

Academic Unit/Campus Name: The Information School

Please complete this Word document and the accompanying Excel workbook (both of which were provided to your unit via email), and submit them to the Office of Planning & Budgeting (OPB) on or before **Thursday, February 1, 2018**.

Please email your materials to [Jason Campbell](#).

Please note that the responses you provide in this Word document **will** be posted to the OPB website.

1. What is the academic vitality of your school, college or campus?

Please provide both quantitative and qualitative information, leveraging published materials and [previous submissions](#) where possible. In your response to this question, you may wish to include responses to some or all of the following prompts. Please note that these are suggestions, not requirements.

- What are the top 3-5 **strategic goals** of your unit? Could any of these goals increase expenditures or decrease revenue for other units?
- What are your unit's **faculty** hiring trends from the last 2-3 years and faculty hiring expectations for the next 2-3 years? (you may provide information by department, if relevant)
- What are your unit's **student**-related initiatives, trends, or goals? (E.g. Curriculum innovation, student engagement in the Husky Experience, trends in your student credit hour production)
- What has your college done in relation to key **university initiatives**? (E.g. [Population Health](#), [Race and Equity Initiative](#), [Husky Experience](#), [Transforming Administration Program](#))

Please respond in 500 words or fewer and please use bullets, rather than dense prose.

Top 3-5 strategic goals of your unit

We are in the final year of a three-year strategic plan. The top goals from this plan that continue to guide investments/strategic activities for the school are:

- **Enhance Strategic Visibility:** To differentiate our value and to advance our visibility/impact, we will invest in the development of:
 - Future of Libraries
 - Data for Social Good
 - Native North American Indigenous Knowledge
 - Human-Computer Interaction for the Social Good
- **Increase Access to the Informatics Program:** Effectively manage and sustain plans for growth of Informatics Program (majors). Expand reach of Informatics minor to serve needs of a broad range of students across campus.
- **Enhance iSchool Partnerships:** Strengthen the iAffiliates program. Engage with community, and support faculty work and fundraising mission. Engage faculty more fully with relationship building.

- **Support Faculty Work:** Evaluate impact of the Faculty Support and Transformation initiative (FAST) on enhancing faculty engagement in cutting-edge research and expanding curriculum, and revise as needed.
- **Support the Working Life of Staff:** Make the iSchool an outstanding, highly effective and enjoyable workplace that supports staff in their work, and a healthy work-life balance.

The new Dean will be engaging with the iSchool and campus community this year to generate the next strategic plan.

What are your unit's faculty hiring trends from the last 2-3 years and faculty hiring expectations for the next 2-3 years?

- **Onboarded 16 faculty in the last 3 years** (8 tenure-track in areas of strategic visibility and 8 lecturing faculty to fill areas of teaching need).
 - **Currently running 2 searches.**
 - With the new Dean transition, we expect to **hire in smaller numbers**, with the new hires continuing to focus on building core areas of research strength and teaching needs.
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What are your unit's student-related initiatives, trends, or goals? (E.g. Curriculum innovation, student engagement in the Husky Experience, trends in your student credit hour production)

Curriculum innovations: new courses and specializations in collaboration with other units on campus:

- Dr. Jevin West (iSchool) and Dr. Carl Bergstrom (**Biology**) developed an exceptionally popular course, colloquially titled as "**Calling Bullshit in the Digital Age**," to teach students how to assess the validity of data research being presented in public media. We are assessing how to scale in response to demand.
- Partnered with **Statistics and CSE** to create a new **100 level course, Introduction to Data Science**, aimed at engaging first-year students.
- In collaboration with **BIME**, we will be proposing a new undergraduate transcriptable option in Biomedical & Health Informatics to meet increasing interest in the **information challenges surrounding health information**. Anticipate that creating this option will fill a growing need in Informatics while encouraging students to consider graduate degrees offered by BIME/iSchool/MSDS.

High demand for and increased access to undergraduate courses:

- Recently created **courses are filling to capacity**, particularly those in technical or data intensive topics.
- High demand for our 100 level course that investigates **gender and technology**.
- Increased access to the highly popular non-technical course **Intellectual Foundations of Informatics**.
- With the introduction of the Informatics minor (currently at 248 declared minors) we anticipate seeing **more demand for iSchool service courses and electives**.

Ability to hire faculty and secure space would enable us to increase capacity for both the Informatics major and minor, increasing the growth of STEM graduates at UW.

