

PROGRAM PRESENTATION  
FOR THE COMMITTEE ON  
ACCREDITATION OF THE  
AMERICAN LIBRARY  
ASSOCIATION

Masters of Library and Information Science  
The Information School  
University of Washington  
September 16, 2013

# Required Information

- The full name of the unit organized and maintained by the institution for the purpose of graduate education in library and information studies. This unit is referred to in the *Standards* as the “school of library and information studies.” (*Standards*, Introduction)
  - The Information School, University of Washington
- The name and a brief description of the program(s) being presented for accreditation by the COA
  - Master of Library and Information Science, a 63 quarter credit degree program delivered in Residential and Online modes, with a specialized 43 credit degree program in Law Librarianship
- The name and current title of the dean of the school, and, if applicable, the chair of the LIS program;
  - Harry Bruce, Professor and Dean; Joseph Janes, Associate Professor and Chair, MLIS Program
- The full name of the institution, with names and titles of the chief executive officer (CEO) and the CAO, including the institutional administrator to whom the dean of the school reports
  - The University of Washington: Michael K. Young, President; Ana Mari Cauce, Provost and Executive Vice President (to whom Dean Bruce reports)
- The name of the regional accrediting agency that accredits the institution
  - Accredited by the Northwest Commission on Colleges and Universities (NWCCU) since 1918
- The title and version of the *Standards* addressed in the Program Presentation
  - *Standards for Accreditation of Master’s Programs in Library and Information Studies*, 2008.



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# I. Mission, Goals, and Objectives

**I.1 A school's mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.**

The University of Washington is the flagship higher educational institution in the state of Washington. Founded in 1861, it enrolls 42,570 students, including 13,308 graduate and professional students, has 3,752 faculty, 362 graduate degree programs, and is consistently one of the top handful of recipients of external research support annually.

The vision and values statements of the University of Washington are found at <http://www.washington.edu/discover/files/2012/07/vision-and-value.pdf> and as follows:

*UW Vision:* The University of Washington educates a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship. Discovery is at the heart of our university. We discover timely solutions to the world's most complex problems and enrich the lives of people throughout our community, the state of Washington, the nation, and the world.

*UW Values:* Integrity, Diversity, Excellence, Collaboration, Innovation, Respect

The University of Washington's vision and strategic priorities reflect the core values and culture that make us great and unique.

*UW Standard of Excellence:* We recruit the best, most diverse, and innovative faculty and staff from around the world, encouraging a vibrant intellectual community for our students. We link academic excellence to cutting-edge research through scholarly exploration and

intellectual rigor. We hold ourselves to the highest standards of ethics, as a beacon for our community and the world.

*Academic Community:* We are educators and learners. We promote access to excellence and strive to inspire through education that emphasizes the power of discovery and the foundation of critical and analytic thinking. We foster creativity, challenge the boundaries of knowledge and cultivate independence of mind through unique interdisciplinary partnerships.

*World Leaders in Research:* We have grown into the most successful public research university in the nation in attracting support for our research. Ours is a proud culture of innovation, collaboration and discovery that has transformational impact.

*Celebrating Place:* The natural beauty of the Pacific Northwest envelops us. This is an important element of who we are, for this awe-inspiring place not only anchors us, it reaffirms our desire to effect positive change in the world around us. We accept gratefully our role in preserving and enhancing Washington: the place, the people, our home.

*Spirit of Innovation:* As Washingtonians, we are profoundly optimistic about our future. Based on our past and present, we find inspiration for the future. Ours is a culture with a determined persistence that engenders innovation and a belief that our goals can be realized.

*World Citizens:* We are compassionate and committed to the active pursuit of global engagement and connectedness. We assume leadership roles to make the world a better place through education and research. We embrace our role to foster engaged and responsible citizenship as part of the learning experience of our students, faculty and staff.

*Being Public:* As a public university we are deeply committed to serving all our citizens. We collaborate with partners from around the world to bring knowledge and discovery home to elevate the quality of lives of Washingtonians. This measure of public trust and shared responsibility guides our decision-making as well as our aspirations and vision for the future.

Among the 16 schools and colleges of the UW is the Information School, constituted as an independent school in 2001, with roots that extend back to the Department of Library Economy, founded by then director of the University Library William Henry in 1911. The past century and

more of library and information education on our campus have been characterized by strong educational programs, 47 distinguished alumni (including Beverly Cleary '39, Earl Borgeson '49, and Rivkah Sass '78 – see the complete list at <http://ischool.uw.edu/alumni/distinguished>), leadership in the emerging global information school movement (indeed, ours is the first in the world to adopt the name “Information School”), and is one of only six programs to be continuously accredited by the American Library Association since that process began nearly 90 years ago. We take great pride in our heritage and achievements and are looking forward to even more accomplishments ahead.

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 permeates many aspects of the Information School’s culture, and will be referenced frequently throughout this document. The phrase 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 myriad professional interests of students and graduates. In particular, it is our expectation that all faculty would be 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.

These statements were developed through a broad and deeply consultative process, which characterizes all our planning and decision-making. Specifically, these statements were created through our 2007-2012 strategic plan, Vision in Action, which is further explained in the Strategic Planning portion of this section.

Many themes here also reflect those of the greater university's mission: respect, diversity, collaboration, leadership, and particularly innovation and discovery. These statements further reflect our unique characteristics, including one most important and defining to us, our community. In 2011 President Michael K. Young joined our community at the All iSchool meeting, just five months after he took office. The All iSchool meeting includes faculty, staff and student leadership. President Young heard from faculty and staff about why "the iSchool is my School", as well as presentations from faculty members Joseph Janes, Wanda Pratt, Eliza Dresang, and Jacob Wobbrock as they discussed the history and purpose of the iSchool and how our research changes lives. A panel of faculty, staff (including Marie Potter, the MLIS Academic Advisor) and student leadership also participated in a conversation with President Young about the iSchool's role at the UW. President Young's remarked, "You talked about the iSchool being a resource for us – I think it's not just a resource. I think it's the epicenter of what we're going to be thinking about as we go forward." This confirmation that we have the President and University's support and that we are aligned with each other's values and goals has been fuel for the iSchool as we continue to make our mark as a leader on campus.

Our mission, vision and values are also exemplified in our day-to-day, regular work and ongoing planning, and by three primary undertakings in the last several years: our strategic planning, our response to a proposal for consolidation of the school, and our review and restructuring of the MLIS curriculum.

## Ongoing planning

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 (e.g., on personnel, policy, curricular matters). We are governed by the Information School Faculty Bylaws (Appendix V.A2), and the University of Washington 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 people and bodies within the school.

The iSchool also has a culture of distributed leadership, which complements our vision of leadership and innovation. At <http://ischool.uw.edu/about/leadership> we make visible our designated leaders, committees and boards 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 iSchool goals and objectives has been a cornerstone for our community.

***Elected Faculty Council:*** 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). In partnership with the Dean and iSchool administration, 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, promotion and tenure, 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 reviews suggestions from faculty on a variety of issues.

***Leadership Cabinet:*** The Leadership Cabinet is composed of the Dean, Assistant Dean for Planning and Administration, Associate Dean for Academics, Associate Dean for Research, faculty chairs of all academic programs, Chair of the Elected Faculty Council, and heads of major functional units (Information Technology, Academics, Advancement, Communications, Student Services, Finance, Grants and Contracts, and Human Resources). This group meets regularly to discuss school-wide matters, share information across units, and offer mutual support on leadership challenges. They participate in planning the budget, facilities, and an annual faculty and staff retreat.

*Academics Council:* Chaired by the Associate Dean for Academics, the Academics Council is composed of the faculty program chairs, Academics staff, and two student representatives. This group meets to discuss and forward to the faculty changes to courses, curricula, pedagogy, and academic policy matters. They also make faculty-teaching assignments and plan the annual Academics Planning Day. 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.

*Student Leadership Council:* Two representatives from each of the iSchool's degree program student organizations make up the Student Leadership Council. These organizations include: Association of Library and Information Science Students (ALISS), Association of Information Management Students (AIMS), Doctoral Student Association (DSA), and the Informatics Undergraduate Association (IUGA for B.S. Informatics students). They serve as an advisory council to the Dean and other iSchool administration by providing input to the Dean, assigning student representatives to iSchool committees, and managing the budget allocated to clubs planning all iSchool activities. They meet regularly and are the first point of contact when student leadership input is warranted or school-wide news is shared.

*Program Committees:* 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.

*Advisory Boards:* 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. In turn, they often also provide advocacy for the program in the wider community and help to identify internship, field world, or employment opportunities for students and graduates. The MLIS Advisory Board members are featured at <http://ischool.uw.edu/about/leadership/mlis-board>.

## Strategic planning

Strategic planning forms a critical backbone for initiatives at the iSchool. The strategic planning process is transparent, intentional, and inclusive of faculty, staff and students. This is demonstrated by

the two strategic planning processes we have experienced in the past six years, with the most recent detailed at <http://ischool.uw.edu/about/ischool-2015>.

From 2007 to 2012 we carried out Vision in Action, with the determination to become the world-leading information school (Appendix I.A1). We specifically focused on four areas:

1. *iLearn*: Prepare information leaders and innovators
2. *iEngage*: Shape understanding of the information field by communicating, celebrating and showcasing the purpose and impact of iSchool work
3. *iDiscover*: Create new knowledge and design solutions to information challenges
4. *iFlourish*: Ensure excellence in the School's foundations and resources

Plans were undertaken with broad participation by all constituencies within the school (faculty, staff, students) as well as important external constituencies such as local employers and our advisory and founding boards. It took over a year to establish the Vision in Action plan, which included numerous meetings, an additional school retreat specifically focused on strategic planning, and finally a celebratory roll out with the UW community. Over the next five years, work continued on this strategic plan with faculty, staff and students taking on action items and forming sub-committees to address each area of focus. One measure of the success of this planning process is our vision and mission statements, which have remained vital and central to our identity, and which were retained in the most recent plan.

Our current plan, iSchool 2015 (Appendix I.A2), builds on the successful completion of Vision in Action by looking to the future and where we – faculty, staff, students, alumni and other external stakeholders – would like to see the iSchool in 2015. This process continued the tradition of broad participation by all iSchool constituencies. iSchool 2015 guides our work in important areas such as faculty hiring, research foci and direction, academic and administrative planning, and so on. The themes of iSchool 2015 include:

- *Strategic Visibility*: Attain a level of strategic visibility for iSchool academic programs, research expertise, and pioneering partnerships that distinguish it as a leader within the iSchool movement, a valued asset in the UW community and a rich source of insight, leadership and innovation for corporations, non-profit organizations and governments.



- *Growth*: Address areas of student and employer demand while looking to achieve appropriate program size for quality and distinction.
- *Partnerships*: Develop beneficial relationships with its alumni, industry, non-profit organizations, libraries, government entities and community partners to create opportunities for collaborative research, enhanced student learning, and social impact.

Eight strategic initiatives were also established and describe the activities the iSchool will engage in over the next three years to attain our vision for 2015.

### Responding to the Possibility of Consolidation and Conversion

In February of 2011, amid seemingly inevitable and major reductions in allocations from the Washington legislature to the UW, then Acting President Phyllis Wise wrote a letter to legislators (Appendix I.A3) laying out a series of potential consequences of such significant reductions. Among those consequences was “Consider consolidating the Information School with another college and significantly reduce course and degree offerings.” This letter came with little warning from UW administration. While it was far from clear what “consolidation” meant – nor was that ever defined clearly – we began an immediate effort to understand and respond to this news. Dean Bruce consulted with iSchool leadership and called a meeting with the Student Leadership Council who, in turn, communicated these events with the student body.

Multiple town hall meetings were held, open to all, in which the Dean laid out what was known, what wasn’t, and what was being done. Constant email communication was provided to the iSchool community of faculty, staff, students, board members, and other constituents. Simultaneously, we began gathering and producing information about the school and our programs to demonstrate our vitality, viability, and centrality to the greater University, and to muster support from within the University and externally. The “iSchool Program Evaluation Initiative Response Form” (Appendix I.A4), compiled as part of the Provost’s budget review process, also provided strong evidence of the school’s value, relevance and sustainability. The school also had to quickly respond to a financial challenge from the President and Provost to demonstrate we could remain independent in the face of a 25% reduction in central (i.e. State) funding. In the midst of an already busy year, faculty and staff leaders more than rose to the occasion to evaluate all financial options and produce a revised Academic Business Plan that supported our claims of independent sustainability. Most noteworthy

through this process is the transparency and inclusiveness – the iSchool, as championed by our Dean, was always forthcoming with its community, especially our students.

The response, from students, alumni, board members, and the local library and information communities, was overwhelming. The students were communicative and professional in their response; read about the students' involvement at <http://ischool.uw.edu/alumni/timeline/student-efforts-help-prevent-information-school-consolidation>. Letters of support came from companies such as Microsoft and Boeing, as well as from our board members, alumni, and student body. Over a period of months, our efforts bore fruit, and by April 2011, our revised Academic Business Plan had been approved and the idea of consolidation had been withdrawn. The Acting Provost at the time said, "Your leadership, along with your faculty, students, alumni and others, presented spirited defenses on behalf of your programs. Most importantly, your leaders have presented a financial plan that promises continued academic success in a fiscally responsible way." Our current provost has recently praised our performance and that of our dean (recently reappointed to a second five-year term, see Standard V.3), and said she has no interest in consolidation or reconfiguration of our school going forward.

In the course of our discussions during this period, it became clear that ongoing reliance on state funds would not provide a stable base of support for us over the long term. Fortunately we had another successful, reliable model in which to base our next move: the self-sustaining degree program. Two of our graduate degree programs have been self-sustaining since their inception: the Master of Science of Information Management (MSIM) and Online MLIS programs. The Online MLIS was among the very first self-sustaining degree programs at the UW, and we've shared many of the lessons we've learned from a decade of experience with other units on campus, as this model has been more widely adopted by over 30% of the UW's graduate programs. As such, in building our Academic Business Plan to address financial stability in the face of reduced State funding we made the decision, again after extensive consultation, to "convert" the residential MLIS program from a state-supported model (receiving funding from general state allocations via the central university) to a self-supporting model (where we have greater flexibility in establishing tuition rates and directly retain those revenues, less a percentage assessed by the university to support central services). With this change, all masters programs at the iSchool became self-sustaining.

This decision had several impacts. For the long term, it provides us with a much more stable and predictable model and method of revenue, which enables more effective and efficient planning. In

this process we also harmonized tuition rates across all masters programs; since self-sustaining programs, by definition, receive no state support, we were able to eliminate the tuition differential between residents and non-residents of Washington, and thus all incoming MLIS students would be charged the same rate, as are all other masters students in the school.

More immediately, though, at the time it meant that newly-admitted Residential MLIS students (whom we were admitting in the midst of the consolidation discussions and revamping of our financial plan) would face tuition rates that differed from what we had been advertising on our website. (The University has allowed existing students in the Residential MLIS program to complete their degree under the state-supported funding model.) Table 1.1 demonstrates the changes for Residential MLIS students in their 2011-12 tuition rates.

**Table 1.1: Changes in Residential MLIS tuition rates in 2011-12.**

State-supported Residential MLIS tuition	Self-sustaining Residential MLIS tuition	Accommodations made
WA State residents: \$13,500	WA State Residents: \$19,500	Transition funding was automatically provided to all WA State residents to off-set the increase: \$5000 for 2011-12 and \$3000 for 2012-13
Non-residents: \$29,000	Non-residents: \$19,500	None made because of a tuition decrease of \$9,500

In April 2011 we emailed all new admits these changes. Non-residents found that their tuition rate would be substantially lower, by \$9,500 annually, under the new system. On the other hand, tuition rates for Washington residents would be substantially higher, by \$6,000 annually. In fairness to them, we granted each incoming Washington State resident a \$5,000 scholarship to cover the difference between the old and new rates in 2011-12, with an additional \$3,000 available for 2012-13.

Another group to consider were those hoping to utilize tuition exemption to pay for their degree. In the new self-sustaining model, students would no longer be able to utilize the state subsidized tuition exemption program. We had only one new Residential MLIS admit who was hoping to use tuition exemption. We offered tuition assistance by paying \$600 per credit (up to 6 credits per quarter) for a span of three years, totaling \$32,400 provided in tuition assistance.

Even though there was no change from the originally advertised tuition rates for new Online MLIS students as this program had been self-sustaining from inception, they were also notified of the

changes to the Residential MLIS program in April 2011, as were all the current Residential MLIS students who were grandfathered into their current tuition structure. While the already-enrolled Residential MLIS students saw no such change in rates, many out-of-state students opted to convert to self-sustaining status to take advantage of the lower rate.

The results of all this planning were communicated to all students in a series of detailed, customized messages (see Appendix I.A5 for examples) describing what was happening, our rationale, and what impact it would have on them. A three-page FAQ document was provided with each message. We anticipated a great deal of concern and confusion, particularly from our incoming students; we were most gratified to find that very few questions came from these announcements and that our incoming class was as strong and robust as we'd hoped.

All this planning, not to mention the continuing uncertainty regarding consolidation, consumed a great deal of our time and effort and caused more than a little stress throughout the entire iSchool community. However, as a community, we pulled together, supported each other, and emerged from this period stronger and more secure going forward.

Table 1.2: Timeline of Faculty Hires, Curricular Review, and Major Events.

Year	MLIS Chair			New Hires/Retirement	Curriculum
'07-'08	Karen Fisher	SUM			
		AUT		Appointment: Joe Tennis	
		WIN			
		SPR			
'08-'09	Stuart Sutton	SUM			
		AUT	State-wide salary freeze Hiring restrictions imposed	Appointment: Ricardo Gomez	
		WIN		Appointment: Elizabeth Resang	
		SPR		Appointment: Min Ha Lee	
'09-'10	Stuart Sutton	SUM	12% net budget cut		
		AUT			
		WIN			Proposed review of curriculum
		SPR		Retirement: Stuart Sutton	
'10-'11	Joel Janes	SUM			
		AUT	Forecast of severe state cuts 2.4% net budget cut		Surveys of focus groups for curriculum review
		WIN	Proposed consolidation	E. F. Thimiadis passed on	Themes merged for student learning outcomes
		SPR	Planning for self-sustaining model	Retirement: Raya Fadel	
'11-'12	Joel Janes	SUM	Hiring restrictions expired 10.3% net budget cut 12% reduction in central funding		
		AUT	Convert to self-sustaining model		Plan course revisions scheduled
		WIN			Implement revisions scheduled
		SPR		Retirement: Terry Brooks	
'12-'13	Joel Janes	SUM	12% reduction in central funding		
		AUT		Appointment: Katie Davis	Implement new curriculum structure
		WIN			
		SPR	Salary freeze expires (July 2013)		

## MLIS Curricular Review

The aforementioned period and work consumed time and resources that would otherwise have been dedicated to another major initiative – the review and restructuring of the MLIS program curriculum. Thus, by necessity, this process has moved more deliberately than we had originally planned. That process began in mid-2009 with discussions amongst the MLIS Program Committee and faculty. It continued with broad outreach to a wide variety of relevant stakeholder groups. These groups were consulted during autumn of 2010 and their input was assessed and analyzed by the MLIS Program Committee. Individuals reached, methods used, results, and common themes included:

**Table 1.3: Individuals reached, methods used, results, and common themes of MLIS Curricular Review.**

Constituency	Methods	Results	Themes
<b>Current students</b>	Online survey; open meeting	35 survey responses (17 residential students, 18 online students)  40 in attendance at the open meeting	Value professional networking and advising, practical training, connection with theory, current core decade structure, degree planning, curriculum offerings, and communication.
<b>Alumni</b>	Online survey	113 survey responses	Value connecting theory and practice, interest in increased breadth of curriculum with a fondness for standard curriculum as well, preparing students for a digital world, providing context to what is taught, critical thinking, and leadership.
<b>Employers and internship sites</b>	Online survey, site visits/ phone conversations with current internship sites	65 survey responses  30 site visits	Value professionalism, understanding of core concepts, teaching and instruction, public speaking, planning, assessment, and project management.
<b>Advisory Board</b>	Quarterly meetings	Qualitative – conversation based	Value leadership, critical thinking, professionalism, and project management.
<b>Faculty</b>	Faculty meetings and 3 small focus groups, several faculty each	Qualitative – conversation based	Value current core decade structure, leadership, advocacy, design, and critical thinking.

In the online surveys we asked open-ended questions such as:

- In order to be “fantastic” the UW iSchool MLIS program should...
- In order to prepare students for a great professional career, the UW iSchool should...
- In order to prepare professionals that are information leaders, the UW iSchool MLIS program should...
- In order to be audacious, the UW iSchool MLIS program should...
- In order for the UW iSchool MLIS program to be a leader in the field it will need to...
- In order to prepare students to be innovative leaders in the 21<sup>st</sup> century, what skills are crucial?

Survey responses from alumni, employer host sites, and current students are captured in Appendix II.A1, II.A3, and II.A4 respectively. We also requested data specific to the constituency, such as delivery mode and start year for students and graduation year for alumni.

Through this iterative and consultative process, the Program Committee sifted through this input, from which these themes emerged (February 2011):

- *Design & Assessment*
  - incorporates also these themes from input: problem solving, critical thinking, theory/practice, connection with real world, making a difference, advocacy, research)
  - connects to iSchool mission: **We make information work**
- *Leadership, Advocacy and Professionalism*
  - incorporates also these themes from input: vision, change management, innovation, agility, risk taking, communication, project management, collaboration, work style
  - connects to iSchool mission: **We prepare information leaders**
- *Information & its Organization in Social Contexts*
  - incorporates also these themes from input: information needs, ethics, diversity, people in communities, underserved populations, service
  - connects to iSchool mission: **Information changes lives**

As noted above, we were pleased to see that these initial results paralleled well with the iSchool's mission statement of making information work, preparing information leaders, and information changing lives.

Another key assessment and decision was that there was broad satisfaction with the current program curriculum, though with areas for improvement and strengthening. We also recognized the need to implement student learning outcomes and an appropriate assessment process and regime for ongoing evaluation, program planning, and curriculum revision.

These themes guided the generation of a large number of candidate student learning outcomes, which were shared broadly and discussed in detail with the faculty at the annual Academics Planning Day Retreat in late February 2011 (Appendix I.A9). Based on this discussion, further deliberation within the program committee yielded the final list of broad areas, goals, and student learning outcomes for the MLIS program, which were approved by the faculty, in preliminary form, in 2011 and outlined below.

Parallel discussions were held with faculty teaching in all then-required courses, in light of the student learning outcomes, to see which courses might require revision and in what ways the overall structure of the core might be changed. In particular, for students entering in the Autumn of 2012, we identified these courses for substantive revision:

- LIS 510 *Information Behavior* from 4 to 3 credits (some content moved to the new LIS 500)
- LIS 550 *Information in Social Context* from 4 to 3 credits with a shift in emphasis from survey coverage of topics to stakeholder and policy analysis
- LIS 570 a title change and broadening of coverage to *Research, Assessment, and Design*

An entirely new introductory course was proposed:

- LIS 500 *The Question of Information* to replace the prior LIS 500 *Life Cycle of Information*; the new course is designed as a small (15-20 student) seminar course introducing major questions and readings within the LIS field



The Program Committee recommended eliminating the Professional Portfolio (LIS 596) and Thesis (LIS 700) options for the degree final project, to better align with the themes, goals, and student learning outcomes. Subsequently, in 2013, the Degree Research Project (INFX 594) was also phased out, leaving the Capstone (INFX 595/596) as the degree final project requirements. See Standard II.2 for more details. One additional course was required, to better prepare students for the Capstone experience and to give them a better base in project management, a skill that our Advisory Board especially wanted to see improved upon:

- INFX 505 *Project Management Basics for Information Professionals*

Finally, changes were proposed to the sequencing of core courses, most notably the positions of LIS 570 and LIS 510. Based on many years of student feedback, LIS 510 (a course which deals heavily with theories of information behavior) has been challenging, particularly for students without extensive background in research. Thus, we moved LIS 570 to the first quarter and implemented the new LIS 500 to better prepare students for success in LIS 510 (in their second quarter) and beyond. We also changed LIS 500 to a small seminar class of 20 students maximum, versus the former model where the entire cohort was in the one course. Early feedback from the students, gathered during open meetings and informally, has been very encouraging regarding these changes. For example, when the changes were announced for LIS 570, feedback such as this was provided:

*"I'm delighted to learn about changes to the 570 class. Master's level people will spend much more time evaluating research than conducting it, so it's a great decision to recast that curriculum to emphasize the former role. I'd say the same about the proposed new emphasis on design, since library professionals will be called on more to evaluate service designs from competing vendors than to design new services from scratch. I think we'd all benefit from learning tools to help us hold vendors accountable for the services they provide.*

*It'll be tough to make a 570 class appealing to incoming students, though, since they won't yet have much of a context for understanding why research methods would be so important so early. The 510 class gives a good insight into that importance, and it also sets a strong foundation for information behavior that is directly relevant in both 520 and 530, in my experience of them. If 510 must move later in the program, then the revamp of 500 becomes pretty critical, from my perspective. Information behavior concepts could be introduced to emphasize identifying and understanding the people in the service community.*

*I offer these comments from the perspective of one student, nearly 80% of the way through.” – D.T.,  
Online MLIS, 2011*

After completing LIS 500 in the new format, student evaluations indicated a high satisfaction with the seminar structure. Comments included:

*The instructor’s allowance for the class to lead the direction of discussion was especially important in making the class stimulating... Being able to freely discuss our opinions and thought without being forced to confine ourselves contributed most to my learning.*

*The articles bring up lots of important questions. Seminar atmosphere was great for engaging with classmates... The instructor let discussions form organically but stepped in when desired...*

*Moving beyond the typical lecture to have the opportunity hear and contemplate my peers’ ideas & perspectives has been great. I really appreciated the exposure to everyone’s personal ideas/concepts...*

*[This course] made me consider different aspects of librarianship... There were several articles I would not have read otherwise.*

Positive feedback of this nature has been critical to confirming and guiding the ongoing implementation of our curricular changes.

## **I.2 Program objectives are stated in terms of student learning outcomes...**

As described above, we have created a preliminary set of student learning outcomes, which form the objectives of the MLIS program:

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.

The sections below describe the alignments between the requirements of this standard, these student learning outcomes, core courses which substantially support each requirement, and additional supporting courses and aspects of our program.

and reflect...

**I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management;**

### Relevant Student Learning Outcomes

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.
3. Students demonstrate ability to analyze and solve real-world problems in changing information landscapes.
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.

### Relevant Core Courses

The breadth of our core of required courses is grounded firmly in all-important aspects of the field of library and information studies as outlined in this standard. In particular, we point to these courses as especially illustrative:

LIS 500 *The Question of Information*

LIS 510 *Information Behavior*

LIS 520 *Information Resources, Services, and Collections*

LIS 530 *Organization of Information and Resources*

LIS 580 *Management of Information Organizations*

and reflect...

I.2.2 the philosophy, principles, and ethics of the field;

### Relevant Student Learning Outcomes

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.
6. Students can analyze, synthesize and understand current societal, legal, policy, and ethical issues in global and local library and information contexts.

### Relevant Core Courses

LIS 500 *The Question of Information*

LIS 550 *Information in Social Context*

### Additional Illustrative Courses, Program Aspects

LIS 501 *History and Foundations of Libraries and Librarianship*

One of our full-time faculty members, Adam Moore, who teaches LIS 550 among other courses, has a Ph.D. in Philosophy.

and reflect...

**I.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;**

When the ALA Core Competencies in Librarianship were approved in 2009, we undertook an analysis of our curriculum to determine how well it mapped to the competencies; we discovered to our great satisfaction that all aspects were covered, apart from a course that focused primarily on the history and traditions of the profession itself. We then developed and approved LIS 501 *History and Foundations of Libraries and Librarianship* in response.

The ALA Competencies statement also formed an important part of the discussions in the MLIS Program Committee and faculty in our curricular review and restructuring. In addition, our specializations in Law Librarianship and School Library Media are in alignment with the relevant professional and state competency statements. See Standard II.5 for further details.

and reflect...

**I.2.4 the value of teaching and service to the advancement of the field;**

### Relevant Student Learning Outcomes

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.
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.

7. Students empower their communities and constituencies to engage successfully with their information ecosystems.

### Relevant Core Courses

LIS 520 *Information Resources, Services, and Collections*

LIS 560 *Instructional and Training Strategies for Information Professionals*

### Additional Illustrative Courses, Program Aspects

LIS 521 *Principles of Information Services*

LIS 522 *Collection Development*

LIS 524 *Adult Reader Services in the Public Library*

LIS 525 *Genres for Adult Readers*

LIS 526 *Government Publications*

LIS 527 *Business Information Resources*

LIS 528 *Health Sciences Information Needs, Resources, and Environment*

LIS 568 *Information Literacy for Teaching and Learning*

and reflect...

I.2.5 the importance of research to the advancement of the field's knowledge base;

### Relevant Student Learning Outcomes

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.
3. Students demonstrate ability to analyze and solve real-world problems in changing information landscapes.

### Relevant Core Courses

LIS 510 *Information Behavior*

LIS 570 *Research, Assessment, and Design*

### Additional Illustrative Courses, Program Aspects

Students in our program have access to, and take advantage of, a large number and variety of opportunities to conduct research, both on their own (through, for example, independent study projects) or in conjunction with faculty or others. These include degree-ending Capstone projects (described more fully in Standard II.2), international Exploration Seminars (see Standard II.4), and others.

and reflect...

I.2.6 the importance of contributions of library and information studies to other fields of knowledge;

I.2.7 the importance of contributions of other fields of knowledge to library and information

### Relevant Student Learning Outcomes

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.

### Relevant Core Courses

LIS 500 *The Question of Information*

### Additional Illustrative Courses, Program Aspects

We offer the option to undertake informal concurrent degrees with other programs at the University of Washington, including those in Public Affairs and Museum Studies, which allows students to explore the interplay between library and information science and other fields (see Standard II.4 for



further details). In addition, students are able to select elective course from other departments and programs of the university as part of their degree plans.

Our interdisciplinary faculty brings perspectives from their varied backgrounds (see III.1) in their teaching, research, and work with students. They are also engaged in a large number of collaborative and wide-ranging projects and research groups, including the Design-Use-Build group (DUB), the Technology and Social Change group (TASCHA), the Information and Society Center, the Social Media Lab, the Center for Information Assurance and Cybersecurity, the Cleary Community for 21<sup>st</sup> Century Youth Literacy, Project Information Literacy, and the Value Sensitive Design Research Group. See <https://ischool.uw.edu/research/centers-institutes> for a complete list of iSchool Centers & Institutes.

and reflect...

**I.2.8 the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;**

### Relevant Student Learning Outcomes

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.
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

### Relevant Core Courses

LIS 510 *Information Behavior*

LIS 520 *Information Resources, Services and Collections*

### Additional Illustrative Courses, Program Aspects

LIS 517 *Information Seeking Behavior in Ethnolinguistic Communities*

LIS 534 *Indigenous Systems of Knowledge*

LIS 564 *Multicultural Resources for Youth*

In addition to the research programs and centers listed in the section above, the iSchool is proud of the Indigenous Information Research Group, led by Cheryl Metoyer, our Associate Dean for Research, which engages Indigenous scholars in the study of policies, community practices, and institutions concerning information, knowledge and technology in Indigenous communities.

and reflect...

I.2.9 the role of library and information services in a rapidly changing technological society;

### Relevant Student Learning Outcomes

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.

### Relevant Core Courses

required technology course class, one of:

INFX 542 *Information Structures Using XML*

INFX 543 *Relational Database Management Systems*

INFX 544 *Information Retrieval Systems*

INFX 546 *Data Communications and Networking*

### Additional Illustrative Courses, Program Aspects

INFX 531 *Metadata Design*

INFX 532 *Ontology Design*

INFX 538 *Metadata Design Studio*

and reflect...

