respective fields and become more competitive candidates in their career-seeking.

Master of Library and Information Science (MLIS): This degree prepares students to become leaders and senior administrators in areas of librarianship and information services, data curation, information architecture, and the application of classification theory (taxonomies, metadata schema, and content management). With a strong foundation in theory and practice, students develop the skills and knowledge required to serve in any knowledge intensive industry. Graduates work in government, private, and non-profit sectors. The degree has been continuously accredited by the American Library Association since 1926, and is currently ranked #3 in the nation by US News & World Report. The MLIS degree is offered in both residential and online delivery modes with the same curriculum, requirements, and faculty for both modes. The specialization in law librarianship is ranked #1 in the nation, and is only open to students who have already earned a JD degree. The specialization in School Library Media (SLM) enables graduates with a teaching credential to also earn their SLM endorsement.

Master of Science in Information Management (MSIM): This degree prepares students for professional careers in data management and transfer, business intelligence, information assurance and security, and information system design. Graduates gain critical analytical and management skills necessary to lead the complex information-intensive projects most organizations struggle with in the information age. The MSIM degree is offered in two forms – the full-time mode, and the part-time mid-career mode for professionals with 5 or more years of industry experience. The primary difference in curriculum is that the mid-career program does not require an internship component, and requires fewer courses overall in recognition of the work experience of students.

Doctor of Philosophy in Information Science (PhD): With a strong interdisciplinary approach to scholarship, this degree prepares students to focus their creativity and curiosity into pursuing careers as professional intellectuals in research, teaching and service in academic, industry, or policy arenas. Programs of study are tailored to the individual student's line of inquiry, and reflect the breadth of methodological approaches employed by iSchool faculty.

The following tables illustrate the enrollment and graduation patterns for these degree programs.

Table 1. Information School Degree Enrollment Patterns, 2007-2015

Program	Oct 2007	Oct 2009	Oct 2011	Oct 2013	Oct 2015
BS Informatics	108	150	185	250	370
MLIS	370	359	363	349	375
Residential	161	142	131	129	138
Law	9	8	14	9	11
Online	200	209	218	211	226
MSIM	99	132	136	195	202
Full-Time		77	101	159	168
Mid-Career		55	35	36	34
PhD	33	40	41	47	62
Total	610	685	725	841	1009

Table 2. Information School Degree Graduation Patterns, 2007-2014

Program	2007-08	2009-10	2011-12	2013-14	2015-16
BS Informatics	38	69	81	104	
MLIS	135	138	130	130	
MSIM	43	66	58	92	
PhD	4	1	1	7	

In addition, the Information School offers two graduate certificate programs for non-matriculated students and one summer certificate course intended for non-majors.

Information Security and Risk Management. This certificate prepares students to manage the defense and protection of vital company information from attack using the latest technologies and strategies. Students investigate the types of external and internal threats that can compromise customer data, employee personal information and digitized intellectual property. They also examine effective policies for mitigating risks, and learn how to implement security and remediation measures across an entire organization.

School Library Media Endorsement. Students with a teaching credential may earn the library media endorsement by learning to establish, manage and sustain a powerful 21st-century school library and information literacy program. They also learn how to select and evaluate a range of high-quality literature, media and information services that support teaching, learning, and a strong reading culture.

Database Management (summer certificate) – Students learn how to help organizations capture, store, retrieve and analyze information in meaningful ways. The program's two courses cover the fundamentals of database management technology, design, development and administration. Students study the principles of database design and administration, perform data modeling and explore, and use SQL to run queries. The certificate attracts students with an interest in technology, information management, IT or business intelligence.

The organization chart for the Information School can be found in Appendix A. Apart from the Dean, eight of the administrative leaders indicated also hold faculty appointments (Associate Dean for Research, Associate Dean for Academics, Director of Faculty Affairs, Director of Information Technology, and four degree program Chairs).

Non-academic staff sustain the finance, advancement, communications, and IT functions of the iSchool are identified on page 1 of the chart. The principal supervisors for these functions report directly to the Dean. Research staff are indicated on page 2, and are engaged in managing logistics and discovering opportunities to nurture the research enterprise. We have four full-time staff positions and a number of externally funded researchers that report directly to the Associate Dean for Research. Academic staff whose work bears a direct relationship to the teaching and learning environment are on page 3, and comprise the largest staff units of the School.

The primary decision-making body for the Information School is its faculty. All full-time faculty, of all ranks, including those on tenure-track appointments, lecturers, and research faculty – are eligible to participate in and vote in faculty meetings. In practice, we operate largely on a consensus basis, typically voting only where mandated (personnel, policy, and curricular matters). We are governed by the Information School Faculty Bylaws and the UW Faculty Code (<http://www.washington.edu/admin/rules/policies/FCG/FCGTOC.html>). Executive authority is designated to the Dean of the Information School by the Faculty Code and delegated by the Dean to other individuals and committees within the school.

The iSchool has a culture of distributed leadership, which complements our vision of leadership and innovation. We make visible our designated leaders, committees and boards (<http://ischool.uw.edu/about/leadership>) which span the ranks of faculty, staff and student leadership. Our belief that leaders motivate and inspire others, articulate and help establish vision, and accept responsibility for achieving goals and objectives is a cornerstone for our community.

The Elected Faculty Council (EFC) is the governing body of the faculty and consists of six members, elected by the entire faculty, representing all ranks (including lecturers and research faculty). The EFC establishes policies and procedures for the iSchool faculty. These duties include setting the agenda for faculty meetings,

which are led by the EFC chair, and advising the Dean on important matters such as the budget, merit raises, sabbatical, and school-wide standing committee assignments. The EFC created the Information School Bylaws as adopted by the faculty and continues to update them as warranted. They also resolve faculty concerns and review suggestions from faculty on a variety of issues.

The Academics Council is chaired by the Associate Dean for Academics, and is composed of the faculty program chairs and the Director for Academics. This group meets to discuss and then forward recommendations to the faculty about changes to courses, curricula, pedagogy, and academic policy matters, and has been delegated by the faculty to serve as the School's curriculum committee. They also recommend faculty-teaching assignments to the Associate Dean. Their goal is to nurture, improve, plan and maintain the intellectual rigor and professional relevancy of the curriculum and learning experiences across all academic programs.

All four degree programs are overseen by committees of faculty, staff and students, and chaired by faculty members who also serve as chairs of their respective programs. Program Committees are responsible for reviewing program curricula, courses, academic policies, and providing overall guidance and support to the program and the Chair. In addition, each degree program has an Advisory Board of alumni and members of the professional community in the region who meet quarterly to offer advice, guidance, and input on direction for the program. Members also provide advocacy for the program in the wider community and help to identify internship or employment opportunities for students and graduates.

Budget & Resources

As indicated in the budget summary (Appendix B), approximately half of the school's revenue is derived from fee-based academic programs, just over a quarter from central university activity-based support (includes ABB revenues), and the remainder from gifts, research grants and contracts and minor ancillary activities (dedicated funds). In terms of expenditures, approximately a third is used for faculty salaries and benefits. Another quarter is used to pay for research activity. About 3% of the iSchool's operating resources are dedicated to student scholarships. The remaining 40% covers staff salaries and benefits, student employees, technology, facilities, and operations.

To evaluate how to make the best use of current funding and resources, our budgeting process is transparent and deliberative. Annual budget development and strategic planning are multi-step processes that include the solicitation of structured and ad-hoc proposals, input and feedback from the faculty, staff and student leadership. Proposals are weighed as to their capacity for strengthening the teaching and learning environment, or their capacity to further encourage and sustain inquiry and discovery. Interactive discussions lead to consensus on key priorities for funding and strategic development. Over the last several years, the School's highest priority for investment has been to add new faculty as well as to provide support for our growing student population in the form of student scholarships, assistantships and academic support staff.

In collaboration with UW Central Advancement, the iSchool supports an Advancement office with four full-time staff. These professionals are dedicated to nurturing relationships with prospective donors whose interests align with the purpose and activities of the iSchool. One key strategy is our iAffiliates program that encourages both large and small companies to engage with faculty and researchers on projects. The iSchool has committed to raising \$25 million in the coming capital campaign.

Academic Unit Diversity

Diversity at the iSchool means fostering an inclusive social and intellectual learning environment for all iSchool students, faculty and staff. This purpose is more fully articulated in our Diversity Statement available online (<https://ischool.uw.edu/about/diversity/statement>). The iSchool supports an extensive network of academic resources, support services, and social organizations that serve the needs, interests, and concerns of

our students. Though the strong focus is on race and ethnicity, we define diversity broadly to include class, sexual orientation, religion, disability and many other dimensions of diversity – an alignment with what we see in our local, national, and global communities. Members of our community are encouraged to explore, engage, and contribute to diversity efforts on campus and beyond.

Starting in 2007, the iSchool has appointed a Diversity Programs advisor as a member of the staff. The Diversity Programs Advisor provides mentorship to many of our underrepresented applicants and students, including those in student groups focused on exploring aspects of diversity. She recruits at events for underrepresented students, which includes local and national college fairs and conferences. She is also active in the Graduate Opportunities for Minority Achievement Program (GO-MAP), working to ensure that the iSchool and GO-MAP communities know how to support diversity initiatives across campus. Our Diversity Programs Advisor was named the recipient of the 2011 UW Vice President for Minority Affairs and Vice Provost for Diversity “Community Building Award”.

The Diversity Committee is co-chaired by the Associate Dean for Academics and the Diversity Programs Advisor, and consists of faculty, staff, and a student representative from every iSchool degree program. The committee meets to share and discuss different viewpoints on the information professions as well as education on the information field. The committee reviews the needs of the iSchool and helps develop admission and hiring policies aimed at increasing and supporting the diversity of iSchool students, faculty, and staff. The Diversity Committee also plans programs, hosts events, disseminates information, and engages discussions on diversity. Beginning in 2012, the committee hosts an annual Diversity Summit in which faculty, staff, and students are invited to a day of in-depth exploration of diversity.

For more information on specific student recruitment and retention strategies, please see Appendix D. Further discussion regarding diversifying the faculty and strategies for sustaining a diverse faculty are described in Section III.

Section II: Teaching & Learning

Student Learning Goals and Outcomes

Each degree program in the Information School has an articulated set of learning outcomes. Of these four sets, the outcomes for the MLIS degree have been most extensively reviewed by the faculty as an essential component of the accreditation process conducted by the American Library Association.

BS Informatics - Graduates have the skills and knowledge necessary to: Apply best practices for user experience to design and implement information systems that are effective and easy to use.

1. Apply best practices for user experience to design and implement information systems that are effective and easy to use.
2. Plan and maintain the information architecture necessary to store and access repositories of information.
3. Understand the social dimensions and ethical considerations that surround the use and access of information, including implications for national and global information policy.
4. Assure the security and integrity of information systems

Master of Library & Information Science –

1. Students can analyze the characteristics and needs of the individuals and groups they serve and use core design and information organization principles or theories to create, implement, and assess information systems, services, and products and instructional strategies with a culturally appropriate focus on the needs of people and communities.
2. Students are able to serve, lead and work in teams, demonstrating professionalism, vision, innovation, and critical thinking.
3. Students demonstrate ability to analyze and solve real-world problems in changing information landscapes.
4. Students communicate clearly and effectively in appropriate formats to a variety of audiences, settings, and social contexts. They can: advocate for the value of information services, programs, and literacy; inform, engage, and raise awareness of decision-makers, of communities, and other stakeholders in culture, society, and commerce; and influence, inspire, and motivate positive practice and service.
5. Students master and apply the fundamentals of knowledge organization in cultural, societal, and commercial contexts.
6. Students can analyze, synthesize and understand current societal, legal, policy, and ethical issues in global and local library and information contexts.
7. Students empower their communities and constituencies to engage successfully with their information ecosystems.

