



UNIVERSITY of WASHINGTON

FY2025 Operating Budget Development Narrative Prompts

[Seattle/Information School]

Programmatic & Academic Vitality Narrative

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 provide a web link to your campus/unit strategic framework and provide three to five bullet points outlining the relationship between your resource plan and your strategic framework. *Word Limit: 750*

<https://ischool.uw.edu/about/information-impact>

- Our resource plan includes spending to support faculty and staff hires that both support increased access to education (Informatics) while also supporting our research and education related to our grand challenges topics: planet, democracy, AI and health. It also includes spending on our online MSIM program to increase access to graduate education in information science, and to support expanded education on Artificial Intelligence.
- Our resource plan includes resource commitments to improving our infrastructure and resources through increased staffing (e.g., advising to support the growing student body) and space (Condon Hall renovations and move-in). Increased budget on staff will also improve the student, staff and faculty experience, as well as the alumni experience.
- Our resource plan 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 resource plan 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) Please discuss your campus/unit's planned utilization of resources, as identified in your Adaptive entries (institutional initiative = UW Diversity Blueprint), in support of the [2022-2026 UW Diversity Blueprint](#) themes and goals. *Word Limit: 750*

To support goal 1, we searched and hired a senior faculty 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 a Mental Health Counselor, whose role includes working with faculty and students to create resources and address mental health challenges. The IDEAS Office guides the iSchool's efforts to improve the diversity of our staff and faculty through recruiting strategies and practices.

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



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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. We are also hiring additional tenure track faculty to strengthen our Native North American Indigenous Knowledge (NNAIK) initiative beginning FY26.

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 training 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.

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 de-identified 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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Required Budget Development Consultative Process Summary – Faculty, Staff and Students

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-- If specific questions are not applicable to your unit, simply indicate n/a --

Consultation with your elected faculty councils, student councils and unit/campus staff, regarding your unit's/campus's budget proposal materials, including your proposed FY25 operating budget, narrative responses, tuition rate recommendations and fee-based rate recommendations are 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 FY25 operating budget development review materials provided to Executive Leadership of the UW.

PLAN NOW to ensure that all unit/campus review and consultative processes are completed by the March 4, 2024 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
[December 8, 2023, plus we 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: Nicholas Weber, nmweber@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.
[February 13, 2024.](#)
- 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) Please discuss how you involved campus or unit staff in the consultative process.
[We presented to both faculty and staff leadership at the same time, on December 8, 2023. We solicited comments on this narrative from these leaders.](#)
- 6) Since submission of your tuition and/or fee-based rate recommendations on February 1, 2024, has your campus or unit received any additional feedback from students? If so, please summarize here.

[The Dean had an ongoing email discussion with the MSIM student representatives \(student organization called AIMS\) and the MLIS student representatives \(student organization called ALISS\). We'll summarize these separately.](#)

[MSIM: The students didn't raise any concerns about the increase in the annual fee \(tuition\). They did have questions about the proposed international student fee. The questions were asking about the additional costs that the School incurred from having international students as opposed to domestic students, and what specifically the School would spend the money on. I answered their questions via email in detail. They thanked me for the response, and there was no further feedback.](#)



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MLIS: The students had 2 concerns or questions about the increased tuition and how it was being rolled out. The amount of the increase was a concern because our program is one of the highest in the country (we have a #2 ranking, and we don't have an in-state/out-of-state fee differential like other programs), and the average salaries that graduates can expect to receive. They also had a question about a flat increase across the board, vs. a bigger increase for new students and a smaller increase for continuing students (like we do for MSIM). I answered their questions via email in detail. The co-President responded with "The rationale for these proposed changes is clear. I am as glad as ever for the opportunity for dialogue, and don't believe there are any unresolved questions we have at this time."