I.2.10 the needs of the constituencies that a program seeks to serve.

### Relevant Student Learning Outcomes

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.
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.
7. Students empower their communities and constituencies to engage successfully with their information ecosystems.

### Relevant Core Courses

LIS 510 *Information Behavior*

INFX 595 *Capstone I – Project Planning*

INFX 596 *Capstone II – Project Implementation*

### Additional Illustrative Courses, Program Aspects

Our move to the Capstone as the degree final project for MLIS students was motivated in part by a desire to further emphasize the importance of understanding and working with an actual information setting, community, and clientele. The Capstone (described more fully in Standard II.2) process requires ongoing engagement with an external sponsor on a real information problem or project, to understand the situation and environment and then plan and undertake an effort to address that situation.

**I.3 Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives**

The close connections between our school's mission, the goals of the MLIS program, the program's objectives as expressed in student learning outcomes have been the product of extensive internal and external consultation, discussion, and refinement, with the continuing participation of all important stakeholders throughout. As such, we believe they provide a strong foundation for the program and its evaluation.

As described in Standard II.7, we have begun the implementation of a robust process for evaluation of student achievement on learning outcomes. The MLIS Program Committee, composed of faculty, staff, and students, will be the primary vehicle for that evaluation for future program planning; in addition, we will continue our long-standing tradition of connection, consultation, and outreach with external partners, including the MLIS Advisory Board, employers, Directed Fieldwork supervisors, and other key stakeholders in maintaining and building the success, vitality and high quality of our program and its graduates.

## II. Curriculum

**II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.**

The Master of Library and Information Science curriculum offers a comprehensive program of courses and related educational experiences to enrolled MLIS students. Beyond the standard core course offerings discussed in more detail in II.2 and II.3, students also have the option to elect independent study, internship (Directed Fieldwork) experiences, research projects, and additional opportunities that allow for close mentorship with faculty members and area professionals (see II.4). Students are further encouraged to draw on the resources of the iSchool's Master of Science in Information Management, Ph.D. in Information Science, and Bachelor of Science in Informatics programs as well as the resources of the world class, Tier I public research university to complement their MLIS degree experience. In addition, coursework in the MLIS program is offered in both residential and online delivery modes (see II.6).

As introduced in standard I, the MLIS program is based on the goals and objectives of the program and of the iSchool. These goals and objectives are a result of a systematic planning process that reviews, updates and shapes the curriculum to make it relevant to information professionals in libraries and other information agencies and contexts today.

### MLIS Curricular Review and Revision

The MLIS Program Committee is charged with general oversight of the program, including policy and curricular matters. The committee, led by the MLIS Program Chair, includes members from faculty, staff, and students and meets on a regular basis, roughly once a month, to discuss new courses, proposed changes or additions to policies, and other matters of importance to the program. Any proposed changes to policy, courses, or curriculum are forwarded to the Academics Council for further review and then to the faculty for approval.

As detailed in standard I, the MLIS Program Committee initiated a process during the current review cycle to review and update the MLIS program goals and objectives, define a set of Student Learning Outcomes (SLOs), and assess and revise the curriculum based on its alignment with these criterion. This process began in 2009 with a broad outreach to a wide variety of relevant stakeholder groups (see Table 1.3 in standard I.1), which included current students, alumni, employers, and internship host sites, the MLIS Advisory Board, and the iSchool faculty. These groups completed surveys and attended open meetings during the Autumn of 2010 and their input was assessed and analyzed by the MLIS Program Committee in the Winter of 2011. Materials related to the administered surveys are available in the Appendix (II.A1-4).

This analysis indicated that there was broad satisfaction with the current program curriculum. Current students relayed unique opportunities that the MLIS program had provided including curriculum offerings, study abroad, and Directed Fieldwork. Likewise, alumni shared an overall satisfaction with the preparation the MLIS curriculum provided for their professional development and careers:

*“The Information School laid the groundwork for a broader understanding of library and information science than I found in any other graduate program. Though I was deeply set on going into a traditional library setting I wanted to be skilled in technology, because I knew that’s where everything was moving. UW was the perfect fit because it spoke to two sides of me: the traditional and the innovative.”* — Eric Riley, 2002 Manager of the Watha T. Daniel/Shaw Neighborhood Library; Washington, D.C.

The input solicited helped the Program Committee to revise the goals and objectives of the MLIS program and define a candidate set of Student Learning Outcomes (SLOs), which were shared broadly and discussed in detail with the faculty at the annual Academics Planning Day in the Winter of 2011. Based on this discussion, further deliberation within the Program Committee yielded the final list of broad areas, goals, and student learning outcomes for the MLIS program, which were approved by the faculty, in preliminary form, later that year.

***MLIS program goals and objectives:*** The goal of the MLIS program of the University of Washington Information School is to prepare professionals who can lead in the design, implementation, and assessment of knowledge and information services, systems, and technologies to serve diverse communities.

*MLIS Student Learning Outcomes (SLOs):*

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.

Simultaneously, the Program Committee reviewed the existing MLIS curriculum, noting areas for improvement and strengthening gleaned from the input gained by the initial broad outreach discussed above. With the establishment of the draft SLOs, faculty teaching in all then-required courses were consulted to determine which courses might require revision and in what ways the overall structure of the core might be changed. The following courses were identified as candidates for major revisions to be enacted for students entering in autumn of 2012:

- LIS 510 *Information Behavior* from 4 to 3 credits (some content moved to the new LIS 500, titled *The Question of Information*, described below)
- LIS 550 *Information in Social Context* from 4 to 3 credits with a shift in emphasis from survey coverage of topics to stakeholder and policy analysis
- LIS 570 a title change and broadening of coverage to *Research, Assessment, and Design*

An entirely new introductory course was also proposed:

- LIS 500 *The Question of Information* to replace the prior LIS 500 *Life Cycle of Information*; the new course is designed as a small (15-20 student) seminar course introducing major questions and readings within the LIS field

Additionally, changes were proposed to the sequencing of core courses, most notably the positions of LIS 570 and LIS 510. Previously, LIS 510 preceded LIS 570 in the curricular track. Based on many years of student feedback, 510 (a course which deals heavily with theories of information behavior) has been challenging, particularly for students without extensive background in research. Thus, we moved 570 (the course focused on research, assessment, and design principles) to the first quarter and implemented the new 500 to better prepare students for success in 510 (in their second quarter) and beyond. See below for the full sequence of the current MLIS core courses. Early feedback from the first cohort of students in this new sequence (entering in the 2012-2013 academic year) has been very encouraging regarding this change; this feedback has been gathered during quarterly open meetings.

The Program Committee also recommended eliminating the Professional Portfolio and Thesis options for the degree final project to better align with the program goals, SLOs, and expectations of potential employers. Subsequently, in 2013, the Degree Research Project was also phased out, leaving the Capstone as the sole degree final project option (see Figure 2.1). Further detail on the current Capstone requirement is outlined in II.2 and II.3.1.



Figure 2.1: Transition of the Degree Final Project over the years

One additional course was required, to better prepare students for the Capstone experience and to give them a better base in project management, a skill that our Advisory Board especially wanted to see improved upon:



- INFX 505 *Project Management Basics for Information Professionals*

Through the multiyear process of curriculum review and revision, we found that the resulting program curriculum aligned well with the school's mission statement as described in I.1, and we sought to put into place an appropriate assessment process and regimen for ongoing evaluation, program planning, and curriculum revision that would continue to build off of the extensive work of this most recent curriculum revision.

**II.2 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.**

The MLIS degree requires 63 quarter credits, consisting of three elements:

1. core courses
2. electives
3. degree final project (Capstone)

Elective credits may include advanced LIS and INFX courses, other iSchool graduate courses, Directed Fieldwork, independent study, or relevant graduate coursework in other academic disciplines. Further information on these options is outlined in II.4. Table 2.1 describes the course prefixes used for each program at the iSchool. Most faculty teach courses in multiple degree programs based on their expertise and interest.

**Table 2.1: Course prefixes and degree programs.**

Course Prefix	Degree Program
INFO	BS in Informatics
LIS	Master of Library & Information Science (MLIS)
IMT	MS in Information Management (MSIM)
INFX	Graduate level electives for MLIS & MSIM students
INSC	PhD in Information Science

The Information School offers two professional masters degrees. The MLIS program prepares students to become leaders in the library and information world. The MSIM program prepares students for 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 MLIS program is offered in two delivery modes: residential and online. Degree requirements (core courses, electives, Capstone) are identical between the two program modes. Students engaged in one of the two formalized specializations within the MLIS curriculum – Law Librarianship Specialization and the School Library Media Endorsement – have different specific requirements, which are further detailed in II.5.

As discussed in I.1 and II.1, the current MLIS curriculum is a result of an extensive review process that aimed to better align the curriculum with the goals and objectives of the MLIS program and the iSchool, the candidate Student Learning Outcomes (SLOs) detailed in Standard I.2, and the evolving technological landscape of the profession. The MLIS curriculum is also designed to meet all the competencies in the ALA requirements, as demonstrated in the Curriculum Map provided in the Appendix (II.A5). This chart maps individual courses to the associated competencies; these relationships are additionally highlighted, when appropriate, in II.3.

### Core courses

The required courses for the MLIS program are designed to give students a broad and solid foundation in key aspects of the library and information science field. The Program Committee in collaboration with our world-class and diverse faculty have established this core curriculum to provide

a conceptual and theoretical base of knowledge on how information is organized, stored, searched, and used, along with important technological, policy, pedagogical, research, management, and design concepts.

Courses in the core, with number of quarter credits in parentheses, include:

- LIS 500 *The Question of Information* (2)
- LIS 510 *Information Behavior* (3)
- LIS 520 *Information Resources, Services, and Collections* (4)
- LIS 530 *Organization of Information and Resources* (4)
- LIS 550 *Information in Social Context* (3)
- LIS 560 *Instructional and Training Strategies for Information Professionals* (3)
- LIS 570 *Research, Assessment, and Design* (4)
- LIS 580 *Management of Information Organizations* (4)
- One (1) Information Technology Core Course (4) \*
- INFX 505 *Project Management Basics for Information Professionals* (1) \*\*

\* Students must choose from a selection of courses in the area of information technology. This requirement and associated courses are detailed below.

\*\* The project management core course is a prerequisite for the Capstone Project requirement outlined later in this section.

Course inventories for each of these required core courses are provided in the Appendix (II.A6).

## Technology Courses

All MLIS students are required to complete one information technology core course regardless of experience or coursework prior to beginning studies in the iSchool. The courses are on average 4 credits and are offered both on-campus and online during various quarters of the year. The courses that fulfill the core information technology requirement include:

- INFX 542 *Information Structures Using XML* (4)
- INFX 543 *Relational Database Management Systems* (4)
- INFX 544 *Information Retrieval Systems* (3)
- INFX 546 *Data Communications and Networking* (4)

*Information Technology Prep Electives:* For those students who may need one or more introductory courses to prepare them for the core information technology courses, there are 1-credit preparatory electives courses that are offered and taught online year round.

**Table 2.2: Information Technology Preparatory Courses and their Associated Core Courses.**

Information Technology Preparatory Course	Associated Core Course(s)
INFX 501 <i>Concepts in Algorithmic Thinking for Information</i> (1)	All information technology core courses
INFX 502 <i>Database Concepts for Information Professionals</i> (1)	INFX 543 and INFX 544
INFX 503 <i>Website Design Concepts for information Professionals</i> (1)	INFX 542
INFX 504 <i>Networking and Network Applications for Information Professionals</i> (1)	INFX 546

After fulfilling the one required information technology core course, additional information technology core courses may be taken and used as elective credits. Further information on the technology core and additional technology elective offerings are provided in II.3.3.

## Electives

Beyond the required core courses, students are free to choose courses and experiences to help them design a program of study specific to their interests and career goals. Elective credits may include advanced LIS courses, other iSchool graduate courses, Directed Fieldwork, independent study, or relevant upper-level coursework in other academic disciplines.

*LIS Electives:* The library and information science (LIS) elective courses are organized in ‘decades’ that build off of the foundational knowledge gained in the associated core courses. These categories of offered elective courses include:

- 500’s: Recorded Information
- 510’s: Information Behavior
- 520’s: Information Services, Resources and Collections
- 530’s: Information Organization
- 550’s: Information Contexts (Social, Political, Etc.)
- 560’s: Instruction and Training
- 570’s: Research

- 580's: Management

The 540's decade (Information Systems and Technologies) was retired in 2009 with the expansion of the iSchool's interdisciplinary (INFX) electives to include the technology elective courses introduced earlier in this section and described in further detail in II.3.3.

The LIS electives available to students in the MLIS program include:

#### **Recorded Information**

LIS 501 *History and Foundations of Libraries and Librarianship* (3)

LIS 505 *Archival and Manuscript Services* (3)

LIS 507 *Preservation and Conservation of Library Materials* (3)

LIS 508 *History of Recorded Information* (4)

#### **Information Behavior**

LIS 511 *Systems Analysis* (4)

LIS 512 *Community Analysis* (4)

LIS 515 *Ecological Information Systems* (4)

LIS 517 *Information Seeking Behavior in Ethnolinguistic Communities* (3)

#### **Information Services, Resources and Collections**

LIS 521 *Principles of Information Services* (4)

LIS 522 *Collection Development* (3)

LIS 523 *Advanced Information Services* (4)

LIS 524 *Adult Reader Services in the Public Library* (3)

LIS 525 *Genres for Adult Readers* (3)

LIS 526 *Government Publications* (3)

LIS 527 *Business Information Resources* (3)

LIS 528 *Health Sciences Information Needs, Resources, and Environment* (3)

#### **Information Organization**

LIS 531 *Catalogs, Cataloging, and Classification* (4)

LIS 533 *Advanced Cataloging and Classification* (4)

- LIS 534 *Indigenous Systems of Knowledge* (3)
- LIS 535 *Classification Theory* (3)
- LIS 536 *Indexing and Abstracting* (3)
- LIS 537 *Construction of Indexing Languages* (4)

#### **Information Contexts (Social, Political, Etc.)**

- LIS 551 *Intellectual Freedom in Libraries* (3)
- LIS 554 *Information Policy: Domestic and Global* (5)

#### **Instruction and Training**

- LIS 561 *Storytelling: Art and Techniques* (3)
- LIS 564 *Multicultural Resources for Youth* (3)
- LIS 565 *Children's Materials: Evaluation and Use* (4)
- LIS 566 *Young Adult Materials: Evaluation and Use* (4)
- LIS 567 *Public Library Services for Youth* (3)
- LIS 568 *Information Literacy for Teaching and Learning* (3)
- LIS 569 *Special Topics in Instructional and Training Strategies for Information Professionals* (1-5, max. 18)

#### **Management**

- LIS 581 *Marketing and Planning for Libraries* (3)
- LIS 582 *Strategic Planning and Management of Information Technology* (3)
- LIS 584 *Knowledge Management* (3)
- LIS 585 *Administration of the School Library Media Program* (3)
- LIS 586 *Public Libraries and Advocacy* (3)
- LIS 587 *Library Technology Systems* (4)
- LIS 588 *Special Librarianship* (3)

#### **Legal Information**

- LIS 591 *Legal Research I* (3)
- LIS 592 *Legal Research Methods* (3/4)
- LIS 593 *Selection and Processing of Law Library Materials* (3)
- LIS 594 *Law Library Administration* (4)
- LIS 595 *Current Issues in Law Librarianship* (4-, max. 4)

In addition, there are several special course experiences designed to provide students with opportunities to conduct independent research and/or work in an information setting.

### **Special Course Experiences**

LIS 590 Directed Fieldwork (2-5, max. 8)

LIS 598 Special Topics in Information and Library Science (1-6, max. 18)

LIS 600 Independent Study or Research (1-5, max. 15)

These courses are undertaken under the direction of the MLIS Academic Advisor and are further discussed in II.4.

*Special Topics:* Special Topics courses are also offered to MLIS students to encourage further exploration on a variety of current and evolving topics. These courses – designated as LIS 598 or INFX 598 electives – are developed and offered continually throughout the academic year. Special Topics opportunities are further explored in II.3.3 and II.3.5, and a list of recently offered Special Topics courses is provided as Appendix II.A7.

### **Capstone Project**

The Capstone Project, the final MLIS degree requirement, is a culmination of a MLIS student's program. It demonstrates the integration of the knowledge and skills acquired in academic courses as applied to a specific real-world project assigned by a partnering organization.

As discussed in II.1, the Capstone Project replaces previous final degree requirements (e.g. professional portfolio, master's thesis, Degree Research Project) and reflects the MLIS curriculum's evolution to meet the expectations for new graduates entering the information profession.

Capstone Projects are student directed. Students, working as individuals or in groups, serve as consultants to an organization and identify an information problem or need. They then develop the approach and methods needed to address the problem, conduct the research, and present the findings in both oral and written formats. Students choose between a project-based or research-based Capstone.

The Capstone Project includes three courses:

- INFX 505 *Project Management Basics for Information Professionals* (1)
- INFX 595 *Capstone I – Project Planning* (2)
- INFX 596 *Capstone II – Project Implementation* (3)

The project management core course may be taken any time prior to the other Capstone courses and aims to provide the MLIS student with a strong foundation in project management principles and tools. The Capstone Project is developed during the student's final winter quarter (January through March) and implemented during spring quarter (April through June).

The capstone experience, as an integrated exercise that draws on knowledge derived from multiple courses, will be a key component in assessing student achievement of learning outcomes for the MLIS program. In 2014, the two faculty leading the course (Hazel Taylor and Nancy Gershenfeld) will be piloting the development of a rubric for the capstone project that will document the extent to which the capstone experience provides evidence of student performance. This will enable the faculty to further the process of assessment of student learning and determine which outcomes are most readily demonstrable through the completion of the capstone project, and which outcomes require other pieces of evidence for validation, such as directed fieldwork, study abroad, professional service and engagement while in the program, or other elements of learning experiences inside or outside the classroom. Further information on the Capstone Project, including recent examples of MLIS Capstone Projects, is provided in II.3.1.

### **II.3.1 The curriculum fosters development of library and information professionals who will assume an assertive role in providing services;**

*Core Courses:* Built into the core requirements of the MLIS curriculum are courses that directly address the increased need for our graduates to be equipped to actively provide service. In particular, LIS 560 prepares students to develop and deliver instructional services to a diverse audience.

**LIS 560 *Instructional and Training Strategies for Information Professionals* (3):** Through the core assignment, students are required to address a particular identifiable group to document information literacy instruction. This group must have unique traits and be able to be



identified by age (e.g. senior citizens, young adult, preschoolers), geographic locale (e.g. rural, inner city), environment (e.g. school, workplace), or by any other special traits (e.g. users with disabilities, users with non-English speaking backgrounds). Students are also required to participate in a module where readings, discussions, and class presentations are included to address ideas on how to cater for diverse audiences, as well as those with special needs within a series of contexts.

*Capstone Project:* The Capstone Project further provides students the opportunity to identify, develop and implement a product or service that meets a specific information need of an organization. Students actively engage with their sponsoring organization either proposing their own project ideas based on observed information needs or building on the communicated perceived need supplied by the organization. Over the course of three courses (outlined in II.2 above), students develop their project management, planning, and implementation skills to complete and present services to address the information need. MLIS Capstone Projects from 2013 include:

**Big History @ CERN** by Tsara Borsting. The expansion of digital information poses extensive information problems for myriad institutions including archives, scientists, journalists, and historians. Organizing this information in a way that easily demonstrates the interconnections between these information silos is equally challenging for any person handling large amounts of data. ChronoZoom, an online, digital media exploration tool provides a unique approach to digital aggregation; however, it also presents problems in how to effectively find, explore, and collocate information in a meaningful manner. Working with the archives at CERN (the European Organization for Particle Research), Tsara created a domain analysis, resource retrieval, and organization system that created just such a timeline of the history of particle physics. It is an efficient user-centric system that explores digital documents, their influences, and interconnections in innovative ways. The process has demonstrated applications for digital archival management systems, semantic technologies, teaching methodology, academic publishing, and knowledge management.

**BLAST! The Boeing Library Automated Statistics Tool** by Andy Donovan. The Boeing Company Library was among the first corporate libraries to institute an online chat reference service, known as *Ask-A-Librarian*. For more than a decade, *Ask-A-Librarian* has delivered exceptional customer service to Boeing employees worldwide: pairing users with librarians in real time for quick answers to research questions. Despite its success, however, extracting

usage data and other essential operational statistics has always been a painstaking chore...No longer! The Boeing Library Automated Statistics Tool (BLAST!) is a custom-built, database-driven dashboard for displaying real-time, visualized metrics about the *Ask-A-Librarian* service. BLAST replaces error-prone data manipulation and inefficient, time-consuming data analysis with instantaneous, attractive graphs for quickly assessing operations. This business-intelligence tool utilizes the best, non-proprietary code libraries and standards, and was created especially by Andy to be scalable to other library services. The countdown to performance optimization has begun: 3, 2, 1 ... BLAST off!

**Fred Hutchinson Cancer Research Center's Compliance to the National Institutes of Health Public Access Policy – A Case Study** by Christine N. Malinowski. Open access to scholarly publications nurtures the collaborative nature of impacting research. For biomedical researchers, the National Institutes of Health Public Access Policy (NIHPA) also makes it a requirement to ensure continued and future funding of their work. Completed in collaboration with the Fred Hutchinson Cancer Research Center's (FHCRC) Arnold Library, this project aimed to assess the NIHPA compliance of publications from one biomedical research institute in order to understand their past adherence to this policy and provide recommendations towards optimizing the access of future publications. This included the development and population of a publication-tracking database – enabling the analysis of the institute's past compliance rate and compliance-related services (library interventions) – and a comparison of these local tracking efforts to the new NIH Compliance Monitor tool. Based on this work, recommendations for the future tracking, assessment, and improvement of the FHCRC's public-access compliance were provided.

**Librarians and Data for Community Discovery: Where's the Disconnect?** by Elizabeth Brookbank, Gina Kessler Lee and Heather Robbins. CommunityConnect is an interactive application licensed by King County Library System (KCLS) that uses geographic information systems (GIS) technology to map market segmentation data, library circulation data, and census data in order to help librarians pinpoint areas of potential outreach in their communities. However, KCLS administrators determined that librarians have been struggling to apply it at their branches. This Capstone team conducted a needs assessment, via an online survey, face-to-face interviews, and observations, to identify the obstacles preventing librarians from successfully using the software. Based on their findings, they produced an in-depth analysis of CommunityConnect's uses at one KCLS branch to serve as

a model for other branches in the future. This Capstone team also developed a set of recommendations for future training on CommunityConnect. Used to its full potential, information provided by CommunityConnect will give librarians a deeper understanding of who lives in their communities and how to best serve them.

**Museum of History and Industry: Education Collection Database** by Rachael Black and Ashley Fejeran. Have you ever held a musket ball or a three-foot long walrus tusk? Ever wondered what a sad iron is, and how it was used? Artifacts like these are just a few of the more than 600 items the Museum of History and Industry uses in support of its programming for children and families. With curriculum covering everything from the Coast Salish Tribes of Puget Sound to Century 21, the Seattle World's Fair, MOHAI's programming brings local history to schools throughout Puget Sound. With the museum's move to their new location this collection is now at a storage facility in Georgetown, across town from South Lake Union where Education staff have their offices. Using *CollectiveAccess*, a customizable open-source collections management database, this Capstone team have described and organized this collection so the Education Department staff can continue to access and share this valuable collection.

The Capstone experience culminates in students presenting their work to the iSchool community and general public at the Capstone Event. A panel of judges from the professional community evaluate the projects presented by MLIS Students, Informatics undergraduates, and students in the Master in Information Management (MSIM) program and award prizes for projects demonstrating the greatest impact in two categories: Social Impact and Commercial Impact. Additionally several Audience Choice Awards are distributed as well, awarded by electronically captured votes from attendees. At our most recent Capstone Event (Appendix II.A8), held June 6, 2013, two MLIS projects won the Social Impact and Audience Choice categories:

Social Impact Award, First place: **The Neutropenia Clinical Dashboard** by Nic Dobbins. The Dashboard was developed to provide clinicians and staff at the Severe Chronic Neutropenia International Registry and UW Medicine the tools to accurately and efficiently analyze patient bone marrow, physical development, clinical event, and medication data, and in the process improve diagnosis and care.

Audience Choice Award: **From Immigration Detention to Unfamiliar Territory: Surviving Post-Release** by Amanda Jasso and Anna Shelton. Northwest Immigrant Rights Project sponsored the creation of a [website](#) to provide basic information and resources post-deportation to help people stay safe and start over after immigration detention.

*Electives:* Additionally, students are encouraged to pursue elective courses that further enhance their skillset to deliver such services to particular constituencies and the wider community. For example:

**LIS 567 *Public Library Services for Youth* (3)** gives students the opportunity to perform a local library analysis, propose an outreach program complete with budget and evaluation recommendations, and craft a comprehensive mini programming portfolio for all age groups, complete with annotated booklist and early literacy write-up. Discussion and peer feedback on these assignments fosters an environment of creativity, peer learning, and continual innovation.

**LIS 568 *Information Literacy for Teaching and Learning* (3)** explores theories, process, and practical applications of information literacy. Students examine the development of information literacy programs for libraries, community agencies, business, education or other information settings and explore the integral relationship between technology, information literacy, and continual evaluation.

**LIS 586 *Public Libraries and Advocacy* (3)** provides students the framework to examine the purpose and role of public libraries in an information society. Students investigate the roles of governance, services, and planning with special emphasis on advocacy for the library and community.

### **II.3.2 The curriculum emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;**

*Core:* Within the core, students are first exposed to the foundational principles of research and research design in LIS 570 and introduced to the theoretical framework of research within the field in

LIS 510. These courses provide students with the opportunity to develop an information problem from research questions through research design to execution of small-scale research projects.

*LIS 570 Research, Assessment, and Design (4):* Students recognize research and design opportunities, translate them into researchable frameworks, and conduct small research projects in libraries and other information agencies. This course covers problem definition, data collection and analysis, design and validation of alternative solutions, and reporting of results.

*LIS 510 Information Behavior (3)* is an introduction to the user-centered approach to information behavior. Theoretical foundations of need, creation, seeking, sharing, assessment, management, and use are presented. Students synthesize information behavior studies, performance of information behavior field research, and application of the results of information behavior studies to design information systems, services, and policy.

*Electives & Special Topics:* There is additionally a wide range of elective and special topics courses that provide students with further opportunities to be exposed to and engage with current research in the field. In particular, students have the opportunity to explore specific research topics through research seminars and self-initiated independent study.

*INFX 571 Research Seminar (2-4, max. 10):* Students work in teams under the supervision of individual faculty members to engage in research or design activities and learn through hands-on participation and study. Learning activities include data collection, data analysis, building prototypes, testing or evaluation, or dissemination activities.

An example of a recent Research Seminar is: *Assessing Early Literacy Programs in Public Libraries* (2 credits each of 2 quarters): In this two-quarter research seminar, iSchool students participate as members of a faculty/student field research team, collecting and analyzing data on content and impact of early literacy programming in public library settings. In a two-course sequence (two credits each), taught by Professor Eliza Dresang, students delve into a variety of research designs and methods appropriate to public library settings with a focus on four new and innovative tools. After training or preparation, students observe 4-8 story times in Washington public libraries chosen through a random selection process, collecting data and analyzing it.

Special Topics courses are available each quarter and cover a variety of topics, which further expose students to current research activities and provide opportunities to conduct field research. A full list of previously offered Special Topics courses are provided in the Appendix (II.A7).

### II.3.3 The curriculum integrates the theory, application, and use of technology;

*Core:* As introduced in II.2, all students in the MLIS program must complete coursework on the application and use of technology, regardless of their previous experience or coursework prior to beginning studies in the iSchool. The courses are on average 4 credits and are offered both on-campus and online. The courses that fulfill the core information technology requirement include:

**INFX 542 *Information Structures Using XML* (4):** Introduces the concepts and methods used to analyze, store, manage, and present information and navigation. Equal weight is given to understanding structures and implementing them. Topics include information analysis and organizational methods as well as XML and metadata concepts and application.

**INFX 543 *Relational Database Management Systems* (4):** Introduction to relational database design and development theory, concepts, and skills, including traditional transactional database theory, architecture, and implementation in a user-centered systems context using SQL. Introduces database modeling, security, and privacy issues.

**INFX 544 *Information Retrieval Systems* (3):** Introduction to theory and models in information retrieval and the systems for storage and retrieval of unstructured information. Examines information retrieval architectures, processes, retrieval models, query languages, and methods of system evaluation, methods and tools for document analysis, interfaces, and usability.

**INFX 546 *Data Communications and Networking* (4):** Covers local and wide-area computer networking, including topologies and hardware, packet switching, client/server architectures, network protocols, and network servers and applications. Also addresses server operating

systems, management, security, authentication, and policy issues associated with distributed networks.

*Information Technology Prep Electives:* For those students who may need one or more introductory courses to prepare them for the core information technology courses or have a desire to expand their knowledge in another technological direction, they may take one of the 1-credit preparatory electives courses that are offered and taught online year round. These courses include:

**INFX 501 *Concepts in Algorithmic Thinking for Information* (1):** Presents programming concepts in the context of information science including the concepts of the algorithm, data storage, expressions, syntax, logic, objects, commands, and events. Introduces the algorithmic manipulation of information objects, and the mindset and methods of computer programming and application development. Preparation for all information technology core courses.

**INFX 502 *Database Concepts for Information Professionals* (1):** Introduces the terminology and concepts of working with relational database management systems. Emphasizes working with tables and extracting information from data using Structures Query Language (SQL) commands and tools. Preparation for INFX 543 and 544.

**INFX 503 *Website Design Concepts for information Professionals* (1):** Introduces the context and construction of websites presenting an integrated understanding of web design principles, information behavior, and technical skills. Emphasizes the roll of markup in information display and organization, the development of large sites, web strategy, and site construction. Preparation for INFX 542.

**INFX 504 *Networking and Network Applications for Information Professionals* (1):** Introduces the concepts, terminology, and technologies of digital networks, including how networks operate and the influence networks have on the workplace and society. Includes preparation to think critically about the impacts of networking technologies on organizations, work groups, and information systems. Preparation for INFX 546.



*Electives:* In addition to the core requirement and preparatory electives, MLIS students are encouraged to pursue further coursework to deepen their technology knowledge and toolkit. Such regularly available electives include an informal metadata design track:

**INFX 531 *Metadata Design* (3)** includes design principles of metadata schemas and application profiles – implementation of interoperable application profiles using XML technology. This course focuses on achieving syntactic and semantic interoperability among diverse metadata schemas and application profiles and includes project-based assignments implementing multiple metadata schemas (e.g., DC, VRA, MODS, PREMIS, etc.).

**INFX 532 *Ontology Design* (3)** provides students the opportunity to study semantic interoperability among different metadata schemas and ontologies. This course elaborates on concepts and technology related to Topic Maps, RDF Schema, and Web Ontology Language (OWL) to achieve advanced and semantic data modeling of complex data that exist in the real world.

**INFX 538 *Metadata Design Studio* (4)** covers principles, skills and practices in the conceptualization and implementation of metadata systems with a focus on semantic web. Students engage in project-based exploration of domain and abstract data modeling, attribute/value space definition, and machine encoding decision.

Additional courses allow students to regularly implement their gained technology knowledge with an eye towards specific library and information-based systems and services.

**LIS 587 *Library Technology Systems* (4)** encourages students to engage both their management (LIS 580) and technology (technology core) studies to develop criteria for selection and design of information technology systems for libraries and information centers. Beyond applying criteria in evaluation of hardware and software, students examine related management challenges, such as vendor relations, financing options, personnel requirements, and design of auxiliary activities.