MS Information Management - Graduates have the analytic capability, ethical awareness, and leadership skills to contextualize information so they can:

1. Recognize information gaps and identify information needs for user groups in a variety of professional situations.
2. Model, organize, and analyze information.
3. Develop and analyze information structures.
4. Recognize and value information as an organizational asset.
5. Plan, design, implement, and manage systems that enable others to use information effectively at the point of need.
6. Use information for decision making and planning, and to plan and conduct research when warranted.

7. Apply practices to secure information and minimize organizational risk

PhD in Information Science - Students study and research in a learning environment where the knowledge base of the discipline of information science is rigorously examined, valued, and augmented so that graduates are prepared to:

1. Participate in intellectual life as a scholar, researcher, teacher, change agent, and leader in the discipline of information science
2. Contribute to the interdisciplinary discourse to nurture the advancement and dissemination of new knowledge in the field of information science
3. Facilitate and mentor others in the advanced study of information science
4. Nurture and promote one's own intellectual needs, strength and interests

Evaluation of Student Learning

All four of our degrees utilize performance-based assessment to evaluate student learning.

For the BS Informatics, MLIS, and MSIM degrees, the primary methods are the capstone project and fieldwork/internship courses in which students must apply knowledge and methods learned in previous coursework.

For the PhD degree, students must successfully complete a General Exam demonstrating mastery of the literature and ability to synthesize ideas in the field, a dissertation proposal in which the student demonstrates the ability to develop a theoretical framework and research plan aimed at addressing an original question, and lastly produce a dissertation that demonstrates the ability to conduct a research study and make a contribution to disciplinary knowledge.

Assessment of Student Satisfaction

The Information School uses multiple methods to assess student satisfaction, both written and in-person.

Course evaluations – These are administered in all courses at the end of each quarter, and serve as a regular indicator of student satisfaction with the learning environment. As applicable, the Associate Dean reviews low scores with each instructor to discuss what students are perceiving and how to improve the student experience.

Quarterly Open Meetings/Townhalls - Each program has a series of regularly scheduled meetings where students can gather and provide feedback on the strengths and weaknesses of each program. These meetings are managed by the student leaders in each degree who set the agenda, and are attended by the program Chair and the program Advisor.

Student Representatives - Each program committee has one or more student representatives who can bring forward concerns, suggestions, or questions for the program committee to consider. This provides an avenue for anonymous feedback from students who may be hesitant to raise an item in an open meeting.

Breakfast/Lunch with the Dean – These events occur twice per quarter, and involve a mixed group of about 12-15 students across programs sharing a meal and conversation with the Dean. Minutes are taken and shared with academic staff as appropriate

Survey of First Year Undergraduate Students – Most students are admitted to the Informatics major in their third year, and this survey occurs in April after these students have completed two quarters in the program. The return rate averages about 75%.

Annual Student Satisfaction Survey – This is administered annually near the end of the year, and is circulated to all iSchool students. The return rate is about 40%-50%.

Overall, the findings indicate that our undergraduates are our most highly satisfied students. Masters students are more critical of specific classes, requirements, or procedures. We use the feedback from these sources to implement change, and have listed three examples below:

BS Informatics – In contemplating program growth, we heard strong student voices expressing concern for maintaining a sense of community as an important component of the learning environment. Consequently, we have applied a “stepped” approach to our growth where we will pause at each increment and assess the effect of size on the quality of student life before proceeding with additional growth. This has most recently resulted in a decision not to grow the informatics program from 420 to 560 students as part of our strategic plan.

MSIM – Students in the midcareer program indicated that the capstone project was already typical of projects they routinely performed on the job, and was not a satisfying learning experience. They argued successfully in open meetings that more time learning about newer skills and techniques in fields such as data science, business intelligence, and data visualization was of greater value, and the faculty subsequently voted to remove the capstone requirement for midcareer students.

MLIS and MSIM - We worked with PCE to reschedule the date for Autumn quarter registration in order to shorten the period between when students pay their fees and the start of the quarter. (The previous schedule privileged students who had the monetary resources to afford floating their costs over several months, thus enabling them to register earlier than other students).

Assessment of Learning Outcomes

We have developed and tested a rubric for assessing student learning outcomes as evidenced in the culminating capstone project. We are currently developing a rubric to assess outcomes for fieldwork/internship experiences of students. Students are not required to complete fieldwork/internship, but a substantial proportion do choose to participate to the point where it can serve as a data source for program-wide assessment. Both the capstone project and fieldwork activities provide opportunities for the demonstration of student learning.

We have tested the capstone rubric in our MLIS program. We matched course deliverables and evaluative criteria to 7 student learning outcomes. Each criterion is then rated on a 5 point scale:

- Excellent = 4
- Very Good = 3
- Acceptable = 2
- Minimal = 1
- Deficient = 0

While this scale makes it possible to calculate a number of descriptive statistics as appropriate for ordinal variables, we have found the most useful interpretation of the data is to examine disproportionate concentrations in each row. Criteria with a higher proportion of projects scoring 2 or 1 indicate a potential weakness with regard to programmatic preparation for the associated outcome (see Appendix E for the distribution of the dataset).

This rubric provides evidence on 23 criteria that serve as indicators for 6 of the 7 learning outcomes. In this initial implementation, we adopted a high standard, choosing “Excellent” (4) or “Very Good” (3) as the desired indicator for at least 80% of all projects to be the threshold for determining whether we had achieved outcomes on a programmatic level. We drew the following conclusions from these findings:

- For 15 out of 23 criteria, over 80% of projects scored a 4 or 3. The majority of these items involved communication and presentation skills, synthesis of learning, peer feedback, building communities of practice, managing resources, maintaining deliverable schedules, and documenting impact of the project.
- For 8 out of 23 criteria, less than 80% scored a 4 or 3 (in other words, over 20% of projects scored a 2 or lower). The majority of this poorer performance is related to thoroughness in identifying stakeholder/end-user needs, fully analyzing the information problem or opportunity, and defining the project scope effectively. Subsequently, we acted to integrate more content on project management into the Winter quarter capstone course.

We determined this approach to programmatic assessment highlighted areas of strength and weakness, and produced useful evidence for subsequent planning in curriculum and learning activities, although further refinement and testing of the instrumentation is warranted. 2015 and 2016 will provide two more iterations for implementation and testing, yielding 3 data points for discussion in the next biennial narrative report.

A second source of evidence of student learning outcomes will be derived from the fieldwork or internship experiences of students. We have developed a rubric for assessment with criteria related to professional communication, application of theory in exercising professional judgement, service orientation, and professional identity. Ideally, we would request feedback from the fieldwork supervisor at the site, but this requires refinement of the instrument into a tool that is easily understandable and applicable in a wide range of settings, and with indicators that are easily discernable by most practitioners. While most practitioners are familiar with typical staff evaluation processes, not all are versed in performing academic assessments. At present we have developed a number of criteria that we believe will translate well across work environments. Examples include:

- Student communicates and networks with other professionals.
- Student gains practical experience using information skills.
- Student applies theoretical knowledge and exercises professional judgment.
- Student provides service to others in this DFW experience.
- Student demonstrates understanding of information literacy appropriate to the given site.
- Student develops a professional identity and demeanor in the information setting.

Each criterion will be rated on the same 5 point scale as above (Excellent-Very Good-Acceptable-Minimal-Deficient) and the same thresholds of 80% of rating as Excellent or Very Good will be applied to determine the extent to which the program has succeeded in enabling students to acquire skills and knowledge that are immediately applicable in a given professional setting.

Instructional Effectiveness

Students participate in assessment of instruction through course evaluations that are required for every course offered at the iSchool. Although the UW requires student evaluation of only one course per year, the iSchool requires evaluation of all courses that a faculty member teaches each year. These scores are reported in the Faculty Activity Report that is compiled for each individual, and applied to the faculty member's annual merit review.

Faculty also review each other through collegial or peer teaching evaluation. These evaluations are held every three years for associate professors or professors and every year for assistant professors and lecturers, through established iSchool procedures. Faculty members may elect to seek additional feedback from peers on specific aspects of teaching for the purpose of self-improvement. The faculty member may enlist the help of any faculty member.

Within the iSchool, we have created an environment where faculty have multiple avenues for improving their teaching. In terms of teaching with technology, we offer workshops and one-on-one advising to help faculty consider and learn how to use technology to sustain pedagogical objectives. We have appointed a full-time Online Learning Coordinator who delivers various workshops throughout the year where faculty also share their experiences and best practices. The Online Learning Coordinator also consults individually with faculty on designing and preparing their course websites. In-house guides and templates are available to serve as a continuing reference, and are routinely updated online.

Another area where faculty seek opportunity to learn how to teach effectively is with regard to diversity. The Curriculum Transformation Project is an iSchool initiative with the purpose of integrating diversity into the curriculum by pairing a faculty member with an alumnus or professional who bring knowledge of the field and expertise in the area of diversity to review and revise syllabi in our core courses. Another example we are just beginning is a workshop series titled “Writing Across Borders” which will provide a forum for faculty to learn and discuss how to teach and provide constructive feedback to students from other cultures where writing styles may follow different conventions. Faculty attend a special session with a focus on teaching and learning at our annual Diversity Summit.

In response to evaluation of teaching, faculty have adopted a number of changes. For many, the use of rubrics to systematize feedback to students has both increased the timeliness and consistency of responses. The increasing use of recorded lectures has freed up more time in the classroom for discussion and interaction. Several instructors have taken an extra step to make these recordings available as MP3s so that student may download them directly into their mobile music devices. Some instructors have experimented with the use of a “back channel” to gather student questions during class, and provided a means for more students to participate actively in large classrooms of 100+ students. A small but growing number of faculty are experimenting with gamification as a new approach to course design and motivating learning.

Teaching and Mentoring Outside the Classroom

Students have ample opportunities for learning outside the classroom with industry professionals. Many students join professional associations and attend local chapter meetings or national conferences. The majority of students complete a fieldwork or internship experience. Most committees in the iSchool include student and faculty members. Some students work on faculty-led research teams as paid research assistants, while others participate as volunteers. Informatics students have presented their work at the UW Undergraduate Research Symposium, usually based on their capstone projects, or as a result of work performed in consultation with faculty.

The iSchool has been an active sponsor of exploration seminars to encourage study abroad. While each seminar is a course for which the student earns academic credit, the experience is unlike any other classroom environment. Over the past 6 years, faculty and students have visited Denmark, Germany, Ghana, Israel, Netherlands, South Korea, and Tahiti on iSchool sponsored seminars. Some graduate students have indicated that the opportunity for international study was a specific reasons for choosing the Information School to complete their degree program.

To help ensure steady academic progress, each of our academic programs has at least one full-time Academic Advisor who can assist individual students with understanding their choices about planning a course of study, program requirements, deadlines, and also reaching out to students who may be struggling with personal needs or challenges. Advisors outline options, alternatives, and campus services that may enable the student to continue making positive progress toward degree completion while coping with unanticipated needs. The Diversity Programs Advisor also holds regular office hours for students of color or other diverse background that may be feeling isolated or overwhelmed by the University environment.

The desire to sustain and retain a diverse student body has been the catalyst for the addition of two new student groups within the iSchool community. iEquality provides a safe space for students to engage in dialogue around issues of racial and ethnic oppression. The group hosts discussions and events that promote

awareness and positive action in the iSchool and beyond. iQueeries seeks to provide a safe space for Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) and allied students, staff, and faculty within the iSchool. The group promotes awareness of LGBTQ issues in the information professions and provides opportunities for personal and professional development. The iSchool provides monetary support to both these groups to help them put on events.

