



UNIVERSITY of WASHINGTON

FY2024 Operating Budget Development Narrative Prompts

Information School

Programmatic & Academic Vitality Narratives

*Text submitted within this section **will** be published to OPB's Annual Budget Development website*

Where possible, you are encouraged to leverage published materials already created

- 1) Please briefly summarize your unit's/campus's strategic plan and how your FY24 operating budget proposal (as submitted in Workday Adaptive Planning) connects to your campus/unit strategic plan. [Word Limit: 500](#)

Our strategic plan focuses on the role of information in three grand challenges:

- a healthier planet
- a stronger democracy and a more informed public, and
- healthier, happier people.

We have 5 strategic objectives:

- increasing access to information science education
- investing in supporting infrastructure and resources
- expanding research impact through translational research
- investing in constituent experience, and
- strengthening the iSchool identity

Lastly, we have 2 commitments:

- IDEAS: inclusion, diversity, equity, access, and sovereignty
- responsiveness, planning and strategy.

Our operating budget proposal includes spending to support faculty hires that both support increased access to education (Informatics) while also supporting our research and education related to our 3 grand challenges. It includes spending on our online MSIM program to increase access to graduate education in information science. Our budget includes resource commitments to improving our infrastructure and resources through increased staffing (e.g., research services to support growing research efforts) and space (Allen library and W27 costs). Increased budget on staff will also improve the student, staff and faculty experience, as well as the alumni experience. Our operating budget includes increased support for communications and marketing to strengthen the iSchool identity and to invest in improving awareness of the iSchool as we seek to raise philanthropic funds as part of a computing initiative with the Allen School and the Human-Centered Design and Engineering department. Lastly, our operating budget will also be supporting our 2 commitments through increased faculty, staff and student hiring/recruitment/support, and in efforts to make the School decision making more strategic and responsive.

- 2) Building on the responses your campus/unit submitted during the FY23 annual review cycle ([posted here](#)), how has your unit/campus integrated the themes and goals of [the 2022 – 2026 UW Diversity Blueprint](#) into your campus's/unit's ongoing work to take actions towards access, inclusion, and equity? [Word Limit: 750](#)



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To support goal 1, we appointed an Associate Dean for IDEAS and created an IDEAS office with 2 full-time staff. Most diversity work is centralized through that office, while IDEAS-related work continues throughout the school. We hired an Associate Director for Admissions, whose role includes a heavy outreach component and created an outreach committee where strategy is created for the School to execute, to improve our outreach into the community for recruiting students. The IDEAS Office guides the iSchool's efforts to improve the diversity of our staff and faculty through recruiting strategies and practices. We are currently conducting a search for a senior faculty hire to be our next Associate Dean for IDEAS.

To support goal 2, we have a number of initiatives. We have increased the number of DEI-based scholarships but are continuing to fundraise for more. We have been successful in recruiting a diverse graduate student body. Despite having a relatively small PhD program, we believe that the iSchool has more North American and global indigenous PhD students than any other unit on campus. We are continuing to work with Information Schools across the country to recruit a more diverse student body, particularly in the area of Library and Information Science.

To support goal 3, the School's Associate Deans for IDEAS (inclusion, diversity, equity, access and sovereignty) and Faculty Affairs review job announcements and evaluation rubrics with an eye to best practices for recruiting faculty from underrepresented groups. Our search committees all participate in training to address best practices, implicit bias, equity, and cultural responsiveness. We have been quite successful in improving the diversity of our faculty over the past few years. To help retain our core of junior scholars in Native North American Indigenous Knowledge (NNAIK), we are searching for a senior faculty member to help provide leadership and mentorship.

We are also creating opportunities that support professional development (funds, time and staff support for professional development programs). We are working to establish best practices in tenure and promotion review to recognize faculty who mentor underrepresented students and provide service to underrepresented communities. We offer quarterly workshops for junior faculty to clarify the tenure and promotion process, including 3rd year reviews, annual reports and compilation of tenure files. The Associate Dean for Faculty Affairs provides customized onboarding and orientation, and schedules 1:1 meetings with new faculty to guide them into iSchool faculty life. While we have had conversations with donors around the formation of a cohort of BIPOC post-docs that could dramatically diversify the iSchool's faculty and create a blueprint for Information Schools across the country, this work has moved slowly.