*Special Topics:* Students may also pursue additional coursework in special topics courses:



*Information Access in the Humanities (3)*: How has technology changed the way research is done in the humanities? What are the humanities, anyway, and what do its scholars need beyond primary texts? Is the world of humanities reference irrelevant, or is there still a need for the dedication, skill, and insight that well-trained librarians can provide? These issues and others are tackled while analyzing information problems and resources in the humanities, covering the fields of philosophy, religion, visual and performing arts, language, and literature.

*Data Science “in the Wild” (4)*: This course offers students an introduction to the growing field of “Data Science” as practiced by leading data scientists in industry and research. As “big data” becomes the norm in modern business and research environments, there is a growing demand for individuals who are able to derive meaningful insight from large, unruly data. This requires a heterogeneous mix of skills, from data munging, wrangling, and storage; to machine-learning and econometrics; to effective visualization and communication. Through a combination of hands-on exercises and guest lectures by experts in the field, this course provides an overview of several key concepts, skills, and technologies used by practicing data scientists.

*Information Architecture (3)*: This five-day intensive course covers the key elements of Information Architecture: 1) understanding your users’ information needs; 2) building architectural frameworks to store information effectively; 3) proper organizing and labeling of information for improved navigation and search; and 4) perceiving opportunities where information architecture can increase business value. Each of these four elements is explored through lectures, interactive exercises and discussion led by the instructor and industry experts.

Descriptions of additional technology-focused special topics courses are provided in the Appendix (II.A7).

### II.3.4 The curriculum responds to the needs of a diverse society including the needs of underserved groups;

The iSchool's diversity statement (Appendix IV.A8) continuously informs our curricular review process and resultant course offerings. As such, we aim to provide continuous opportunity for MLIS students to explore issues and challenges in ensuring the needs of our diverse society are met.

*Core:* Beginning with the core requirements of the curriculum, the MLIS program exposes students to the needs and the address of those needs of a diverse society. Core courses that specifically engage discussion and coursework in this area include:

*LIS 520 Information Resources, Services, and Collections (4)* includes concepts, processes, and skills related to parts of the life cycle of knowledge involving creation, production, distribution, selection, collection, and services to facilitate access. Specific discussion topics include characteristics of recorded knowledge; organizations and services devoted to managing access to recorded knowledge; principles associated with development of recorded knowledge and collections. Information searching examples and exercises are chosen in part to reflect a variety of perspectives, cultures, and populations.

*LIS 530 Organization of Information and Resources (4)* provides an introduction to issues in organization of information and documents including: analysis of intellectual and physical characteristics of documents; principles and practice in surrogate creation, including standards and selection of metadata elements; theory of classification, including semantic relationships and facet analysis; creation of controlled vocabularies; and display and arrangement. Students are assigned one or more readings on how information organization is dependent on ethnic, cultural, and lingual factors in society. In addition, students are introduced to how current library organization tools such as LCSH and the Dewey Decimal Classification are culturally and socially bound.

*Electives:* Students are encouraged to further explore issues and frameworks related to servicing diverse communities through electives that include:

**LIS 534 *Indigenous Systems of Knowledge* (3):** This course provides the conceptual foundations and comparative analysis of indigenous knowledge organization systems. Coursework includes exposure to feasibility and use of contemporary knowledge organization mechanisms including thesauri and ontologies in expressing the cultures and artifacts of indigenous peoples.

**LIS 564 *Multicultural Resources for Youth* (3)** facilitates development of cross-cultural competence through authentic resources for children, tweens, and teens produced by or about ethnic minorities in the United States. Coursework is “issues” focused, providing knowledge in critical examination of various genres of multicultural resources as well as in strategies to use them.

**INFX 583 *Cross Cultural Approaches to Leadership* (3):** This course explores alternative leadership models as reflected in the literatures of multiple cultures, and research traditions. Students examine the ethical dimensions of leadership in the context of complex relationships among the peoples and information agencies that comprise the global environment.

***Diversity Committees and Organizations:*** Additionally, students are active participants in the iSchool Diversity Committee, annual iSchool Diversity Summit, and in the student-led local organizations, iQueeries and iEracism. Specific details regarding these activities can be found in standard IV.1.

### **II.3.5 The curriculum responds to the needs of a rapidly changing technological and global society;**

In addition to the research opportunities highlighted in II.3.2 and the technology-focused courses described in II.3.3, the curriculum offers courses that directly inform as to the evolving information landscape. Through these opportunities, our students are empowered to adapt to a growing and changing field, where information is a tool for personal and professional transformation.

***Core:*** Within the core requirements, the MLIS curriculum includes the following course that emphasizes the evolving nature of the legal and ethical issues and challenges surrounding information.

**LIS 550 *Information in Social Context* (3):** Designed to explore legal and ethical issues surrounding information and knowledge in society, LIS 550 is constantly updated with discussion about contemporary challenges in the LIS fields. Historically focused on privacy and intellectual freedom issues, the course has evolved to incorporate the most current issues in law and technology. Recent topics have included the challenges of SOPA/PIPA/CIPA, Internet filtering in public and school libraries, Digital Rights Management, and closed-versus open-source journals. As an example, one recent exercise allowed students to explore the implications of copyright in digitization efforts by writing a white paper discussing the *Authors Guild vs. HathiTrust* case. By engaging with and debating these topics, students are prepared to intelligently reflect on and uphold the principles of intellectual freedom, privacy, and intellectual property.

***Electives:*** Building on the foundational knowledge of LIS 550, students can deepen their knowledge of this topic through several electives, including:

**LIS 551 *Intellectual Freedom in Libraries* (3):** Students analyze issues related to intellectual freedom, particularly to implications for libraries and librarians. This course includes the consideration of the current legal climate, conformity versus freedom in the modern world, librarian as censor, social responsibility and individual freedom, intellectual freedom of children, prospects for future.

***Special Topic Courses:*** Additionally, we offer several special topic courses in the management of social media, online dating, and other current information trends. An example of such relevant offerings is the following course offered by Professor David Levy:

***Information and Contemplation* (4):** Contemporary culture is fast, information-saturated, complex, and hyper-connected. While these properties are generally empowering and energizing, they also raise questions about the negative consequences of living the “always on” life – questions about information overload, distraction, rampant multitasking, and the loss of “quality time” – including the time to think. This course explores such questions from a “contemplative” perspective: Students are introduced to and engage in a variety of contemplative practices – including sitting and walking meditation, and mindful reading and writing – that train the mind and body to be more attentive. Students read recent literature in psychology, neuroscience and philosophy that addresses the value of such practices and make

use of the insights and understandings gained from such practices to investigate, assess, and critique their own and the culture's current information practices, including texting, email use, and multitasking.

### II.3.6 The curriculum provides direction for future development of the field;

MLIS students are encouraged to explore opportunities for participation and leadership in and future development of the field through coursework, participation in professional organizations and conferences, Directed Fieldwork, study abroad programs, and the Capstone experiences.

*Core & Electives:* Incorporated within each of our core courses and elective offerings are discussions of current literature, emerging challenges and opportunities in the field. In both the Residential and Online MLIS, engagement in discussions is both an expectation and an enriching part of the course content. Group work is also an integral part of many courses, allowing the students to gain practice in collaboration and project management.

*Directed Fieldwork:* LIS 590 (*Directed Fieldwork*) is the internship course offered as part of the MLIS program. It is an optional elective designed much like a practicum that offers students the opportunity for practical application of new skills in a professional setting with a host site mentor. Further information on the logistics of Directed Fieldwork, including credit hours and related course requirements is available in II.4.

Through the Directed Fieldwork experience, students not only gain real-world, hands-on experience in a library or information science setting, but they are also exposed to the current and evolving challenges and opportunities within the profession and engage in the dialogue with current professionals. Feedback from recent students has illuminated the Directed Fieldwork experience as an enriching experience that provides further preparation to engage with our evolving field.

*"I found my directed fieldwork experience as a whole to be very useful and one of the best learning experiences I have had during my time at the Information School. It allowed me to apply the skills I have developed over the past few years and gave me a great opportunity to work in the type of library I aspire to work in. .... The experience that can be gained from a directed fieldwork is*

*invaluable and it also allows students to connect with people working professionally.*” — Winter 2010 Student

*“I found Directed Fieldwork to be one of the most important parts of the MLIS curriculum. For me it served as a welcome bridge between the ideas we studied in class and their practical application.”* — Fall 2011 Student

*“I would strongly encourage my classmates and future cohorts to be proactive about DFWs. I found it very comforting and exciting to spend time in a real library environment and this was a great opportunity for me to get some public library experience.”* — Spring 2012 Student

***Study Abroad – Exploration Seminars:*** Between summer and fall quarters (August thru September) the iSchool hosts a number of study abroad programs via the UW Exploration Seminars program. Exploration Seminars are short-term study abroad programs (3-4 weeks) led by UW faculty that take place during the gap period between the end of the UW summer quarter and beginning of the autumn quarter. Current and past study abroad programs include: Ghana, Tahiti, Denmark, South Korea, Netherlands, and Germany. More information is provided in II.4.

Each of these programs, while designed with individual learning objectives, provides iSchool students with an expanded perspective on the information profession and its future direction globally. Further information on the current and past programs is provided in II.4.

***Capstone Project:*** The Capstone Project, preciously mentioned in II.3.1, also provides students the opportunity to engage in work that is at the edge of what is developing in the field. Students actively engage with their sponsoring organization either proposing their own project ideas based on observed information needs or building off of the communicated perceived need supplied by the organization. Many of these projects address a new and emerging need and instill within the participating students the importance of keeping an eye towards developments in the field in order to provide relevant services in the present.

### II.3.7 The curriculum promotes commitment to continuous professional growth.

Throughout the MLIS program, students are encouraged to develop habits of continuous professional growth beyond the coursework completed in the MLIS program – through active membership in professional organizations, attendance at organization conferences, and through the many opportunities provided via Directed Fieldwork.

*Core:* Additionally, the curriculum provides foundational coursework in management responsibilities and challenges.

**LIS 580 *Management of Information Organizations (4)*:** This course serves as an introduction to internal and external management issues and practices in information organizations. Internal issues include organizational behavior, organizational theory, personnel, budgeting, planning. External issues include organizational environments, politics, marketing, strategic planning, and funding sources.

*Capstone Project:* Students then engage in their Capstone Project that aims to provide them with real-world, professional experience for a sponsoring stakeholder. From project identification through planning and implementation, the Capstone experience further prepares students to seek out information needs and challenges and proactively develop new skills to address these needs. Further information on the Capstone experience and requirements is provided in II.2 and II.3.1.

*Participation in Professional Organizations, Conferences and Committees:* The MLIS program and the wider iSchool community continually offer and encourage students to participate in opportunities beyond the classroom. Travel scholarships have been provided to students presenting at conferences such as ALISE, Online Northwest, SearchFest, ALA, Mobile Telephony in the Developing World, Educause, etc. Student organizations are at the heart of the student experience, at the iSchool, many students participate as leaders in these student-run organizations. A sampling of such opportunities is detailed in IV.5.

**II.4 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.**

### Course Sequences

Students follow a logical sequence of core courses that start with basic foundations. For Residential MLIS students this includes LIS 500 now entitled *The Question of Information*, LIS 570 *Research, Assessment, and Design*, and LIS 510 *Information Behavior*. Online MLIS students begin with LIS 500 *The Question of Information* and LIS 570 *Research, Assessment, and Design*. Degree planning charts (<http://ischool.uw.edu/current/mlis/degree-plan>), also mentioned in section IV.4, help students map out their program of study. Students utilize their degree planning chart as well as projected annual schedules to help determine how they'll progress through the program, specifically in their core course requirements. Following are examples of the Residential and Online degree planning charts.

**Table 2.3: Residential MLIS Degree Plan.**

Quarter	1st Year Residential	2nd Year Residential
<b>Autumn</b>	LIS 500 (2) LIS 520 (4) LIS 570 (4)	LIS 580 (4) Make sure you take INFX 505 (1) in fall quarter or earlier Your choice of info tech core or elective
<b>Winter</b>	LIS 510 (3) LIS 530 (4) Your choice of info tech core or elective	INFX 595 – Capstone (2) Your choice of electives
<b>Spring</b>	LIS 550 (3) LIS 560 (3) Your choice of info tech core or elective	INFX 596 – Capstone (3) Your choice of electives
<b>Summer</b>	Optional quarter w/ limited elective course offerings	Optional quarter w/ limited elective course offerings



**Table 2.4: Online MLIS Degree Plan.**

Quarter	1st Year Online	2nd Year Online*	3rd Year Online
<b>Autumn</b>	LIS 500 (2) LIS 570 (4) Your choice of info tech prep electives (as your schedule allows)	LIS 550 (3) <i>next offered in fall 2013</i> LIS 560 (3)	Make sure you take INFX 505 (1) in fall quarter or earlier Your choice of electives
<b>Winter</b>	LIS 510 (3) LIS 520 (4) Your choice of info tech prep electives (as your schedule allows)	LIS 580 (4) Your choice of info tech core or an elective	INFX 595 – Capstone (2) Your choice of electives
<b>Spring</b>	LIS 530 (4) Your choice of info tech core or an elective	Your choice of info tech core and/or electives	INFX 596 – Capstone (3) Your choice of electives
<b>Summer</b>	Optional quarter w/ limited elective course offerings	Optional quarter w/ limited elective course offerings	Optional quarter w/ limited elective course offerings

Beyond the core requirements outlined in II.2, students have the ability to construct a program of study that addresses their individual needs, goals, and aspirations. As described in II.2, the core curriculum requirements seek to provide a broad understanding of the foundational components of the information profession on which the student builds their remaining degree experience. This experience consists of elective coursework, research and fieldwork opportunities, and, in some cases, specializations within the MLIS degree.

## Electives

Elective courses are intended to help students acquire knowledge and skills related to their areas of interest. MLIS students are able to choose from a wide variety of elective courses, which allows opportunities for specialization and emphasis. This includes electives from the MLIS, MSIM, Ph.D., and Informatics program (must be 400 level or higher). Note that enrollment in electives in other iSchool programs usually occurs during a later registration period, as space is available. See section II.6. Elective courses may also include courses from other academic disciplines (out-of-school courses), Directed Fieldwork, and independent study.

## Out-of-School Courses

Students seeking to supplement their MLIS degree with specialized study may pursue elective coursework out of the Information School in other UW graduate programs. A minimum of 42 credits (to include the core required credits) must be from the MLIS curriculum; therefore, a maximum of 21 elective credits may be taken from other UW departments. Pursuing out-of-school courses allows students to expand their particular knowledge base or investigate relevant topic areas (i.e., public administration or human-centered design and engineering) without committing to an external degree program concurrent to their MLIS studies. Electives taken in other departments must be pre-approved and must be graduate level (400 or higher).

Foreign language courses which are primarily “learning the language” courses, (i.e. grammar, syntax, vocabulary, conversation, composition, etc.) are not acceptable toward the MLIS degree, regardless of the course number level. Foreign language courses at the 400-level or above that are primarily reading, research, and/or bibliography courses may be eligible to be considered for degree credit.

## Information Technology Core and Electives

All MLIS students are required to complete one information technology core course as part of their degree (see section II.2). The courses are, on average, four credits and are offered both on-campus and online during various quarters of the year. Students have flexibility in their choice of how to fulfill the information technology core course requirement – they may choose between INFX 542, 543, 544, and 546. Because of the breadth and depth of course offerings to choose from, MLIS students may not petition to waive the information technology core course and must fulfill the requirement, regardless of experience or coursework prior to beginning studies in the iSchool. After fulfilling the one required information technology core course, additional information technology core courses may be taken and used as elective credits, allowing for further flexibility as the students construct their programs of study. Students may also opt to take one-credit introductory courses as needed (INFX 501, 502, 503 and 504). The INFX courses are considered interdisciplinary, with MLIS and MSIM students jointly enrolled.

## Independent Study

In some instances students may wish to pursue LIS 600, Independent Study, to explore particular aspects of library and information science that may not be available through our normal coursework.

An independent study must not be a replication of a current LIS course; however, it may expand on a topic touched upon in a course. Students should complete at least 20 credits in the MLIS program prior to proposing an independent study, which may be between 1 to 5 credits per quarter (in total, a maximum of 15 credits of LIS 600 may be applied toward the MLIS degree). The MLIS Program Chair reviews and approves all independent study proposals.

### Directed Fieldwork

LIS 590 (*Directed Fieldwork – DFW*) is the internship course offered as part of the MLIS program. It is an elective that offers students the opportunity for practical application of new skills in a professional setting with a host site mentor. MLIS students are able to choose if and when to do a Directed Fieldwork, as well as choose their own host site and work with their supervisor on specific learning outcomes during the fieldwork experience. The students must have at least 30 credits completed at the iSchool before being able to register for a Directed Fieldwork. A Directed Fieldwork must be done within one academic quarter and may be for 2 credits (100 hours), 3 credits (150 hours), 4 credits (200 hours), or 5 credits (250 hours). Current MLIS students may complete up to two total Directed Fieldworks as long as they are in different locations under different supervisors. A maximum of 8 total DFW credits may be applied to the MLIS degree.

Students utilize iCareers in their search and set-up of a Directed Fieldwork. iCareers is the online content management system that allows students to actively search for job and internship postings, post their resume, and sign up for experiential learning (i.e., Directed Fieldwork) opportunities.

### Research Opportunities

MLIS students are welcome to participate in research via many different avenues. They can choose to do research as part of an independent study (LIS 600), through Directed Fieldwork (LIS 590), as a volunteer, via study abroad, and in their choice of a research-based Capstone project. A research-based Capstone project allows for the student to define a research agenda with a client and utilize the elements of project management during the process; deliverables include the research results.

### Degree Specializations

The iSchool offers two formalized specialization opportunities: a Law Librarianship Specialization and the School Library Media (SLM) Endorsement, as well as opportunities to complete informal

specializations and cooperative degrees. These specializations are completed on the initiative of the student. Specific requirements and support of these specialization opportunities are outlined in II.6.

***Law Librarianship:*** The Law Librarianship program is designed to prepare lawyers to serve as law librarians in courts, federal and state units of government, law schools, corporations, and firms. Attorneys (a J.D. is required for admission) enrolled in the program will earn the MLIS degree with a Law Librarianship Specialization after successful completion of 43 quarter credit hours. The Law MLIS program also has a degree planning chart, and, due to the nature of this program, it is much more focused, outlining specific law librarianship electives as well as core. Some law students may opt to take additional electives based on their individual interests.

**Table 2.5: Law MLIS Degree Plan.**

Quarter	1st Year Law Librarianship (note all are required in this sequence)
<b>Autumn</b>	LIS 500 (2)
	LIS 520 (4)
	LIS 526 (3)
	LIS 592 (4)
<b>Winter</b>	LIS 510 (3)
	LIS 530 (4)
	LIS 587 (4)
	LIS 595 (1)
<b>Spring</b>	LIS 550 (3)
	LIS 593 (3)
	LIS 595 (4)
<b>Summer</b>	LIS 590 (4)
	LIS 594 (4)

***School Library Media:*** While in the MLIS program, matriculated students may take specific coursework required for the Washington State Library Media Endorsement. Approximately 45 credits (out of the 63 required for the MLIS) are specifically required to earn the Library Media Endorsement. Suggested degree plans (core and electives) for those pursuing library media coursework are as follows:

**Table 2.6: Residential MLIS Degree Plan – School Library Media.**

Quarter	1st Year Residential	2nd Year Residential
<b>Autumn</b>	LIS 500 (2) LIS 520 (4) LIS 570 (4)	LIS 580 (4) Make sure you take INFX 505 (1) in fall quarter or earlier LIS 522 (3) LIS 561 (3)
<b>Winter</b>	LIS 510 (3) LIS 530 (4) LIS 565 (4)	INFX 595 – Capstone (2) LIS 585 (3) LIS 590 – DFW (2-4) Your choice of info tech core
<b>Spring</b>	LIS 550 (3) LIS 560 (3) LIS 566 (4)	INFX 596 – Capstone (3) LIS 568 (3) Your choice of elective
<b>Summer</b>	Optional quarter w/ limited elective course offerings	Optional quarter w/ limited elective course offerings

**Table 2.7: Online MLIS Degree Plan – School Library Media.**

Quarter	1st Year Online	2nd Year Online	3rd Year Online
<b>Autumn</b>	LIS 500 (2) LIS 570 (4) Your choice of info tech prep electives (as your schedule allows)	LIS 550 (3) <i>next offered in fall 2013</i> LIS 560 (3)	Make sure you take INFX 505 (1) in fall quarter or earlier LIS 561 (3) LIS 590 – DFW (2-4)
<b>Winter</b>	LIS 510 (3) LIS 520 (4) Your choice of info tech prep electives (as your schedule allows)	LIS 580 (4) LIS 565 (4)	INFX 595 – Capstone (2) LIS 568 (3) LIS 585 (3)
<b>Spring</b>	LIS 530 (4) Your choice of info tech core or an elective	LIS 522 (3) LIS 566 (4)	INFX 596 – Capstone (3) Your choice of elective
<b>Summer</b>	Optional quarter w/ limited elective course offerings	Optional quarter w/ limited elective course offerings	Optional quarter w/ limited elective course offerings

## Study Abroad

Since 2008, the iSchool has partnered with the UW's Study Abroad Office to offer Exploration Seminars that send groups of students abroad to explore an information topic in a global setting. We were the first school at the University of Washington to set up Exploration Seminars that appealed to graduate student participants. Prior to this, our students had set up individualized study abroad opportunities and found that not many opportunities worked for or catered to graduate students. Exploration Seminars are short-term study abroad programs (3-4 weeks) led by UW faculty that take place during the gap period between the end of the UW summer quarter and beginning of the autumn quarter. Since 2008, we have sent 156 iSchool students on these study abroad programs, and in 2013 we will be sending 33 students in total to Ghana, Tahiti, Denmark, and South Korea. (Appendix II.A13). Past programs have been in the Netherlands, Germany, Ghana, and South Korea. Students often earn an average of 4-5 credits towards their degree when they participate in a study abroad program, and some programs are designed to align with a core LIS course offering which allows for core course waivers (i.e., LIS 570 in the Netherlands and LIS 560 in Denmark).

Recently iSchool Faculty Trent Hill and Nancy Gershenfeld received a grant of \$42,000 from the Scan|Design Foundation by Inger and Jens Bruun to fund the 2013 iSchool Denmark Exploration Seminar (iDES). The 4-week program is held in collaboration with the Royal School of Library and Information Science (RSLIS) at the University of Copenhagen. Participating students include 17 from three programs at the iSchool and 10 international students from RSLIS, Humboldt University in Berlin and Wuhan University in China. The iDES is based on iSchool courses and consists of classroom meetings, field trips in Copenhagen, and longer excursions to library and cultural sites outside of Copenhagen. Students are encouraged to explore related library, instructional, and cultural opportunities during their unstructured time. The primary goals of the program and partnership between RSLIS and the UW iSchool are:

- Promote the long-standing bond between Danish and American library traditions and the common struggle for democratizing society. Both traditions are engaged with problems of access and innovation in a networked world.
- Allow UW students a greater participation in and understanding of the cross-global issues surrounding information literacy, access, instruction, and assessment.
- Expand an understanding that the global information society demands cross-cultural understanding and appreciation.

- Position students as future leaders in the global information society with exposure to the expertise of the two major educational institutions.

### Informal Concurrent Degrees

The UW allows students to obtain informal concurrent degrees with the iSchool and another school or department at the UW. Unlike formal concurrent degree programs – which have been formally established and approved by the Graduate School, complete with unique program codes – the informal option requires students to pursue any two degrees of their choice simultaneously and must be admitted separately to each degree program. As stated by the UW Graduate School at [www.grad.washington.edu/policies/general/concurrent-degrees.shtml](http://www.grad.washington.edu/policies/general/concurrent-degrees.shtml):

*“Students may pursue two degrees from different departments simultaneously in an informal concurrent degree program. These programs have not been approved as formal concurrent programs and do not have unique program codes, but students have flexibility to ‘share’ coursework, given the approval of both programs. To earn two master’s degrees, a student must fulfill Graduate School degree requirements for EACH degree for a minimum of 72 credits. If one or both of the individual programs require more than the minimum of 36 credits, those additional credits may be ‘shared’ and applied to both degrees. However, the total number of credits must be at least 72 and BOTH programs must approve the shared credits counting toward both degrees. Theses and thesis credits may not be shared.”*

Most students interested in pursuing dual degrees start the MLIS program and, during their first year, apply for another graduate degree program. The first year they work on MLIS coursework, the second year on the other program’s coursework, and the third year is likely a combination of both. It often takes a total of three years to complete requirements for both degrees. MLIS students still complete all degree requirements (63 required credits), and often utilize the 21 out-of-school credits allowed. In some instances, they are able to waive core courses that may overlap both programs. MLIS students who pursue two degrees at the same time meet with the MLIS Academic Advisor for strategic guidance on their degree planning.

MLIS students have pursued informal concurrent degrees with International Studies, Museology, and Art History, with the most popular one being Public Administration. It has become common for up to four students a year to be jointly enrolled in the MLIS and MPA programs. Because of this, we’ve

created guidelines (Appendix IV.A20) for students pursuing the MLIS and MPA degrees at the same time, allowing for agreements such as:

- up to 21 out-of-school credits from the MPA program may apply to the MLIS;
- LIS 580 *Management for Information Organizations* may be waived if the student passes PB AF 511 *Managing Politics and the Policy Process* and PB AF 512 *Managing Organizational Performance*;
- in lieu of the standard degree final project required of MLIS students (Capstone), an MLIS/MPA student may use the MPA Degree Project for completion of their MLIS final project.

All of these agreements have been approved by the UW Graduate School and adhere to the informal concurrent degree policy.

### Waiving Requirements

Some MLIS students bring prior academic or professional knowledge to the program and, therefore, desire to waive out of select core requirements. Students may request a waiver of an iSchool or MLIS requirement or make a special request of iSchool policies by filling out a petition form. Specific considerations include:

- LIS 560 - Waiver possible for persons with a teaching credential, or substantial evidence of graduate level work in educational theory and teaching methods. A copy of the teaching certificate and/or official documentation (i.e., transcripts) should be submitted.
- LIS 580 - Waiver possible for students who have either (a) prior to the MLIS program, already taken a graduate level course on management in information organizations that is similar to our core course, or (b) are concurrently enrolled in the MLIS and MPA programs and completing PB AF 511/512, or (c) prior to registration, can provide a compelling reason for why another UW graduate-level management course should be an acceptable substitute, or (d) can provide other substantial evidence (e.g. Master thesis in appropriate field that demonstrates understanding of management in information organizations, etc.). Students must site specific courses in the body of the petition and supply official documentation (i.e., transcript).



- INFX 505 – Waiver possible for qualified MLIS students who can demonstrate competencies in project management. Students must have coursework or demonstrated experience in project planning, with proof of the ability to develop a project schedule identifying milestones, tasks, resources, dependencies and dates, using a software tool to produce a Gantt chart. Official documentation and/or thorough explanation must be included.

Students are not eligible to waive out of LIS 510, 520, 530, 550, 570 or the information technology requirement. All petitions are reviewed by relevant faculty, the MLIS Program Chair, and the Associate Dean for Academics.

### Transfer Credits

Transfer credits are allowed for students for graduate-level credits earned at another institution; these credits may not have been used to satisfy requirements for another degree program. The maximum number of transfer credits is six quarter credits for MLIS students, and the transfer credits may not be more than six years old. Subject content of transfer credits must be relevant to the student's degree program and must be approved by the MLIS Academic Advisor and MLIS Program Chair. An official transcript and course syllabus are required.

### Student Advising

To help students to design a degree experience that not only meets their expectations but also prepares them for their desired career path after graduation, student advising is provided by the MLIS Academic Advisor, Career Services Advisor, the rest of the Student Services team, and amongst peers. There is no set requirement that a student check in with their academic advisor on a regular basis; the advising relationship is on an as-needed basis. The advisors are flexible to the needs of each individual student. Student Services plans orientations, professional development sessions, career development sessions, dependable strengths workshops, a career fair and discovery week, and other events that serve the needs of the students. Peer advising occurs through student-sponsored open meetings, chat sites, one-on-one student matching (iPeer), and a peer advising email address (MLIS Student Ambassadors). More details on student advising may be found in IV.4.

**II.5 When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.**

MLIS students have the opportunity to complete two formalized specialization within the MLIS curriculum: a Law Librarianship Specialization and the School Library Media (SLM) Endorsement. In addition, the MLIS program encourages and allows for students interested in pursuing informal concurrent degrees in other fields (e.g. Master of Public Administration or Museology) – see section II.4.

### Law Librarianship Specialization

The Law Librarianship program within the MLIS program is designed to prepare graduates to serve as law librarians in courts, federal and state units of government, law schools, corporations, and firms. A J.D. or equivalent is required for admission and those enrolled in the program will earn the MLIS degree with a Law Librarianship Specialization after successful completion of 43 quarter-credit hours. The Law MLIS curriculum includes the following courses:

#### Core Curriculum (23 credits)

- LIS 500 *The Question of Information* (2 credits)
- LIS 510 *Information Behavior* (3 credits)
- LIS 520 *Information Resources, Services, and Collections* (4 credits)
- LIS 526 *Government Publications* (3 credits)
- LIS 530 *Organization of Information and Resources* (4 credits)
- LIS 550 *Information in Social Context* (3 credits)
- LIS 587 *Library Technology Systems* (4 credits, fulfills the information technology core course for Law MLIS students)

#### Law Librarianship Courses (16 credits)

- LIS 592 *Legal Research II* (4 credits)
- LIS 593 *Selection and Processing of Law Library Materials* (3 credits)
- LIS 594 *Law Library Administration* (4 credits)

- LIS 595 *Current Issues in Law Librarianship* (5 credits)
  - Law MLIS students culminating experience project will be a paper and presentation produced during spring quarter as part of LIS 595 *Current Issues in Law Librarianship*.

**Law Practicum (4 credits)**

- LIS 590 *Directed Fieldwork* (4 credits)

The Law MLIS program is only available in residential mode. The program is a sequential 12 months, beginning in the Autumn quarter and ending the following Summer quarter. Although certain courses may be taken during the immediately preceding summer quarter, the sequential nature of the Law MLIS program requires students to remain throughout the full 12-month period. At the completion of the program, students earn the MLIS degree with a Law Librarianship Specialization.

The Law Librarianship program aligns with the core competencies and six specialization areas identified by the American Association of Law Libraries (AALL): Library Management, Research and Client Services, Information Technology, Collection Development, Cataloging, and Teaching. The curriculum also prepares students to address the five principles set forth by the AALL Legal Research Competencies and Standards for Law Student Information Literacy (<http://www.aallnet.org/main-menu/Leadership-Governance/policies/PublicPolicies/policy-lawstu.html>):

- Principle I: A successful legal researcher possesses fundamental research skills.
- Principle II: A successful legal researcher gathers information through effective and efficient research strategies.
- Principle III: A successful legal researcher critically evaluates information.
- Principle IV: A successful legal researcher applies information effectively to resolve a specific issue or need.
- Principle V: A successful legal researcher distinguishes between ethical and unethical uses of information, and understands the legal issues associated with the discovery, use, or application of information.

## School Library Media Endorsement

While in the MLIS program, matriculated students have the opportunity to complete specific coursework required for the Washington State Library Media (SLM) Endorsement. Approximately 45 credits (out of the 63 required for the MLIS) are specifically required to earn the Library Media Endorsement.