Over the last three years, we established and developed career planning services for students, staffed by two full-time career advisors. We teach students to recognize the career search as a multi-phase process that is nonlinear, and that preparation is a critical key to success. We offer individual career advising as well as a series of workshops and online resources that address fundamental career planning skills: professional networking, search strategies, resumes and cover letters, portfolios, interviewing, and negotiation.

All students are encouraged to create a profile in iCareers, an online system that helps connect students with employers, internship opportunities, job announcements, and capstone project sponsors. Upon graduation, students can register in the system as alumni and iAffiliates. We invite professionals and graduates to attend workshops to discuss challenges and opportunities in their specific field. We schedule site visits for individual employers, and hold a career fair annually to bring multiple employers to campus.

Section III: Scholarly Impact

Within their diverse disciplines, iSchool faculty and researchers are recognized leaders and innovators, evidenced by both scholarly metrics and influence in public and professional realms. Total expenditures in grants funds has averaged \$4 million per year over the past five years, with a significant allocation of funds to student participation in research. In that same period of time, iSchool researchers have claimed four NSF CAREER awards, two 'Best Information Science Book' awards, the most 'Best Paper' awards at the major HCI conference, and a top 10 downloaded paper in the premier information science journal. Research advances attracting national exposure include novel work on contemplative information practices covered by CNN and NBC Nightly News, building a safer Internet by the New York Times, and youth development in the 'App Generation' by TEDSalon Berlin and Town Hall Seattle. The iSchool's research stature on campus is signified by honors such as delivery of the prestigious Annual University Faculty Lecture by one senior faculty member on human values in technology design, two Presidential Innovation Fellows in the area of HCI, and three faculty affiliates with the influential UW eScience Institute.

Student involvement in faculty research groups is strong across the school. Selected examples are outlined here to illustrate the invaluable experience they gain on projects with high, and often direct, scholarly, professional, and social impact. Students are integral to the work of the iMed Research Group examining how hospitalized patients and caregivers safeguard against medical errors at the Seattle Children's Hospital and Virginia Mason Medical Center. The Indigenous Information Research Group has attracted the highest enrollment of Native American students in any iSchool and has significant reach into key Native American organizations and constituencies. Their research activities have improved information services for the National Congress of American Indians, assisted the Law Library of Congress in incorporating tribal nations into the One World Law Project, and advised the National Indian Child Welfare Association on delivery of services. In the area of Information Communication Technologies for Development (ICTD), students are at the core of teams working with Hispanic day laborers throughout Washington State on computer and information literacy techniques. Student engagement in research abounds in the area of Digital Youth, with Project VIEWS2 as an exemplar in its innovations in literacy development with early-learning enhanced library story times.

The DataLab is another student-intensive research unit with six active research tracks, including data for development that includes a project harnessing large-scale mobile phone data to analyze internal population migration and inform policies that promote human development. The outcomes of the track in data curation led by one senior faculty member has been instrumental in the professionalization of data curation in the field of Library and Information Science while having a significant impact on students entering and leading the profession. That body of work has extended to national and international collaborations and coordination efforts in global research data infrastructure, and students involved in those efforts have received more than a dozen research awards, including two national dissertation awards in 2015.

Additionally, over the last decade, the iSchool has been a beacon of library research, demonstrating the value of free access to computers in public libraries, informing the National Broadband Plan, and successfully advocating for restoration of library budgets. Ongoing research and evaluation techniques continue to guide library practices nationwide, and we expect impact to be redoubled as we embark on a new strategic emphasis on the future of libraries beginning this year.

The following five examples provide illustration of the broad impact of faculty research and creative work, and include both senior and junior faculty:

Batya Friedman, Professor (adjunct appointments in Computer Science & Engineering and Human-Centered Design & Engineering) – Dr. Friedman pioneered value sensitive design (VSD), an approach that accounts for human values in the design of information systems. She also directs the VSD Research Lab. First developed in human-computer interaction, VSD has since been used in information management, human-robotic interaction, computer security, civil engineering, applied philosophy, and land use and

transportation. Dr. Friedman's work has focused on a wide range of values that includes privacy, trust, sustainability, safety, freedom of expression, and human dignity. She is currently working on multi-lifespan information system design. *Voices from the Rwanda Tribunal* is an early project in this program. Dr. Friedman is a founding co-director of the interdisciplinary Tech Policy Lab. In 2012, she was awarded the SIG-CHI Social Impact Award and in 2013, she was invited to deliver the University Faculty Lecture.

Cheryl Metoyer, Associate Professor (adjunct appointment in American Indian Studies) – Dr. Metoyer's research interests include indigenous systems of knowledge with an emphasis on American Indian and Alaska Native tribal nations; information seeking behaviors in cultural communities; and ethics and leadership in cultural communities. In 2006, she was awarded a Rockefeller Fellowship in the Humanities to pursue her study of Native American systems of knowledge. Over the years, Dr. Metoyer has been a member of several advisory boards, including the National Commission on Libraries and Information Science, the National Endowment for the Humanities, the U.S. Department of the Interior, and the National Museum of the American Indian. She also holds the distinction of being elected as the American Indian delegate to the White House Conference on Libraries and Information Services. Recently, Dr. Metoyer was appointed to the UW House of Knowledge Planning Committee. The Association of College and Research Libraries honored her book 'Gatekeepers in Ethnolinguistic Communities.' From 2010-2015, Dr. Metoyer served as the Associate Dean for Research.

Jacob Wobbrock, Associate Professor (adjunct appointment in Computer Science & Engineering) – Dr. Wobbrock focuses on understanding and improving how humans interactively exchange information with machines. He specializes in input techniques (text entry, pointing, touch, gesture, voice, gaze), mobile and tabletop user interfaces, human performance measurement and modeling, HCI research and design methods, and computer access for people with disabilities. Dr. Wobbrock directs the MAD Lab comprising students from UW's information science and computer science programs. He is also the Co-Chair of the Master of Human-Computer Interaction & Design program. He has authored over 100 peer-reviewed publications, 11 best paper winners and 7 honorable mention papers. He is the recipient of an NSF CAREER award and five other NSF grants. He is on the editorial board of ACM Transactions on Computer-Human Interaction. From 2012 to 2015, Jake served as the President, CEO, and Chief Scientist of *AnswerDash*, a VC-backed software startup bringing contextual help to the web.

Katie Davis, Assistant Professor – Dr. Davis studies the role of networked technologies in teens' lives. Some of her current projects include investigating identity development and informal learning in online fan fiction communities; using digital badges to recognize anytime, anywhere learning; the effects of gamifying classroom instruction; and the causes and consequences of cyberbullying. She serves as an Advisory Board Member for MTV's digital abuse campaign, *A Thin Line*. She is the recipient of a 2015 National Science Foundation Early Career Development Award to support her research investigating how networked technologies can be leveraged to develop learners' STEM identities and connect their STEM learning across informal and formal contexts. In addition to publishing her research in scholarly venues, Dr. Davis regularly shares her work with parents, teachers, business leaders, and policymakers in an effort to build connections between research and practice. She is the co-author with Howard Gardner of *The App Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination in a Digital World* (Yale University Press). Drawing on interviews with young people, focus groups with the adults who work with them, and comparative analyses of youth's artistic productions from 1990-2011, the book explores how today's "digital youth" are different from the youth who grew up in a pre-digital era.

Joshua Blumenstock, Assistant Professor (adjunct appointment in Computer Science & Engineering) - Through his research, Dr. Blumenstock develops methods and theory for the analysis of large-scale behavioral datasets, with a focus on how such data can be used to understand processes of human and economic development in poor and marginalized regions of the world. Recent projects use terabyte-scale data on network communication to understand the lasting impacts of corruption and violence (Afghanistan), the impact of physical segregation on the structure of social networks (Pakistan and Estonia), and the potential for Mobile Money and similar mobile phone-based technologies to reduce economic frictions and improve

welfare (sub-Saharan Africa). He is a recipient of the Intel Faculty Early Career Honor and a former fellow of the Thomas J. Watson Foundation and the Harvard Institutes of Medicine. His current projects are supported by the National Science Foundation, the Bill and Melinda Gates Foundation, Innovations for Poverty Action, and the U.K. Department for International Development.

Additional indicators of scholarly impact is evidenced by activity, service, scholarly contributions, and awards earned by iSchool students while enrolled in their degree programs. Each quarter, we hold an “all-school” meeting of faculty and staff. Student representatives highlight the notable accomplishments and achievements of current students. These span the range from conference presentations, papers accepted for publication, community service, awards and honors, scholarships & fellowships. A sample or recent, typical examples include:

- Bryan Dosono (Informatics) was appointed UW Homecoming King (2012). Christina Xiao (Informatics) was elected ASUW President, and Amber Amin (Informatics) was elected ASUW Director of Policy and Procedures (2014).
- Kristin Thorp (MLIS) won the John Cotton Dana award for innovative public relations from the American Library Association (2013).
- Bryce Newell (PhD) produced a documentary about preventing the death of migrants in the American Southwest, *The Tinaja Trail*, which premiered at the Gasparilla International Film Festival (2014).
- Dale Coleman (MLIS) authored a book titled *The Open Door: A History of Tacoma Community College* (2014).
- Ross Braine (MSIM) was awarded the UW Distinguished Staff Award for his work as tribal liaison for the UW Intellectual House.

Graduates of the School have demonstrated impact in the field in the arenas of public service, industry, and academia. The following three examples illustrate the nature of typical activities where our alumni make visible contributions in their field on endeavor.

Brian Bannon (MLIS '01) – Mr. Bannon has recently been appointed as the Commissioner of the Chicago Public Library, one of the great public library systems in the nation. Prior to his appointment, Mr. Bannon served as the Chief Information Officer of San Francisco Public Library (SFPL) where he managed digital strategy, information technology, public media and online services. Prior to that role, Mr. Bannon was Chief of Branches of SFPL, managing the staff of San Francisco’s 27 neighborhood libraries and the design process of the \$200 million Branch Library Improvement Program. In this role, Mr. Bannon led the design and construction teams for 24 new/renovated libraries which have won local and national attention for innovation and sustainable design. He is a frequent presenter at meetings and conferences and is actively engaged in issues related to knowledge access, digital media/learning, education, and the digital divide. Mr. Bannon holds leadership positions within the International Federation of Library Associations and Institutions (IFLA), American Library Association, Public Library Association, and Digital Public Library of America. He also represents the U.S. as a strategic advisor to Global Libraries at the Bill & Melinda Gates Foundation. In 2009, Mr. Bannon was honored by *Library Journal* as a leader in U.S. Libraries and in 2010 he was awarded the Public Library Association leadership fellowship to the Wharton School of Business.

Kabir Shahani (BS Informatics '03) – Characterized as an energetic and charismatic young entrepreneur by *Geekwire*, Mr. Shahani co-founded the startup Appature in 2007, providing enterprise marketing management software and web applications for the healthcare industry. The company was eventually acquired in 2013 by IMS, a health data company, for \$110 million, and was reported as one of the largest venture-backed exits of 2013. Along the way, Mr. Shahani has earned numerous accolades, including one of *BusinessWeek*’s “Best Young Tech Entrepreneurs of 2009,” “One of the 100 Most Inspiring People in Pharma” by *PharmaVoice*

Magazine, and “Young Entrepreneur of the Year” by the U.S. Small Business Administration. In an address to students at UW, Mr. Shahani described entrepreneurship as a platform for life and not just business. “If you want to change the world, as an entrepreneur, you can do that.”

