

UNIVERSITY of WASHINGTON

FY2020 Annual Review Narrative Response for: **267 - iSchool**Programmatic & Academic Vitality Narrative

- 1) Please briefly describe your unit's annual internal budget development process. *Question Type: Free Text, Word Limit: 500, Required For: All Units*

The iSchool's budget process engages faculty, staff and student leaders throughout the year to development and refine growth and other strategic plan assumptions, needs and priorities. Our planning looks forward three years to ensure financial stability and maintain our ability to support current and future strategic investments and growth plans. Each step in our budget cycle includes reviewing and revising our goals, assumptions, priorities and potential budget investments list (the "wish list") with our leaders. The typical budget cycle follows this schedule:

- Nov/early Dec: Establish high level goals and priorities for the next fiscal year; review/refine with leaders.
- Dec/Jan: Prepare initial budget plans for the next fiscal year + 3 years, to include enrollment change plans and fee-based tuition rate proposal; review with leaders; submit to the Provost and UWCC.
- Jan/Feb: Review/confirm current ongoing/continuing resource allocations with budget managers and key leaders; request proposals for budget changes.
- Jan-Apr: Monitor and adjust budget plans to align with UW policy changes, ABB and fee-based enrollment projections, salary increase authorizations and other factors.
- Apr/early May: Refine preliminary decisions on budget priorities and funding of internal budget proposals; review/refine with leaders.
- May/June: Inform budget managers and key leaders of expected budget allocations (may be pending final budget allocations from ABB or other centrally controlled resources)
- June/July: Finalize budget allocations and decisions; communicate any changes from preliminary budget to leaders as needed.

- 2) What are 3-5 key elements of your unit's current strategic plan? *Question Type: Free Text, Word Limit: 500, Required For: All Units*

The iSchool's current strategic plan is multifaceted. It includes the following elements:

Bring the Information School together into a single physical location. The School has experienced a number of failed attempts to bring all staff, faculty and students together into a single location. We are now engaged in a new plan, partnering with the Human-Centered Design and Engineering (HCDE) department, to put up a new building on the current site of Sieg Hall. Our planning also includes a shorter-term solution to identify temporary "bridging" space that would allow the School to meet existing and expanded teaching and research needs.

Expand access to our undergraduate offerings. We currently have one of the most competitive majors (Informatics) on campus, with over 75% of applicants turned away each year. We created a minor to help alleviate the demand on the major, and in 1 year, it has become the biggest minor on campus.

Create a diversity pipeline for students, faculty and staff. We have hired an alumni coordinator to enhance engagement with our alumni, which will help better support current students, and help to recruit applicants with more diverse backgrounds. Similarly, we are working on a plan to increase outreach to K-12 schools initially in the Seattle area (with expected growth coming later) to increase our engagement with prospective undergraduate students. We are looking to create fellowships for students that particularly target under-represented minorities, and have launched a pilot program with UW Libraries as a start. We have added more focused language about what we are looking for in faculty diversity statements, and are including these earlier in our evaluation process. Further, we are considering diversity both in the creation of our hiring committees (both faculty and staff), and are actively working to recruit faculty and staff that would add diversity, to apply to our openings.

Make the UW Information School the top research institute in information science. Part of this effort is in supporting larger and riskier research projects, and part of this is focused on doing a better job of communicating our research results to the broader community. We are looking to raise funds and to redirect existing funds to provide seed funding for the riskier projects that will have significant impact.



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Make the Information School a great place to learn and work. We are focused on professionalizing our internal practices (both around faculty and staff processes) to respond to the growth over the past 20 years. We are working with our advancement team to raise funds for both faculty chairs/fellowships and student fellowships. We are working with both faculty and staff groups to enhance our ability to recruit and retain high quality personnel.