The curriculum for the SLM includes specific LIS core courses (LIS 500, 510, 520, 530, 550, 560), one information technology core course, and a required Directed Fieldwork (LIS 590). Students with teaching certificates or prior schooling in the education field may opt to waive out of the LIS 560 core course requirement by submitting a petition (see section II.4). The Directed Fieldwork practicum must be done with a certified teacher librarian at a K-12 school so that students may observe learners and teachers in a library media setting. In addition, students seeking the SLM must complete the following electives specific to the SLM:

- LIS 522 *Collection Development* (3 credits)
- LIS 561 *Storytelling: Art and Techniques* (3 credits)
- LIS 565 *Children's Materials: Evaluation and Use* (4 credits)
- LIS 566 *Young Adult Materials: Evaluation and Use* (4 credits)
- LIS 568 *Information Literacy for Teaching and Learning* (3 credits)
- LIS 585 *Administration of the School Library Media Program* (3 credits)

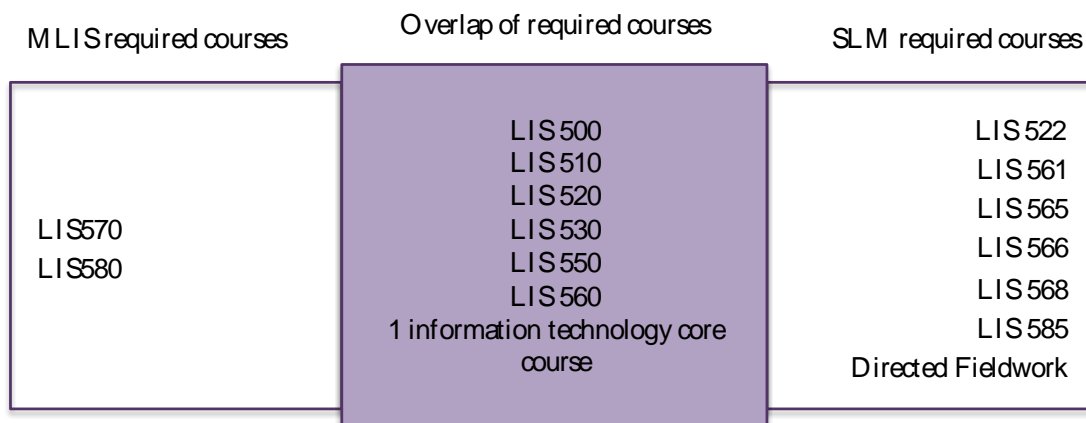


Figure 2.2: Overlap of required courses for the MLIS program and the School Library Media Endorsement (SLM).

Students interested in pursuing careers as teacher librarians in Washington State must hold a Washington State teaching certificate and acquire a School Library Media Endorsement. The coursework necessary to earn the SLM follows the requirements specified in the Washington Administrative Code (WAC), specifically WAC 181-82A-204, and includes study in key competency areas, many of which overlap with the course requirements of the iSchool MLIS degree. In addition to fulfilling the required 25 credits as outlined by the WAC, the iSchool's SLM curriculum includes the skills and competencies identified by the Washington Library Media Association (WLMA) and the American Association of School Librarians (AASL).

The iSchool provides support to students in filling out and submitting endorsement paperwork with the UW College of Education and Washington State, as well as other states. Common FAQ's are located at <http://ischool.uw.edu/academics/mlis/degree-options/library-endorsement>; these assist students in their planning.

**II.6 The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.**

The MLIS program is offered in two delivery modes: residential and online. As mentioned in II.2, degree requirements (core courses, electives, capstone project) are identical in the two program modes. The modes have no effect on the diploma that students receive – both the diploma and the student's transcript will read as "Master of Library and Information Science". There is no designation of program delivery mode. In addition, the rigor and the quality of the curriculum is equivalent in each program mode; expectations remain high for both program modes in regards to participation and performance. In essence there is one program and one set of requirements, with two primary forms of delivery.

The residential mode is structured with mostly on-campus classes, delivered in the traditional classroom setting; residential students also typically take at least a few online courses during their degree. As a full-time degree program, the average course load per quarter is three to four courses (average of 10 quarter credits). The program is designed for students to complete the requirements for the MLIS degree in two academic years.

The online mode consists of coursework that is completed entirely online and delivered asynchronously. The average course load is one to two courses per quarter (5-8 credits), and the program is designed for students to complete their degree requirements part time within three academic years. Online students do come to campus at the start of their program – a face-to-face Online MLIS Orientation Session occurs for three days in late September, prior to the start of the quarter. At the conclusion of this session, online students head home, begin taking classes online, and continue/finish the program fully online. Online students who are local to the Seattle area or are otherwise able to visit the campus regularly are also welcome to attend any on-campus events, make use of the UW Libraries and other services, meet with faculty and advisors, etc. As for learning online, courses are typically asynchronous, meaning they may do the work according to their personal schedule (i.e., they do not have to be on-line at a certain time of the day to take the class). Online students often check email/course websites/chat sites daily, to keep on top of the workload. Online students also abide by normal due dates for homework, participate in group work, and actively become part of the MLIS and iSchool community.

It is expected that residential students will take on-campus LIS core courses and that online students will take online LIS core courses. The exception to this is INFX core and elective courses, which are equally open to residential or online students, no matter the course delivery mode. For LIS electives, priority registration goes to students in the mode of the course's delivery, but afterwards the electives are open to all modes. For example:

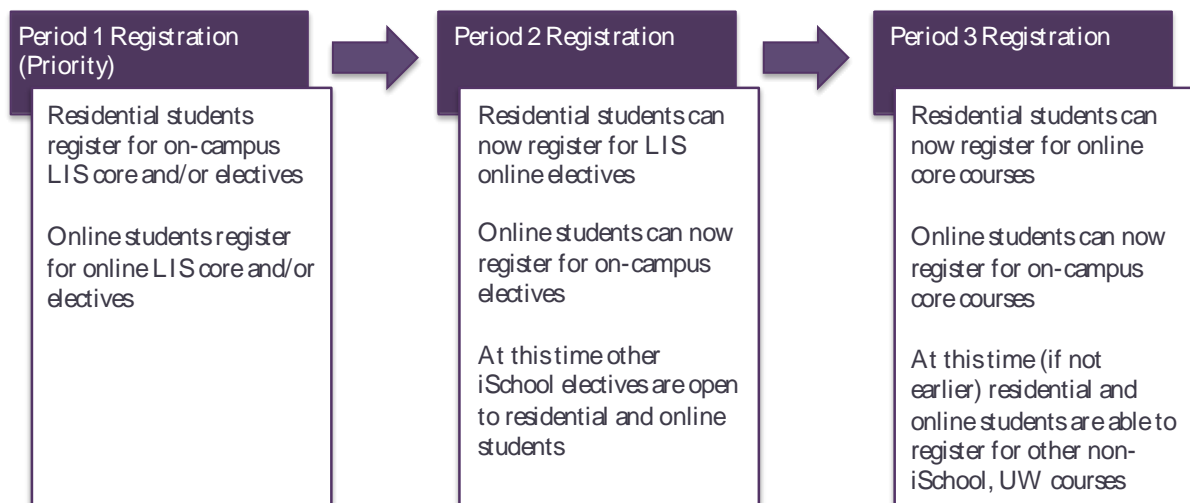


Figure 2.3: Registration Periods for Online & Residential MLIS students.

As demonstrated above, access to most courses in either mode is a possibility, as well as access to courses in other iSchool and UW programs. There are a couple of courses that are typically only taught online, and vice versa – this is often due to instructor availability or a course such as preservation that would require tangible aspects.

Local students – which includes all residential and about half of the online students – may also come to campus for events, utilize resources, and meet with faculty, staff, and students. For those who can't make it to campus, we provide online access to bridge the gap. All possible workshops and presentations are simulcast and recorded, allowing for students unable to get to campus to still participate. The Student Services staff, as well the faculty, make themselves available in person, over email, on the phone, and via other web chat platforms such as Adobe Connect. In section IV.2 we share more information on how we provide access via the iSchool website, social media, simulcasting, email listservs and discussion boards, and the *Canvas* Learning Management System (LMS).

**II.7 The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.**

Over the last several years, we have used a number of means by which to assess the effectiveness and appropriateness of our curriculum and courses: the results of course evaluations by students; regular quarterly open meetings sponsored by the student association (ALISS) attended by the Program Chair, Academic Advisor, and Associate Dean at which courses and curricular matters are always discussed in depth; other modes of formal and informal feedback via contact with students and the student association as well as alumni and members of the regional professional and employment community; and regular discussions on aspects of the curriculum with the MLIS Advisory Board. We have found these to be useful and in many cases catalysts for positive changes – such as the addition of the project management core course and the revised sequence for the foundational research methods course (LIS 570). We intend to continue using these mechanisms of input going forward.

As a part of the curricular review and restructuring, we devised and approved a preliminary set of student learning outcomes to articulate what students should learn and achieve in their time in the program. Accompanying that would be a process to assess student performance against those outcomes to add to our ongoing sources of information to help to guide future planning and potential curricular revisions. It is our intent to design and implement the best possible regimen for this assessment process, and to have the resources to carry it out effectively and efficiently.

As described in Standard I.1, the period during and immediately following the approval of the preliminary SLOs in Winter of 2011 has been eventful and, at times, challenging. We have implemented the new structure for the curriculum, including revising several courses, reorganizing the order of the core requirements, and making changes to the degree final project options; we have overcome a proposal for consolidation and made a major shift to the funding and administrative model for the Residential MLIS program; we have completed one multi-year strategic plan and engaged in designing another; and of course we have been preparing for this accreditation comprehensive review. This has all taken place at a time when we have lost a number of faculty members key to the MLIS program and school due to retirement and death, and we have been unable until just recently to make hires due to state restrictions (see Table 1.2 in I.1). Moreover, the preliminary SLOs, while capturing the spirit of what we want the program to be and what we want students to learn, are in practice quite complicated and need to be simplified and streamlined to permit effective assessment and evaluation.

As such, we have decided to extend the period of implementation for that assessment and evaluation. We are prototyping the process this year, beginning with a simple rubric for MLIS students taking the Capstone option in 2013. The results of that evaluation will be reviewed by the MLIS Program Committee in Autumn of 2013, and from that, they will decide what areas require attention and then proceed to work on those, as well as the streamlining of the SLOs and further implementation of rubrics for assessment, during the 2013-14 academic year. It is also our intention to take advantage of institutional resources to assist in these processes, again with an overall desire to make the process as good as it can be.



## III. Faculty

**III.1 The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. ...**

The faculty of the Information School has a great depth and breadth of experience, skill, and competency across many disciplines. Their backgrounds include library and information science, computer science, human-computer interaction, business, philosophy, and law. In addition to the Master of Library and Information Science degree (MLIS), the iSchool offers three other degree programs: Bachelor of Science in Informatics (BS Info), Master of Science in Information Management (MSIM), and the Doctor of Philosophy in Information Science (PhD). Over the past decade, the iSchool has hired carefully, making sure that its faculty have an interest, orientation, knowledge, and skills to teach across degree programs, to conduct cutting-edge research relevant to the School's mission, and to carry out the service work that is expected of all faculty members. One signature of the iSchool in terms of faculty development is the concept of a "School of One." Faculty are not divided or assigned into different programs or departments.

Table 3.1 indicates the various faculty titles and ranks used at the iSchool.

Table 3.1: Types of Faculty

Faculty Title	Definition	Faculty Voting Rights	Eligible for Graduate Faculty Status
Professor & Associate Professor	Tenured faculty, holding a PhD, with a record of substantial success and maturity in teaching and research. Tenured faculty serve in many leadership roles within the iSchool or across UW, and are expected to provide national or international service for the discipline and profession.	Yes (Only tenured faculty may vote on tenure or promotion cases)	Yes
Assistant Professor	Untenured faculty, holding a PhD, demonstrating teaching and research ability that evidences promise of a successful career.	Yes	Yes
Senior Lecturer & Lecturer	Faculty, holding a masters or doctoral degree, with high instructional responsibilities and providing service to the profession; some lecturers also engage in research activity, but this is not a required expectation.	Yes	Yes (For Lecturers holding a PhD)
Research Professor, Research Associate Professor, Research Assistant Professor	Non-tenure track faculty, holding a PhD, whose primary responsibility is active research. These appointments are externally funded through grant support. Some also teach one class a year, but teaching is not a requirement	Yes	Yes
Affiliate Professor	A faculty appointment made to a scholar from <b>outside</b> the University of Washington, typically for a researcher holding an appointment at another university or research center (e.g. Microsoft Research)	No	No
Adjunct Professor	A faculty appointment made to a current professor in another unit from <b>within</b> the University of Washington.	No	Yes (only if appointed by home dept.)
“Guest Faculty”	Practitioners who serve as part-time instructors (typically 1-2 courses per year) whose professional expertise supplements that of the full-time faculty	No	No

All tenure-track faculty hold a graduate faculty appointment, and are entitled to serve on and chair dissertation supervisory committees. Many iSchool Lecturers also hold a doctoral degree and have likewise been appointed to the graduate faculty. Because the University of Washington is a Research I university, all tenure-track faculty are expected to conduct research that reflects the highest standard of rigor and methodological integrity.

One reason that students select the University of Washington is the opportunity to engage and participate with scholars at the leading edge of their field. Faculty are expected to integrate their research interests and experiences into the classroom. In addition to requiring faculty to conduct research, the iSchool places a premium value on teaching. Regardless of other research and service activity, all full-time faculty are required to teach every year unless taking sabbatical or leave. For example, a standard teaching load is four courses per year. While a professor may be given teaching release time to work on a grant or chair a degree program, all faculty are expected to teach a minimum of two courses per year. Over the past seven years, over half of all MLIS courses in any given year have been taught by full-time faculty.

Table 3.1 lists the highest degree obtained and areas of primary expertise for all full-time faculty: professors, associate professors, assistant professors, research professors, and lecturers. Collectively, their research and teaching interests span the diversity of specialties required to sustain the major share of teaching, research, and service activities of the iSchool and the MLIS program in particular. Tenure-track faculty (assistant, associate, and full professors) are required to teach and to conduct research. While those holding a research faculty appointment are not required to teach, many have taught an occasional course. Lecturers are not required to conduct research, though several have engaged in many collaborative research projects.

**Table 3.2: Full-Time Faculty.**

(Shaded faculty actively teach in the MLIS program, or have strong ties to the LIS community)

Faculty member	Degree	Expertise
<b>PROFESSORS</b>		
Harry Bruce	PhD Library and Information Science University of New South Wales	Information Behavior Personal Information Management
Eliza Dresang	PhD Library & Information Studies University of Wisconsin, Madison	Information Behavior of Children & Youth Library Services for Children and Youth
Michael Eisenberg	PhD Information Transfer Syracuse University	Information Literacy Value Added Model of Information
Karen Fisher	PhD Library & Information Science University of Western Ontario	Human Information Behavior Community Information
Batya Friedman	PhD Computer Science University of California, Berkeley	Value Sensitive Design Human Computer Interaction
Sherrilynne Fuller	PhD Library & Information Science University of Southern California	Health Sciences Librarianship
David Levy	PhD Computer Science Stanford University	Information and the Quality of Life Ethics of Information and Technology
Robert Mason	PhD Industrial & Systems Engineering Georgia Institute of Technology	Technology and Social Changes Ethics of Information and Technology
Wanda Pratt	PhD Medical Informatics Stanford University	Search and Retrieval Information Overload
<b>ASSOCIATE PROFESSORS</b>		
Allyson Carlyle	PhD Library & Information Science University of California, Los Angeles	Cataloging and Classification Classification Theory
David Hendry	PhD Computer Science Robert Gordon University	Human-Computer Interaction Value Sensitive Design
Joseph Janes	PhD Information Transfer Syracuse University	Search & Information Services Cultural History of Documents
Ron Johnson	MLIS University of Southern California	Digital Divide Management of Technology & Innovation
David McDonald	PhD Information & Computer Science University of California, Irvine	Computer Supported Cooperative Work Human-Computer Interaction
Cheryl Metoyer	PhD Library & Information Science Indiana University	Indigenous Systems of Knowledge Human Information Behavior
Adam Moore	PhD Philosophy Ohio State University	Ethics of Information and Technology Intellectual Property
Karine Nahon	PhD Management of Information Systems Tel Aviv University	Information Policy Politics of Information

Jochen Scholl	PhD information Science SUNY Albany	Electronic Government Information Management
Hazel Taylor	PhD Information Systems Queensland University of Technology	Project Management Information Management
Joseph Tennis	PhD Information Science University of Washington	Controlled Vocabularies Classification Theory
Jacob Wobbrock	PhD Human-Computer Interaction Carnegie Mellon University	Human-Computer Interaction Assistive Technology

## RESEARCH ASSOCIATE PROFESSORS

Barbara Endicott-Popovsky	PhD Computer Science & Info Assurance University of Idaho	Information assurance Cybersecurity
William Jones	PhD Cognitive Psychology Carnegie Mellon University	Personal Information Management Information Overload

## ASSISTANT PROFESSORS

Joshua Blumenstock	PhD Information Science University of California, Berkeley	Data Science Information Economics
Katie Davis	EdD Human Development & Education Harvard University	Digital Youth Learning Theory
Ricardo Gomez	PhD Communication Cornell University	Technology and Social Change Information and Social Settings
Andrew Ko	PhD Human-Computer Interaction Carnegie Mellon University	Human-Computer Interaction Software Engineering
Jin Ha Lee	PhD Library & Information Science Univ. of Illinois, Urbana-Champaign	Metadata Multimedia Information Retrieval

## RESEARCH ASSISTANT PROFESSORS

Maria Garrido	PhD Communications University of Washington	Technology and Social Changes Qualitative Methods
Araba Sey	PhD Communication University of Southern California	Impact Assessment Info Technology in Developing Countries

## LECTURERS

Scott Barker	MS Information Resources Mgmt Syracuse University	IT Management Network Administration
Robert Boiko	MS Human Communication University of Utah	Content Management Information Systems
Lorraine Bruce	Graduate Diploma in School Librarianship Charles Stuart University	Information Literacy Instructional Training Strategies
Mala Sarat Chandra	Master of Business Administration	Social Media Management Mobile Computing Management

Michael Crandall	Master of Library Science University of Washington	Classification Standards Community Informatics
Lisa Fusco	Master of Library & Information Science Kent State University	Cataloging and Classification Indexing
Nancy Gershenfeld	Master of Library Science University of Washington	Leadership Development Special Libraries
Trent Hill	PhD American Literature Duke University	Classification Theory Human Information Behavior
Mary Hotchkiss	Doctor of Jurisprudence Duke University	Legal Research Law Librarianship
Bob Larson	Master of Business Administration University of Washington	Network Administration
Matthew Saxton	PhD Library & Information Science University of California, Los Angeles	Information Services Information Literacy
Helene Williams	Master of Library Science Indiana University	Collection Management Information Services

**III.1 ...Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.**

In addition to its full-time faculty, the iSchool employs a number of guest faculty each year. Although the ALA Standard distinguishes between “full-time” and “part-time” faculty, we prefer to distinguish between “full-time” and “guest” faculty. Most guest faculty teach 1-2 classes per year on a semi-regular basis. These guest faculty bring a wealth of professional and pedagogical experience that greatly enhances student learning opportunities, heightens the relevance of instruction to professional challenges, and provides students with significant connections into the professional world. Table 3.2 indicates the frequency of teaching for each guest faculty, the degrees they hold, their professional appointment, and area of primary expertise.

**Table 3.3: Guest Faculty.**

Faculty member	Degree / University	Job Title / Employer	Expertise
Part-time Faculty who teach 2-3 times per year			
Steve Del Vecchio	MS Info Management Polytechnic Univ.	Branch Manager Seattle Public Library	Information Services Management
Annette Goldsmith	PhD Library Science Florida State Univ.	Adjunct Instructor FSU	Information Behavior of Children & Youth
Sam Oh	PhD Info. Transfer Syracuse Univ.	Associate Professor Sungkyunkwan Univ.	Metadata Knowledge Organization
Shopen Patel	MBA Univ. of Washington	Director, Program Management AT&T	Project Management Data Management
Nancy Pearl	MLS Univ. of Michigan	Executive Director Washington Center for the Book	Reader's Advisory
Part-time Faculty who teach 1 time per year			
Colet Bartow	Master of Education Montana State Univ.	Curriculum Specialist Montana Off of Pub Instruction	School Librarianship
Jennifer Bisson	MLIS Univ of Washington	Librarian Seattle Public Library	Youth Services
Robert Cline	MA History Portland State Univ.	City Archivist City of Seattle	Archives
Stephen Coker	MS Business Administration Frosberg State Univ.	President/Consultant Info Systems Management Inc	Strategic Planning
Mike Doane	MLIS Univ of Washington	Content Strategist Ascentium	Knowledge Organization
Laura Dushkes	MLIS Univ of Washington	Librarian NBBJ Architecture	Special Librarianship
Doug Eriksen	MLIS Univ of Washington	Systems Librarian Seattle Univ.	Integrated Library Systems
Lisa Fraser	MLIS Univ of Washington	Services Coordinator King County Library System	Library Advocacy
Cass Hartnett	MLIS Univ. of Michigan	US Documents Librarians Univ. of Washington Libraries	Government Documents

**Table 3.3 (cont'd): Guest Faculty.**

Faculty member	Degree / University	Job Title / Employer	Expertise
Part-time Faculty who teach 1 time per year (cont'd)			
Nancy Huling	MA Librarianship California State Univ.	Head, Reference Services Div. Univ. of Washington Libraries	Information Services
Mary Ann Hyatt	JD Univ. of Washington M Ln Emory Univ.	Director, Jaqua Law Library Univ. of Oregon	Law Librarianship
Richard Jost	MA Lib. & Info Mgmt Univ. of Denver	Info Systems Coordinator UW Law Library	Integrated Library Systems
Cass Mabbott	MLIS Univ. of Washington	Librarian Indianapolis Public Library	Children & Youth Services Mgmt
Jennifer Morgan	MLIS Indiana Univ.	Documents Librarian Indiana Univ.	Government Documents
Andrea Morrison	MLIS Indiana Univ.	Government Docs Cataloger Indiana Univ.	Government Documents
Mark Ray	MS Educational Media Portland State Univ.	Teacher Librarian Vancouver Public Schools	School Librarianship
Samantha Starmer	MLIS Univ. of Washington	Director, eCommerce Customer Experience, REI Inc.	Information Architecture
Marianne Sweeny	MLIS Univ. of Washington	Search Strategist Portent Inc.	Information Retrieval
David Wright	MLIS Univ. of Washington	Reader's Advisory Librarian Seattle Public Library	Reader's Advisory
Part-time Faculty who teach less often than 1 time per year			
Theresa Anderson	PhD Humanities & Soc Sci Univ. of Technology, Sydney	Senior Lecturer Univ. of Technology, Sydney	Information Behavior
Hayden Bass	MLIS Univ. of Washington	Asst Managing Librarian Seattle Public Library	Youth Services
Thomas Deardorff	MA Librarianship Univ. of Illinois	Univ. Lib Copyright Officer UW Libraries	Intellectual Property
Debra Harris-Branham	MLS Univ. of Michigan	School Library Media Specialist Renton School District	Storytelling
Allison Head	PhD Lib & Info Science Univ. Cal Berkeley	Director, Info Lit Project Harvard Univ.	Information Literacy



Judith Henchy	MLIS Univ. Cal Berkeley	Head, Southeast Asia Library UW Libraries	International Studies
Nancy Henkel	Master in Librarianship Univ. of Washington	Managing Librarian King County Library System	Reader's Advisory
Emily Keller	MLIS Univ. of Washington	Poli Sci & Pub Affairs Librarian UW Libraries	Information Services
Brian Rowe	JD Seattle Univ.	Founder Freedom for Intellectual Prop	Intellectual Property
Matt Sorg	MLIS Univ. of Washington	Metadata Librarian Serials Solutions	Metadata
Amy Stewart-Mailhiot	MLIS Univ. of Washington	Gov Docs Librarian Pacific Lutheran Univ.	Government Documents

Noteworthy among our guest faculty is Nancy Pearl, who was named librarian of the year by *Library Journal* in 2011. Until 2004, Nancy was the Executive Director of the Washington Center for the Book at Seattle Public Library. Today, she is perhaps known as the author of multiple books, including *Book Lust: Recommended Reading for Every Mood, Moment and Reason* (2003), and a regular commentator on National Public Radio. At the iSchool, Nancy teaches LIS 524 and 525 and as a further sign of her commitment to the iSchool and its training of future librarians, she has endowed a student scholarship, the Nancy Pearl Endowment for Public Librarianship.

The majority of teaching in the MLIS program is performed by full-time faculty. While faculty only teach a limited number of courses each year, the range of faculty expertise provides the potential to cover a broad cross-section of the curriculum. The iSchool's guest faculty provide knowledge and experience in many professional specializations that is not reflected in the full-time faculty. Table 3.3 indicates which full-time faculty are qualified to teach the various courses in the MLIS curriculum, and where those gaps are addressed by our guest faculty.

Table 3.4: Faculty Capable of Teaching MLIS Courses.

	Course Title	Full-time Faculty	Guest Faculty
LIS			
501	History & Foundations of Libraries & Librarianship	Allyson Carlyle	
505	Archival and Manuscript Services		Scott Cline
507	Preservation and Conservation of Library Materials		Gary Menges
508	History of Recorded Information	David Levy	
510	Information Behavior	Harry Bruce Karen Fisher Trent Hill Cheryl Metoyer	Theresa Anderson
511	Systems Analysis	Jochen Scholl	
512	Community Analysis	Karen Fisher	
517	Info Seeking Behavior in Ethnolinguistic Communities	Cheryl Metoyer	
520	Information Resources, Services, and Collections	Joseph Janes Jin Ha Lee Matthew Saxton Helene Williams	Nancy Huling Emily Keller
521	Principles of Information Services	Joseph Janes Matthew Saxton Helene Williams	Nancy Huling Emily Keller
522	Collection Development	Matthew Saxton Helene Williams	
524	Adult Reader Services in the Public Library		Nancy Henkel Nancy Pearl David Wright
525	Genres for Adult Readers		Nancy Henkel Nancy Pearl David Wright
526	Government Publications		Cass Hartnett Jennifer Morgan Andrea Morrison Amy Stewart-Mailhiot

Table 3.4 (cont'd): Faculty Capable of Teaching MLIS Courses.

	Course Title	Full-time Faculty	Guest Faculty
LIS (cont'd)			
527	Business Information Resources	Nancy Gershenfeld	Laura Dushkes
528	Health Science Info Needs, Resources, &Environment	Sherrilynne Fuller	
530	Organization of Information and Resources	Allyson Carlyle Lisa Fusco Trent Hill Jin Ha Lee Joseph Tennis	
531	Catalogs, Cataloging, and Classification	Allyson Carlyle Lisa Fusco	
533	Advanced Cataloging and Classification	Allyson Carlyle Lisa Fusco	
534	Indigenous Systems of Knowledge	Cheryl Metoyer	
535	Classification Theory	Allyson Carlyle Joseph Tennis	
536	Indexing and Abstracting	Lisa Fusco	
537	Construction of Indexing Languages	Trent Hill	
550	Information and Society	Ricardo Gomez Mary Hotchkiss David Levy Adam Moore Karine Nahon Helene Williams	Thomas Deardorff Brian Rowe
551	Intellectual Freedom in Libraries		Thomas Deardorff Steve Del Vecchio Mary Hotchkiss
554	Information Policy: Domestic and Global	Adam Moore Karine Nahon	
560	Instructional & Training Strategies for Info Professionals	Lorraine Bruce Trent Hill Matthew Saxton	Cass Mabbot
561	Storytelling: Art and Techniques		Annette Goldsmith Debra Harris-Branham

564	Multicultural Resources for Youth	Eliza Dresang	Annette Goldsmith
565	Children's Materials: Evaluation and Use	Katie Davis Eliza Dresang	Annette Goldsmith
566	Young Adult Materials: Evaluation and Use	Katie Davis Eliza Dresang	Hayden Bass Jennifer Bisson Steve Del Vecchio Annette Goldsmith
567	Public Library Services for Youth		Jennifer Bisson Steve Del Vecchio Cass Mabbott
568	Information Literacy for Teaching and Learning	Lorraine Bruce Michael Eisenberg	Allison Head

**Table 3.4 (cont'd): Faculty Capable of Teaching MLIS Courses.**

	Course Title	Full-time Faculty	Guest Faculty
LIS (cont'd)			
570	Research Assessment and Design	Ricardo Gomez Robert Mason Matthew Saxton	
580	Management of Information Organizations	Nancy Gershenfeld Karine Nahon Jochen Scholl Mala Sarat Chandra	
583	Cross Cultural Approaches to Leadership	Cheryl Metoyer	
584	Knowledge Management		Michael Doane
585	Administration of the School Library Media Program	Michael Eisenberg	Colet Bartow Stephen Coker Mark Ray
586	Public Libraries and Advocacy		Lisa Fraser
587	Library Technology Systems		Richard Jost Doug Eriksen
588	Special Librarianship	Nancy Gershenfeld	Laura Dushkes
592	Legal Research Methods	Penny Hazelton Mary Hotchkiss	
593	Selection and Processing of Law Library Materials	Penny Hazelton Mary Hotchkiss	

594	Law Library Administration		Mary Ann Hyatt Jean Holcomb
595	Current Issues in Law Librarianship	Penny Hazelton	
INFX			
501	Algorithmic Thinking for Info Professionals	Larson	
502	Database Concepts for Information Professionals	Larson	
503	Website Design Concepts for Info Professionals	Larson	
504	Networking & Network Applications	Larson	
505	Project Management Basics for Info Professionals	Larson	
531	Metadata Design		Sam Oh Stuart Sutton
532	Ontology Design		Sam Oh Stuart Sutton
538	Metadata Design Studio		Stuart Sutton
542	Information Structures using XML	Robert Boiko	Shopen Patel Matthew Sorg
543	Relational Database Management Systems	David Hendry Robert Larson	Greg Hay Shopen Patel
544	Information Retrieval Systems		Marianne Sweeney
546	Data Communications and Networking	David Hendry Robert Larson	
547	Social Media Data Mining and Analysis	David McDonald	
563	Advanced Relational Database Management Systems	David Hendry Robert Larson	Greg Hay Shopen Patel
567	Strategic Management of Social Media	Mala Sarat Chandra	

**III.2 The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.**

The UW iSchool appoints and promotes world-class faculty. Our 40 core faculty (including tenure-track and lecturing faculty) teach and carry out research at the cutting edge of the information field. Following our strategic plan, iSchool 2015 (Appendix I.A2), we will be increasing our faculty by 25%, adding eight new faculty in three years. Our tenure-track faculty are on a regular schedule of review and timelines to promotion. Assistant professors are reviewed in their third year of appointment and then submit their dossiers for evaluation for promotion in their fifth year. A similar process applies to promotion to full professor rank, but without any requisite timeline.

Innovation in teaching, research, and service is rewarded by a culture of acknowledgment at the Information School, as demonstrated in part by our two awards for teaching: TEACH and PROF which are awarded in alternate years. The TEACH award is for instructors and the PROF award is for tenure-track faculty. In addition, at each faculty meeting we begin our meeting with a kudos announcement. These are read by the Dean and include announcements of best paper awards, keynote lecture invitations, professional or academic association awards, etc. We acknowledge when our peers, external to the Information School, recognize our innovation and high quality in research. Many of these kudos are also newsworthy and are broadcast to the students and the general public through our Director of Communications who liaises with UWTV and other news outlets and manages press releases to our website. Examples can be found in the news section of our website.

The school has made a commitment to innovation in teaching. We have devoted one retreat every year to discussion of curriculum, student experience, assessment of teaching, and degree program logistics. From these retreats, followed up by discussion at regular faculty meetings, we have constantly reviewed our courses and program goals. We created a new course prefix, INFX, for courses of interest beyond a single degree program, and have moved many courses into this category so that students can interact more easily across programs. Faculty have the opportunity to propose and offer special topics courses (Appendix II.A7), many of which then later become regular offerings.