Jill Woelfer (PhD ‘13) –Realizing that online technologies could be a key to helping homeless youth overcome everyday challenges, Dr. Woelfer studied the multifaceted roles that personal technologies, such as mobile phones and music players, play in the lives of teens living in Seattle and Vancouver, B.C. She observed some social services agencies restricting their clients’ access to Facebook, MySpace and the like. With Dr. David Hendry, she helped to create a community technology center for homeless young people at Street Youth Ministries, a service agency near the UW campus. As part of those efforts, she taught life skills classes designed to engage street youth about how to use technology to secure a job. Her work as recognized and supported by the National Science Foundation, the Google Anita Borg Memorial fellowship, and a Fulbright fellowship. In 2012, she was awarded the prestigious Graduate School Medal. After graduation, she accepted a position at Google as a User Experience Researcher. She currently leads a team of volunteers who built Android and iOS mobile phone apps for *Real Change*, a Seattle street newspaper that is sold by low income and homeless people. Thanks to a National Science Foundation grant, Dr. Woelfer and Dr. Hendry are leading efforts to develop an online system to ease the technical and social struggles common to homeless youth hoping to find and keep jobs.

In its essential incarnation, the iSchool embodies the growing recognition of an interdisciplinary approach to studying information, human behavior, and technology. The School is a member of the iSchool caucus and has been at the center of the iSchool movement since the late 1990s, making us a leader among peer institutions. In the last ten years, the School has expanded the range of disciplines from which faculty are recruited. Funded research has grown substantially, including a higher proportion of multi-year projects, and has led to formation of research groups and labs (<https://ischool.uw.edu/research/centers-institutes>).

The Information School has many significant partnerships with other units on the UW campus in both teaching and research endeavors. Numerous faculty hold adjunct appointments in various units as the result of collaborative efforts.

Tech Policy Lab – The Tech Policy Lab is a unique, interdisciplinary collaboration at the University of Washington that aims to enhance technology policy through research, education, and thought leadership. The Tech Policy Lab brings together experts from the University’s School of Law, Information School, Computer Science & Engineering, and other units on campus. Areas of focus are varied and include Augmented Reality, Robotics, Cities, Internet of Things, Crypto-Currency, and Education. Both iSchool faculty and graduate students participate in these research activities.

Human-Computer Interaction – The DUB Group (short for Design, Use, Build) is an alliance of faculty and students across the University of Washington facilitating research and teaching collaboration, student internships, and funding initiatives in the field of Human-Computer Interaction (HCI). Faculty in this group led the creation of the Master of HCI and Design (MHCID) which is now admitting its third cohort of students. DUB hosts a weekly seminar series, bringing in top-quality researchers from outside and sharing the work of affiliated faculty. Primary DUB departments include Computer Science & Engineering, Human-Centered Design & Engineering, the Information School, and the Design Division in the School of Art. Other departments and industry partners, such as Microsoft Research and Intel Research, also participate.

Data Science – Our faculty are highly engaged with efforts occurring on campus across multiple units to promote education in data science methods and research at UW. We currently offer a specialization in data science in our MSIM degree, and are eager to cross-list courses or direct students to different departments in order to maximize the range of courses and electives students can take. Two of our faculty are currently affiliated with the E-Science Institute. We are an active partner in the proposal for a new MS degree in Data Science on the campus, and will be assigning faculty to teach in this program once it launches.

Global Innovation Exchange (GIX) – We are excited to be a part of this new initiative to bring together students, faculty, professionals and entrepreneurs from around the world to collaborate on real-world technology and design projects. One of our faculty, Dr. Andrew Ko, served on the steering committee to establish this new program. We see great potential for many of our faculty to propose and participate in the research projects associated with GIX, as well as the degree and certificate programs that will be established over the next decade.

The Faculty Affairs unit of the Information School supports junior faculty in various ways to maximize their success in early career. Faculty Affairs has a Director, Joseph T. Tennis; a Faculty Support Coordinator, Katya Lobanova; and a Faculty Data Services Specialist, Jan Boyd. The team is responsible for faculty search, onboarding, mentoring programs, integration, and improving review processes of faculty work. Faculty renewal and onboarding is an important part of our iSchool 2018 strategic plan. Besides faculty recruitment with an eye to diversity there are three goals that support junior faculty in the strategic plan.

New Faculty Orientation - Each September and January, the Director of Faculty Affairs hosts a New Faculty Orientation. This program runs over two mornings before the start of classes. The purpose is to bring new faculty together, welcome them to the community, meet leaders of the iSchool units, and provide some tips on beginning teaching for the school. This also offers a safe space for them to ask questions about their new work place. At the same time Faculty Affairs hosts a reception so that PhD students can meet the new faculty and discuss their work.

iSchool Mentoring Program - Faculty Affairs works with the Dean's office, the Elected Faculty Council, and Senior Faculty on our mentoring program. Two senior faculty are assigned to each Assistant Professor. These mentors meet with their mentees at least twice over the course of the academic year and they file a report to the Dean explicitly remarking on their progress toward promotion and, where appropriate, tenure.

Assistant Professor Working Lunches- Faculty Affairs convenes working lunches for Assistant Professors to talk about topics relevant to their positions in the school and university. These are closed-door meetings that allow candid conversations and frank questions to be asked.

Lecturing Faculty Working Lunches- Faculty Affairs convenes working lunches for lecturing faculty at all ranks (Lecturer, Senior Lecturer, and Principal Lecturer) to discuss topics relevant to their positions in the school and university. These are closed-door meetings that allow candid conversations and frank questions to be asked.

Committee Assignments - As a matter of policy and practice, the Elected Faculty Council assigns light committee loads to Assistant Professors.

Affinity Groups - Faculty Affairs provides information to junior faculty on the affinity groups across campus. Groups like Women Interested in Race, Ethnicity, and Difference (WIRED) help junior faculty talk with and receive support from communities outside the iSchool, aiding in our efforts to make junior faculty feel that the iSchool and the University of Washington is the best place for them to work.

Diversifying the faculty remains an ongoing challenge and focus, and we have achieved some recent success in the last two years. Eight out of thirteen recent hires are female. Specifically to support these new individuals but also to sustain tenured faculty, the Director of Faculty Affairs convenes working lunches for our female faculty at all ranks to talk about topics relevant to their positions in the school and university. These are closed-door meetings that allow candid conversations and frank questions to be asked. The Director does not attend these meetings, and requests a report from the senior women faculty who attended and ran the working lunch. This allows junior women faculty voices to be heard anonymously. Concerns, questions, or needs can then be forwarded on to the Dean or other administrators as appropriate.

Prior to our most recent faculty hiring, we consulted with the Vice Provost for Faculty Advancement to discuss strategies for enhancing the diversity of our applicant pool. We included a requirement for a diversity

statement along with the research statement and teaching statement as a required element of the application. Each candidate who was invited to campus was interviewed by the Diversity Programs Advisor to discuss their experiences and objectives for engaging with diversity as a faculty member. As a faculty, we also discussed how to read the application materials for variation in tone and style that may be attributed to social or cultural conditioning for persons of different genders and of different ethnic groups.

In terms of racial diversity the vast majority of our faculty are White, with two persons of Asian heritage, two persons of Middle-Eastern heritage, and one person of Hispanic heritage. Five of our faculty identify openly as LGBTQ. Our staff exhibits a greater proportion of ethnic diversity, in that nine persons identify with Asian or Pacific Islander heritage, but the staff lacks representation of Black or Hispanic individuals. Eight of our staff identify openly as LGBTQ.

Section IV: Future Directions

In the fall of 2015, the iSchool will launch a new strategic plan that maps out our community's vision for the school in the year 2018 and how this will be achieved. This vision was developed through a set of brainstorming sessions (with faculty and staff and student leaders), the drafting of a scenario (by the Dean and the leadership cabinet) and its revision and validation (by faculty, staff and student leaders). The scenario is written in the present tense and describes where the UW iSchool will be three years from now.

“Today, in 2018, the University of Washington Information School is widely recognized as an outstanding place to work and learn. We support all members of our community, we celebrate our accomplishments, and we aspire to be a model for healthy work-life balance. Faculty, staff and students regard the iSchool as a working and learning environment where they can achieve their full potential. Diversity is integrated with our teaching, learning, research, recruitment and service. Our mission, to “make information work,” is understood and highly valued. So, too, is our commitment to making the world a better place for all people.

The iSchool is well-known and highly respected at the University of Washington as an innovator of higher education and for our research, academic and administrative collaborations across the University. UW schools and colleges regard the iSchool as a model for supporting student learning and job placement, the integration of international and online students, and providing opportunities for student involvement in research. We demonstrate how, when necessary, technology and community spirit facilitate the effective accomplishment of our work across multiple locations, but we have plans to consolidate the iSchool to a single space on campus.

Researchers world-wide in multiple domains seek collaborations with the iSchool because of the high quality and positive impact of our work. Our corporate and community partners and our international colleagues understand the preeminence of the UW iSchool. They know that iSchool graduates are the best prepared and most sought-after information and technology professionals in the field and that iSchool research is improving the lives of people locally and globally. People want to employ our graduates because they are leaders and innovators. Alumni demonstrate leadership in their careers as information professionals and are committed to supporting the iSchool community.

Today, when people think about the University of Washington, they think about its world-leading Information School.”

To achieve this vision for the future of the school, it will be essential that our faculty and students are visibly and strategically engaged in solving information-related problems of social and economic significance. Clear articulation of what makes the iSchool distinct, excellent and unique is becoming even more important with increased competition to attract top students to academic programs. For public universities in particular, there is an expectation that higher education must contribute directly to solving pressing challenges as well as preparing students to be competitive in the workforce. Moving forward, the iSchool sees opportunities for strategic visibility in four areas. For each of these areas we will be investing in faculty hiring, curriculum design, research support, corporate and foundation partnerships, and fundraising. The iSchool is already strong in all four areas. Our opportunity moving forward is to achieve greater excellence, distinction and visibility. The four areas are:

1. The Future of Libraries

Our intention with a strategic focus on “The Future of Libraries” is to lead and collaborate with our peers in the academy and the profession, and to direct and influence the practice of librarianship and the role that libraries must play in the lives of people and communities in the 21st century.

2. Data for Social Good

Our strategic focus on “Data for Social Good” will catalyze existing iSchool faculty expertise in Data Science and related fields—including computational social science, data ethics, data curation, information visualization, data-driven design, business analytics, and knowledge organization—and allow for expansion of research activities, fostering of relationships across the university and region, and comprehensive curricular development and integration across all academic programs. Our vision is to be recognized as one of the world’s leading institutions for the study of the human, social side of data.

3. Native North American Indigenous Knowledge

With our strategic focus on “Native North American Indigenous Knowledge,” we intend to raise and expand the level of discourse concerning the intersection of information, knowledge, technology, and Native American communities within higher education, broadly and at the iSchool in particular. We will designate the UW iSchool as the first information school in the world that honors the treaties of its Indigenous population—treaties that clearly stipulate educational rights—by developing and implementing an information science program that studies and celebrates the intersection of information, technology, and Native communities.

4. Human Computer Interaction for the Social Good

We are already known nationally and internationally for developing new HCI approaches, techniques, methods, and systems. With our strategic focus on “HCI for the Social Good,” we intend to increase our level of excellence, enhance our international reputation, and achieve new levels of distinction and societal impact. Our HCI faculty will take their research and teaching to the next level in areas of exciting and urgent need in the HCI field, including access, development, education, ethics, and health.

As the iSchool moves forward to the year 2018 we will be working on nine strategic initiatives. Through the work of these initiatives, access to our academic programs will be enhanced with growth in our informatics, Ph.D. and MSIM programs. There will be a focus upon the marketing and recruitment of highly qualified and talented students with attention to diversity and gender equity. Our corporate and community relationships will be strengthened and we will invest in the support of iSchool researchers broadly and in research that specifically relates to our areas of strategic visibility.