Renewal of our professional masters' degrees and promotion of **what makes the iSchool offering unique** among other peer institutions:

- Identified **signatures of the iSchool MLIS: Data Curation, Design Thinking, and Digital Youth**
 - **Reduced core requirements in MS in Information Management (MSIM) program** to allow greater opportunity for specialization that enables students to compete more effectively for jobs.
 - Developed **5 curricular specializations the MSIM program: Leadership & Consulting, Business Intelligence, Data Science & Analytics, User Experience, and Information Security.**
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What has your college done in relation to key university initiatives? (E.g. Population Health, Race and Equity Initiative, Husky Experience, Transforming Administration Program)

Information School researchers involved in key university initiatives:

- **Population Health:** Received 1 of 5 inaugural pilot research grants
- **Urban@UW:** Co-founder leading one of their major new initiatives—Urbananalytics
- **eScience Institute:** Members on executive committee and affiliate faculty
- **Earthlab:** Participation in advisory board of deans; exploring synergies with current faculty projects/interests
- **Tech Policy Lab** – co-director and associate representation
- **Race & Equity Initiative (REI):** Very active in contributing to REI: awarded an REI grant and contributed matching funds to implement a large number of activities/programs including:
 - Hosting a workshop for staff/faculty on **tribal sovereignty** in support of our Native North American Indigenous Knowledge initiative.
 - Conducting a **climate survey** and discussing findings at upcoming **unit-wide Diversity Summit**
 - **Professional Development series for Staff** – workshop per quarter
 - Hosted **8 signature events** during November as part of our iSchool Diversity Month celebration

For past decade, the iSchool has been recognized as a leader on campus for institutionalizing commitment to nurturing an inclusive environment, recruiting diverse student body, and diversifying the faculty. Many of our faculty engage with colleagues, offices, and centers working to increase diversity at UW.

- **Husky Experience:** our academic programs place emphasis on learning both inside and outside the classroom with focus on critical thinking, evidence-based practice, diversity, internship and fieldwork, and culminating capstone project to solve a real-world challenge with an industry partner. This aligns well with the Husky Experience values of lifelong learning, leadership, cultural understanding, and community engagement.

2. What is the fiscal vitality of your school, college or campus?

To answer this question, please complete the following tabs in the Annual Review Excel workbook:

- On the **purple tabs, i.e. the “Fiscal Reports,”** please:¹
 - Review the prepopulated FY16 and FY17 fields on each fund source tab. The “Fiscal Vitality References and Tools” workbook (described below) provides information to help with this review.
 - Provide full revenue and expenditure plans for FY18, FY19, FY20, and FY21.
 - If there is an area of your unit that you wish to isolate in more detail (i.e. significant departmental self-sustaining, clinical, etc.), feel free to submit an additional fiscal (i.e. dark purple) tab.
 - Enter totals from each of the tabs into the Summary tab.
- On the **“Alternative Assumptions”** tab, please clearly identify and briefly explain any assumptions used in your calculations that are *different* from the Central Budget Assumptions on OPB’s [FY19 Annual Review Materials webpage](#). You are encouraged to refine and adjust the central assumptions, which are (in many cases) general and imperfect.
- On the **“Fiscal Vitality Qualitative Assessment”** tab of the Fiscal Vitality Report Excel workbook, please describe your unit’s overall financial health. If your unit’s fiscal data shows any negative (i.e. financially unhealthy) trends, please propose actions that your unit will take to improve its financial position.

The following resources are available to help you complete this work:

- **“Fiscal Vitality References & Tools” Workbook** (available on the [FY19 Annual Review Materials webpage](#)):
 - FVRowByRowDefinitions Tab: row-by-row general and unit specific parameters used to compile data in the Fiscal Vitality Reports Summary and Fund Source tabs.
 - BgtTypeClassInfo Tab: list of budget types, classes, super classes, family, and community that are referenced in the FVRowByRowDefinitions tab.
 - FVExpendituresPivot and FVBudgetRevenue&CarryoverPivot Tabs: budget number detail supporting the Summary and Fund Source data in the purple tabs of the Annual Review Excel workbook.
- **FY18 GOF/DOF Budget Base:** By November 22, OPB will provide FY18 permanent and temporary budgeted values, as of October 2017 fiscal month end. You can build off these for your FY18 plan, but you will need to adjust for any budget revisions that have occurred (or will occur) since October 2017 fiscal month end.
- **BI Portal Reports** (click on the B.I.Portal link under “Products”): Each report has Overview, Technical Information, and Interpretation tabs that describe the report, what is included in the data, the data sources, and how to use the report. Note, data may differ between reports, but they can still be used as resources.
 - Biennium To Date Budget Balances
 - Remaining Balance by OrgCode and Category
 - Forecasting Template by Fiscal Year and OrgCode (please note, this tool will imperfectly forecast expenditures if units employ fund shifts or cost transfers)
- **Central Budget Assumptions** (mentioned above), which includes additional resources and guidelines.
- **Q&A Sessions on November 28 and 30.** See the [FY19 Annual Review Materials webpage](#) for details.

In completing this work, please consider the tuition rates that you are recommending as part of Question 3.