To support goal 4, we have a number of initiatives. We are being proactive around having difficult and meaningful conversations around power, privilege and oppression. We are creating a stronger awareness of microaggressions and exclusionary behavior through trainings and workshops, working to prevent these behaviors and to cultivate allyship. Across the School, we have a focus on the leadership competencies: accountability, integrity, communication, strategic thinking, and problem solving/decision making, areas where the staff feel supervisors and leadership in the School most need to improve. We are setting expectations for leadership, supervisors and staff, to create a better, more productive and inclusive working environment. We continue to provide opportunities for staff to provide feedback and discuss progress. Our staff-led committee on diversity, equity and inclusion actively works to develop and enhance ways for effectively giving staff a voice in the School around issues of IDEAS.



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We use the UW Staff Diversity toolkit and best practices resources to enhance our staff applicant pools and create an inclusive hiring process. This includes professional development for HR staff and hiring managers on best practices for diverse and inclusive recruiting, onboarding and retention/support. All faculty and staff who participate in the staff recruitment process receive training to address implicit bias, equity, and cultural responsiveness. We have established blind applicant reviews and rubrics for staff positions. We inform potential job candidates and current staff about UW affinity groups and encourage them to participate. All new employees receive an orientation with our IDEAS team.

To address goal 5, the School continues to evolve its place-based learning through our Native North American Indigenous Knowledge (NNAIK) initiative. The initiative focuses in part on the indigenous lands on which the University resides, and the role of indigeneity in analyzing and using information.

To address goal 6, we are committing to IDEAS goals via our strategic planning process, and ensuring accountability through our work on leadership competencies.



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Tuition Based Program Rate Recommendations - Narrative Section

Text submitted within this section **will** be published to OPB's Annual Budget Development website

-- If applicable to your unit. If not applicable, simply leave this section blank --

NOT APPLICABLE

Responses to the questions below are required for each tuition category that your unit/campus recommends adjusting (as submitted to OPB by 2/1/23). **Please note question #7 is required for any programs for which no tuition increase is requested.** If you are recommending changes for multiple tuition categories, please differentiate your responses within each question.

- 1) Please explain why each proposed change is needed and how your unit/campus will use new incremental tuition revenue increases or absorb incremental tuition revenue losses. *Word Limit: 500*
- 2) Explain whether and how each proposed change will affect peer comparisons and/or whether a market analysis was conducted. *Word Limit: 500*
- 3) Tuition and fee increases have a disproportionate impact on low-income students. Please comment on how each fee change will affect student debt loads, and specifically how the program will offset this impact. *Word Limit: 550*
- 4) 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. *Word Limit: 250*
- 5) 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. *Word Limit: 250*
- 6) For each tuition category that you have proposed changing, please discuss your unit/campus'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?) *Word Limit: 250*
- 7) If you are not planning to increase tuition for any program, please respond to the following: Generally, small, inflationary increases (1-2% annually) are preferred over no increase or large increases every few years. Please answer the following questions for each program where no increase is requested. *Word Limit: 250*
 - a) Please explain why this program's rate does not warrant an increase by describing the program's financial position, structure, peer comparisons, or other relevant information.
 - b) What do you currently anticipate annual rate change requests will be for the next two years?



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Communication with Faculty & Student Stakeholders

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Communication of your unit's/campus's annual review materials, including your proposed FY24 operating budget, narrative responses and tuition rate recommendations is an important and necessary component of the UW's budget development process. Your responses to the questions below will be documented and included as part of the FY24 operating budget development review materials provided to Executive Leadership of the UW. **It is expected that all unit/campus review and consultative processes are completed by the March 17, 2023 due date.**

- 1) Please indicate the date that FACULTY leadership within your unit/campus was consulted and provided the opportunity to provide input as part of this budget planning exercise

November 18, 2022, and March 3, 2023. Also solicited comments on this narrative via email.

- 2) Please list a point of contact for your FACULTY leadership (name and UW email address).

Chair of Elected Faculty Council: Chirag Shah, chirags@uw.edu.

- 3) Please indicate the date that STUDENT leadership within your unit/campus was consulted and provided the opportunity to provide input as part of this budget planning exercise.

December 6, 2022. Also solicited comments on this narrative via email.

- 4) Please list a point of contact for your STUDENT leadership (name and UW email address).

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. Please describe when and how students were consulted and summarize the feedback they provided regarding EACH of your tuition recommendations.

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 and our approach to setting tuition rates at the Student Leadership Council meeting on December 6, 2022. They provided feedback indicating they understood and supported the rationale for the MLIS and MSIM program tuition rate increases. Those rate increases have been submitted to the Provost by Continuum College.