Initiative 1. Enhance Faculty Renewal

1. Construct or revise policies, procedures, and guidelines for the hiring of faculty, with an eye to diversifying the faculty, aligning the recruitment cycle with appropriate domain timelines, and maintaining alignment with iSchool resources
2. Develop faculty analytics that allow faculty to easily see the composition of the current faculty (rank, area), identify areas of strength, opportunities to strengthen further, and potential future faculty hiring areas
3. Engender a positive reputation for the iSchool among traditionally under-represented groups. The purpose of this is to open up the pipeline for applicants that will diversify the faculty
4. Develop approaches to effectively onboard new faculty as they transition into the School, establish their presence, and negotiate the landscape of their new academic home
5. Create an environment of support for a diverse faculty
6. Complete four tenure track faculty hires in areas of strategic visibility using refined methods and support outlined in goals 1-5

Initiative 2: Support Faculty Work

1. Assess and refine policies, procedures, and practices related to the implementation of iSchool 2015 Initiative 2
2. Track intention and use of Initiative 2 funding
3. Construct clear communication channels about Initiative 2 success and support mechanisms for innovation in faculty work in teaching, research, leadership, and partnership
4. Assess the impact of Initiative 2

Initiative 3: Increase Access to the Informatics Program

1. Engage iSchool undergraduates in research
2. Create an Informatics minor
3. Increase the number of women in the Informatics program
4. Achieve and sustain annual admissions of 210 students in the Informatics program major

Initiative 4: Align Ph.D. in Information Science Program Size to Faculty

1. Evaluate the desired size of the Ph.D. program in terms of alignment with faculty, teaching needs and iSchool resources; develop and monitor a sustainable growth plan
2. Increase the competitive application pool for the Ph.D. program
3. Implement a program review of the general exam and proposal defense revise courses as needed

Initiative 5: Grow the Master of Science in Information Management (MSIM) Program

1. Increase the number of competitive applications and enhance access to students for the Midcareer MSIM program
2. Plan and manage the addition of a third cohort of students per year for the Fulltime MSIM program
3. (For both programs): Stabilize current specializations and develop new specializations, if warranted, for both programs

Initiative 6: Revitalize the Master of Library and Information Science (MLIS) Program

1. Add depth and capacity in our faculty with an LIS perspective
2. Explore the future of libraries
3. Develop and implement a strategic, targeted marketing and recruitment plan for the MLIS program
4. Further integrate online and residential students in the MLIS program

Initiative 7: Enhance iSchool Partnerships

1. Maintain and optimize current iAffiliates membership
2. Increase the value and number of premium memberships
3. Partner with iSchool Advancement in achieving goals for iAffiliates member giving
4. Conduct comprehensive internal and external program review
5. Develop approach for increasing faculty engagement

Initiative 8: Expand Research Productivity and Impact

1. Assess needs for and develop approaches for supporting researchers and advancing projects with a particular emphasis on areas of strategic visibility, disciplines or areas of inquiry for which external funding opportunities are minimal, and in cases where funding may provide unique opportunities to enhance a researchers' competitiveness for subsequent funding
2. Expand the services of research coordination available to iSchool researchers
3. Monitor and assess impact of iSchool investments in researchers

Initiative 9: Support the Working Life of iSchool Staff

1. Define what "an outstanding work place" means to iSchool staff; identify key elements where the iSchool can make a difference in the quality of the iSchool work place for staff
2. Assess and refine policies, procedures, and practices that support or impact staff work life and professional development
3. Enhance collaborations between iSchool operational units (completing the work of the Cross Unit Collaboration Working Group). Determine ways for non-leadership staff to provide ongoing, impactful input, feedback and advice to the iSchool administration and leaders on decisions, actions and resource allocations that impact the quality of the iSchool workplace and working environment

Planned growth in student admissions to the iSchool's STEM degrees (MSIM and Informatics) responds to national and regional demand for an increase in the number and quality of graduates for the information and technology industries. iSchool graduates are employed in a broad range of contexts from small start-ups to large multi-national companies, in industries from consulting to biotechnology, and from financial services to e-commerce. The iSchool's mission states that we prepare information leaders and innovators. This is true for all our academic programs. We have graduates in leadership positions across the country in libraries where they are stewarding information services to their local communities and in industries where their expertise ensures the efficient flow and use of information within the organization and with its clients and customers. Our graduates have led the development of companies that enhance health care services (Kabir Shahani), research data analytics (Mike Bushman), and more. Our Ph.D. graduates are working in labs and universities across the country doing cutting edge research to improve human engagements with information.

As we work towards a future for the UW iSchool thus envisioned, it is our intention to solidify current strengths in terms of scholarly impact. We will also extend our reach in exciting directions, resulting in richer learning opportunities for our students. Students in all academic programs are part of the fabric of research in the iSchool, benefiting from new findings and modes of inquiry that faculty bring into the classroom and partnering directly in research as collaborators, co-authors, and apprentices. As described in section 3, the school's research programs exemplify contemporary, interdisciplinary information science, distinctive in their contributions to significant, real-world problems and strong student engagement. iSchool researchers are leading advances in the study of information across a range of academic disciplines - Library and Information Science, Computer Science, Biology, Sociology, and Business, and Philosophy - while setting the course for the future of the information professions, at local, national, and international levels.

Part B: Supplemental Questions

ENGAGING STUDENTS IN RESEARCH: How effectively does the iSchool engage undergraduate students in the research enterprise? How effectively do we engage professional graduate students in research? What practices or incentives should we be considering in order to create more opportunity for our students with regard to fostering inquiry, discovery, and innovation?

All of our doctoral are highly active and productive in the research enterprise of the School. A third of them are employed as paid research assistants, and almost all of them are engaged in writing grant proposals, co-authoring publications, and presenting at national and international conferences.

Some opportunities exist for Masters students and undergraduates to participate in faculty-lead research in terms of co-authoring papers, developing grant proposals, or data collection and analysis, or presentation. A larger proportion pursue research activity on their own initiative in conjunction with the capstone project, independent study, or an internship experience that leads to an inquiry-based project. However, we estimate only about 5%-10% of the undergraduate and professional graduate student population will engage in this manner. We lack a sense of whether this is a strong or weak indicator in comparison to other units on campus, or our peer institutions. As a school, we need to identify objectives in both the nature and number of research experiences that are desirable to ensure all students have reasonable access to engaging in research while studying at UW. Practices and incentives could include more seed funds for applied research projects that could be more attractive to this student population, allowing students to pursue a research project across multiple quarters for academic credit, allocating some summer funding for faculty who agree to advise on student projects during the school year, or perhaps additional travel support for students who present at national conferences.

ONLINE LEARNING: We have invested heavily in developing a robust environment for online teaching and learning in terms of multiple staff support, equipment, training students, and helping faculty improve their skills and knowledge. We have participated a great deal in University-wide efforts such as the Canvas implementation and other teaching and learning initiatives. How well are we succeeding in creating a dynamic and interactive online learning environment at the iSchool? What other needs or practices should we be examining?

The School is privileged in that our faculty are naturally curious and drawn to using new systems and information technology. They are eager to adopt the latest learning technologies. For us, the ultimate challenge is not mastering digital tools, but making sure those tools are used to support pedagogical methods and achieve intended learning objectives. At present, a team of three full-time staff and additional General Student Assistants provide an ample level of technical support and guidance for teaching and learning with technology that we perceive exceeds the available support for most other academic units on campus. Faculty are eager, but their skills and experiences are not consistently high, leading to uneven experiences for students. Within the protections of academic freedom, one goal we could consider as a faculty is to establish minimum expectations and consistent application of different methods and techniques. For example, an instructor would not be required to run online discussion forums in his or her class, but if one did, we could as a faculty agree on adopting certain conventions and practices in order to reduce the range of different experiences for students across courses. Another area for growth is to encourage faculty to think more of their course website as a vehicle for interaction with students rather than just a location for pushing content. As more “digital natives” begin to enter the professoriate, we need to anticipate higher expectations for services and functionality being demanded by our instructors.

SPACE: What are the technology and space requirements needed to sustain the on-campus and online learning environment we seek to maintain and enhance? What additional space is required to sustain the collaborative research activities that engage students and faculty? Is the iSchool maximizing the efficiency of its current space at present? We have recently moved most staff into off-campus space to prioritize room for student and faculty interaction on campus. Many new lecturing faculty do not have offices. Is this a viable long-term model for our community?

The availability of space is our greatest hindrance to further growth, and this includes access to the right types of learning spaces in addition to accommodating a larger faculty and associated research space for labs and team meetings. All of our informatics courses require robust Wi-Fi, seamless, projection, and the ability to record class activities. Not all rooms on campus are capable of meeting these needs well – projection may be substandard or configured in a distracting manner, Wi-Fi is weak for some buildings, and we currently rely on our own portable equipment and personnel to record or stream class sessions. Faculty also prefer rooms with moveable chairs and tables for facilitating group activity and projects. At present, we find it a constant challenge to secure adequate learning space (though we do acknowledge and participate in the work being done to improve the nature of classroom space on campus and the room assignment process).

The iSchool is maximizing every square inch of current space through creative and innovative solutions for collaboration and prioritizing. We use videoconferencing and robot technologies to bring people together who are physically remote. Our faculty meetings run synchronously face-to-face and online, with approximately 4-8 virtual participants at every session. We have “doubled up” offices for our lecturing faculty. We have prioritized units and people who interact with students directly for on campus space, and have moved all other staff off campus. While working to optimize these conditions, we are uncertain of the long-term cultural effects of this separation.

We do not have enough co-located space to expand our research enterprise. Our goal is to place faculty and doctoral students as close together as physically possible to facilitate interaction, sharing, and serendipity within a rich environment of inquiry and discovery. Given the fact that our on-campus space is severely limited, future growth in our faculty and in our Ph.D. program will likely move us into more off-campus space, and further disperse the a community that we want to bring together.

DIVERSITY: We have made a strong institutional commitment to increasing diversity in our student population, our faculty, our staff, and our curriculum. How is the iSchool positioned to advance this effort? What additional steps and actions should we be taking?

The School is in a strong position to advance our diversity efforts. We have institutionalized our commitment to diversity through statements of values, investments in staff, and investment in operations. We have increased awareness through all-school events, discussions with faculty and staff, and curriculum development. While we have seen improvements in outreach and recruitments for certain populations in certain degrees (e.g. more female students in Informatics, more African-American students in MLIS, etc.), our continuing challenge still remains increasing the overall number of applications from under-represented groups across all our degree programs. In addition, we seek to take the next steps that would convert our school from being one that is welcoming and inclusive, to an environment that is actively anti-racist in its culture and practices.

GROWTH OF UNDERGRADUATE PROGRAM: For the past several years, the iSchool has been expanding our undergraduate Informatics program. Starting in 2015, we intend to admit approximately 210 students per year. Yet even with this recent growth, student demand significantly exceeds our capacity. For example, in 2014 we received 472 applications. As a STEM technology major, our graduates are in high demand by local companies such as Microsoft, Boeing, and Amazon. Besides demand from industry, what factors should we consider in contemplating future growth? How do we address our need for additional learning space – classrooms and labs with the requisite technology and configuration? Beyond ABB, are there other mechanisms we should be considering to sustain the cost of growth to meet high demand?

The job forecast for the coming decade remains strong for Informatics graduates, and we do not perceive any downturn. We want to respond to this demand, but we also want to avoid growing the Informatics program in a manner that would detract from the student experience. We are committed to maintain a “high touch” environment where students have access to their professors and academic advisors, and feel valued as individuals. We are also sensitive to faculty satisfaction, many of whom draw their inspiration from a high level of interaction with students. We want to avoid having lecture courses with huge numbers, and consider 100-150 students to be the largest number we can manage without radically altering the character of the program. We also seek to engage a greater proportion of undergraduates in research activity as mentioned above, and are loathe to increase the size of the program without observing some concomitant improvement in this direction.