The organizational structure of the Information School supports teaching innovation through teaching load adjustments and graduate assistant and teaching assistant help during the course. This allows more time for the faculty member to construct innovative designs for the course. Innovation in teaching is also an integral part of our organizational commitment to new learning technologies. We have on staff an Online Learning Administrator, Randy Orwin, who consults with faculty and students on various systems and tools for learning and interaction within and beyond the classroom.

Innovation in research is fostered through our sabbatical and research leave policy, where faculty are eligible to take time to focus on research. The Elected Faculty Council, the delegated governing body of the faculty, also controls the service load of faculty, protecting junior faculty from onerous amount of committee work (Appendix V.A3). This allows junior faculty to focus on research and quality teaching while they acclimate to faculty life.

Finally, an innovative initiative spearheaded by our faculty is the study abroad program that has grown specifically out of the Information School. Since 2007 faculty have taken students to Denmark, Ghana, the Netherlands, and South Korea (Appendix II.A13). We have plans to establish liaison with Brazil and Germany in the near future.

**III.3 The school has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.**

Diversity is a core value and foundational concept in the Information School. Diversity creates opportunities for people to engage, understand, and respect others whose perspectives, values, beliefs, traditions, and world views have been shaped by experiences and backgrounds that may be different from their own, particularly those from historically marginalized and underrepresented groups. These differences may include, but are not limited to: race, ethnicity, culture, religion, language, socioeconomic status, citizenship, national origin, gender, sexual orientation, age, and physical abilities.

The Information School demonstrates institutional commitment to diversity by hiring and sustaining a diverse faculty. Among the current faculty, there are 24 males and 20 females. Ensuring that the

applicant pool includes women and members of underrepresented groups is a major responsibility of the faculty search committees. All current faculty job applicants must provide a diversity statement to describe their experience with diverse populations and how they bring diversity into their teaching or research (see recent job descriptions as Appendices III.A5-7). Beyond the United States, the countries of origin for faculty include: Australia, Bermuda, Canada, Columbia, Germany, Ghana, South Korea, Mexico, and New Zealand. In addition, the iSchool recruits and values faculty from a wide diversity of academic background, including but not limited to library and information studies, education, English, philosophy, computer science, human-computer interaction, medical and health informatics, political science, and business.

We have evidence that having a faculty member from an under-represented population attracts outstanding students from under-represented populations. Cheryl Metoyer, for example, identifies as a Native American, and she leads the Indigenous Information Research Group (IIRG). Over the last five years, the visibility of this research effort and Cheryl's outreach to Native American communities both within the state and beyond have witnessed an increase in the number of students at the iSchool who come from indigenous populations.

We now hold a diversity summit every year for faculty, students, and staff (Appendix IV.A10). During this summit we discuss different topics related to diversity, inclusiveness, and privilege to create a common forum and safe environment to discuss the opportunities and challenges we experience as a learning community, what it is like to learn and research in a diverse environment, and how to handle uncomfortable situations. We have also held workshops for faculty on the topic of curriculum transformation where instructors can learn about methods and advice for infusing diversity into their course planning. To support these efforts, the iSchool has appointed a Diversity Programs Advisor. She provides consulting for faculty in curriculum planning, assists in student recruitment and faculty hiring, and advises on how to create a welcoming and sustaining environment to promote retention.

Supporting this philosophical stance of the iSchool are University of Washington and iSchool policies and procedures. Although designated offices are charged with ensuring the university's compliance with federal, state, and local affirmative action and equal opportunity laws, providing affirmative action and equal opportunity is the shared responsibility of the entire UW community. Notably, the University of Washington has a diversity officer overseeing a comprehensive diversity initiative of which faculty diversity is a component. In 2012, the UW was named among the top 25 GBLTQ



universities. In 2012-2013, the Office of the Provost has allocated funds to a Faculty Recruitment Initiative. Funds are distributed to faculty whose research, teaching, practice, and community service address historical, methodological, and applied concerns/issues relating to underrepresented and/or underserved communities. The Office of Equal Opportunity and Affirmative Action (EOAA) supports the University's compliance with the law and spirit of equal opportunity and affirmative action as it relates to race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran, or other protected veterans. Equal Opportunity and Affirmative Action policies and initiatives are located on this [website](#). The iSchool program is in compliance with all the legal and institutional policies regarding all aspects of its program, recruitment, hiring, and evaluation of its faculty, staff, student assistants, and adjunct instructors.

#### **III.4 The qualifications held by each faculty member include competence in designated teaching areas, technological awareness, and active participation in appropriate organizations.**

The diverse qualifications of the Information School faculty include a broad range of disciplines that reflect the breadth of our interdisciplinary school. As evidenced in table III.1, many faculty earned their degrees from highly ranked research universities such as Carnegie Mellon, University of California-Berkeley, UNC-Chapel Hill, Duke, University of Michigan-Ann Arbor, Syracuse University, and many more. Our faculty are active researchers and continue to publish in scholarly journals, constantly adding knowledge to the diverse field of information science. See Appendix III.A3 for a complete listing of scholarly publications. In turn, our faculty bring leading-edge research ideas and fresh perspectives to their teaching for the direct benefit of our students. For example, Karen Fisher has been researching the information behavior of users of online dating sites as well as the back end designers of such sites. She's taken this research and created a popular online elective where students look at online dating as an information problem, with the ultimate goal of designing an ideal dating site. Cheryl Metoyer's research involves work with indigenous information resources, which has led to course development in indigenous systems of knowledge and cross-cultural perspectives on leadership.

As noted above, our faculty receive formal recognition and awards from the student body and their peers in the form of the PROF and TEACH Awards. Along with these iSchool teaching awards, our

faculty have also been recognized by the greater university community. Just this year, Professor Batya Friedman was named the 2012-2013 University Faculty Lecturer. The University Faculty Lecturer award recognizes faculty achievements that have had substantial impacts on their profession and society as a whole, as in the case of Dr. Friedman who is known for technology design that supports human values. This award is a great honor and recognition of the Information School and our faculty.

By virtue of being a leading Information School, our faculty have a high level of awareness and expertise in various technologies. Our online MLIS program requires faculty to be fully engaged with students by using online learning tools and systems, such as *Canvas*, AdobeConnect, Camtasia Relay, Tegrity, VoiceThread, and the UW's homegrown suites of learning tools (Catalyst). Even for courses that are taught face-to-face in the classroom, most faculty are using these digital tools in innovative ways. Many faculty have incorporated social media and collaborative software into their classes. Eliza Dresang's research seminar on early literacy, engages both online and residential students in synchronous, "real time" learning, enabling students from around the globe to collaborate. Helene Williams has also been teaching Reference in the Humanities in a hybrid mode, synchronously teaching online and residential students together. In a truly innovative move, Helene has been taking cameras into Special Collections at the Suzzallo Library, enabling our online students to see and experience the same resource materials as their residential counterparts. Many faculty host virtual office hours, where they are online and available to all their students, regardless of physical location. Karen Fisher uses AdobeConnect to interview industry leaders and then posts these interviews to online students. Our location in Seattle provides rich opportunities to collaborate on projects with affiliate faculty from Microsoft Research as well as collaborative opportunities with local companies like Amazon, Adobe, and Getty Images, to name a few.

The Information School faculty hold leadership positions in various professional organizations. Leading by example, Dean Harry Bruce is the past president of the Information School Caucus and the incoming president of American Society for Information Science & Technology (ASIST). Another notable example is that of Joe Janes who has served on the ALA Committee on Accreditation. Faculty serve on numerous committees and roundtables of library associations, including ALA, ACRL, SLA, PLA, AALL, ASIST, ALISE, and numerous other regional associations. Faculty also serve on various editorial boards of scholarly journals and conference review panels, as well as advising government agencies at the local, state, and federal levels.

**III.5 For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.**

As noted above in section III.1, the University of Washington is a major research university with strong expectations that its faculty will be engaged in research. The Information School, both in its hiring and evaluation processes, places a great deal of emphasis upon faculty achievements in research and other forms of scholarship. Consequently iSchool faculty, both tenure-track faculty and lecturers, are continually involved in a variety of forms of scholarship, both as individual contributors, in collaboration with their colleagues at UW and other institutions, and with their students.

Over the last four years, iSchool faculty have published over 100 journal articles, conference papers, books, and other forms of written presentation per year. Table 3.4 summarizes the statistics on this record of achievement and clearly outlines the steady increases in research productivity over time. For a more granular analysis of research output, see Appendix III.A4.

**Table 3.5: Research Productivity.**

Year	# Refereed Articles	# Refereed		# Book Chapters	# Books	Total by Year
		Conference Proceedings				
2012	32	92		19	3	146
2011	36	72		0	4	112
2010	37	77		11	4	125
2009	34	63		7	2	106
2008	29	44		10	5	88
2007	27	34		15	7	83
2006	27	37		3	4	71
Total by Type	222	419		65	29	731

Lecturers, however, are not required to publish or to conduct traditional forms of research. Nonetheless, the majority of iSchool lecturers are engaged in important, innovative work that complements, and in general enhances, their teaching. We note in particular the innovative

scholarship being done by two of our lecturers, Michael Crandall and Robert Boiko. For years, Mike has been doing research, funded by the Gates Foundation, into public access computing in community settings (in public libraries, as well as community technology centers). More recently, he has received a planning grant from IMLS to investigate linked data (semantic web), and Mike has been a member of the board of the Dublin Core Metadata Initiative since 2001. Bob Boiko is an expert in content management, and is the author of *The Content Management Bible* (2004). He is also a highly innovative teacher, who is continually exploring how to enhance his teaching – both residential and online teaching, as well as “blended” modes – through the use of the latest information technologies. Most recently, he has been experimenting with “gamification” in his courses to encourage students to explore and study more about a given topics rather than focusing on satisfying the “minimum requirements” of any given assignment.

**III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.**

All of faculty at the Information School hold advanced degrees for their position. Every tenure-track and research faculty holds a Ph.D. from a research university. Each lecturer holds either a doctoral degree (Ph.D., JD) or a Master’s degree in a field relevant to their instructional areas (MLIS/MLS, MBA, or MS).

As referenced in Section III.5 above, our faculty are productive researchers, leading their field in innovation. Distinctive among MLIS programs, we have faculty that have expertise in knowledge organization, information behavior, human-computer interaction, information ethics, information management, and information policy. We are currently hiring faculty whose research involves data curation, digital youth, and data science. The future of libraries, and the future of the education of library professionals, requires in-depth knowledge interfaces, information system design, the effective

flow of information through complex organizations, understanding digital resource users, and the life-cycle of big data.

As a unit, the Information School actively engages in academic planning and assessment. From 2007-2012 we deployed the *Vision in Action* strategic plan, and this was followed in 2012 by a second strategic planning initiative entitled *iSchool 2015* ([www.ischool2015.net](http://www.ischool2015.net)). In the first of these strategic plans we worked under four themes: iLearn, iDiscover, iEngage, iFlourish. The iLearn section included six subthemes: 1) to recruit high quality diverse student body, 2) prepare faculty to be leaders and innovators in a diverse community, 3) review and improve curriculum, 4) implement common experiences for students across programs that fosters leadership and innovation, 5) review academic programs as a whole for their size, shape, quality, intent and outcomes, and 6) foster higher levels of students involvement in the administration and life of the school. See Appendix I.A1 for the full version of Vision in Action 2007-2012.

In the strategic plan *iSchool 2015* (Appendix I.A2), we shifted our method from a five-year planning cycle to a nimbler, three year rolling cycle. In this initiative, we focus on two areas of growth key to library and information science: Digital Youth and Data, People, and Decisions. In both cases we are making strategic hires that will help future library professionals with these areas of increasing import to society. The full text of this plan is available online.

The faculty at the Information School interact with a wide range of other academics and professionals. We collaborate in research, teaching, and service across the campus. We collaborate with the University of Washington Libraries, the Museology Program, and the many disciplines involved in the Design, Use, Build group (DUB) (Computer Science and Engineering, Human-Centered Design & Engineering, and Art) We also established an iAffiliates program that fosters interaction between the Information School and external partners like King County Library System, Seattle Public Library, Microsoft, WebJunction, and Seattle.gov. Both faculty and students interact with these external partners in research and development. In 2014, MLIS students will be required to work with an external partner in the field for their Capstone Project to apply the knowledge they learn in the classroom to a real-world setting. Early examples of past capstone projects completed by MLIS students can be found on our website (<http://ischool.uw.edu/current/capstone-archives/2012/mlis>) and in the 2013 Capstone Event Brochure (Appendix II.A8).

The Information School faculty continue to liaise with the field. Eliza Dresang, Joseph Janes, Allyson Carlyle, Nancy Gershenfeld, and others, have all consistently reached out to library professionals through the activities, events, and publications of organizations such as the American Library Association, the Special Libraries Association, the state library associations for Washington and Oregon, and the Washington State Library, and Oregon. For example, Joseph Janes has written a monthly column for *American Libraries* magazine since 2002, first under the title “Internet Librarian” and more recently renamed and broadened to “Another Story.” Many others routinely participate in webinars and workshops serving the practitioner community.

The intellectual environment at the iSchool is vibrant. We host weekly Research Conversation sessions, where faculty and students from the iSchool and beyond present research projects and ideas, engage in cross-curricular courses (the INFX series), and host major events to highlight research including the autumn Research Fair and the spring Capstone event, both of which highlight faculty and student work.

**III.7 Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.**

Full-time professors are assigned a teaching load of four courses per year, to allow for balance between teaching, research, and professional service. Our full-time lecturers are assigned six courses per year with no research requirement, though they do have a higher service load. The teaching load for each faculty includes a combination of core classes and elective courses centered in that individual’s primary area of research interest or expertise. Schedules are tailored to the individual needs and preferences of the individual. For example, some instructors prefer to evenly distribute their instructional responsibilities across the year to achieve a balanced schedule, while others elect to concentrate their instruction in order to free up large periods of time for research. To incorporate individual faculty preferences into teaching assignments, the Director of Academic Services has implemented the Course Assignment Process (CAP). See Appendix III.A1 for a detailed description of the CAP.

The CAP begins twelve months before the start of a given academic year. All program chairs propose an annual course plan based upon faculty input and environmental scanning of the field, advisory board recommendations, historical enrollment data, and student feedback.

Nine months before the given academic year, faculty are invited to complete and turn in a survey of individual teaching preferences, suggestions for new special topics courses, and preferred times/days for teaching. This information is first reviewed by the Academics Council, comprised of the Associate Dean for Academics, the Director of Academic Services, and the four degree programs Chairs. In reviewing faculty preferences, the Council balances the needs of each program against the abilities and interests of each faculty member. They review previous course evaluations to determine if a given faculty member has taught the course successfully before. They limit the number of new course preparations faculty need to engage in. Special attention is paid to junior tenure track faculty to limit new course preparations as well as align their course assignments with their research agendas. Beyond individual faculty, the Council also works to make sure the majority of classes in all program are being taught by full-time faculty, and that faculty have an opportunity across years to teach in different degree programs. These are just some of the key factors taken into account when making annual teaching assignments.

Specific provisions for teaching release time are applied for faculty committed to extensive service or research. One provision concerns administrative appointments. These appointments include program chairs and associate dean appointments. Generally, a release of 1 course is granted by the Dean to allow for the administration of our academic programs and the oversight of our academic and research endeavors. Another provision for release from teaching is through a research grant course buy out. Some research grants requiring extensive research provide funds for the faculty member to “buy out” of their teaching assignment. This allows for the faculty member to balance their teaching and research needs, as well as provides funding to hire guest faculty to cover the course. A third provision for release time is through sabbatical leave (see Appendix III.A9 for the sabbatical leave policy). At the University of Washington, a tenured faculty member is eligible for a sabbatical leave in their seventh year of service to the University or in the seventh year after return from a previous professional leave. The purpose of such leave is to increase the scholarship and professional development of our faculty and thereby enhance their capacity for service to the University.



**III.8 Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.**

The University of Washington Faculty Code (available online at <http://www.washington.edu/admin/rules/policies/FCG/FCGTOC.html>) provides the foundation upon which the iSchool policies and procedures are based. Both the UW and the iSchool policies and procedures provide for systematic evaluation of faculty in areas of teaching, research, and service, including consideration for promotion and tenure and, when applicable, merit pay. Within UW policies, faculty and students and others are involved in the evaluation process as follows.

Documentation of the faculty activities is provided through *Activity Insight*, an information system that maintains a database through which faculty continuously update their publications, conference attendance, and other relevant activities. In the 2009-2010 academic year, an iSchool committee consisting of administration, faculty and staff and with input from all faculty chose this program to assure systematic and comprehensive documentation. Throughout the ensuing school year, faculty worked with a staff representative, Jan Boyd, supported by our Graduate Staff Assistant Crew, to customize this program to the iSchool faculty needs. *Activity Insight* allows creation of a CV based upon years selected by the faculty member. All faculty members have a minimum of seven years of data in *Activity Insight*; others have chosen to enter full CV data.

Annually in the Spring, each faculty member prepares a statement of his or her activities in the preceding calendar year. *Activity Insight* allows for faculty to prepare and insert interpretive statements for each item of their annual activities, down to individual courses taught, publications presented, or students advised. These statements and the supporting data are made available on the iSchool intranet to all faculty. All faculty discuss the merits of those lower in rank, with professors also discussing those equal in rank. One four possible rankings (highly meritorious, meritorious, meritorious with concern, or not meritorious) are assigned to each individual in teaching, research, and service (as appropriate) through secret ballot. These ratings are sent to the Elected Faculty Council who review them and in turn submit an overall recommendation on each individual to the Dean who has the final authority. Those faculty receiving a highly meritorious or meritorious ranking



are considered for merit pay, when such exists (no funds for merit salary increases has been available since 2009 due to a state-mandated freeze). In addition, the Dean uses the *Activity Insight* reports and the outcome of the faculty review to hold an individual annual meeting with each faculty member each Spring. In this meeting, the Dean and faculty member review goals for the current academic year as well as setting those for the upcoming year, and the Dean offers assistance and guidance to the faculty member in any areas lacking in merit. Tenured faculty may also request a faculty committee review before being reviewed by the Dean.

The iSchool has specific guidelines and policies for Tenure and Promotion from Assistant to Associate Professor and from Associate Professor to Professor that supplement UW policies and guidelines (see Appendix III.A8). The iSchool also has specific policies for faculty in the Lecturer ranks, to assist in their development, reappointment, and promotion to Senior Lecturer, and for reappointment and promotion for Research Faculty.

All Assistant Professors are mentored by two tenured faculty, who provide ongoing guidance, support, suggestion, and advice on establishing a research program, and building a case for reappointment and eventual tenure and promotion (Appendix III.A12). In addition to these formal assignments, untenured faculty are free to seek advice from other sources, and many do. This process appears to be working well; we have not had an unsuccessful case for tenure and promotion since 2007.

At the UW, the term ‘adjunct’ refers to when appointment is made only to a faculty member (including one in a research professorial rank) already holding a primary appointment in another department. This title recognizes the contributions of a member of the faculty to a secondary department. Adjunct appointments do not confer governance or voting privileges or eligibility for tenure in the secondary department. These appointments are annual; the question of their renewal is considered each year by the faculty of the secondary department and governed by policy of the Information School.

Students are involved in faculty evaluation through required course evaluations. 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. 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. Documentation of such feedback may also be included with the materials submitted to the Director of Academics or shared with the Dean.

## IV. Students

**IV.1 The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; ...**

Recruiting, admitting, retaining and supporting a highly qualified student body are central to and consistent with the Information School's mission of preparing information leaders and innovators. Our policies and procedures are designed to support the iSchool's mission (<http://ischool.uw.edu/about/vision-mission>) and the MLIS program goals and objectives so that students may be assured a high-quality educational experience.

The formation of our policies and procedures happens in a strategic, thoughtful, and systematic way. Policies related to student academics and administration are promulgated at both the UW and iSchool levels. The primary policies related to students that are disseminated by the UW Graduate School ([www.grad.washington.edu/area/area\\_stud.htm](http://www.grad.washington.edu/area/area_stud.htm)) include master's degree requirements ([www.grad.washington.edu/policies/masters/requirements.shtml](http://www.grad.washington.edu/policies/masters/requirements.shtml)) and the UW Student Conduct Code ([www.washington.edu/students/handbook/conduct.html](http://www.washington.edu/students/handbook/conduct.html)).

Our policies and procedures focus on the areas of recruitment and admissions, financial aid and scholarship, placement support, and academics. They adhere to the University of Washington Graduate School's master's degree policies as outlined at <http://www.grad.washington.edu/>.

Policy and procedures discussions begin with the MLIS Program Committee, which includes the Program Chair, Academic Advisor, faculty, and a student representative. Additional input is gathered from the MLIS Advisory Board, students, and other relevant players as needed. They move to the iSchool Academics Council, which includes chairs from all four academic programs, the directors of Academics and Student Services, the Associate Dean, and student representatives. If approved they go to a faculty vote. This chain of approval assures that before a policy or procedure is established, it is carefully considered by all constituents, in accordance with the Information School's core precept that we are a school of one and a collaborative, transparent community.

Communication of these policies begins when admitted students receive welcome/registration packets upon confirmation of their admission, and continues to be publicized at their new student orientation at the start of the program. Students have access to all relevant UW and iSchool policies and procedures via our website, for example at <http://ischool.uw.edu/current/policies>.

## Recruitment and Admissions

Our goal is to recruit future information leaders and innovators who are a good fit for their chosen program and the greater profession. The Student Services Office is responsible for meeting this goal by coordinating recruitment and admissions efforts for all four academic programs at the Information School – MLIS, MSIM, B.S. Informatics, and Ph.D. Information Science. Over the past five years Student Services has recruited at over 100 events, which ranged from graduate school fairs at other academic institutions, Idealist Grad School Fairs (<http://www.idealist.org/info/GradFairs>), professional conferences, and other meet-ups and targeted events. Decisions on where to recruit are based on the combined recruiting requirements of all four programs as well as the specific requirements of the MLIS program – for example, annual recruitment occurs at the ALA Annual Conference as well as the Washington and Oregon Library Association conferences. Note that these recruitment efforts target all modes of the MLIS program (residential, online and law librarianship), as we draw from both local and national populations. Recruitment events are advertised on our website at <http://ischool.uw.edu/events/recruitment>.

The MLIS Admissions Policy, re-formatted and re-approved in 2013, outlines the membership of the MLIS Admissions Committee, requirements for admission, and admissions criteria (Appendix IV.A1). Requirements for admission consideration to the MLIS program align with the UW Graduate School's master's degree admissions policies: a bachelor's degree or higher in any discipline from a regionally accredited institution, GPA of 3.0 or higher (with exceptions considered on a case-by-case basis), and fulfillment of the UW English language proficiency requirements for non-native English speakers. These requirements are posted on our website at <http://ischool.uw.edu/future/mlis>. The MLIS Admissions Policy applies to all modes of the MLIS program – residential, online and law librarianship; during the application process students may declare their program mode preference, however, the admissions criteria are the same for all modes. In section IV.3 we outline how the admissions procedures further support the MLIS Admissions Policy through the careful and systematic review of applicants.

## Financial Aid and Scholarship

The iSchool strives to support incoming and current students by providing funding and other resources to assist them in financing their education, and by practicing fair and inclusive decision-making for the distribution of these funds. Funding information is available on the iSchool's website at <http://ischool.uw.edu/academics/mlis/tuition-financial-aid> and <http://ischool.uw.edu/future/mlis/financial-aid> and is communicated to applicants and current students via email from the Student Services office.

In accordance to the federal law and UW policies, all domestic students (incoming and current) have the option to apply for federally funded financial aid and loans by filling out the Free Application for Federal Student Aid (FAFSA). The iSchool uses the information formulated by FAFSA in our award process for need-based awards.

Incoming students who have submitted an application to the MLIS program by the priority application deadline are automatically considered for iSchool scholarships (including fellowships). The MLIS Admissions Committee makes admissions decisions, and then the Admissions Chair, Program Chair, and Academic Advisor jointly determine which of the top-rated admits will receive scholarships. Residential, online and law admits are all eligible for these scholarships. The 2013 incoming cohort was awarded a total of \$150,000 in scholarships. Of these, there were two full-tuition fellowships, six half-tuition fellowships, and twelve additional fellowships. Two of the half-tuition fellowships and two of the additional fellowships were reserved for recipients of diverse backgrounds or who were first generation college students. The two full-tuition fellowships and six half-tuition fellowships are also renewable for a second year.

Continuing students are encouraged to apply for iSchool scholarships by completing a survey each spring (see appendix IV.A3). These scholarships are distributed among online and residential students and consider merit and/or need. More specifically, these factors include financial need, leadership, committee work, activities, areas of professional interest, and statements from students on how this additional funding would help them best achieve their academic and professional goals. The MLIS Program Chair and Academic Advisor determine the distribution of funds. In 2013, scholarships were given to over thirty continuing MLIS students, totaling \$150,400.

The iSchool also offers a limited number of merit-based Graduate Staff Assistantship (GSA) positions to our students each year. GSAs typically work 20 hours per week during a nine-month appointment, and receive a stipend, tuition waiver, and health insurance. Our GSAs support faculty with a variety of tasks including class preparation, reference work, literature searches, conference planning, website creation and maintenance, and other administrative duties. In general, all GSA positions require good written and verbal communication skills, problem-solving skills, the ability to work independently, the ability to manage competing priorities, and proficiency with Microsoft Office software. Some positions require more technical expertise, such as web design or specific software knowledge. Students are encouraged to apply during the admission process. GSA positions are advertised on the iSchool website at <http://ischool.uw.edu/about/jobs/students> as they become available.

In addition to GSA appointments, MLIS students are also eligible to apply for Research Assistantships (RA). While the majority of RAs are drawn from our PhD student population, MLIS students who have a previous graduate degree, technical expertise, or a background in research activity are sometimes recruited. RAs work closely with individual faculty, and may be engaged in data collection, data analysis, or dissemination activities such as preparing manuscripts or presenting findings at conferences. Like GSAs, RAs receive a stipend, tuition waiver, and health insurance.

Over the last seven years, the iSchool has routinely hired between 10-20 MLIS students as GSAs or RAs on an annual basis (approximately 5% of the MLIS student population). The majority of appointments are made for two years.

Additional support also comes in the form of travel funds to enable students to present at conferences or at case competitions (these funds are available from both the iSchool and UW Graduate School). Beginning in 2012, funding is also provided for a first-time attendee to the ALA Annual Conference. In addition, the iSchool continues to partner with the UW Libraries on the McKinstry Fellowship (funding plus employment targeting underrepresented students) and with professional organizations such as the Oregon Library Association (annual scholarships targeting natives of Oregon).

### Placement Support

In 2011, the iSchool faculty and staff selected employer relations and career development as areas of additional focus. To that end, two new positions were created. The Assistant Director of Corporate

and Foundation Relations has been added to our Advancement office to create and foster relationships with external partners and familiarize them with the value of our students to their corporate and organization requirements. The Career Services Advisor position, working directly with iSchool students, is now part of Student Services, with the following mission: “We make information work for your career. The iSchool Career Services Advisor offers information on job search skills, advising on career development, and connections to resources and employers tailored to the information field. We help you to stand out and be noticed no matter where you are in your professional career.” This mission aligns itself to the iSchool’s vision and the MLIS program goals of producing consummate professionals with the potential for leadership.

In addition, the MLIS program offers opportunities for students to develop their professional skills in real-world environments by encouraging experiential learning, such as Directed Fieldwork (see standard II.4), that prepares them for their future careers. More information on career services may be found at <http://ischool.uw.edu/current/career-services> and in Appendix IV.A4. In section IV.4, we elaborate on how students have access to career counseling and guidance, experiential learning opportunities, and other resources, which support their placement in the information profession.

## Academics

As mentioned above, MLIS academic policies and procedures are communicated to MLIS students upon admission and through their new student orientation, and are additionally found online on the iSchool and UW Graduate School websites and in the MLIS Student Handbook (Appendix IV.A6). These policies and procedures support the goals of the MLIS program and UW Graduate School in assuring quality academic preparation.

*Grading Policy:* Graduate students must complete a minimum of 18 credits in numerically graded (i.e., 0.0 to 4.0) courses. Refer to the policies at [www.grad.washington.edu/policies/general/grading.shtml](http://www.grad.washington.edu/policies/general/grading.shtml).

*Grade/GPA and Credit Requirements:* Graduate students at the University of Washington must earn a minimum grade of 2.7 in order for a course to be counted toward the MLIS degree. Graduate students are expected to maintain a cumulative grade point average (GPA) at or above 3.0. Students whose GPA falls below 3.0 are considered to be making unsatisfactory progress and referred for low-

scholarship action (e.g., academic warning, probation, drop) by the UW Graduate School and the Information School.

*Out-of-School Courses:* Elective courses are intended to help students acquire knowledge and skills related to their areas of specialty. A minimum of 42 credits (to include the core required credits) must be from the MLIS curriculum. Therefore, a maximum of 21 elective credits may be taken from other UW departments. Electives taken in other departments must be pre-approved by the iSchool and must be graduate level (400 or higher).

*Transfer Credits:* MLIS students may request to transfer up to 6 quarter credits from another accredited institution if the credits meet certain University and School requirements. Requirements include that the student was registered as a graduate student at the time the courses were taken.

*Informal Concurrent Degrees:* The UW allows students to obtain informal concurrent degrees with the iSchool and another school or department at the UW. The informal option differs from a formal one, which has been formally established and approved by the Graduate School, complete with unique program codes. With the informal option students pursue any two degrees of their choice simultaneously and must be admitted separately to each degree program. Core requirements for each program must be completed, and up to 21 credits may be applied from another program towards the MLIS degree as elective credits. Students consult with both departments early in the process to make sure they understand the requirements for a concurrent degree. More information on this process is at <http://www.grad.washington.edu/policies/general/concurrent-degrees.shtml> and in section II.4.

*Continuous Enrollment:* To maintain graduate student status at the University, students must be continuously enrolled (taking at least one course per quarter as a graduate student) every quarter except summer. Graduate students must request On-Leave Status if they are not able to be continuously enrolled.

*Credit Requirements for Full-Time and Part-Time Enrollment:* For the purposes of some financial aid, full-time students must be enrolled in at least ten credits per quarter and part-time students must be registered for a minimum of five credits per quarter. Students receiving financial aid are advised to carefully check credit requirements for their particular financial aid package. Graduate Staff Assistants (20-hour per week appointments) must register for a minimum of ten credits during the autumn, winter, and spring quarters. Summer quarter GSAs must register for a minimum of two credits.



*Low Scholarship/Unsatisfactory Progress:* The policy is outlined at [www.grad.washington.edu/policies/memoranda/memo16.shtml](http://www.grad.washington.edu/policies/memoranda/memo16.shtml). The Dean will issue a letter of concern each time a student appears on the Low Scholarship list. A copy of the letter will be placed in the student's file. The student's adviser will be alerted.

*Final Quarter Registration:* A student must maintain registration as a full- or part-time graduate student at the University for the quarter the degree is conferred.

*Six Year Completion Rule:* The UW Graduate School requires that all work for the master's degree be completed within a six-year period. Completion of all degree requirements is expected to occur within six calendar years from the student's initial registration in the program, even if the student is not registered during some portion of that time. This includes absences of any kind including formal On-Leave quarters. In addition, transfer credits must also have been taken within the six-year period. If a student has valid reasons for delay and can demonstrate satisfactory progress toward completion of the program requirements, the student may petition to the UW Graduate School for an extension beyond six years.