- 3) What major obstacles or institutional barriers currently do, or likely will, hinder execution of your strategic plan? What are you doing to address these challenges? *Question Type: Free Text, Word Limit: 500, Required For: All Units*

The biggest obstacles we face are:

- The 5% student credit hour growth cap on ABB.
 - While the Information School understands the principle behind the cap, the actual implementation has unintended negative consequences for students. The Information School is undergoing a period of tremendous student demand and growth. With both the major, the minor and our data science courses, we have bumped up against the cap. We cannot financially afford to exceed the 5% cap on growth, and yet we need the ABB income (including retention of our supplement) that would come without the cap to address the growth in demand for our undergraduate offerings. Capping our student credit hour growth at this point has had the effect of letting financial policies dictate educational/academic policies. We would like to be able to teach more of the students that are in our minor and that apply to our major, but with the current 5% cap, we cannot afford to address the demand, which is doing a huge disservice to UW students. We made the decision to leave students on the waiting lists despite having physical space and the capacity to teach more students, to avoid going over the cap.
- A solid plan for how to move the Information School into a single physical space.
 - We do not have an alumni base that can financially support the construction of a new building. We will need support from central Advancement, Capital Planning and Development, and possibly External Affairs to help us put together and support a realistic strategy for fundraising for a new building. Support will also be needed from the Provost's office in communicating the priority of a new shared building for HCDE and the Information School.
- An unclear relationship with Continuum College.
 - While Continuum College is looking into reducing the fees they charge to programs that have been revenue-positive for a certain number of years, the quality of the services that we and other colleges receive is inconsistent at best, and not satisfactory much of the time. Further, we are engaging with Continuum College to understand whether they can support our creation of an online Masters in Information Management. The conversations have been productive, but we still have not received solid plan that we can believe in that would allow us to work with Continuum College rather than contracting with an online program management professional vendor, external to the university.
- Seattle is expensive to live in.
 - We, and other colleges, are having difficulty in recruiting and retaining high quality faculty, staff and students due to the expense of living in Seattle. Access to cheaper housing would go a long way in recruitment and retention.



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- 4) Over the next year, could any of your planned strategic activities result in material changes to revenues or expenditures, faculty or staff workload, or the student experience within your unit and/or another unit/campus? *Question Type: Free Text, Word Limit: 500, Required For: All Units*

We have included projected additional revenue and expenditures as well as addressed faculty and staff workload impacts for all strategic initiatives that are currently being implemented. Key changes included in our plans are:

One-year MSIM program: Launching in fall 2019, this additional delivery within our existing Masters in Information Management degree program is expected to hold greater appeal for the domestic audience of students and increase the total number of students graduating. This is likely to generate additional resources above and beyond direct costs that will be utilized to support planned faculty hires, staffing refinements and other costs associated with the School's strategic initiatives.

Refine staffing for internal efficiencies and process improvements: Steps are underway to review and adjust iSchool staffing to align with supporting the maturity of the School's research and teaching activities and a vision for responsive and agile processes. All of the currently anticipated staffing changes have been included in these budget plans and are covered by anticipated resources from the MSIM and Informatics enrollment growth.

Facilities renovations and capital campaign: The iSchool is in the process of initiating a major campaign for capital funding for a building that could require additional resources to support planning activities and intermediate temporary space renovations. Our operating budget plans include holding some funds in reserve to augment capital and central funding as well as continuing funding the cost of rental space.

Initiatives that could have a financial, workload and student experience impact that are that are not included in our current budget plans are:

Expand access to Informatics program: Demand for the Informatics major is high - we currently admit only 20-25% of applicants. Likewise, the Informatics minor is the largest declared minor on campus. This demand far exceeds the current level of course offerings, and almost all of our Informatics courses fill to enrollment capacity within 1-2 days of the start of registration. The iSchool is continuing to expand access to Informatics courses by increasing the number of sections and number of seats per class each year. Currently, we are constrained by the University's 5% annual growth limits on student credit hours, and we could offer more of our high-demand courses were it not for this limit. This growth initially requires investments from our reserves due to the ABB funding lag, but is likely to generate a modest amount of additional resources above and beyond direct costs if realized. These additional resources will primarily be utilized to support additional faculty hires to sustain continued growth. If we could modify this limit or be exempted from it, we could make significant advances toward meeting student demand for our popular degree that combines both STEM and humanities and expanding our faculty while working within the formulas allocated by ABB. At present, it is highly frustrating to turn away students when we know we could be serving more if we were not artificially constrained.