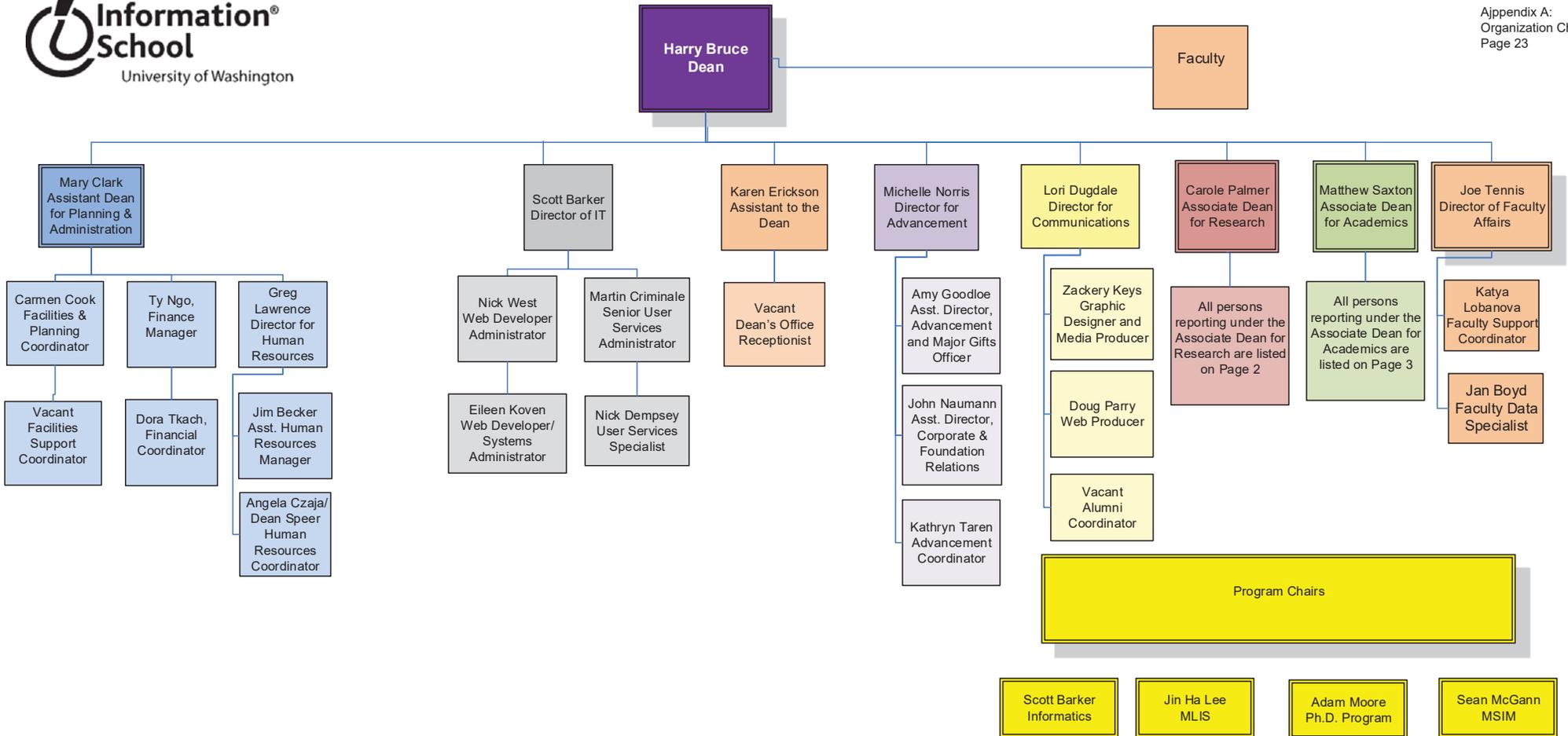
PROFESSIONAL GRADUATE EDUCATION: In thinking about the future of our professional degrees (MLIS & MSIM), what factors should we be considering as we contemplate new growth, new pedagogy, or new opportunities? We continually monitor and respond to trends in the industry through our advisory boards, cost to students, and employment of graduates. What other factors should we consider, and what other practices can we use for our environmental scanning?

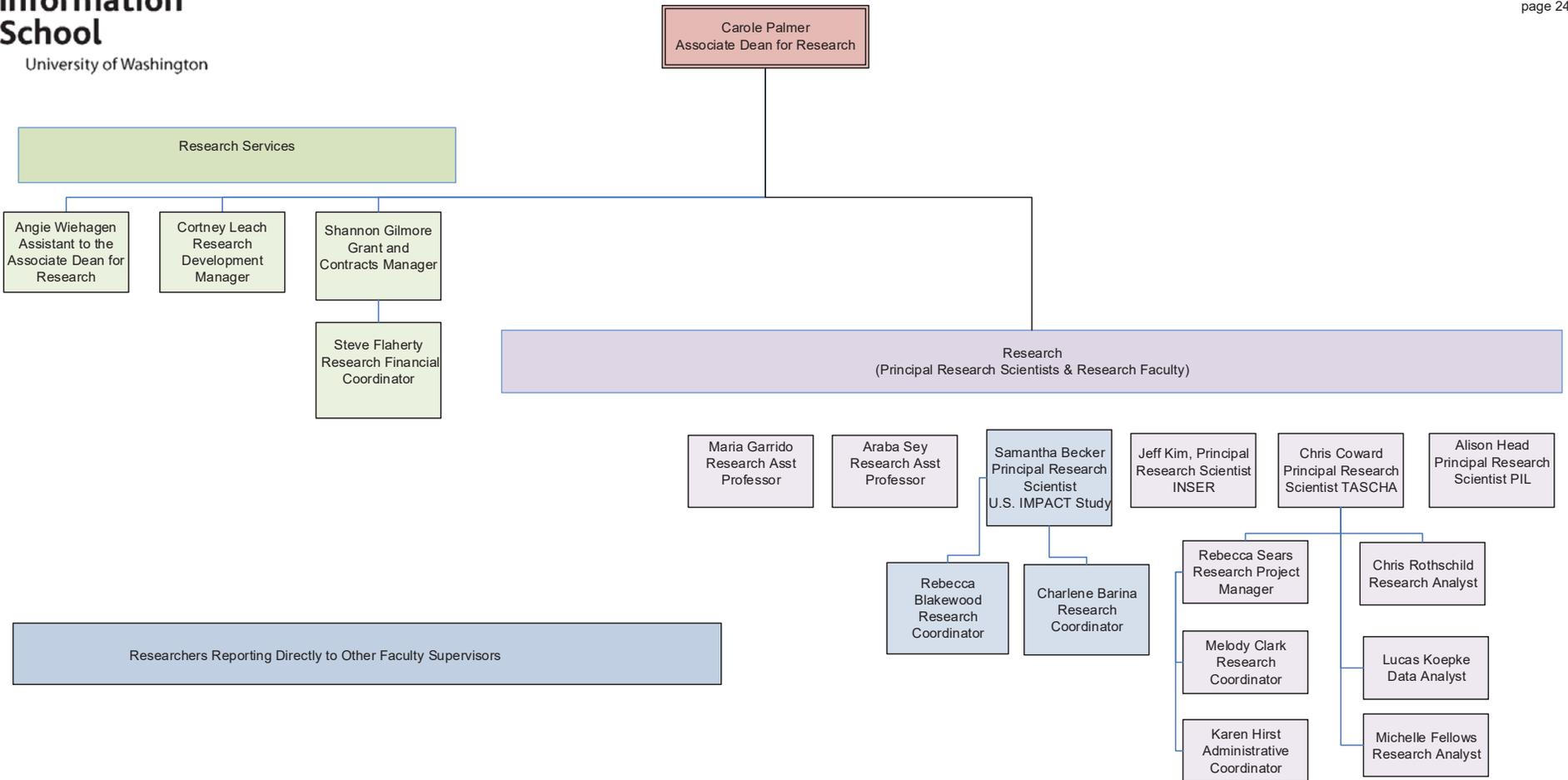
For the MLIS degree, growth has always been tempered by demand in the job market and the need to develop new curriculum to meet evolving professional needs of the field. For the past decade we have kept the size of the student population relatively stable as we coped with a global recession that limited job opportunities in the government sector. To counter this trend in the job market, our graduates are increasingly seeking positions outside more traditional library institutions. To support future growth, the School should first nurture curricular development in the areas of data curation, digital preservation, information needs of diverse populations (with particular emphasis on Native American cultures), information architecture, web development, and the future of libraries. This will also require additional faculty hires (three searches have already been announced for 2016).

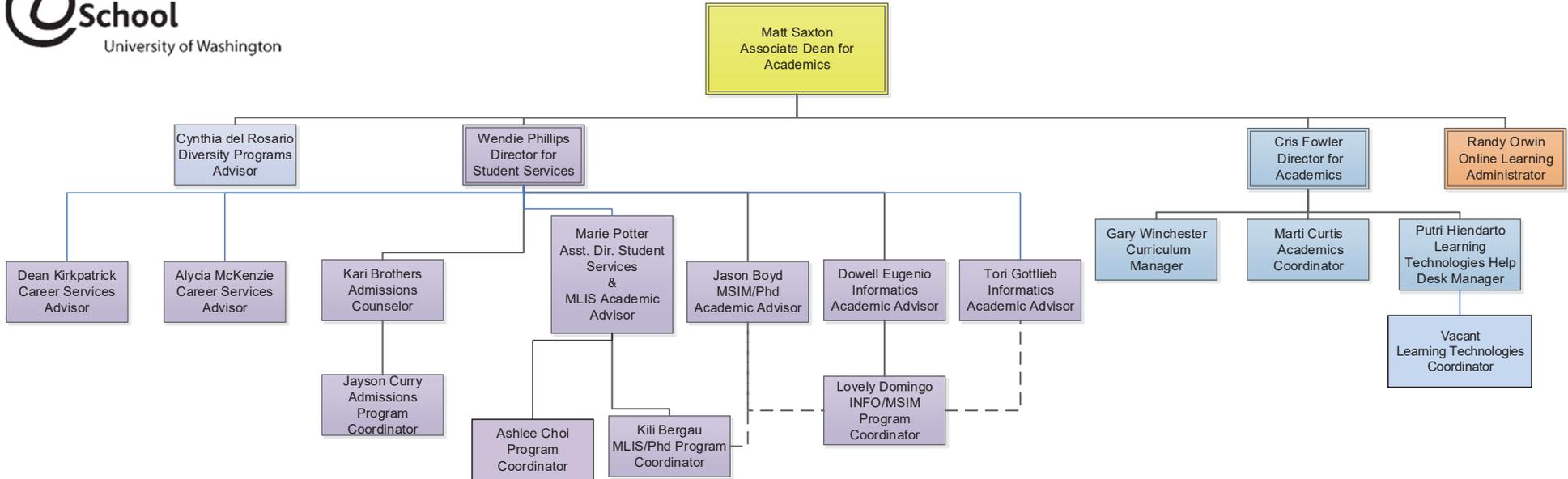
For the MSIM degree, demand increases each year, reaching a record level of 950 applications in 2015. The overwhelming volume of these applications are international, suggesting that further growth is likely to come from outside the United States. The faculty have indicated a desire to grow this program while still seeking to nurture a domestic audience. In the short term, this will require a commitment from faculty to learn how to mentor and advise students accustomed to different writing styles and who need not be accustomed to a western style learning environment. At the same time, the international nature of the MSIM student body presents a rich opportunity for the iSchool to make a global impact as alumni return and build careers in their country of origin.

SUSTAINING PHD COHORT: Increasing the size of the iSchool faculty necessitates raising the number of doctoral students to sustain our research enterprise and contribute to our academic mission as Teaching Assistants and Pre-Doctoral Lecturers. The size of this program has been hovering around 50 students for a number of years, the majority of whom have been co-located on campus. Students are now dispersed among multiple locations, and we are concerned that an increase to 60-70 students may affect the strong ties currently exhibited by this group. What actions can we take to maintain strong cohorts going forward in the face of necessary growth?