#### IV.1 ...the policies reflect the needs and values of the constituencies served by a program. ...

As demonstrated above, we consider our constituents before developing or revising a policy or procedure. As part of our MLIS curricular review and the establishment of our student learning outcomes we surveyed advisory board members, employers, and alum in the profession who communicated that they want students who will be problem solvers, critical thinkers, advocates, leaders, are able to identify information requirements, and work with diverse populations, designers, colleagues, etc. We know they want quality, as reflected upon by Deborah Jacobs, Director of Global Libraries and the Global Development at the Gates Foundation, and former Seattle City Librarian:

*"In Seattle and at the Gates Foundation, we are very lucky that the University of Washington iSchool is in our community. The global libraries program at the Gates Foundation works closely with the iSchool to do a lot of our important research as well as being strategic advisors for us."*

*Do we depend on them because they live down the street? No. In the age of technology, you can have a good relationship with a researcher anywhere. We do it because of the quality of what they do. Similarly when I led the Seattle Public Library, we had students applying for positions at the library from all over the country, when they were young librarians, right out of school. Time after time we hired UW graduates; again not because it was the easiest thing to do but because the students that graduated from the iSchool were the highest quality. And many of the librarians there, the fine librarians who are providing service downtown Seattle and throughout the branches in 26 neighborhoods are graduates of the iSchool."*

To make sure we hear from our constituents the MLIS Program Chair and Academic Advisor meet regularly with the MLIS Advisory Board (<http://ischool.uw.edu/about/leadership/mlis-board>), seek feedback from Directed Fieldwork host site supervisors and Capstone sponsors, and receive input from those in the iAffiliates program who work closely with library and information science professionals. Recent Directed Fieldwork host site supervisors had this to say about the program:

*"I continue to find this program very well designed and managed. It is a tremendous service to us in the field to be able to hand over a project or assignment and have it taken to a successful conclusion."*  
— Glenda Pearson, University of Washington Libraries, Washington

*"I was impressed by the whole package. I was initially skeptical about this type of long-distance, cross-continental program. You have obviously put a great deal of thought and planning into how to make these internships work and it shows. They are well-designed with appropriately timed and effective reporting and evaluation processes. Your students have a sustaining sense that they are members of an academic community with frequent and supportive access to teachers and fellow students as they pursue their individual fieldwork projects."* — John Teahan, Wadsworth Atheneum Museum of Art, Connecticut

We take feedback such as this and apply it to our programming and decision-making, always making sure that this is an ongoing loop to allow for constant improvement.

#### IV.1 ...The school has policies to recruit and retain students who reflect the diversity of North America's communities. ...

The iSchool, in tandem with the university as a whole (<http://www.washington.edu/diversity/>), is committed to increasing diversity across campus. Diversity at the iSchool means fostering an inclusive and equitable social and intellectual learning and working environment for all iSchool students, faculty and staff (see the iSchool Diversity Statement in the Appendix IV.A8). To this end, 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. The iSchool has also prioritized the revamp and expansion of our recruitment and student resources to assure that our commitment remains strong; this includes an updated brochure and website (<http://ischool.uw.edu/about/diversity>). In addition, members of our community are also encouraged to explore, engage, and contribute to diversity efforts at the Information School.

#### Diversity Programs Advisor

In an effort to recruit, admit, support, and retain students of color, the iSchool has made a strong commitment to assuring that personnel and resources are available to support our initiatives. The iSchool has on staff a permanent Diversity Programs Advisor as well as advisors for each academic program who are trained on recruitment of underrepresented applicants. The presence of the Diversity Programs Advisor, who is devoted exclusively to diversity efforts in the iSchool, has had many positive results. The Diversity Programs Advisor recruits at events for underrepresented students, which includes local and national college fairs and conferences. She sits on the Diversity Committee and provides mentorship to many of our underrepresented applicants and students, including those in student groups focused on exploring aspects of diversity. 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. Recently 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”.

## iDiversity Recruiters

iDiversity Recruiters (IDRs) are pivotal to the recruitment of underrepresented applicants. They are a corps of trained volunteer iSchool students who assist underrepresented minority applicants by providing feedback on personal statements, arranging visits for applicants to meet with iSchool faculty, offering tours of the campus, and directing applicants to additional resources on campus that support underrepresented minorities (Appendix IV.A9). IDRs share their perspectives about the field of information and library sciences and the degree programs in the Information School; iSchool and UW student experiences, opportunities and resources; and living in Seattle. In addition to working with prospective students, the IDR volunteers help to build community within the Information School through volunteering and participating in iSchool retention events such as: Diversity Meet & Greet, Diversity Brown Bag Lunch series, serving on various committees, and attending various iSchool, campus-wide, and community events.

## Diversity Committee

The Diversity Committee is co-led by the Associate Dean for Academics and Diversity Programs Advisor and consists of faculty, staff, and students from every iSchool degree program. They are dedicated to gathering and sharing different viewpoints on the information profession as well as education on the information field. The committee reviews needs and efforts of the iSchool and helps develop admission and hiring policies that increase diversity in iSchool students, faculty, and staff. The Diversity Committee also plans programs, hosts events, disseminates information, and engages discussions on diversity. Beginning in 2012, they host an annual Diversity Summit in which faculty, staff, and students are invited to a day of in-depth exploration of diversity.

## iEracism and iQueeries

Retention of a diverse student body is also a catalyst for the addition of two new student groups within the iSchool community. Now a few years old, iEracism 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. Newly formed in 2012, iQueeries seeks to provide a safe space for LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer) 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 these groups to help them put on events, etc.

Since these outreach efforts began, both in recruitment and retention, the School has realized an increase in underrepresented minority applications, admission, and enrollment. It is important to note that because of Initiative 200, passed by the voters of Washington State in 1998, we are unable to consider factors such as race, gender, etc. in our admissions practices. We use a holistic process, which is elaborated on in section IV.3; this process is within our legal rights to conduct and is similar to what is used by many offices on the UW campus. Our holistic process encourages applicants to be transparent and share their stories. For years the description in the MLIS personal statement encouraged applicants to share their stories:

*“Since we welcome applicants who have varied cultural, educational, and socioeconomic backgrounds, we encourage you to discuss your personal history, family background, and influences on your intellectual development, especially if you want us to include these factors in the review of your application.”*

In 2010, we recognized the need to be even more inclusive and encouraging to those who have a story of diversity and/or adversity to share. We added an additional supplemental question to the MLIS application to encourage this:

*“Please describe your experience with diversity and your potential to engage diversity in the field or the profession”.*

We took it one step further in our 2012 admissions process. Detailed research was conducted to see if the GRE served as an adequate predictor of success for our MLIS program. Research showed that it was of marginal additional value when compared to the use of undergraduate GPA. In addition, we had heard success stories from the UW School of Social Work when they stopped using the GRE in their application process, the result being that they yielded a larger and more diverse applicant pool. The MLIS Program Committee and faculty decided that we would no longer require the GRE as a factor for admission to the MLIS program, in hopes that we too would see a more diverse applicant pool.

We have already seen the benefits of our attentiveness to matters of diversity in the MLIS application process, with a significant rise in the number of underrepresented applicants accepting their offers of admission, specifically between 2011 and 2012:

2009	6.3% accepted offer
2010	6.2% accepted offer
2011	7.1% accepted offer
2012	19.0% accepted offer

The iSchool is also proud to have made significant efforts toward the diversification of the profession in general via the education of doctoral students of color. In 2007, the iSchool received an IMLS grant to support four doctoral students of color for the first three years of their program. In addition, the iSchool, with the ALA Office for Diversity, conceptualized, initiated, planned, and continues to be a major coordinator of the ALA Annual Conference “Leaders Wanted” event, which recruits doctoral students of color to LIS Ph.D. programs. We believe that this event, along with sustained, highly visible activities toward recruiting doctoral students of color on the part of all LIS doctoral programs, will be instrumental in the long term in diversifying the profession.

The iSchool also maintains a strong partnership with UW Libraries in promoting the McKinstry Graduate Fellowship to prospective and current students. The McKinstry Fellowship was established to offer a one-year full tuition fellowship to an iSchool MLIS student from an underrepresented group (Native American, Hispanic American, African American, or Hawaiian/Pacific Islander). In addition to the one-year tuition fellowship, the UW Libraries also funds 19.5 hours/week of temporary employment in the UW Libraries. This collaboration with UW Libraries allows for active recruitment of diverse students while promoting fellowship opportunities. The fellowship was first awarded in autumn 2006.

### Disability Resources

The iSchool is fortunate to share space in Mary Gates Hall with the UW’s main resource for students with disabilities, the Disability Resources office (<http://depts.washington.edu/uwdrs/>). Both the UW and the iSchool recognize disability as an aspect of diversity that is vital to our campus and society. In spring 2013 the Director of the Disability Resources office came to an All iSchool meeting to talk with iSchool faculty, staff, and student leadership about their services and how to work with students who may identify as having a disability. Students are able to speak directly to a Disability Resources counselor, often providing them with documentation of a disability, and the counselor then gets in touch with the relevant faculty and academic advisor to arrange for any accommodations needed.

The goal is to ensure that the student has the opportunity to succeed in the class as well as larger community. In addition, some of our faculty's research and teachings touch upon aspects of disability services, specifically in design and accessibility. An overview of some of the research projects, including Ability-Based Design, Accessible Goal Crossing, and MobileASL is at <http://ischool.uw.edu/research/projects>.

**IV.1 ...The composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives.**

The iSchool's student body is diverse, vibrant, and highly engaged with each other, their learning, and their communities. Statistics regarding our student body are shown below and found as appendices.

When reviewing the below charts and appendices please note the following:

- The MLIS program is featured in three modes: Residential, Law and Online. Online MLIS was marketed as Distance MLIS (or dMLIS) in the past
- The MSIM program is featured in two modes: Full-Time and Mid-Career. Full-Time MSIM was marketed as Day MSIM in the past. Mid-Career MSIM was marketed as Executive MSIM in the past.

Table 4.1 contains the number of students in each program over the period of review.

**Table 4.1: Total Enrollment by iSchool programs 2006–2012.**

	2006	2007	2008	2009	2010	2011	2012
<b>MLIS</b>	<b>364</b>	<b>370</b>	<b>381</b>	<b>359</b>	<b>353</b>	<b>363</b>	<b>373</b>
# Residential MLIS	163	161	160	142	136	131	142
# Law MLIS	5	9	11	8	8	14	9
# Online MLIS	196	200	210	209	209	218	222
<b>MSIM</b>	<b>101</b>	<b>99</b>	<b>117</b>	<b>132</b>	<b>131</b>	<b>136</b>	<b>172</b>
# Full-Time MSIM	101*	99*	69	77	87	101	138
# Mid-Career MSIM	-	-	48	55	44	35	34
<b>Ph.D.</b>	<b>27</b>	<b>33</b>	<b>35</b>	<b>40</b>	<b>44</b>	<b>41</b>	<b>47</b>
<b>Informatics</b>	<b>102</b>	<b>108</b>	<b>129</b>	<b>150</b>	<b>154</b>	<b>185</b>	<b>216</b>
<b>Total</b>	<b>594</b>	<b>610</b>	<b>662</b>	<b>685</b>	<b>682</b>	<b>725</b>	<b>808</b>

\* In 2006 and 2007, the data for the MSIM program is combined.

The iSchool has experienced significant overall growth over the past seven years – currently we are enrolled at just over 800 students with plans to be at over 1000 by 2015. Our ongoing theme is an MLIS student body of roughly 350-375 students, with no current plans for growth. The steadiness of the MLIS program aligns with our strategic plan to maintain the program at a constant number. We feel this is a wise decision for both our school and the profession, ensuring that we graduate students into a job market that is ready to receive them. Future growth will come from our expanding MSIM and Informatics programs, as part of our iSchool 2015 strategic initiatives.

Table 4.2 contains the total number of applications, offers, acceptances, and admission rates in each program over the period of review. Further information on these statistics is available in Appendices IV.A12-A15.



Table 4.2: Total Applications, Offers, and Acceptances by iSchool programs 2006–2012.

	2006	2007	2008	2009	2010	2011	2012
<b>MLIS</b>							
# Applications	387	389	393	484	534	455	528
# Admission Offers	208	217	216	237	239	259	266
# Acceptances	145	143	154	142	145	153	149
Admission Rate	53.7%	55.7%	54.9%	48.9%	44.7%	56.9%	50.3%
<b>MSIM</b>							
# Applications	124	112	145	178	227	237	507
# Admission Offers	88	98	118	139	139	198	237
# Acceptances	52	53	61	67	66	88	96
Admission Rate	70.9%	87.5%	81.3%	78.0%	61.2%	83.5%	46.7%
<b>Ph.D.</b>							
# Applications	53	51	75	71	73	83	88
# Admission Offers	5	15	12	14	13	13	13
# Acceptances	2	12	8	10	8	8	8
Admission Rate	9.4%	29.4%	16%	19.7%	17.8%	15.6%	14.7%
<b>Informatics</b>							
# Applications	70	99	124	159	171	197	321
# Admission Offers	44	80	81	78	78	120	128
# Acceptances	40	69	70	74	76	92	104
Admission Rate	62.8%	80.8%	65.3%	49.0%	45.6%	60.9%	39.8%

The iSchool remains selective in its admission decisions. The Ph.D. program has maintained a steady rate of competitiveness, while the MSIM and Informatics programs have recently become much more selective. Looking more specifically at the MLIS program, over the last seven years we have seen an average admit rate of 52.5%. As part of the iSchool 2015 strategic plan (Appendix I.A2) we aim to have a “renowned and distinguished reputation that attracts highly competitive students”; the numbers shown above correlate with this goal.

Table 4.3 illustrates the geographic distribution of Online MLIS students, who currently represent 29 states as well as Canada. The majority reside in Washington and a substantial number come from Oregon and California.

**Table 4.3: Geographic Distribution of Online Students.**

State	Number of Online Students*
Alaska	1
Arizona	1
California	17
Colorado	7
Florida	3
Hawaii	3
Idaho	6
Illinois	3
Indiana	1
Iowa	1
Kansas	1
Maine	1
Massachusetts	1
Michigan	2
Montana	1
North Carolina	1
New Jersey	1
New York	1
Ohio	2
Oklahoma	2
Oregon	29
Tennessee	1
Texas	2
Utah	2
Vermont	1
Virginia	3
Washington	90
Wisconsin	1
Wyoming	1
Canada – British Columbia	2
Canada – Ontario	1

\* Data was gathered on 9/5/2013 and only includes 189 of the 219 online students. Data could only be pulled for those students pre-registered for fall quarter. More accurate data is available after the tenth day of fall quarter.

**IV.2 Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.**

Ensuring that people have access to the information they need is core to who we are as an iSchool. Our *Mission and Vision Statement*, <http://ischool.uw.edu/about/vision-mission>, makes clear the goals of the iSchool in working with information, technology, and people to create a more knowledgeable and diverse community. The iSchool must be able to disseminate information to the public in a smart and efficient manner. The iSchool accomplishes this and much more through a number of avenues of communication. Our ability to evolve, adapt, and update how information is shared with the community is key to maintaining the legitimacy and credibility of the iSchool as one of the top information schools in the country.

### iSchool Website

The iSchool website, <http://ischool.uw.edu/>, is a vital central access point for current and prospective students, alumni, and iSchool partners to discover and learn what it means to be an information professional. The components of the main site provide information regarding the iSchool; details of the application process, financial aid information, information on faculty, staff, policies and procedures, and placement and career services, are all readily available. Prospective applicants can begin to explore the possibilities of a future in information science through relevant information concerning all academic programs as well as non-degree options: <http://ischool.uw.edu/academics>. At <http://ischool.uw.edu/current> our current students access programmatic information to guide them through their degree, and at <http://ischool.uw.edu/current/career-services> they connect to the resources provided by iSchool Career Services. And iSchool partners, or iAffiliates, can learn more

about collaborating with iSchool faculty and students on major projects:

<http://ischool.uw.edu/iaffiliates>.

Our recently redesigned site is the first fluidly responsive website at the University. It allows page content to be displayed consistently on all screen widths, even on mobile devices. This new site has tailored sections that accommodate different user needs. Future students will find information on the application process, program overviews, student and alum profiles, tuition and financial aid information, etc. Current students can find course offerings and descriptions, course websites, information on policies and procedures, career services, and online learning resources. Faculty and staff profiles, research projects, mission and vision, and employer partnerships (see iAffiliates, <http://ischool.uw.edu/iaffiliates>) are all easily found using our user-friendly and intuitive navigation.

## Program Brochures

Program Brochures for each information degree can be accessed and downloaded as PDF's from the main website (Appendix IV.A17). They are also provided in paper version in our office and at recruitment events. The program brochures include summaries and overviews of each field, the application process, curriculum information and requirements, as well as student, faculty, staff, and alumni profiles. These are updated annually and spotlight professional preparation and accomplishments.

## Social Media

Social media has played a leading role in the dissemination of information and the iSchool is using social media not only to enhance its profile as a leading information school but to also share, update, and move forward the field of information science at the UW and beyond. Whether individuals want to download program brochures, watch videos on YouTube, or visit the iSchool Facebook page, there are several outlets for them to find the information they need.

- YouTube: <http://www.youtube.com/user/UWiSchool>
- Twitter: [http://twitter.com/UW\\_iSchool](http://twitter.com/UW_iSchool)
- Linked In: <http://www.linkedin.com/groups?gid=1843002>
- Facebook: <http://www.facebook.com/UWiSchool>

The iSchool uses social media as a method of keeping in contact with the information community but also uses other means to share events, updates, and program details with future, current, and former students. Podcasts by the MLIS Program Chair have kept students abreast of current events, important news, and program updates allowing students to access these recordings when their time allows. For future and newly admitted students these podcasts provide an informal and informative welcome, helping ease their transition into the iSchool. For current students they are used to share new happenings in the information fields, to update changes to the iSchool program, and as morale boosters to those students managing ambitious hours filled with school, work, and internships. Since July 2010 there have been 40 podcasts, averaging 200 to 250 downloads each; podcasts are stored at <http://faculty.washington.edu/jwj/podcasts/>. This focused outreach is appreciated by the students:

*"I am an online MLIS student in my second year, and wanted to thank you for the informative podcast about upcoming program changes. It is often difficult as an online student to feel connected to the school, itself, as opposed to just my online cohort. So, I really appreciate the time you take to provide updates about goings-on."* –R.S., Online MLIS Student, 2011

## Simulcasting

The iSchool continues to expand its means of communications in many ways. One of the most important and innovative of these strategies has been the use of Adobe Connect to simulcast campus events related to the Information School. Events such as information sessions, employer sessions, career panels, and workshops are simulcast by the Student Services office. On campus student groups also use Adobe Connect to broadcast their events as well. The Adobe Connect broadcasts allow students unable to attend on campus a chance to participate in the event in real-time via the Adobe Connect online chat component. These broadcasts are archived and the links emailed to students, allowing them to watch and listen at their leisure. The use of the sophisticated Adobe Connect technology is unique and inclusive, and allows participants from around the country to participate in on campus sessions. Online students are a valuable part of our community, so simulcasting our on-campus events, which affords them equal access to on-campus events, is an important part of what we do.

## MLIS Student Handbook

The MLIS Student Handbook is a comprehensive document outlining the policies, procedures, and requirements for completion and graduation from the Information School program for Residential, Online, and Law Librarianship graduate students (Appendix IV.A6). This handbook provides essential information for students including degree requirements and planning; registration procedures; academic policies and procedures including grading, grade/GPA requirements, continuous enrollment, on-leave status, and low scholarship/unsatisfactory progress policy; information on required courses, out-of-school courses, Directed Fieldwork, independent study, degree final project, transfer credits, and petitioning requirements/policies; and iSchool and UW emergency procedures.

## Email Listservs and Discussion Boards

Listservs allow students to communicate with each other on both the programmatic and cohort levels. All MLIS students (residential, online, law) are required to be on the [iMLIS@uw.edu](mailto:iMLIS@uw.edu) listserv. Official news, announcements, notices, or deadlines that are unique to MLIS students are posted to this list. This includes class announcements, schedule reminders, professional development opportunities, scholarship announcements, special events, etc. There are also listservs specific to Online MLIS students, [iOnlineMLIS@uw.edu](mailto:iOnlineMLIS@uw.edu), and for each cohort. Some courses also utilize listservs and discussion boards as important e-tools for communication among students and instructors. New students are automatically added to each listserv and discussion board when they start the program.

## Canvas Learning Management System

The iSchool has adopted a new system for scheduling, communication, and overall academic responsibility called *Canvas*. *Canvas* provides access to important information for each class in which a student is registered. *Canvas* is similar to having a personal website for each student, acting as a repository for readings, assignments, discussion boards, and personal calendars. At the same time it facilitates communication among students and student work groups, and most significantly provides an alternative means of communication between students and instructors when making office hours or when email becomes inconvenient. *Canvas* is not only an exceptional tool for communication, it also serves as a repository for readings, online lectures, instructor PowerPoint presentations and assignment descriptions; it allows for the online submission of assignments and provides a tool for

instructor feedback on each assignment. The ability to submit assignments and download readings and lectures while staying in close communication with instructors has ameliorated the communication difficulties that increase with each new responsibility undertaken by students such as work, internships, and/or personal responsibilities. The iSchool has assisted the UW in piloting this learning tool, and our Online Learning Administrator is at the forefront of discussions and considerations regarding *Canvas*.

## On Campus Resources for Students

iSchool students benefit from the many resources available to undergraduate and graduate students at the University of Washington. Most often our students seek out university resources to help them answer questions on funding, diversity, veteran services, international student support, disability services, counseling, etc.

The Office of Student Financial Aid offers grant and scholarship opportunities for professional and graduate students enrolled at the University of Washington based on financial need:

<https://www.washington.edu/students/osfa/>. The UW Office of Merit Scholarship, Fellowships & Awards (OMSFA), <http://expd.washington.edu/scholarships/omsfa>, is an integral department assisting graduate and undergraduate students to finance their education. The OMSFA provides information and resources to increase awareness for students' search for scholarships through workshops, events, online resources, as well as individual advising. The office mentors students by offering resources, advising, and feedback for competitive applications for local and national scholarships. An additional funding resource often utilized by students is the Graduate Funding Information Services (GFIS) unit managed by the UW Libraries: <http://commons.lib.washington.edu/services/gfis>.

The Office of Minority Affairs and Diversity (OMA&D), <http://depts.washington.edu/omad/>, has ensured access to academic success for a multitude of diverse and underrepresented populations. Since 1968 OMA&D has served over 40,000 underrepresented, educationally and economically disadvantaged students increasing minority enrollment from 4 percent in 1968 to 34 percent in 2012. We are fortunate to share space with OMA&D on the third floor of Mary Gates Hall.

The UW Veterans Center, [www.washington.edu/students/veteran/index.shtml](http://www.washington.edu/students/veteran/index.shtml), plays an important role in providing resources, direct services, and referrals for veterans, active duty military, and

military-dependent students. The UW Veterans Center provides resources and assistance to military veterans like admissions, housing, financing higher education, and applying for benefits. The UW's commitment to military veterans is one that values academic success and participation in the UW community. The UW Information School has partnered with the UW Veterans Center beginning in October 2012 for a "Veterans Meet and Greet". The opportunity for veterans to network with iSchool professionals was a resounding success this past fall and will continue annually.

International students enrolled at the UW also have resources available to them on campus as well as other modes of communication like drop-in advising, email, and live chat through the office of International Student Services (ISS), <http://iss.washington.edu/>. The ISS is staffed by professionally trained advisors helping students to understand benefits and restrictions of F-1 and J-1 visa status, immigration advising, as well as to assist those students changing statuses during their time at the UW. Additional services and advising are also available for assistance with travel and visas, forms and procedures, rules and regulations, employment, health insurance, financial matters, and general community resources. ISS advisors provide services around federal regulations and university policies, providing support for international students in their quest to further their education at the UW.

Disability Resources for Students (DRS), <http://depts.washington.edu/uwdrs/>, is a vital member of the University of Washington community and students with disabilities are important members of the UW educational community. The UW is committed to ensuring facility and program access to students with either temporary or permanent disabilities through a number of equipment and services. The DRS coordinates academic accommodations for enrolled students with documented disabilities. These accommodations may include classroom relocation, sign language interpreters, recorded course materials, note taking, and priority registration. The DRS also provides needs assessment, mediation, referrals, and advocacy. The publication *Access Guide for Persons with Disabilities*, <https://www.washington.edu/admin/ada/newada.php> includes information for students with disabilities, including campus mobility provisions, route maps, UW campus buildings list, a list of TTY phone numbers, disability resources, shuttles services, emergency evacuation routes for persons with disabilities, university libraries, and a Barrier to Accessibility Report Form. These resources ensure the UW's commitment to the education of all students on campus.

*"The UW Disability Resource for Students (DRS) office has been an essential part of my iSchool experience. Not only have they been helpful in providing my course materials in a format that I am able to access, but they have also helped me to better articulate my needs to the iSchool staff and*



*faculty, resulting in a seamless experience that is near identical to my classmates.*”— C. M., MLIS 2013

## Career Services

Career services for iSchool students and recent graduates are a major component of the iSchool's goal of placing recent graduates in positions to successfully practice within their chosen field. The recent hiring of a Career Services Advisor within the Information School is a clear example of the importance the iSchool places on job placement for current students and recent graduates. Meeting with students in person, via telephone and/or email, makes the Career Advisor accessible to both online and residential students alike. Career Services assists students in receiving help creating or updating resumes, and keeping abreast of career-related events. Career Services can be accessed for contact and appointments at the iSchool's Career Services webpage found here:

<http://ischool.uw.edu/current/career-services>.

**IV.3 Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.**

The MLIS Admissions Committee consistently seeks to admit the best and most competitive cohort of students, as guided by applicable state, university, iSchool, and ALA policies and procedures. We reference the UW Graduate School's admissions requirements at

<http://www.grad.washington.edu/admissions> with a goal to be consistent, and whenever we diverge from the Graduate School's practices we justify and gain approval before moving forward. We document the MLIS-specific admissions process on our website at <http://ischool.uw.edu/future/mlis>

and in our program brochure (Appendix IV.A17). The iSchool recognizes the importance of being in partnership with the greater university in our standards and practices.

As prerequisites for admission, all applicants to the MLIS program must hold a bachelor's degree or higher in any discipline; the bachelor's degree must be equivalent to a baccalaureate degree from a regionally accredited U.S. institution. Applicants do not need to have earned their bachelor's degree prior to applying for the program, but must have completed it before matriculation. Applicants must have a grade point average (GPA) of 3.0 or higher, though we consider exceptions on a case-by-case basis. For admission to the Law MLIS program, applicants must also have a Juris Doctorate from a law school within the U.S. Non-native English speakers must fulfill the UW English language proficiency requirements.

As mentioned in section IV.1, as of our 2012 admissions process, we made a significant change where we no longer require applicants to submit GRE scores, nor do we consider them in admissions decisions. After careful examination of how the GRE fit into our admission process and its utility in predicting student success in the program, the MLIS Admissions Committee concluded that there was no correlation between GRE scores and the quality of student work. In the committee's judgment, the GRE requirement served primarily to hinder otherwise qualified candidates from applying to the program and may have disproportionately affected students from diverse and/or non-traditional backgrounds.

As previously mentioned, we had heard success stories from the UW School of Social Work when they stopped using the GRE in their application process, resulting in a larger and more diverse applicant pool. After consulting with UW Graduate School policies to confirm that the GRE was not required for admission to graduate and professional programs, the faculty of the Information School voted to remove it from the application and admissions process. While we cannot unequivocally determine the effects of this decision, we do note that the size and diversity of the admissions pool increased dramatically the following year, in the face of declining applications numbers for graduate and professional programs throughout the country. In addition, the strength of the pool of applicants has continued to remain strong.

Prior to the 2007 admissions cycle, the Admissions Committee used an internally generated "MLIS Admissions Evaluation Form" to evaluate applications on a quantitative scale, assigning scores for specific aspects of an application and then totaling those discrete scores into a total score. It was and

still is a holistic process, with the Committee having adopted an improved review process for applications that does not require committee members to use the form. The Committee uses the following components of the application to help guide its individual and collective review:

- Application through the UW Graduate School
- Personal statement
- Three letters of recommendation
- Curriculum Vitae or resume
- Program mode preference: Residential, Online, Law
- Transcripts for all college coursework and degree(s) earned
- Law MLIS program applicants must have a JD from a law school within the US
- Other sources of information as decided upon by the committee, such as supplemental questions and extenuating circumstances

To ensure a thorough, complete, and fair evaluation of applications, the Admissions Committee draws its members from the Information School faculty, from the staff who works with MLIS students, and from student representatives selected in cooperation with the Association of Library and Information Science Students (ALISS). Student members have full voting privileges and are encouraged and expected to voice their judgments about applicants during the admissions decision meeting. The iSchool's Admissions Counselor provides the framework on how the committee reviews applications and record scores, specifically using SharePoint to capture this information. This SharePoint portal, as well as the MyGrad system that houses the applications, are all available online, allowing for committee members to access all materials remotely. In addition, the Admissions Counselor provides additional oversight to ensure that standards are enforced.

During the 2008 admissions cycle, each application was read by three committee members; the chair of the committee typically read all applications. Due to the steady increase in the volume of applications and the increased emphasis on a holistic review process, as well as the observed consistency among reader evaluations of most applications, the Committee subsequently adopted the procedure that is currently used. All applications are reviewed by at least one, but typically two and in some cases three members of the Admissions Committee before they meet for the decision meeting, at which admissions to both the residential and online programs are decided. Applications which present a GPA below the Graduate School's cutoff of 3.0 are initially screened by a single reader. Any such application that the first reader believes is otherwise competitive for admission then joins the

general admissions pool. These applicants often take the time to explain relevant extenuating circumstances and demonstrate that they have distinguished themselves in their post-college careers. Each application in this pool will be read by two members of the committee and given an overall advocacy score between 1 (the lowest possible score on the scale) to 5 (the highest), with a 3 indicating that the reader is neutral on whether to admit the applicant. Half-points (e.g. 2.5, 4.5) are allowed. In cases in which the two readers diverge by at least 1.5 points, a third reader is assigned. All reader reviews are given equal weight.

In evaluating applications, the Committee is guided by two distinct but related concerns. First, the Committee assesses the applicants' academic aptitudes as reflected by indicators such as:

- Advanced degrees
- Grades and grade-point-average
- Previous coursework
- Honors and awards
- Quality of writing
- Letters of recommendation

In those cases in which applicants express an intention to pursue a definite career track, the Committee will also consider whether the *"career objectives of the individual"* would be well served by the strengths and focuses of the iSchool's faculty and the coursework offered by the MLIS program. The Committee has found that these characteristics help predict the likelihood of an applicant's *"successful completion of the program."*

Equally important in the holistic review process is the assessment of an applicant's *"subsequent contribution to the field,"* as indicated by the following:

- Personal characteristics thought to be desirable include, but are not limited to, such generally recognized attributes as leadership, commitment to diversity, vision, communication skills, initiative, enthusiasm about teaching, flexibility, and commitment to lifelong learning;
- Special knowledge and skills pertinent to the applicant's likely success in the MLIS program and motivation to pursue a high standard of excellence in the profession;

- In keeping with the Information School goals of diversifying, thus enhancing, our faculty, students, and staff, as well as the field of information science, the Information School values and prioritizes those who have demonstrated knowledge of and experience working with historically underrepresented minority groups and other non-traditional groups.

Each element of the application is developed to give the committee the information it needs about each applicant to make the most informed decisions possible. Academic transcripts can help gauge the consistency and quality of an applicant's academic preparation, and perhaps hint at professional interests that are picked up and amplified in their resume or CV. The personal statement gives the applicant the chance to address the big picture of their intellectual and professional development to that point and to frame it in terms of their nascent sense of what the information professions are like and how they anticipate that they can contribute to them. The supplemental questions allow applicants to share aspects of their lives and interests that might not otherwise fit into their personal statement. Applicants are also given the chance to describe extenuating circumstances that might help explain anomalies in the rest of their application. Lastly, the letters of reference provide an overall context for the applicant and help to provide context for the narratives and self-analysis contained in the personal statement and supplemental questions.