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¹ Please note that grants, contracts, and gifts are included in the report to provide the Provost with a more holistic view of a unit’s financial activities. The amounts can be reconciled to FAS for biennium 2015-17. However, the grants & contracts amounts will differ from the Annual Report, prepared by the Office of Research. Also, grants, contracts and gifts amounts might differ from the BI Portal “Remaining Balance by OrgCode and Category Report.” In both cases, and possibly with other BI Portal reports, this is due to differences in data elements, context, and reporting period parameters. While the information is not perfect, it is included to facilitate discussions about the unit’s overall financial health.

3. What are your school, college, or campus's tuition recommendations for 2018-19 (FY19)?

Using the "Tuition Recommendations" tab of the Excel workbook, please provide tuition rate recommendations for 2018-19 (FY19). For each recommended tuition *increase*, please provide the information outlined below in 500 words or fewer (total). Here are a few notes and reminders:

- In last year's budget process, units submitted *preliminary* FY19 tuition recommendations, along with their FY18 tuition recommendations. You can review last year's submissions at [this webpage](#), along with a summary of FY19 (and FY18) [tuition recommendations](#). You may reuse responses, if they are still relevant.
 - Rate recommendations for **fee-based programs** are handled through a separate process than tuition-based programs. Please see the [Provost's letter](#) to deans and chancellors for more information about that process.
 - The legislature sets resident undergraduate (RUG) tuition rates. OPB anticipates a 2.0 percent RUG tuition increase in FY19.
 - If your recommendation involves creating a **new tuition category**, please be sure to identify the original tuition category, the proposed category and suggested tuition rate for FY19. If you plan to move only a subset of your programs into a new category, please identify those programs by major name, pathway, level and type. Please contact Jed Bradley (jedbrad@uw.edu) for instructions on how to modify the "Tuition Recommendations" tab.
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Not Applicable

- Please provide information to justify the increase. This can include information about enrollment plans, peer comparisons, and/or market analyses. Please include information about how the incremental revenue generated will be spent by the school/college/department.
- Please describe whether you expect any substantial enrollment changes (including a change in the resident/nonresident composition) or any changes in the waivers likely to be awarded to your unit's students.
- Discuss the impact on student debt load.
- Confirm (yes/no) that tuition recommendations were discussed with students.² Please discuss your recommendations with students, even if they are the same as the FY19 proposals you submitted last year.

² If the meeting schedules of faculty and student leadership groups present a challenge, please make accommodations to get approval within the necessary timeframe. If necessary, you may submit an update to OPB at a later date, after faculty and students have had an opportunity to review.

4. Please **update the carryover usage plan you submitted as part of last year’s budget development process.**

To do so, please complete the **“Updated Carryover Usage Plan” tab** of the Excel workbook. Please note:

- Your worksheet is pre-populated with the carryover usage plan you submitted last year and new estimated carryover totals.³
- Please provide updated numbers in the "Updated Plan" column.
- If you have new line items, please add rows, as needed.
- For any major updates, please provide a brief description in the “Explanation of Changes/Updates” column.

If you would like to describe any items from the worksheet in greater detail, please use the space below. For **additional guidance**, please see the example posted at the [FY19 Annual Review Materials webpage](#).

Please note:

- If your unit has a **deficit** instead of a carryover, please confirm that you have an updated deficit mitigation plan in place with OPB. If you do not, please contact [Lisa McDonald](#).
 - If you believe the carryover for your unit is negative due to timing and if you anticipate a positive balance soon, please discuss this below and feel free to provide an updated carryover spending plan.
 - Since the Office of the President and the Attorney General’s Office do not retain carryover funds, as a matter of University policy, those two offices are not expected to complete this question.
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5. **Please confirm that faculty councils AND student leaders within your unit/campus have been consulted** and given the opportunity to provide input as part of this budget planning exercise.

To confirm this, please do **one** of the following:

- Briefly describe who was consulted and when, and provide points of contact for your faculty council and student leadership.
- OR**
- Include signed letters from your faculty council chair and student leadership (a scanned PDF is fine) when you submit the rest of your materials.
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The Dean and Assistant Dean for Planning and Administration met with members of the iSchool’s Student Leadership Council (SLC), Elected Faculty Council (EFC) and Leadership Cabinet (comprising of academic program chairs, staff unit leaders, EFC chair, director of faculty affairs and associate deans) in November 2017. These iSchool faculty, staff and student leaders were given an opportunity to provide input, feedback and ask questions about our budget plans and priorities. Additionally, this specific budget submittal package was reviewed with the EFC and SLC at meetings in January 2018. The School will continue to engage its leaders in a dialogue and seek their advice on priorities throughout the FY19 budget development process.

The chair of the iSchool Elected Faculty Council is Jacob Wobbrock (wobbrock@uw.edu). The Student Leadership Council can be contacted through our Director of Student Services, Wendie Phillips (wrp@uw.edu).

³ As a reminder, carryover balances are calculated at the end of each biennium and can only be *estimated* mid-biennium.