Growth in the PhD program is a necessity. We need more students to sustain the research enterprise led by a growing faculty (hired in partial response to a growing student body) and also to sustain the teaching enterprise as teaching assistants (also a response to a growing student body). The question is not “if” but rather “when” and “how.” Growing our PhD student body is currently constrained by the space available to co-locate students with iSchool faculty. Finding additional co-located workspace for a growing cohort of students is a critical need. As the cohort grows, we will also need to be more formal and transparent in all our processes surrounding the program – hiring for positions, awarding travel grants, notifications around satisfactory progress to degree, and expectations of faculty advisors.







THE INFORMATION SCHOOL Operating Budget

Last Update: 07/10/15

FY16
July 2015-June 2016

FUNDING SOURCES		Budget	% of Total
Base Operating Resources			
Fee Based Academic Programs (net of overhead)	\$9,217,000	45.0%	
State/Local Central Support (net of tax)	5,470,000	26.7%	
Research Indirect Cost Recovery	378,000	1.8%	
Central Advancement Support	225,000	1.1%	
Operating Gifts & Endowment Income	110,000	0.5%	
Certificate Programs Net Return	26,000	0.1%	
Total Base Operating Resources	\$15,426,000	75.2%	
Dedicated Operating Resources			
Research Grants/Contracts & Gifts	\$4,770,000	23.3%	
Endowed Scholarships/Other Dedicated Gifts	191,000	0.9%	
Summer Quarter Central Support	92,000	0.4%	
Course Fees & Self-Supporting Activities	25,000	0.1%	
Total Dedicated Operating Resources	\$5,078,000	24.7%	
Total Ongoing Operating Resources	\$20,504,000	100%	

EXPENDITURE ALLOCATIONS

Base Operating Budget			
Salaries & Benefits			
Faculty	\$5,697,000	28.2%	
Staff and General Student Employees	2,982,000	14.7%	
Graduate Staff Support and Teaching Assts	1,048,000	5.2%	
Tuition Support on Graduate Appointments	474,000	2.3%	
Benefits	2,633,000	13.0%	
Sub-Total Salaries & Benefits	\$12,834,000	63.4%	
General Expenses & Special Allocations			
General Operations	\$1,139,000	5.6%	
Program/Dean's Funded Scholarships	427,000	2.1%	
Faculty/Research Support & RCB Rent	640,000	3.2%	
Temporary Initiatives & Start-up Support*	118,000	0.6%	
Sub-Total Gen'l Exp & Special Alloc	\$2,324,000	11.5%	
General Contingency Reserve Investment**	\$0	0.0%	
Total Base Operating Budget	\$15,158,000	74.8%	
Dedicated Operating Budget	\$5,078,000	25.1%	
Total Ongoing Operating Expenditures	\$20,236,000	100%	
ONGOING BUDGET SURPLUS/(DEFICIT)***	\$268,000		
% of resources	1.3%		

* Some allocations are for multi-year or future commitments (primarily faculty)

** Multi-year plan to reach target for general contingency/reserve of 25% of annual base operating budget (\$3.8 million); FY16 protected ending

*** Hold back for future permanent budget needs (e.g. faculty growth)

Information School - Faculty Roster, September 2015

Name	Rank	Adjunct / Affiliate	Degree	Expertise
Harry Bruce	Professor		PhD Library & Information Science University of New South Wales	Information Behavior Personal Information Management
Karen Fisher	Professor	Communication	PhD Library & Information Science University of Western Ontario	Information Behavior Community Information
Batya Friedman	Professor	Computer Science & Eng. Human-Centered Design & Eng Center for Human Rights	PhD Computer Science University of California, Berkeley	Value Sensitive Design Human Computer Interaction
Sherrilynne Fuller	Professor	UW Health Services	PhD Library & Information Science University of Southern California	Health Sciences Librarianship
David Levy	Professor		PhD Computer Science Stanford University	Information & Quality of Life Ethics of Information & Technology
Robert Mason	Professor		PhD Industrial & Systems Eng. Georgia Institute of Technology	Technology and Social Change Ethics of Information & Technology
Carole Palmer	Professor		PhD Library & Information Science Univ of Illinois, Urbana-Champaign	Data Curation Digital Research Collections
Wanda Pratt	Professor	School of Medicine	PhD Medical Informatics Stanford University	Search and Retrieval Information Overload
 				
Hala Annabi	Associate Professor		PhD Information Transfer Syracuse University	Information Management Data Analysis & Consulting
Allyson Carlyle	Associate Professor		PhD Library & Information Science Univ of California, Los Angeles	Cataloging & Classification Classification Theory
Ricardo Gomez	Associate Professor		PhD Communication Cornell University	Technology and Social Change Information and Social Settings
David Hendry	Associate Professor	Human-Centered Design & Eng	PhD Computer Science Robert Gordon University	Human-Computer Interaction Value Sensitive Design
Joe Janes	Associate Professor		PhD Information Transfer Syracuse University	Search & Information Services Cultural History of Documents
Ron Johnson	Associate Professor		MLIS University of Southern California	Digital Divide Management of Technology
Andy Ko	Associate Professor	Computer Science & Eng	PhD Human-Computer Interaction Carnegie Mellon University	Human-Computer Interaction Software Engineering
Adam Moore	Associate Professor	Center for Communication & Civic Engagement	PhD Philosophy Ohio State University	Ethics of Information & Technology Intellectual Property

Name	Rank	Adjunct / Affiliate	Degree	Expertise
Karine Nahon	Associate Professor		PhD Management of Info. Sys. Tel Aviv University	Information Policy Politics of Information
Jochen Scholl	Associate Professor		PhD Information Science SUNY Albany	Electronic Government Information Management
Joe Tennis	Associate Professor		PhD Information Science University of Washington	Controlled Vocabularies Classification Theory
Jake Wobbrock	Associate Professor	Computer Science & Eng.	PhD Human-Computer Interaction Carnegie Mellon University	Human-Computer Interaction Assistive Technology
Joshua Blumenstock	Assistant Professor	Computer Science & Eng.	PhD Information Science Univ of California, Berkeley	Data Science Information Economics
Michelle Carter	Assistant Professor		PhD Management (Info Systems) Clemson University	Information Technology Identity Management of Information Systems
Negin Dahya	Assistant Professor	Gender, Women, & Sexuality Studies	PhD Education York University	Digital Media & Cultural Studies Digital Youth
Katie Davis	Assistant Professor		EdD Human Development Harvard University	Digital Youth Learning Theory
Megan Finn	Assistant Professor		PhD Information Science University of California, Berkeley	Information infrastructure Crisis Informatics
Maria Garrido	Research Asst. Prof.		PhD Communications University of Washington	Technology and Social Change Qualitative Methods
Jessica Hullman	Assistant Professor		PhD Information Visualization University of Michigan	Data Science Human-Computer Interaction
Jin Ha Lee	Assistant Professor		PhD Library & Information Science Univ of Illinois, Urbana-Champaign	Metadata Multimedia Information Retrieval
Araba Sey	Research Asst. Prof.		PhD Communications University of Southern California	Impact Assessment Info Tech in Developing Countries
Jaime Snyder	Assistant Professor		PhD Info Science & Technology Syracuse University	Computer Supported Cooperative Work Human-Computer Interaction
Emma Spiro	Assistant Professor	Sociology; Center for Statistics & Social Sciences	PhD Sociology University of California, Irvine	Computational Social Science Crisis Informatics
Jevin West	Assistant Professor	Center for Statistics & Social Sciences	PhD Biology University of Washington	Data Science Network Science
Jason Yip	Assistant Professor		PhD Curriculum & Instruction University of Maryland	Digital Youth

Name	Rank	Adjunct / Affiliate	Degree	Expertise
Scott Barker	Senior Lecturer		MS Info Resources Management Syracuse University	IT Management Network Administration
Bob Boiko	Senior Lecturer		MS Human Communication University of Utah	Content Management Information Systems
Lorraine Bruce	Senior Lecturer		Grad Diploma in School Lib Charles Stuart University	Information Literacy Instructional Training Strategies
Mike Doane	Lecturer		MS Information Management University of Washington	Information Architecture Metadata
Michael Freeman	Lecturer		Master of Public Health University of Washington	Data Visualization
Trent Hill	Senior Lecturer		PhD American Literature Duke University	Classification Theory Human Information Behavior
Mary Hotchkiss	Senior Lecturer		Doctor of Jurisprudence Duke University	Legal Research Law Librarianship
Bob Larson	Lecturer		Master of Business Administration University of Washington	Network Administration
Jessica Luke	Senior Lecturer		PhD Educational Psychology University of Maryland	Museology
Sean McGann	Senior Lecturer		PhD Information Systems Case Western Reserve University	Analytics & Business Intelligence
Kris Morrisey	Lecturer		PhD Educational Psychology Michigan State University	Museology
Joel Ross	Senior Lecturer		PhD Information & Computer Sci University of California, Irvine	Games and Gamification Pervasive Systems
Matthew Saxton	Senior Lecturer		PhD Library & Information Science Univ of California, Los Angeles	Information Services Information Literacy
Annie Searle	Lecturer		MA English University of Iowa	Ethics of Information & Technology Information Assurance
David Stearns	Senior Lecturer		PhD Science & Technology Studies University of Edinburgh	Scripting and Programming Social Informatics
Helene Williams	Senior Lecturer		Master of Library Science Indiana University	Collection Management Information Services



Diversity Programming

Events, activities, programming, procedures	Description
<i>Leadership and Diversity Programming</i>	
Diversity Programs Advisor	Advisor is responsible for outreach and recruitment to increase the number of applications and yield of underrepresented minority (URM) undergraduate and graduate students, as well as diversity programming, events, activities for retention and education of all iSchool students, faculty and staff; manages the Curriculum Transformation Project; assists with faculty searches, and advises on policy, practice and procedures related to diversity.
iSchool Diversity Statement	Please see attached document. We have a strong Diversity Statement that reflects the iSchool's values related to diversity and our commitment to educate information professionals with regard to inclusion and social justice.
Diversity Committee	Through outreach, recruitment, and retention efforts, the iSchool Diversity Committee works to foster a diverse, inclusive, engaging, and supportive social and intellectual learning environment that seeks and embraces diverse beliefs, values, and perspectives. Comprised of students, faculty and staff, the Committee meets twice a quarter to discuss and plan ongoing and upcoming initiatives, policy, programming, procedures, events and activities. Addressing equity and social justice, the Committee advises the iSchool Dean, actively engages diversity at the iSchool and UW campus, and focuses on enhancing the learning and social environment for diversity and inclusion at the iSchool, in the field of information and beyond.
Diversity Webpages	Important diversity programming, people, committees, and events from our Diversity website: https://ischool.uw.edu/about/diversity

Events, activities, programming, procedures	Description
iDiversity listserve	This listserve has announcements regarding iSchool, UW, and community events, activities, programs, scholarships, internships, jobs, etc., that relate to diversity, particularly diversity as it relates to groups that have historically been under-represented in the library and information professions. This is an open list; all are welcome to join iDiversity!
Art	Mary Gates Hall third and fourth floors have numerous collages, photos, and posters that reflect iSchool research, students, faculty, staff and alumni, with diversity intrinsically and authentically woven into the “stories.”
Foundations and Values	Our Foundations and Values statement (https://ischool.uw.edu/about/vision-mission) includes this final line, “We believe in the importance of the quality of life, embracing diversity, making a difference and having fun.”
Founding Academic Affiliate	The iSchool is the first Founding Academic Unit Affiliate with the Center for Communication, Difference and Equity at the UW Department of Communication; Ralina Joseph, Director; iSchool Assistant Professor, Negin Dahya, faculty affiliate (pending final approval).
Recruitment	
iSchool Diversity Ambassadors	Diversity Ambassadors (iDAs) offer various services for prospective students/applicants, such as connecting with applicants via email or phone, answering questions from a student perspective and giving applicants feedback on research, goal and personal statements, tips for asking for letters of recommendation and funding resources.
Program Applications	Our Informatics, Master of Library and Information Science (MLIS) and Master of Science in Information Management (MSIM) program applications all have a required diversity question, which has been developed specifically to reflect the needs of each program. Our PhD program application has diversity well integrated into the required personal statement. All of our academic programs have diversity as part of the application/admissions matrix.