Each year, both after the results of the previous admissions cycle and then prior to the beginning of the next admissions cycle, the core members of the Admissions Committee (the Admissions Committee Chair, Program Chair, MLIS Academic Advisor, and Admissions Counselor) review the previous year's admissions results and processes with an eye towards revising the individual elements of the application. The Committee's goal is to give each applicant a chance to articulate who they are and what they want to be, in keeping with the Information School's mission of promoting leadership, diversity, and community service.

#### **IV.4 Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. ...**

Degree planning for MLIS students must balance both required core curriculum and choice of electives, and students are provided with degree-planning charts and academic advising to help them

map out their program of study. These degree-planning charts were created in 2007 and are annually evaluated to ensure that they match the core requirements of the program. Students utilize their degree planning chart as well as projected annual schedules to help determine how they'll progress through the program; it puts the planning tools directly into their hands. And for those who need additional guidance or a chance to brainstorm, the MLIS Academic Advisor provides feedback and suggestions for degree planning and completion. The following information is provided to residential and online students on both the iSchool website (<http://ischool.uw.edu/current/mlis/degree-plan>) and in the MLIS Student Handbook, and is utilized during advising appointments:

**Table 4.4: Residential MLIS Degree Plan.**

Quarter	1st Year Residential	2nd Year Residential
<b>Autumn</b>	LIS 500 (2) LIS 520 (4) LIS 570 (4)	LIS 580 (4) Make sure you take INFX 505 (1) in fall quarter or earlier Your choice of info tech core or elective
<b>Winter</b>	LIS 510 (3) LIS 530 (4) Your choice of info tech core or elective	INFX 595 – Capstone (2) Your choice of electives
<b>Spring</b>	LIS 550 (3) LIS 560 (3) Your choice of info tech core or elective	INFX 596 – Capstone (3) Your choice of electives
<b>Summer</b>	Optional quarter w/ limited elective course offerings	Optional quarter w/ limited elective course offerings

**Table 4.5: Online MLIS Degree Plan.**

Quarter	1st Year Online	2nd Year Online	3rd Year Online
<b>Autumn</b>	LIS 500 (2) LIS 570 (4) Your choice of info tech prep electives (as your schedule allows)	LIS 550 (3) <i>next offered in fall 2013</i> LIS 560 (3)	Make sure you take INFX 505 (1) in fall quarter or earlier Your choice of electives
<b>Winter</b>	LIS 510 (3) LIS 520 (4) Your choice of info tech prep electives (as your schedule allows)	LIS 580 (4) Your choice of info tech core or an elective	INFX 595 – Capstone (2) Your choice of electives
<b>Spring</b>	LIS 530 (4) Your choice of info tech core or an elective	Your choice of info tech core and/or electives	INFX 596 – Capstone (3) Your choice of electives
<b>Summer</b>	Optional quarter w/ limited elective course offerings	Optional quarter w/ limited elective course offerings	Optional quarter w/ limited elective course offerings

The Law MLIS program also has a degree-planning chart, and, due to the nature of this program, it is much more focused by outlining specific law librarianship electives as well as core courses. Some law students may opt to take additional electives based on their individual interests.

**Table 4.6: Law MLIS Degree Plan.**

Quarter	1st Year Law Librarianship (note all are required in this sequence)
<b>Autumn</b>	LIS 500 (2) LIS 520 (4) LIS 526 (3) LIS 592 (4)
<b>Winter</b>	LIS 510 (3) LIS 530 (4) LIS 587 (4) LIS 595 (1)
<b>Spring</b>	LIS 550 (3) LIS 593 (3) LIS 595 (4)
<b>Summer</b>	LIS 590 (4) LIS 594 (4)

Utilizing elective credits, students have the ability to design programs of study that meet their individual needs and interests. For example, students may opt to take LIS and INFX electives that allow them to focus in areas such as children/youth services, metadata, classification, etc. MLIS students may also take electives from the MSIM, Ph.D., or upper-level Informatics programs. And a maximum of 21 graduate-level elective credits may be taken from other UW departments with prior approval. Popular out-of-school electives often come from Museology, Public Administration, Humanities, Human-Centered Design and Engineering, and Education.

Students interested in pursuing careers as teacher librarians may also take specific coursework required for the Washington State Library Media Endorsement. Approximately 45 credits (out of the 63 required for the MLIS) are specifically applied to the Library Media Endorsement. In addition to coursework, students also take the WEST-E, which is the state test to add library media to a teaching certificate. The iSchool provides degree-planning charts, FAQ's (<http://ischool.uw.edu/academics/mlis/degree-options/library-endorsement>), information sessions, and advising on this option, as well as work with the student and the College of Education to complete all necessary state-required paperwork. The courses and preparation provided by the iSchool are also often applicable to other states' requirements.

Typically MLIS students fulfill their degree requirements with regular classes and coursework. In some instances, however, students may wish to pursue LIS 600, Independent Study, to explore particular aspects of library and information science that may not be available through coursework (Appendix II.A11). Students work with a faculty supervisor to create an independent study proposal that outlines learning outcomes, activities, deliverables, and evaluation/assessment methods. The MLIS Program Chair reviews all independent study proposals and provides approval as warranted.

MLIS students may also opt to pursue LIS 590, Directed Fieldwork, which is the for-credit internship option (Appendix II.A12). Students are able to choose their own host site and supervisor, making sure to identify a site where the supervisor has a library, information science, information management, or other relevant degree, as well as experience working in the field. This ability to choose their own host site opens the doors to residential and online students alike, who may choose to stay within their hometown for a fieldwork or travel to a new city, state, or even country. It also allows for online/virtual fieldwork experiences, utilizing Skype, phone and email to communicate with their host site supervisor. Directed Fieldwork students also determine their own learning outcomes that reflect professional-level work involving skills and knowledge that the student has



already begun to develop through coursework but for which the student has not yet developed a high level of expertise. The students also determine how much time will be spent on the fieldwork experience, which may range from 100 to 250 hours (2 to 5 credits) in a quarter.

Another area of flexibility is in the student's choice of the nature of their 5-credit Capstone Project, which fulfills the final project requirement of the MLIS degree. Students who gravitate towards a project management, real-world, organizationally based experience may pursue a project-based Capstone. Others who want to conduct their own research may decide on a research-based Capstone.

As mentioned in Standard II.4, an enticing and special option for UW students is the ability to pursue two degrees from different departments simultaneously as an Informal Concurrent Degree. The emphasis is on the word “informal”, meaning that the iSchool has no formal or official provisions established with other departments on campus for dual degrees, but that we do support a student's simultaneous enrollment in two degrees. An example of how a student would navigate a dual degree would be to start the MLIS program during his/her first year here, focusing on completing the MLIS core while applying for another master's degree program. In year two the student would be simultaneously enrolled in both programs, and spend that year focusing on the core of the other program. Year three would be spent focusing on electives in both programs, and working towards graduation. Up to 21 credits from that other program could apply towards the MLIS degree, hence “sharing” the credits. This allows what would normally be a 4-year process to become a 3-year process, in the end having earned 2 degrees. The most popular Informal Concurrent Degree arrangement has been with the Public Administration program – so popular that we have informal guidelines for those jointly pursuing the MLIS and MPA, including allowing the MPA's Degree Project to satisfy the MLIS Degree Final Project requirement (see Appendix IV.A20). We have also seen students pursue Museology, International Studies, Chinese Studies, and Art History degrees alongside the MLIS.

If at any time a student would like to petition out of one of the MLIS program requirements, they are able to consult with the MLIS Academic Advisor and submit a petition form (Appendix IV.A22) to make a formal request. For example, a student may request to petition out of LIS 560 *Instructional and Training Strategies for Information Professionals*, if they have a teaching credential or substantial evidence of graduate level work in educational theory and teaching methods. See section II.4.

In order to assist students in tracking their progress through the program, MLIS students are required to do a mid-program check-in via the MLIS Degree Progress survey, which is submitted after 30 credits have been earned towards the MLIS. The UW Graduate School is currently working on an online system called MyPlan that will replace this survey in the future. At the start of their final quarter in the program, MLIS students submit a Program of Study Form (Appendix IV.A23 and IV.A24) for auditing. The MLIS Academic Advisor and Program Coordinator utilize the Degree Progress survey and Program of Study Form, along with the student's transcripts, to complete an audit and report back to the student on where they stand at the time either item was submitted.

#### IV.4 ...Students receive systematic, multifaceted evaluation of their achievements. ...

In addition to course grades, the MLIS students at the UW iSchool receive systematic and multifaceted evaluation of their achievements through multiple opportunities beyond their regular coursework, including: Capstone, Directed Fieldwork, and Independent Studies.

#### Degree Final Project

All students are required to complete a Degree Final Project. The options for Degree Final Project have changed over time as shown in Figure 4.1.



Figure 4.1: Transition of the Degree Final Project over the years.

Prior to 2009, MLIS students had two options. Starting in 2009, the students could select from one of four options available. Starting in 2012, the decision was made to eliminate the Professional Portfolio and Thesis Research options. In 2013, after observing low enrollment, the Degree Research Project was phased out as an option, leaving Capstone as the only option for students starting in Fall

2013 and later. These decisions were made by the MLIS Program Committee and voted upon by the faculty. They were based on the feedback from the students and faculty that Capstone offers an opportunity for doing project-based or research-based work that benefits the students by producing more tangible deliverables. Capstone also offers a more structured experience and more straightforward assessment.

Capstone involves identifying an information problem in a real world setting and developing the means to address it. The Capstone may be project based (engagement with a client to consult on and design a solution to an information need) or research based (the student works on his/her own research agenda or that of a client's; deliverables include the research results). Solutions are typically interactive, meaning the end product is something that can be implemented and used. The goals of Capstone are as follows:

- Define the information problem or opportunity;
- Determine which techniques are needed in order to master this information problem or opportunity;
- Synthesize all aspects of the information problem: integrate people, technology and information;
- Make a positive difference for the community (e.g., business, school, library, hospital, or other organization);
- Chose a topic or focus the students are passionate about.

For the Capstone Project, the students are required to take two courses: 1) INFX 595 *Capstone – Project Planning* (2 credits) in the winter quarter, and 2) INFX 596 *Capstone – Project Implementation* (3 credits) in the spring quarter. They are also required to take INFX 505 *Project Management Basics for Information Professionals* (1 credit) prior to the Capstone courses. The Capstone event at the end of spring quarter features oral and visual presentations of the students' projects.

For the first quarter (INFX 595), the students are evaluated on their ability to plan the project, gather background information, defend the decisions made, and demonstrate their ability to produce a well-documented plan. They are required to submit major deliverables of a project charter, a research paper, and project plan. The research paper should synthesize the information pulled from literature as well as professional practice, examples of prior work, and other related documents along with coherent citations. The project charter and project plan should define the project schedule as well as

final deliverables and should demonstrate that the students are able to engage with the clients and understand the context of the project in the client environments.

For the second quarter (INFX 596), the students work on implementing their plan from the previous course INFX 595. They submit weekly project status reports to the faculty advisor in order to ensure that everything is progressing satisfactorily according to their plan. For the final deliverables, they create a final project poster, which they present in class as well as at the annual Capstone Event. This enables faculty to evaluate their ability to effectively present their work in public. They also submit a reflection paper summarizing the lessons learned from their Capstone experience and a self-evaluation of their performance and the impact of their project.

### Directed Fieldwork

Directed Fieldwork (DFW) historically has been one of the iSchool's most popular elective courses. As mentioned in Standard II.4, it is a practicum that provides MLIS students with a structured opportunity to gain real world, hands-on experience in a library or information-science setting. DFW allows students to apply concepts and practices learned in coursework as they assist in professional-level work under the formal guidance and oversight of a qualified supervisor/mentor.

A credit/no-credit elective course, Directed Fieldwork (LIS 590) typically takes places on a quarterly basis (10-12 weeks) for 100, 150, 200, or 250 total hours (2-5 credits). MLIS students, in collaboration with their supervisor/mentor, must decide the number of credits/hours appropriate for the particular situation and quarter.

Students typically pursue tasks and projects that constitute entry-level professional work. In addition, since fieldwork is meant to be a learning opportunity for students, DFW tasks usually involve skills and knowledge that the student has already begun to develop through coursework but for which the student has not yet developed a high level of expertise.

The evaluation process for Directed Fieldwork consists of multiple steps: first, the student and DFW host site supervisor/mentor are asked to collaboratively complete the "DFW Learning Outcomes Agreement" (LOA) (Appendix IV.A25) during the first week of fieldwork (or earlier) and submit it to the DFW Faculty Coordinator by the stipulated due date. The LOA should clearly define (a) what the student wants to learn (the learning outcomes), (b) what tasks or projects the student will be

performing in order to meet those outcomes, and (c) what the student will have to show as “evidence” of having completed the learning outcomes (e.g., reference log, cataloging records, web pages, database designs, etc.). The Learning Outcomes Agreement guides the entire fieldwork experience much like a syllabus outlines and guides a college course.

Around week six of the quarter, the DFW supervisor/mentor and student collaboratively compose and submit a midterm report to the Faculty Coordinator. The purpose of this midterm report is to ensure that students receive formal supervisor and faculty feedback regarding their work mid-way through a Directed Fieldwork experience, so that any necessary adjustments can be made. It is also an opportunity for both the student and the DFW host site supervisor/mentor to assess progress toward fulfilling the learning outcomes outlined in the Learning Outcomes Agreement.

At the end of the DFW, students are also asked to provide a student narrative on the DFW experience in which they reflect on and evaluate their performance on assigned tasks and projects, noting their strengths and weaknesses. The DFW Supervisor also submits a final evaluation form to the DFW Faculty Coordinator at the end of the course in which they can provide the feedback on students’ fieldwork experience. This feedback helps us assess the student and also make adjustments to future Directed Fieldwork assignments.

## Independent Study

Students are also encouraged to pursue an Independent Study, LIS 600, for topics that are not covered in regular coursework. These include their own learning objectives, which may involve research. Similar to the options explained above, for independent study, students are asked to set up their own evaluative criteria for independent studies by working together with the faculty mentor. Evaluative criteria for independent study may include:

- Evidence of background research on relevant topics;
- Extensiveness, currency, accuracy, of coverage of the background research;
- Extent to which the finished product reflects evaluation and analysis of the process described;
- Extent to which the written work submitted reflects the number of credits allotted to this independent study.

In order to verify that the students have met these evaluative criteria, they are also asked to list a number of substantiations for assessment, which may include:

- Bibliography or list of works cited and read (may be an annotated bibliography);
- Final report;
- Photographs or other images or charts;
- Student or other evaluations (if independent study involves teaching or training);
- PowerPoint presentation (if independent study involves presentation).

The evaluative criteria and evidence of assessment that students set up for each independent study must be reviewed and approved by the MLIS Program Chair before they can register for the credits.

#### **IV.4 ... Students have access to continuing opportunities for guidance, counseling, and placement assistance.**

### **Academic Advising**

MLIS students are provided with guidance from a series of support systems at the iSchool. Prior to 2009 students were assigned a faculty advisor in addition to the support of the MLIS Academic Advisor. This arrangement proved difficult to administer because the school was unable to guarantee student/advisor alignment in areas of interest or complement personalities. Beginning in 2009, the decision was made to focus on a more informal mentorship-based relationship between the faculty and student, and students were no longer pre-assigned faculty advisors when they started the program. Instead, students are encouraged to build relationships with a faculty member (or members) of their choosing by visiting them during office hours, discussing their research or areas of professional expertise, talking with them about the classes they teach, or attending any of their speaking engagements/presentations. Students have enjoyed the freedom to approach any faculty they want and have not felt restricted by being assigned to just a single faculty advisor.

In Student Services the MLIS Academic Advisor is the primary point of contact for students to address registration questions, degree planning assistance, help in understanding policies and procedures, processing paperwork, exploring professional identity, and general academic advising

needs. At the iSchool our MLIS Academic Advisor has been here since 2004 and has a wealth of academic advising experience in higher education at the UW, in addition to a master's degree in higher education administration which is a requirement for this position. The MLIS Academic Advisor has twice been nominated by students for the UW Distinguished Staff Award (2009 and 2013), and received the Graduate Advisor of the Year Award in 2009. There is also an MLIS Program Coordinator who works with the MLIS Academic Advisor to support the administrative needs of the students.

### Career Services Advising

It is to our students' great benefit that the iSchool has our own Career Services Advisor, who focuses on the needs of the iSchool students specifically. As a professional academic advisor, with a masters in higher education administration and years of experience, our Career Services Advisor supports students in establishing internships and fieldwork, resume development, interviewing, networking, connecting with employers, and other professional development needs. Not only do our students have access to personnel who help them with their career planning, they also have access to resources specific to professional development. iCareers is the online content management system that allows students to actively search for job and internship postings, post their resume, and sign up for experiential learning opportunities. Since 2005 the Employer Connections Fair has served as our annual career fair. Held each winter quarter, this fair brings employers to campus to specifically recruit iSchool students.

### Professional Development and Exploration

As students explore the potential use of their degree and their professional goals in the context of an unsure economic outlook and rapidly evolving profession, the Student Services office provides programming to assist students in navigating their options. Professional development sessions (formerly called advising pods) are hosted at least twice a quarter and allow students to gain knowledge of a particular information field. Each session features industry professionals and/or iSchool faculty who are knowledgeable of that field and are willing to share their insight and tips. The six sessions hosted during the 2012-2013 academic year were Information Architecture, Children/Youth Services Librarianship, Information Security and Assurance, Public Librarianship, Program/Project Management, and Special Librarianship.



The iSchool began hosting Dependable Strengths Workshops for MLIS students in 2012; normally this seminar costs \$100 for a UW student, but the MLIS students are able to participate at no cost since the iSchool arranges for the session. The Dependable Strengths seminar helps students learn to assess their strengths and talents and learn how to leverage them with employers. In this ever-changing economy it is important for students to know how their strengths are applicable to their career and how to sell their potential to others. In 2013, we are exploring new programming that includes an MLIS Career Discovery Week and an MLIS Leadership Forum. MLIS Career Discovery Week will focus on academic, public, and special librarianship, and includes bringing professionals in to present on the fields. The Leadership Forum will have leaders in the field talking about the importance of advocacy, project management, marketing, and other aspects for which to prepare.

The iSchool is keenly aware that access to these resources is important for residential and online students alike. All workshops and presentations are simulcast and recorded, allowing for students unable to get to campus to still participate. The Student Services staff, as well the faculty, make themselves available in person, over email, on the phone, and via other web chat platforms such as Adobe Connect. The MLIS academic advisor also hosts Virtual Office Hours, to ensure that her office extends beyond the physical walls of campus.

### Peer Advising

A popular method of support that has developed organically at the iSchool is peer-to-peer advising. Many student groups host open meetings where they discuss suggested course choices, research areas, professional development, etc. These open meetings are often conducted face-to-face as well as online (simulcast). ALISS facilitates a peer mentorship program called iPeer which matches incoming students with returning students, allowing for one-on-one interaction and sharing of tips, resources, and advice. In the past iPeer only served online students, and in 2013 this expanded to include residential students as well.

A more formal method of peer advising is the newly established MLIS Student Ambassador program, which allows for students to write to one email address and hear back from either the academic advisor or a peer advisor in the MLIS program, depending on the nature of their question and the request of whom they would like to have answer. Training is provided to the Ambassadors so that they may handle a variety of advising questions.



## Student Testimony

As the iSchool plans for and implements advising and professional development resources, we are driven by the fact that this is for the benefit of our students and the greater profession. Feedback from students over the years include:

*“The iSchool has helped me achieve my professional and personal goals by providing me with the education, networks, and practical skills needed to help libraries thrive in the 21st century. My personal goal of gaining employment at home in Arizona and serving in Native communities has been realized with my new position. I hope to continue to inspire generations of librarians from diverse backgrounds and lead the field of librarianship and information science to embrace and respect the knowledge, wisdom, and ideas of all communities.”*—Naomi Bishop, 2010 Research Librarian at Ventana Medical Systems; Tucson, AZ

*“Between the iSchool and the University libraries I have had nothing but opportunities. This includes the opportunity to network with people in the public and academic library community, support diversity in the iSchool, and develop leadership experience. Most importantly, the support and encouragement of the university community has helped me find a career focus. I am interested in information literacy and instruction, which I get to study in class and practice at my job. I know I will leave the iSchool with knowledge, but I will also leave with a strong network and ties to the library community, as well as, the experience to pursue my future goals.”*—Sharde Mills, MLIS 2013

*“I came to the iSchool with a suitcase full of ambitions and tangential interests that bear one common thread: information architecture and behavior. The MLIS, MSIM, and HCDE programs have taught me worlds about the methods and considerations necessary to design experiences that engage and leverage these behaviors. Where a librarian might consider these aspects as one concern among many, I have made them my world while at the iSchool. Work and internship opportunities have given me the chance to develop taxonomies, taxonomy management tools, and to become intimately familiar with several content management systems. I spend my days considering how to best “slow down” the flow of information in different environments so as to capture more of the knowledge being shared. The world is my library.”*—Isaac Pattis, 2012 Information Architect, REI; Seattle, WA

**IV.5 The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.**

The iSchool uses a number of means to assure that students are included in decisions about the total learning experience. Through these mechanisms students can directly share their concerns and suggestions with the administration of the iSchool. The administration, in turn, uses student feedback in revising and developing policies and procedures.

Both residential and online students are invited to participate in each of the opportunities listed below. School events are frequently broadcast or recorded, and we commonly run simultaneous virtual meetings and webchats for remote students using tools such as Adobe Connect. Online students serve as officers in the Association for Library and Information Science Students (ALISS). We have at least one online student serving on the Student Leadership Council and the MLIS admissions committee every year. However, we have observed a pattern that online students who live in or near the Seattle area have a greater opportunity for participation and are the most likely to participate. Further work beyond our current efforts would improve the degree of integration we currently have for residential and online students.

### Student Feedback

Student feedback is gathered at the end of each course in anonymous course evaluations. Ongoing feedback is also facilitated through scheduled quarterly open meetings with the Associate Dean for Academics, MLIS Program Chair, and MLIS Academic Advisor. Students are encouraged to raise questions or concerns about courses with the instructor and TA. Students are also encouraged to contact the Academic Advisor or Associate Dean of Academics in order to raise concerns and ask advice about tackling challenges. The Associate Dean responds to concerns by mediating with instructors to improve course content and delivery.

In addition, the student leadership of ALISS (the iSchool's Association of Library and Information Science Students) garners opinions from the student body and ALISS officers have regular meetings with the Program Chair and Academic Advisor to discuss concerns, suggestions, and requests. Each

quarter, the Dean of the iSchool holds informal meetings, titled “Dean’s Conversation”, with small groups of students for a chance to discuss the student experience.

Students are invited to meet with new faculty candidates, to ask questions, to observe teaching, and to give direct feedback to the search committee. Candidate presentations take place both on-campus and are simulcast via Adobe Connect so that all students from the residential and online modes may participate.

Outgoing student leaders also provide feedback at an end-of-year gathering with the MLIS Program Chair, MLIS Academic Advisor, and iSchool Career Services Advisor. Incoming student leaders meet with them in the spring to coordinate the next year’s events and examine opportunities for collaboration.

### Student Representation on Committees

MLIS student representatives participate as integral members of iSchool committees alongside faculty and staff. The Student Leadership Council, comprised of representatives from each iSchool program, serves as a student advisory committee to the Dean and other iSchool administration. The Council oversees the process of assigning student representatives to iSchool committees as well as allocating funding to student organizations. There are a number of other committees that include representation from the MLIS student body, including:

- the MLIS Admissions Committee;
- the MLIS Program Committee, which helps guide MLIS curriculum decisions through policy and communication with faculty relating to course content and program planning;
- the Academics Council, which deliberates and implements actions to nurture and improve the intellectual rigor and professional relevancy of the curriculum and learning experiences across all academic programs;
- the Diversity Committee, which works to foster a diverse, inclusive, engaging, and supportive learning environment in the iSchool.

On each committee, student members have full voting privileges and are active in discussion and decision-making. The 2012-2013 student representatives are provided in Appendix IV.A37.

## Student Groups

Student organizations are an essential part of the iSchool student experience. The iSchool provides support to student organizations in a number of ways. Financial support, allocated by the Student Leadership Council, allows organizations to host events including presentations, employer panels, brown bag lunches, workshops, social events, and more. The iSchool provided more than \$10,000 for student organization activities for the 2012-2013 school year, which included \$8,400 in the standing budget and \$2,400 designated for speaker series. The Director of Student Services and the Student Leadership Council are requesting a permanent increase in funds to reflect the increase in enrollment. Other support for student organizations includes server space for website hosting, recording equipment for simulcast and recorded events, and event space in classrooms and meeting rooms in Mary Gates Hall. The Student Services office promotes events on its blog and Facebook page as well as via emails to all students. Each Registered Student Organization (RSO) has a faculty or staff advisor. Many students seek the opportunity to serve as officers of student organizations, and each spring the Director of Student Services and academic advisors host a “Student Leadership Orientation” to welcome the new leaders, review resources, and brainstorm new ideas. These resources include a SharePoint site, student leader listserv, student leader Facebook page, web hosting, and information on working with external partners, planning events, simulcasting events, scheduling, communication, and governance best practices. Refer to the “iSchool Student Organization Resources Guide 2013” in the appendix (IV.A36).

## iWelcome Week

Every autumn during orientation the Student Services Office hosts the All iSchool Fair, which showcases iSchool student organizations. Incoming students are introduced to the wide variety of interest groups at the iSchool by current student leadership. More in-depth information is provided during the first week of the autumn quarter, iWelcome Week, when information sessions, tours, brown bags, and happy hours encourage new students to become involved in student organizations (Appendix IV.A38).

## Specialized Outreach

A number of student organizations provide support to iSchool students who are members of underrepresented communities. iEracism, a student-run organization, provides a safe space for students to engage in dialogue around issues of racial and ethnic oppression. iQueeries, another

student organization, is dedicated to LGBTQ (Lesbian, Gay, Bisexual, Trans, and Queer) faculty, staff, and students as well as their allies. The Diversity Committee, comprised of faculty, staff, and student representatives, holds open meetings and events, which encourage student participation in discussion and initiatives to promote inclusiveness. An annual Diversity Summit welcomes all iSchool students to participate in productive dialogue about creating an inclusive and supportive learning environment for people from diverse groups and backgrounds.

A meet and greet session is held for military veterans and active duty service members in the Autumn quarter to supplement the resources available through UW's Veterans Center. International students receive additional support from the iSchool including an orientation session, workshops, and multiple opportunities for feedback. The University also provides considerable support to international students, with an intensive English Language Program available for students in the summer as well as advising on federal regulations and UW policies regarding visas.

### Online Student Participation

Online students also have many opportunities to participate in student organizations. Most groups have an officer position for an online representative who gives recommendations for coordinating activities that appeal to online students; for example, ALISS, SLA, sALA, and SLA all have Online MLIS students on their executive boards. As previously mentioned, Online MLIS students are also welcome to participate in iSchool committees, and at least one Online MLIS student is assigned to the MLIS Admissions Committee each year. Presentations and panels are often simulcast and recorded for later access. The student chapter of ALA (sALA) has a frequently updated blog and Facebook page, including information about available scholarships, recaps of campus events, and a series of posts about students' study abroad and internship experiences. ALISS, the iSchool's Association of Library and Information Science Students, hosts an electronic discussion board for students to share their experiences and seek advice. ALISS also coordinates the iPeer program, which pairs incoming online students with second- and third-year online students to provide another source of information and guidance. A student graduating in 2013 expressed her enthusiasm for the program:

*"I had a great experience as an iPeer mentee! My mentor met with me before the start of classes, answered any questions, checked in with me throughout the quarter, and did her best to prepare me and buoy me along. I was very appreciative and became an iPeer mentor this past fall as a result."*

—J.E.M., MLIS 2013

Recently ALISS has also extended the iPeer program to include residential pairings.

Online students who live geographically close to other students (e.g., those in Seattle and Portland) often form informal support groups for study and socialization. During Orientation, we help students identify with peers in their geographic area so that they can start making those connections early on.

### New Student Organizations

Three new student organizations formed in the last few years highlight the opportunities that students have to shape their iSchool experience. With the support and encouragement of the Diversity Programs Advisor, students formed two groups aimed at providing education and support regarding diversity issues within the iSchool: iEracism and iQueeries. iEracism focuses on issues of racial and ethnic discrimination while iQueeries discusses LGBTQ (Lesbian, Gay, Bisexual, Trans, and Queer) concerns. Both groups provide safe spaces for iSchool students, staff, and faculty to discuss both personal and professional aspects of diversity issues in addition to promoting positive action in the iSchool, the LIS field, and beyond. iYouth was formed by and for students interested in youth services to encourage professional development as well as to celebrate young adult and children's literature. In addition, iYouth plans and hosts an annual conference that brings together students and those in the profession to discuss topics related to children and youth services. Through the efforts of student leadership, each of these groups is now recognized by the UW Student Activities Office as a Registered Student Organization, allowing them access to UW student government funding, facility rentals, and more.

**Table 4.7: Selected iSchool student organizations.**

<b>ALISS</b>	<p>The Association of Library and Information Science Students (ALISS) is the official student organization for LIS students at the iSchool; its membership is comprised of all students admitted to the MLIS program. ALISS serves as a channel of communication between students, faculty, and administration; quarterly meetings are held with the ALISS Chair(s), the MLIS Program Chair, and the MLIS Academic Advisor to provide student feedback. The group garners student opinions by hosting open meetings and electronic forums for students to discuss concerns and give feedback about the iSchool. ALISS also hosts speakers, workshops, and social mixers. The officers of ALISS are responsible for appointing two student representatives to the University of Washington's Graduate and Professional Student Senate, which funds graduate programming across the university and represents students to UW and the Washington State Legislature.</p> <p><a href="http://students.washington.edu/aliss/">http://students.washington.edu/aliss/</a></p>
<b>ASIS&amp;T</b>	<p>The student chapter of the American Society for Information Science and Technology provides guidance and support for all iSchool students in the areas of information science education, technology, networking, and careers. The group works to facilitate student involvement with the broad community of information professionals by sponsoring workshops, providing networking opportunities with practitioners, and supplying information on job opportunities.</p> <p><a href="http://students.washington.edu/asis/">http://students.washington.edu/asis/</a></p>
<b>iArts</b>	<p>iArts brings together students wanting to learn more about arts-oriented librarianship and to explore creative arts interests. The group hosts career panels with art librarians and tours of art-related libraries, archives, and museums in the Seattle area.</p> <p><a href="http://projects.ischool.washington.edu/iarts/">http://projects.ischool.washington.edu/iarts/</a></p>
<b>iEracism</b>	<p>iEracism 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.</p> <p><a href="http://ieracism.ischool.uw.edu/">http://ieracism.ischool.uw.edu/</a></p>
<b>iQueeries</b>	<p>iQueeries seeks to provide a safe space for LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer) 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.</p> <p><a href="http://iqueeries.wordpress.com/">http://iqueeries.wordpress.com/</a></p>



Table 4.7 cont'd: Selected iSchool student organizations.

iYouth	iYouth supports professional development for present and future children's and youth services librarians. The group facilitates networking between iSchool students and youth services professionals. iYouth also seeks to promote interest in young adult and children's services at UW and celebrate young adult and children's literature. iYouth sponsors an annual one-day conference open to students and professionals. <a href="http://iyouthuw.com/">http://iyouthuw.com/</a>
SAA-UW	The student chapter of the Society of American Archivists brings together students interested in archives and preservation. By hosting career panels and archive tours, the group promotes interest and professional development in archival careers. <a href="http://students.washington.edu/saauw/">http://students.washington.edu/saauw/</a>
sALA	The student chapter of the American Library Association facilitates participation in professional activities beyond the classroom. It promotes involvement in the national organization, providing information about the resources of ALA including publications, scholarships, and conferences. sALA provides a forum for students to exchange information and ideas about trends, issues, and opportunities in library and information science. The group seeks to encourage students to develop skills and relationships that will enable them to have a creative impact on the profession. <a href="http://uwsala.com/">http://uwsala.com/</a>
The Silverfish	The Silverfish is the iSchool's newsletter and literary magazine. It features creative work as well as reflections on academic and professional work by current students. <a href="http://thesilverfishblog.wordpress.com/">http://thesilverfishblog.wordpress.com/</a>
SLA-UW	The student chapter of the Special Libraries Association seeks to expose iSchool students to careers in special libraries and the information industry in general. In conjunction with the Pacific Northwest chapter of SLA, SLA-UW facilitates communication between students and professionals. The group hosts informational sessions with special librarians and tours of government, medical, legal, non-profit, and other specialized libraries in the Seattle area. <a href="http://uwsla.wordpress.com/">http://uwsla.wordpress.com/</a>

### Librarians Do Gaga

Our students also like to have fun. In 2010 MLIS students created a music video parodying Lady Gaga's "Pokerface" for an iSchool film festival. It's live on YouTube at [http://www.youtube.com/watch?v=a\\_uzUh1VT98&feature=youtu.be](http://www.youtube.com/watch?v=a_uzUh1VT98&feature=youtu.be) and has over 890,000 views.