Enhance online learning: We are seeking to partner with UWCC in redeveloping the format of our online learning environment. UWCC has made investments in people and equipment to provide stronger services for instructional design and content creation. These costs will be high over the course of two years to completely revise and enhance ("makeover") our online learning environment for the Master of Library & Information Science program. We will need to review this investment in context of our overall budget picture in spring 2019. We are also seeking to launch online delivery for our Master of Science in Information Management program - this will necessitate working with a marketing partner who can help us gain strategic advantage in this highly competitive and crowded arena.

- 5) What is your unit doing to effectively use resources in a way that benefits your unit and/or other units/campuses? *Question Type: Free Text, Word Limit: 500, Required For: UWB, UWT, UWS Administrative Units*

Not Applicable



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- 6) What are you doing to improve the experience and outcomes of students in your unit? What could the University do to support your efforts? *Question Type: Free Text, Word Limit: 500, Required For: UWB, UWT, UWS Academic Units, UAA, Graduate School*

The iSchool has made recent extensive investments that are directly tied to improving the student experience. These include:

Growth of Academic Programs in response to demand - As mentioned above, the Information School has been steadily increasing the number of courses and seats in classes to better accommodate the overwhelming demand for the Informatics minor, data science electives, and courses for STEM majors that fulfill the diversity requirement. This expenses is borne up front by the iSchool, and then generates revenue later from ABB. The University could best support this effort by adjusting or relaxing the 5% limit for smaller schools with demonstrated demand. We are also expanding our popular MSIM degree (currently about 15% acceptance rate) with a new one year option.

iMentorship program - Students are partnered with industry professionals to meet and advise on career planning and professional networking. About 1 out of 4 Informatics students will participate in this program this year. We host mentoring events, have a student assistant to support logistics and communication and have a faculty lead to recruit, train, and nurture ongoing relationships with professionals serving as mentors.

Technology Tutors - We have provided a much needed resource to students by hiring experienced students with advanced tech skills to work in our computer labs as tutors This has become increasingly important as the expanded population of Informatics minors have typically had less opportunity for technical preparation.

Course champions - For undergraduate courses with multiple sections, we have designated a veteran faculty member to serve as the primary point of contact for maintaining and updating a common syllabus, communicating with instructors for all sections, and mentoring new instructors teaching each section. Designated faculty receive a small stipend for undertaking this leadership duty. This results in a more consistent student experience across sections. The University can best support this effort by continuing dialogue about the appropriate and effective use of part-time faculty, and providing instructional and training resources to help units mentor individuals seeking to include teaching in their professional practice and career planning.

PhD Academic Advisor - We have added a dedicated staff academic advisor to support our 70+ PhD students. Previously, PhD advising had been assigned to our MSIM advisor, who can now provide better support for anticipate growth in the number of MSIM students.

Capstone Sponsor Manager - iSchool students are increasingly pursuing capstone projects sponsored by industry. While these are rich learning opportunities, these arrangements also lead to many complicated relationships in regards to intellectual property rights, non-disclosure, compensation, and other challenges. This new position will help students and sponsors navigate these challenges. We have been working with the Office of Technology Transfer and Co-Motion in this, and welcome the University's continued support in this effort.

Alumni Relations Coordinator - This new staff position will nurture relationships with alumni in order to achieve concomitant benefits of helping students build professional networks and find employment opportunities; raising funds for scholarships or other initiatives; recruiting guest speakers, mentors, capstone speakers and advisory board members; and building the pipeline in preparation for the next campaign.