Events, activities, programming, procedures	Description
Undocumented students	<p>The Diversity Programs Advisor works closely with GO-MAP, ECC and the Purple Group to support undocumented students, making herself known as an ally and “safe space”/ safe person for students and others to seek information and resources related to undocumented students. The iSchool has changed the wording, whenever possible, on scholarship requirements, specifically to ensure that undocumented students can qualify to receive iSchool scholarship funding. (This was before DACA allowed undocumented students to file FASAs.)</p>
Student Focus Groups - URM Recruitment	<p>With our iSchool 2018 initiatives and a mandate from our Dean, we are continuing to develop vigorous recruitment efforts, specifically to increase diversity in all four academic programs, as well as in our faculty and staff. We will hold a series of student focus group lunches to engage conversation and feedback about URM recruitment at the iSchool.</p>
<i>Climate and Retention</i>	
Diversity Climate Survey	<p>We are developing the Survey to identify and address current student, faculty and staff perceptions of diversity and inclusion at the UW iSchool. The Survey will provide a baseline to continue to assess and measure attitudes and perceptions of diversity at the iSchool, and a critical assessment of our successes, as well as opportunities for improvement.</p>
Welcome Orientation	<p>Please see attached document. During the iSchool Fall Orientation, this handout is provided for incoming students to give them an overview of the iSchool Diversity Committee members and meeting times, and invites participation; also included are other iSchool diversity opportunities, events and activities throughout the year.</p>
Student Groups	<p>Many of our student groups have diversity executive leadership positions, including two of our academic program student groups: Informatics Undergraduate Association (IUGA) and Association of Information Management Students (AIMS); we have four student groups that have a specific diversity focus: iEquality (equity issues); iQueeries (LGBTQ); WINFO (Women in Informatics) and iWorld (global concerns). All of these student groups receive additional funding from the iSchool to provide food and other discretionary needs for group meetings, events, etc.</p>

Events, activities, programming, procedures	Description
Diversity Month	iSchool Diversity Month is every November: please see attached calendar and event descriptions; includes an all iSchool Diversity Month Kick Off Lunch Reception, which is co-sponsored by the iSchool Diversity Committee and various iSchool student groups, tabling by iSchool academic program student groups and diversity student groups, resource table of iSchool, UW and Seattle diversity resources.
Meet & Greet Lunches	<p>2 Diversity Meet and Greet lunches – for iSchool students, faculty and staff; in conjunction with GO-MAP events:</p> <ul style="list-style-type: none"> • Fall Getting Connected- new iSchool URM students have lunch with current iSchool URM students, faculty and staff. • Spring Prospective Student Days- all iSchool students, faculty and staff are invited to welcome our newly admitted students with a focus on “re-recruiting” newly admitted graduate students of color and other URM students.
BBB Div. Lunches	<p>Why Better than a Brown Bag? -- because we provide lunch, taking into consideration cultural and dietary food restrictions/preferences. The BBB Diversity Lunches offer opportunities for the iSchool community to come together to interact and have conversation around a range of diversity-related topics. Please see attached sample announcement.</p>
Diversity Summit	<p>April 22, 2016, will be the sixth annual iSchool Diversity Summit featuring Dr. Ralina Joseph, Director of UW Center for Communication, Difference and Equity. Please see attached 2015 sample agenda, which featured Michele Storms, Assistant Dean and Executive Director for the UW School of Law, William Gates Public Service Scholars.</p>
<i>Faculty and Staff Diversity</i>	
Staff Diversity Professional Development	<p>With a high need for diversity integrated into staff development, we are working with the Center for Communication, Difference and Equity and have scheduled quarterly lunch workshops, which will be facilitated by Ralina Joseph and Cynthia del Rosario.</p>

Events, activities, programming, procedures	Description
<p>Faculty Diversity Recruitment Faculty Renewal</p>	<p>With our iSchool 2018 initiatives and mandate from our Dean, we are continuing to develop vigorous efforts to recruit faculty from URM groups. We will identify conference and communities of scholars working in our field; establish an iSchool presence, open communication and authentic relationships. Resources established: travel money for two years for 5 conferences a year for Director of Faculty Affairs and Diversity Programs Advisor. Data for benchmarking and assessing impact; indicators of success: a more diverse pool of applicants, resulting in a more diverse iSchool faculty.</p>
<p>Faculty Hiring Diversity Statement</p>	<p>All faculty job announcements since 2013 have a required Diversity Statement, similar to a Research Statement and Teaching Statement. The Chair of each faculty search committee meets with the Dean, the Diversity Programs Advisor and HR Manager to discuss processes to authentically integrate the Diversity Statement into the hiring matrix and process.</p>
<p>Curriculum Transformation Project</p>	<p>Please see the attached overview.</p>
<p>Writing Across Borders (WAB)</p>	<p>WAB's purpose is to help iSchool faculty, PhD students and other teaching assistants to work more productively with students whose first language is not English with their writing (non-native English speakers, e.g. international students and students who have immigrated). Given the student population at the iSchool, this is a significant issue for us.</p> <ol style="list-style-type: none"> 1. How does culture play out in writing, and how are our expectations at the iSchool shaped by our cultural preferences? 2. How do we assess ESL student writing when we have to grade it alongside the writing of native speakers? What is fair? What does "fair" mean?



Curriculum Transformation Project Overview

Diversity is a core and fundamental values at the UW Information School. The purpose and goals of the ISchool Curriculum Transformation Project (CTP) center around integrating diversity into core courses in all of our ISchool programs. ISchool faculty teaching core courses as well as popular ISchool electives, along with community/ISchool alumni partners, have been invited to participate in the ISchool CTP. ISchool faculty bring their content knowledge and expertise and are partnered with community and ISchool alumni who bring their knowledge of our field and expertise in the area of diversity to review and revise syllabi for core ISchool courses.

The purpose of the Curriculum Transformation Project is to *educate our faculty to prepare information professionals* to serve diverse populations and promote information equity throughout their careers.

The project has three goals:

- Faculty will be paired up with “community partners,” another professor, professional, or alum whose knowledge of teaching diversity will complement the faculty’s knowledge of the course content.
- Faculty will revise or edit a syllabus to actively infuse content on diversity and strengthen pedagogy related to diversity.
- Faculty will participate in an ISchool Faculty Learning Community facilitated by the Center for Teaching and Learning (CTL).

CTP faculty and partners work together on a specific core curriculum course. Responsibilities include:

- Attending CTP group meetings, as listed below:
 - CTP Orientation
 - Mid-quarter planning meetings
 - Year-end Wrap-up: immediately following the Diversity Summit faculty-only session
- Working with your faculty partners to review the course syllabus to help identify, suggest, or discuss potential readings, class activities, pedagogical approaches and/or assignments for the students related to integrating diversity.
- Communicating or meeting with your faculty partners during the quarter the class is offered (as determined by you and your partner).
- Observing 2 class sessions (1 early and 1 late in the quarter) to provide feedback to the instructor.

Assessment of MLIS Student Learning Outcomes, Capstone 2014

(Data in cells is reported as percents; shaded areas indicate areas of lower programmatic achievement)

Project Teams Design Project and Create Planning Documents (SLO's 1, 2, 3, 6)	Excellent 4.0	Very Good 3.0	Acceptable 2.0	Minimal 1.0	Deficient 0.0
Project proposal demonstrated clear understanding of project stakeholder and end-user needs	43.5	32.6	19.6	2.2	2.2
Project proposal provided a thorough analysis of the information problem or opportunity	37.0	30.4	28.3	2.2	2.2
Project proposal thoroughly integrated prior work in the area of the information problem or opportunity	37.0	34.8	21.7	2.2	4.3
Project charter defined all elements, constraints and resources in alignment with project scope.	47.8	30.4	19.6	2.2	0.0
Project schedule detail was commensurate with project scope.	45.7	34.8	17.4	2.2	0.0
Project team delivered planning documents according to deadlines	73.9	17.4	4.3	2.2	2.2
Students synthesized course work, applied experience and prior learning to the design of the project deliverables	52.2	39.1	8.7	0.0	0.0

Project Teams Designate & Complete Project Tasks (SLO's 1, 2, 3)	Excellent 4.0	Very Good 3.0	Acceptable 2.0	Minimal 1.0	Deficient 0.0
Project team defined scope and deliverables of project appropriate to time constraints	41.3	37.0	21.7	0.0	0.0
Project teams adjusted planning, deliverables, scope or schedule with changes in project or sponsor requirements.	58.7	32.6	8.7	0.0	0.0

Project Teams Perform as Professionals (SLO 2)	Excellent 4.0	Very Good 3.0	Acceptable 2.0	Minimal 1.0	Deficient 0.0
Students worked together as a high-functioning project team, applying conflict resolution techniques when necessary.	56.0	24.0	20.0	0.0	0.0
Project teams supported each other through meaningful feedback and input on poster design and presentation content.	81.3	0.0	18.8	0.0	0.0
Students built communities of practice through ongoing discussions of project challenges.	60.0	36.0	4.0	0.0	0.0
Project teams demonstrated full ownership of the project and the project management process.	62.2	26.7	8.9	2.2	0.0

Project Teams Manage all Project Elements (SLO's 2, 3)	Excellent 4.0	Very Good 3.0	Acceptable 2.0	Minimal 1.0	Deficient 0.0
Project teams managed resources effectively through the planning of tasks, milestones and deliverables.	63.0	26.1	10.9	0.0	0.0
Project teams maintained schedules and updated in accordance with change requests.	67.4	17.4	15.2	0.0	0.0
Project teams delivered status updates on schedule.	56.5	17.4	15.2	4.3	6.5

Project Teams Communicate Effectively with Each Other and All Stakeholders (SLO 4)	Excellent 4.0	Very Good 3.0	Acceptable 2.0	Minimal 1.0	Deficient 0.0
Project team demonstrated professionalism in timely and appropriate communication with instructors, TAs and sponsors	60.9	26.1	4.3	6.5	2.2
Project teams were proactive in seeking clarification and additional input on project documents	60.9	21.7	17.4	0.0	0.0
Project teams delivered on an agreed-upon communication plan with sponsors.	71.7	23.9	2.2	2.2	0.0

Project Teams Complete a Project Handoff (SLO's 4, 7)	Excellent 4.0	Very Good 3.0	Acceptable 2.0	Minimal 1.0	Deficient 0.0
Project teams delivered documentation and project review as a hand-off to sponsor.	76.3	13.2	7.9	0.0	2.5

Project Teams Present their Projects in a Public Venue (SLO's 4, 6, 7)	Excellent 4.0	Very Good 3.0	Acceptable 2.0	Minimal 1.0	Deficient 0.0
Project teams articulated the process of project analysis, design, delivery and impact through the design and presentation of a project poster.	63.0	21.7	13.0	0.0	2.2
Project teams utilized design and feedback in the creation of the project poster.	65.2	17.4	13.0	0.0	4.3
Project teams demonstrated a clear understanding of the impact of their project on the user community.	54.3	30.4	13.0	0.0	2.2