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Faculty/Librarian Trends

- 1) Please discuss your unit's Faculty/Librarian hiring trends and strategies from the last 2-3 years. *Question Type: Free Text, Word Limit: 500, Required For: UWB, UWT, UWS Academic Units, UWS Library*

2018-2019 - Seven searches ongoing - lecturing (3, with 2 successful hires), professor of practice (1), and tenure-track open rank (3)

2017-2018 - One tenure-track search at the Assistant Professor level in any information-related field, left unfilled

2016-2018 - Eight searches - lecturing (4), professor of practice (1) and tenure-track (3), all successful

- 2) How do these Faculty/Librarian hiring trends and strategies relate to your previously stated strategic goals and/or priorities? *Question Type: Free Text, Word Limit: 250, Required For: UWB, UWT, UWS Academic Units, UWS Library*

We stated in iSchool 2018, our previous strategic plan, that we would focus on Future of Libraries, Native North American Indigenous Knowledge, HCI for Social Good, and Data for Social Good. We successfully filled tenure-track positions in these areas. In order to sustain teaching excellence in our growing programs, we also hired lecturing faculty where we had teaching need. The professors of practice are linked to our Gates Legacy grant and offer a unique opportunity for us to bring in national and international leaders in librarianship into our classrooms.



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Tuition Based Program Rate Recommendation Narrative Section

- 1) Which existing tuition categories are you recommending a change to? *Question Type: Select Multiple, Required For: UWB, UWT, UWS Academic Units*

No Changes Recommended

- 2) Please explain why each proposed change is needed and how your unit will use new incremental tuition revenue increases or absorb incremental tuition revenue losses. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

Not Applicable

- 3) Explain whether and how each proposed change will affect peer comparisons and/or whether a market analysis was conducted. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

Not Applicable

- 4) Discuss the impact of each proposed change on student debt load. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

Not Applicable

- 5) Describe whether you expect the proposed tuition rate(s) to result in any substantial changes to enrollment (including a change in the resident/nonresident composition) or to the volume of waivers awarded. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

Not Applicable

- 6) For each proposed change, please explain what would happen if the change were not implemented (e.g. deficit, loss of staff positions, etc.). If a proposed change is part of a plan to eliminate a current deficit, please indicate that. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

Not Applicable

- 7) For each tuition category that you have proposed changing, please discuss your unit's overall tuition rate strategy for the next 3-5 years. In your response, please explain whether and how your long-term strategy connects to "market" rates (e.g. where do you want to be, rate wise, compared to peers?) *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

Not applicable - All iSchool masters programs are fee-based.



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Communication with Stakeholders

- 1) Please enter the date that FACULTY leadership within your unit/campus was consulted and given the opportunity to provide input as part of this budget planning exercise. If not yet shared, please enter the date you are scheduled to consult with FACULTY leadership and, immediately after that date, please send an update to Becka Johnson Poppe, jbecka@uw.edu. *Question Type: Date Select, Required For: UWB, UWT, UWS Academic Units*

Jan 11, 2019

- 2) Please list a point of contact for your FACULTY leadership (including name and email address) *Question Type: Short Answer, Required For: UWB, UWT, UWS Academic Units*

Wanda Pratt, wpratt@uw.edu

- 3) Please enter the date that STUDENT leadership within your unit/campus was consulted and given the opportunity to provide input as part of this budget planning exercise. If not yet shared, please enter the date you are scheduled to consult with STUDENT leadership and, immediately after that date, please send an update to Becka Johnson Poppe, jbecka@uw.edu. *Question Type: Date Select, Required For: UWB, UWT, UWS Academic Units*

Jan 15, 2019

- 4) Please list a point of contact for your STUDENT leadership (including name and email address). *Question Type: Short Answer, Required For: UWB, UWT, UWS Academic Units*

The Student Leadership Council can be contacted through our Director of Student Services, Wendie Phillips (wrp@uw.edu).

- 5) Enrolled students affected by tuition rate increases should be consulted on proposed increases before proposals are finalized. In the space below: (1) please describe when and how students were consulted and (2) please summarize the feedback they provided regarding EACH of your tuition recommendations. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

The iSchool does not have any tuition rate increases included in this package. We consulted with our fee-based degree students (MLIS and MSIM programs) regarding fee-based rate increases at the Student Leadership Council meeting on January 15, 2019. They provided feedback indicating they understood and supported the rationale for the MLIS and MSIM program tuition rate increases. Those rate increases will be presented to the Provost by Continuum College.