**IV.6 The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.**

Evaluation of student achievement is directed to the MLIS Program Committee and shared among the Academics Council and the faculty. Students are also involved by submitting formal evaluations of all courses. They also discuss this topic among themselves at mid-quarter ALISS meetings and via the ALISS online discussion boards, the results of which are then passed on to iSchool administration. Ongoing feedback is also facilitated through scheduled quarterly open meetings with the Associate Dean for Academics, MLIS Program Chair, and MLIS Academic Advisor.

The faculty and Program Committee work to incorporate the results of these evaluations into course and syllabus design in order to improve the program. One prominent example is our extensive curriculum review and subsequent reorganization, which was substantially based on feedback we received over the past several years from students, faculty, and academic staff, in addition to what advisory board members and employers identified as critical needs of future professionals. Student feedback, as well as the evaluation we were receiving from the core courses, suggested that many students thought taking the Research Methods course (LIS 570) before more theoretical courses such as *Information Behavior* (LIS 510) would be helpful in their learning. Thus, in the 2012-2013 academic year we rearranged the courses to the new order that was preferred by students and faculty, and so far the informal feedback we received from the cohort in 2012 has been quite positive. In order to more systematically evaluate the impact of this change, we are planning to conduct a student survey after they complete their first year of the program (i.e., Fall 2013).

Another example is the change we made to the options for the Degree Final Project. This transition was made because the MLIS exit interview data and discussions suggested that students were unfavorably comparing the portfolio option with the project-based Capstone in the MSIM program. We found that there was a misalignment between the iSchool portfolio requirements and what students perceive to be useful in painting their professional portraits in ways employers might find persuasive. This finding was also largely confirmed by many external stakeholders, including the

MLIS Advisory Board, alumni, and employers, who emphasized that students need experience demonstrating work place abilities such as project management, flexibility, adaptability, and the ability to work in teams. There was a perceived need for a project-based option, which is the very reason why the change was made to a Capstone Project.

In order to make the process of incorporating feedback into improving curriculum design more systematic, we are discussing various options for faculty members to share the course feedback they receive and conducting regular student surveys to find out how students feel about curriculum changes and in what ways those changes are successful in meeting their intent. Such methods include student surveys, course evaluations, and rubrics for evaluation of work done in Capstone and Directed Fieldwork.

In July 2013, we invited 397 graduates to participate in an alumni survey. The sample included graduates from the classes of 2011, 2010, 2007, and 2004 to gather a range of feedback from graduates 1-8 years out from their graduation date (the alumni office at UW has specific protocols for interacting with alumni over 10 years out, so we restricted our survey to more recent alumni). 66 MLIS alumni responded, which is a much lower response rate (17%) than we have typically received in past years. We are attempting to determine why the response rate was so low – this is the first year we have utilized a new data collection tool, and it may be the instrument was unfamiliar to our alumni. While this low response makes it difficult to generalize with confidence to the whole population, some indicators are highly positive. A large proportion (92% - 61 out of 66) of the respondents are currently employed (53 were full-time, and 8 were part-time). Of the 53 who were full-time, 9 had the term “Director,” “Dean,” or “Manager” in their job title. Of the 5 unemployed respondents, only 3 indicated they were currently seeking employment. Graduates were also asked if they would recommend the Information School to prospective students. We received a rather troubling indicator that only 41 out of 66 would definitely recommend, while 19 respondents indicate they were “undecided.” This indicator warrants further investigation on our part to determine what factors are causing uncertainty. We will be revising our invitation messages, reviewing the survey design, and delivering it at a different time of year in the hope of increasing alumni response.

As explained in the section IV.4, students receive systematic and multifaceted evaluation of their achievements through multiple opportunities beyond their regular coursework, including Degree Final Project, Directed Fieldwork, and Independent Studies. Feedback that is received from students’ self-reflection papers, discussion between the faculty mentor and the students, as well as outside

sponsors for Capstone Projects or Directed Fieldwork host supervisors/mentors not only helps us evaluate the students' performance but also provides valuable information to make adjustments necessary to make these courses even more successful. In the final report of Directed Fieldwork supervisor we regularly receive comments such as:

*"The DFW program and the School has been positive. The quality of students has been excellent and WTBBL has benefited greatly from their work for us. I hope we will be able to work with you in the future, and highly recommended that we continue to work with DFW students."*—Washington Talking Books and Braille Library, Winter 2010

*"The iSchool DFW program continues to be such a great resource for us. In fact, I have written about this in several orchestra journals including a new book just recently published. I hope we can continue to be a part of this wonderful program."* —Music Librarian, Seattle Symphony Orchestra, Fall 2012

In addition to our current processes for obtaining these kinds of feedback, in the 2013-2014 academic year we will launch an implementation of a regimen of assessing student performance against the refined student learning outcomes. The MLIS Program Committee will take this on as one of their major items of business, examining data from the 2013 Capstone rubric, simplifying the student learning outcomes, developing appropriate assessment mechanisms, and then implementing those to yield data that will be of use in understanding how well our program is meeting its objectives for student learning and then implementing any changes that might lead to enhanced performance on the part of our students.

## V. Administration and Financial Support

**V.1 The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.**

The Information School of the University of Washington is one of 16 independent academic schools and colleges of the University of Washington, with the Dean as chief academic and administrative officer reporting directly to the Provost, who is both the chief academic officer and Executive Vice-President of the University. See the UW Organization Chart

(<http://www.washington.edu/admin/rules/policies/APS/01.01-2013.pdf> or Appendix V.A1.

The Information School became an independent school of the University in 2001, the first newly created independent school in nearly 30 years at the time, in recognition of the unique and critical role information plays in the lives of all people and organizations. As an independent school, the iSchool has primary responsibility for generating and managing the financial resources needed to support the school.

The Information School is highly collaborative across the University, partnering with a number of academic and support units across campus. The partnerships include concurrent and interdisciplinary degrees, graduate assistantships for masters and doctoral students, research collaborations, adjunct and joint faculty appointments, and roles on committees to develop standards and policies for such areas as technologies for teaching, online delivery of coursework and degree programs, academic advising, and diversity.

The Dean of the Information School is its chief academic and administrative officer. As the school's executive office, the Dean establishes, articulates, and leads the Information School's vision and mission; leads planning for the School's future development; and makes decisions and is accountable to the Provost for all matters relating to educational, budgetary, personnel, and administrative matters of the iSchool.

## Autonomy

The role of the Dean is defined by Presidential Executive Order, establishing both the responsibilities of the Deans of the University of Washington and the reporting structure. The Dean's direct access to the Provost and the President of the University are explicitly defined in the Executive Order (Executive Order 12: The Deans <http://www.washington.edu/admin/rules/policies/PO/EO12.html>).

The Dean is guided by the Faculty Bylaws of the Information School (Appendix V.A2). In accordance with University Faculty Code (<http://www.washington.edu/admin/rules/policies/FCG/FCCH23.html>), the Information School's Faculty Bylaws establish the responsibilities of the faculty in determining standards and procedures for the school's academic programs (admissions, curriculum, academic standards for students, successful completion of degrees). According to Section 23 - 43 of the University Faculty Code:

*... the faculty of each campus, college, or school:*

*A. Shall, with respect to academic matters:*

- 1. Determine its requirements for admission and graduation;*
- 2. Determine its curriculum and academic programs;*
- 3. Determine the scholastic standards required of its students;*
- 4. Recommend to the Board of Regents those of its students who qualify for the University degrees;*
- 5. Exercise the additional powers necessary to provide adequate instruction and supervision of its students;*

The Faculty Bylaws define the standing committees to which faculty are appointed by the Dean in consultation with the iSchool's Elected Faculty Council. The Elected Faculty Council is an elected body who provide the governance of the faculty. From the Information School Faculty Bylaws.

Article III. Section A. Elected Faculty Council:

*The Elected Faculty Council shall provide governance for the faculty of the Information School. This body shall be concerned with all domains of faculty authority and duties of the Information School faculty and the professional and personnel issues affecting the faculty. The Elected Faculty Council is directly accountable to the faculty as a whole, from which it is elected. It may act on behalf of the Information School faculty and shall account to the Information School faculty for those acts.*

*Responsibilities: There shall be an Elected Faculty Council whose responsibilities shall be to advise the Dean on matters of policy regarding faculty promotion and tenure, and on matters involving academic policy, including priorities, resource and salary allocation, and budgets.*

*The Elected Faculty Council shall provide for: (1) oversight, coordination, and support of the activities of all Information School standing committees, and (2) election of the chair and members of the Elected Faculty Council and the chairs of the standing committees.*

## Parent Institution Support

The financial resources needed to support the Information School's mission and objectives are primarily generated by and flow directly to the school based on the school's academic, research, self-sustaining and donor cultivation activities, following University overhead and indirect cost policies and activity-based financial distribution models. The School may also receive allocations of central University financial resources for temporary or permanent support for a variety of needs, including, but not limited to, academic program growth or other strategic initiatives, faculty retention, research development and faculty start-up. The Dean meets with the Provost annually to assess the adequacy of the financial resources available to the school to meet the strategic and operational needs of the school. Additional detail is provided in V.5 and V.7.

The Dean of the Information School also has an annual conversation with the Provost regarding the adequacy of and needs for physical space, including needs for repairs and renovation funding. The Information School works directly with the Provost's Capital Resource Planning office to develop and continually assess a short-, mid-, and long-term capital plan for the school which is then aligned with the University's master capital planning process to identify appropriate and available space for the school. Further detail is discussed in VI.

The University of Washington has a robust administrative structure that supports all aspects of management and operations of the Information School. Central University offices facilitate and enhance student and academic services; financial, facilities and human resources management; research project administration; information technology services and infrastructure; and advancement, communications, and external affairs activities. The University also provides resources for professional training and development for faculty and staff, assistance for global activities and support for advancing diversity within the iSchool's student and employee populations. Nearly all central offices

have comprehensive websites, and a wide variety of tools and provide routine communications to aid colleges and schools in effective and compliant operations.

While the iSchool is an independent school, it is highly connected with all central University offices, including direct access to top-level administrators and involvement in university-wide policy and process development.

**V.2 The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.**

## Representation

At the University of Washington, independent colleges and schools are afforded the highest level of engagement in university-wide decision and policy-making bodies. As an independent school of the University of Washington, the Information School faculty, staff, and students serve on a wide variety of advisory and policy committees and working groups across the University. Serving on these various committees is an integral part of University service. The Information School strives to be a good citizen of the institution and is committed to contributing to the overall growth of the University as a 21<sup>st</sup> century institution of higher education. Examples of current and past committees and working groups include:

- Academic Technology Advisory Committee
- Academic Advisory Group for Enterprise Reporting
- Activity Based Budgeting (ABB) Academic Impact Working Group
- Advisory Board for Master's Degree in Computational Linguistics
- Campus IT Costing Study – Core Functional Group
- College of Education Dean's Search Committee
- Computing and Communications Microsoft Collaborations Software Advisory Group
- Data Management Committee



- Diversity Council
- Educational Outreach Advisory Board for Virtual World and Wireless Technology
- Electronic Faculty Effort and Cost Sharing Process Improvement Team
- eScience Institute Steering Committee
- Faculty Senate
- Faculty Effort Compliance Advisory Committee
- Fee-based Degrees & Central Support Committee
- Financial Desktop Process Improvement Team
- Graduate School Academic Grievance Panel
- House of Knowledge Planning Committee
- HR/Payroll Replacement Steering Committee
- Latin American and Caribbean Studies Committee
- Louis Stokes Alliance for Minority Participation Committee
- Masters in HCI and Design Planning Committee
- Museology Interdisciplinary Faculty Group
- Native American Faculty and Staff Association Committee
- Office of Global Affairs Faculty Advisory Committee
- Provost's Taskforce on Diversity in Undergraduate Education
- Search Advisory Committee on the Chancellorship of UW Bothell campus
- Service Management Governance Board (UW IT)
- Software Licensing Committee
- Technology and Innovation in Learning Taskforce
- University Disciplinary Committee
- University IT Cost Steering Group
- University IT Teaching and Learning Technology Oversight Committee
- University of Washington Press Committee
- UW Computing Directors Committee
- UW Deficit Resolution Policy Working Group
- UW Educational Outreach Advisory Board
- UW Email Policy Team
- UW Social Networking Policy Committee
- Vice Provost for Planning & Budgeting Administrators Cabinet
- Vice Provost for Planning & Budgeting Search Committee



The Dean of the Information School is a member of the University of Washington Board of Deans and Chancellors. This group is comprised of the Deans of UW Schools, Colleges, and Libraries, the Chancellors of UW Tacoma and UW Bothell. The Board is led by the Provost, and is charged with helping set direction and providing guidance for the entire University of Washington system, including campuses in Bothell and Tacoma. The Board also provides guidance in the areas of technology, research and student recruitment, among other areas. Harry Bruce, as the Dean of the Information School was elected by his peers to the position of chair of the University of Washington's Board of Deans and Chancellors for the academic year of 2009-2010.

The school's Assistant Dean for Planning and Administration participates in routine forums for the top level UW college/school administrative officials and is party to the highest-level advisory groups for matters of finance, facilities, human resources, fee-based degree programs, and university administrative policies and systems.

As an independent school of the University, the Information School sends representatives to the University Faculty Senate (<http://www.washington.edu/faculty/facsen/>), the legislative body of the faculty, with whom the President of the University shares the responsibility of formulating regulations and procedures governing key aspects of the University. The number of representatives a unit sends to the Faculty Senate is based on the number of faculty in the unit, revised in 2010 to establish a ratio of 1 senator per 40 faculty. A reduction from a 1-15 ratio in a move to restructure the Senate representation in light of growth of number of faculty at the University. The Information School is currently represented by 1 Faculty Senator; however, many departments of larger schools and colleges of the University are not represented at all. See the University Faculty Code: The University Faculty (<http://www.washington.edu/admin/rules/policies/FCG/UnivFacCH13.html>) for more details.

## Collaboration

The Information School collaborates, partners and builds relationships with other academic and support units of the University. The iSchool is currently engaged in the greater University community through activities with:

- University Libraries
- Department of Human Centered Design and Engineering, College of Engineering
- Department of Computer Science and Engineering, College of Engineering

- Division of Design, School of Art
- Textual Studies Program (interdisciplinary)
- Evans School of Public Affairs
- Division of Biomedical and Health Informatics, School of Medicine
- Department of Philosophy, College of Arts & Sciences
- The Law School and Gallagher Law Library
- UW Information Technology
- Professional and Continuing Education
- The Graduate School
- Undergraduate Academic Affairs

Activities range from interdepartmental academic offerings, concurrent degree agreements and joint faculty appointments to student assistantship positions, experiential project opportunities, and planning partnerships.

These collaborations and relationships enhance iSchool research and academic activities through advanced learning technologies, access to academic research spaces and technology, funding for student-led activities as well as funding and employment of meaningful student positions. Some examples include:

- Partnerships with the University Libraries produce graduate student employment positions, experiential learning opportunities, and research collaborations. A preliminary study to reinvent service offerings in the undergraduate library was conducted by an MLIS student as a fieldwork project. The usability testing of the Libraries new website was conducted by an MLIS student as a graduate assistantship. Marketing and technology efforts for the libraries are the deliverables from MLIS projects.
- The graduate assistantship position of Graduate Funding Information Manager in the Grants and Funding Information Service is consistently awarded to an MLIS student in the Information School.
- Through cooperation between the Evans School of Public Affairs and the Information School, students may earn both a Masters of Public Affairs and a Masters of Library and Information Science through a concurrent degree arrangement. See II.4 and IV.4 for more information on the informal concurrent degree programs.

The Information School actively supports and is asked to participate in university-wide initiatives from the President and Provost's office. The Information School faculty piloted the use of the *Canvas* Learning Management system, leading to a decision to license *Canvas* for the entire university. The Information School was the first unit of the University to successfully offer a full graduate degree program online, establishing a financial and administrative model for other units on campus.

**V.3 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.**

As one of the 16 independent academic schools and colleges of the University of Washington, the executive officer of the Information School holds the title of “dean”, with equivalent authority, responsibility and status to all other deans on the UW campus (refer to section V.1 above). The salary structure for the Information School dean is equivalent to all other UW deans in that the position includes an administrative supplement and has a twelve-month salary. Salary rates for deans at the University of Washington are based on the competitive salary for each particular field, which vary widely. As noted in section V.1 above, as the executive officer of the school, the role of the Dean is defined by Presidential Order, establishing both the responsibilities of the Deans of the University of Washington and the reporting structure.

Harry Bruce has been Dean of the Information School since January 2006. In the spring of 2012, following the standard, very extensive official UW Dean's/Chancellor's 5-Year Administrative Review process, Dr. Bruce was reappointed to a five-year term that will extend through June 2017. Upon his reappointment, UW Provost Ana Mari Cauce said the University is fortunate to have Dean Bruce's leadership.

In establishing the Advisory Review Committee to conduct the Administrative Review, the UW Provost expressed that the purpose of the review “is to evaluate the performance of Dean Bruce and to assess his overall effectiveness as Dean of the Information School. Some of the critical features to be addressed in the review include Dean Bruce’s leadership in advancing the academic quality of the Information School; ensuring the vitality of the school’s teaching and research; managing the resources of the school; advancing the University’s vision and goals; supporting the diversity of faculty, staff, and students; fostering interdisciplinary relations and expanding collaborative opportunities; and working with external and professional communities.”

The Advisory Review Committee, led by the Vice Provost for UW Educational Outreach, interviewed a variety of constituencies, including students, staff, faculty within the School, founding board and advisory board members, deans of information schools at different universities and a departmental chair at the UW. The committee also reviewed data that showed the trajectory of research grants, the number of students, the impact of Harry Bruce’s actions on student diversity, the number of faculty publications, and other information relevant to Dr. Bruce’s tenure as dean.

The Administrative Review resulted in overwhelmingly positive feedback on Harry Bruce’s leadership of the UW Information School and the world-wide information school movement. The prevailing view of those interviewed, across all constituencies, supported his continuation as dean of the Information School – a recommendation that was unreservedly implemented by the Provost.

The following excerpts from the Advisory Review Committee’s Executive Summary report provide clear examples of the qualifications of Harry Bruce for the position of Dean of the Information School and the quality of his leadership and administrative expertise:

*“The committee found nearly universal support of Dean Bruce. By and large, all of the groups characterized Harry as an excellent leader, an efficient manager and a wonderful facilitator. They found him to be open, transparent and straight-forward. Faculty, staff and students applauded his many excellent qualities as an academic administrator and as a person.”*

*[Harry] “articulated a vision for the future and... interfaced well with the local business community.”*

*“Dr. Bruce’s quiet but persuasive leadership [was identified] as very constructive among the schools in the iSchools Caucus as well as in his own School during the discussion of a possible merger.”*

*“...senior faculty also appreciated Harry’s leadership during the turbulent times last year and especially singled out “his transparency in communication” to them.”*

*“[Staff] felt empowered by their ability to provide input into decisions of all types.”*

*“One [student] indicated that ‘Harry knows how to connect with the students.’”*

*“[faculty expressed that]...Harry had a direct and transparent style, supported diversity and had started to define a vision for the future.”*

*“Bottom line, the people and the data suggest that Dean Bruce performed admirably during the past six years. He has captured the respect and trust of internal and external constituencies, increased the number of students and weathered a significant budgetary storm and potential reorganization that would have crippled the Information School.”*

During his first six years as the Dean of the Information School, Harry Bruce established principles and practices for distributed leadership across the school, including the creation of the iSchool Leadership Cabinet and the Student Leadership Council. He has integrated strategic thinking and planning into the iSchool’s decision-making process. More detail is provided in V.4.

Dr. Bruce has a stellar reputation as a researcher, teacher, and administrator. He received his Ph.D. from the University of New South Wales in 1996, from which he also received a Master of Librarianship in 1993. He began his work in library science with a Graduate Diploma in Teacher/Librarianship from the Kuring-gai College of Advanced Education in 1988.

Dr. Bruce’s research and teaching focus on human information behavior, information seeking and use, and personal information management in networked information environments. His research has been funded by the National Science Foundation, the Institute of Museum and Library Services (IMLS), the Washington State Library, and the Australian Department of Employment Education and Training.

Before becoming Dean in January 2006, Dr. Bruce was Associate Dean for Research, a position he had held since 1999. Dr. Bruce served as Program Chair of the Information School’s Ph.D. in Information Science from 2001 to 2004, helping to build the doctoral program during the start-up

phase of this new degree. At the University of Technology, Sydney, Dr. Bruce served as Acting Head of the Department of Information Studies in 1998.

**V.4 The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.**

The Information School's staff provides administrative, operational and technical support in the following functional areas:

*Academic Services:* academic and curricular planning, policies and procedures; diversity programs administration; course and classroom scheduling; guest faculty hiring; academic conduct issues resolution; faculty development; online learning administration and training; faculty research and course support (via Graduate Staff Assistants Crew); and Activity Insight (faculty activity tracking and reporting system) administration and support.

*Administrative Services:* human resources, financial and facilities management, operations and planning; strategic and resource allocation planning; and maintenance of iSchool policies and procedures repository.

*Advancement:* annual, planned, corporate and major giving fund raising programs and activities.

*Communications:* marketing and public relations strategy, promotes the work of faculty and students to the broader community and media, graphic and website design.

*Dean's Office:* main reception, room reservations, mail distribution, maintenance of supplies and copiers, dean's support and general faculty and staff support.

*Information Technology:* technical training and support for faculty, staff and students; management of computer labs; maintain iSchool issued hardware and software; management, operation, design, configuration, deployment, and maintenance of iSchool systems and servers; design, implements and

maintains custom-built applications and packaged system solutions for the School's website; and coordinate activities with other IT units on campus.

*Research Services:* administration, program development, and quality assurance of iSchool research programs; sponsored research proposal submission, award receipt, and financial management of research grants and contracts; grant writing support; development of research culture, research collaborations, partnerships and external relations and Roosevelt Commons Building reception and operations support.

*Student Services:* student recruitment and outreach; admissions; academic advising; student retention and programming; career services; coordination of directed field work and internship programs; student records management; and major academic event planning and coordination.

iSchool staff participate in the leadership and decision making of the school by active engagement within their units, in staff and other general meetings, through special forums and survey and, most directly, through membership on the following committees:

- Academics Council
- Diversity (staff co-chair)
- Facilities (staff co-chair)
- Informatics Program & Admissions
- Leadership Cabinet
- MLIS Admissions
- MLIS Program
- MSIM Admissions
- MSIM Program
- Ph.D. Program & Admissions
- Recognition & Nomination (staff co-chair)
- Research
- Social (staff co-chair)
- Faculty Searches (staff is usually advisory only)

iSchool staff provide unique expertise, vision, and guidance in collaboration with faculty and researchers to ensure the iSchool fulfills its mission, goals and objectives. All staff are expected to contribute to the success of the iSchool.



The iSchool expects all faculty and staff to demonstrate leadership and innovation, as clearly stated on the Information School website (<http://ischool.uw.edu/about/leadership> )

*Leadership and innovation within the iSchool are expressed in diverse ways, reflecting the variety of styles and cultures that are represented by our faculty and staff. The iSchool has a culture of distributed leadership, setting an expectation of innovation for all faculty and staff. Leaders motivate and inspire others, articulate and help establish vision, and accept responsibility for achieving iSchool goals and objectives.*

*As innovators, iSchool faculty and staff demonstrate their commitment to the vision and mission of the School by leveraging existing resources in new ways and acting on creative ideas. They substantially influence the discourse of their discipline or professional field, and are the agents of useful and beneficial change.*

This is also reinforced in Information School's Foundation 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 Information School decision-making process is highly collaborative. The Dean seeks advice from a faculty, student, and staff leaders and iSchool committees. Strategic, budgetary and operational decisions are made in collaboration with the iSchool's Elected Faculty Council, Leadership Cabinet I (consisting of Associate and Assistant Deans, the chair of the Elected Faculty Council, academic program chairs, and the leaders of iSchool operational units) and other relevant standing committees. Input is regularly solicited from students, faculty, staff and external partners and used to inform decisions.

Matters of faculty governance are conducted in accordance with the University Faculty Code and the Information School Faculty Bylaws by the Elected Faculty Council. All ranks of faculty are



represented on the Elected Faculty Council (Appendix V.A3), including full Professors, Associate and Assistant Professors, Lecturers, and Research faculty.

Committees in the Information School work on matters related to academic programs and admissions, research support, diversity, facilities, and other strategic and operational areas. Faculty and staff are appointed to committees for two-year terms, with adjustments made annually to facilitate specific requests, sabbaticals and research leaves, new strategic initiatives and administrative appointments. Most Information School standing committees include student representation (see IV.5 for more information on student representation). Often, committees will bring proposals or questions to the faculty for input or a vote.

Faculty meetings are conducted in accordance with the University Faculty Code and the Information School Faculty Bylaws. These meetings, run by the Chair of the Elected Faculty Council, focus on decision making, input and feedback mechanisms for academic programs, curriculum, strategic actions, faculty hiring as well as on substantive discussion on matters raised by the Dean and the faculty. Consensus is critical to the successful implementation of decisions made by the faculty, so time is allotted in meetings for meaningful discussion of issues and potential decisions. Skillful facilitation and respect for peers set the foundation for healthy and meaningful discussion. Faculty votes are taken by a show of hands or by written ballot (for personnel votes). All ranks are given a vote on matters brought before the faculty.

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. The academic program committees bring matters before the entire faculty for discussion and vote. Significant time is allotted to the review of programs, proposed changes in overall curriculum and specific courses.

An example of this collaborative process is the recent assessment and revision of the MLIS program curriculum. The process was conducted over the course of more than year, with a significant portion of several faculty meetings, plus the full academic planning day given to the development of the Student Learning Outcomes. Various working groups of faculty and student representatives reviewed and proposed revisions to courses and the course progression. Further detail on the MLIS curriculum review is provided in I.1 and II.1.

Annual budget development and strategic planning are multi-step processes that include the solicitation of structured and ad-hoc input and feedback from the faculty, staff and student leadership. As appropriate, the Dean surveys all faculty, staff and students, as well as external partners on strategic and financial priorities. The processes are transparent, with relevant documents available to faculty, staff, and student leaders for review. Iterative discussions lead to consensus on key priorities for funding and strategic development.

**V.5 The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.**

As noted in section V.1 above, the financial resources needed to support the Information School's mission and objectives are primarily generated by and flow directly to the school based on the school's academic, research, self-sustaining and donor cultivation activities, following University overhead and indirect cost policies and activity-based financial distribution models. The School may also receive allocations of central University financial resources for temporary or permanent support for a variety of needs, including, but not limited to, academic program growth or other strategic initiatives, faculty retention, research development, and faculty start-up. The Dean meets with the Provost annually to assess the adequacy of the financial resources available to the school to meet the strategic and operational needs of the school.

The University of Washington has a fairly decentralized, formula based approach to providing financial support to its colleges and schools, placing the responsibility for securing appropriate levels of funding and maintaining financial viability on the deans. The School has a flexible, multi-stream funding model that enables the school to proactively manage changes in the funding environment and fluctuations in enrollment or other revenue generating activity. The majority of the funding provided to the Information School from the parent institution is allocated based directly on the activity of the school.

Financial support flows to the Information School from the parent institution in the following ways:

*University Operating Resources:* allocated based on Activity Based Budgeting model and Provost's additional supplemental funding decisions and includes:

- Tuition Component = formula based funding generated by enrollment activity in state-supported programs (currently covers iSchool undergraduate and PhD programs).
- State/Local Central Funding Supplement = historical base parent institution support adjusted annually based on Provost's allocation decisions and policies.
- Indirect Cost Recovery = formula based allocation of funds generated by indirect cost from grant and contract expenditures (related to costs associated with departmental administration of grants and contracts).
- Central Advancement Support = allocation of financial support from UW Advancement for Information School Advancement activities (primarily for staff with dual reporting to UW Advancement but may include some operations support); reviewed and adjusted annually by UW Advancement based on proposed activities.

*Direct Unit General Operating Resources:* funding that flows directly to the school whose use is not restricted (subject to associated University overhead and indirect cost policies)

- Fee-Based Funds = fee-based degree program tuition revenues (net of overhead and central service costs); tuition rates are established by the school with approval of the Provost.
- Discretionary Gifts and Endowment Income = direct gifts and earnings from endowment funds which can be used at the Dean's discretion.
- Self-Sustaining Certificate Program Income = net return (revenues less direct expenses and overhead) from certificate programs managed by UW Professional and Continuing Education which can be used to support general operations of the School.

*Direct Unit Dedicated Operating Resources:* funding that flows directly to the school whose use is dedicated to a particular purpose (subject to associated University overhead and indirect cost policies)

- Grant and Contracts = grants and contracts whose use is restricted to the purposes outlined in the grant or contract.
- Restricted Gifts and Endowment Income = direct gifts and earnings from endowment funds whose use is limited to the donor's intent.

- Royalties = royalties and other income related to patented discoveries through the UW Center for Commercialization, which are typically allocated for restricted use by the related faculty member or researcher.
- Other Self-Sustaining Funds = revenues derive from services provided both internally and externally to the UW whose use is typically offset by direct expenses and overhead; net incomes may or may not have restricted use.

The Information School utilizes a consolidated operating budget (Appendix V.A5) that supports all academic, research and service programs and activities. All operating funding is combined to provide the resources needed to support the School. Resource needs for specific direct program and operational support activities, including salaries, are assessed, prioritized, and allocated on an annual basis. The iSchool also employs a rolling 5-year financial model to assess and project the financial support available or needed to achieve its mission and strategic goals and support its operational needs. Maintaining adequate reserves to address new initiatives and expected or unexpected fluctuations in available funding are a key component to the sustainability of the iSchool's financial model.

Through the iSchool's strong financial and strategic planning processes, the School is able to predict and plan for changes in financial resources and align the timing of investment in new staff, faculty or other activities. The authority given to the dean to manage the financial resources of the school along with the activity-based manner in which funds flow to the school provide a solid, predictable and responsive financial model that supports the long-term viability of the school.

**V.6 Compensation for a program's executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.**

Maintaining competitive salaries for Information School employees has been a challenge in the last several years. Since the Fall of 2008, the State of Washington has restricted salary increases at all State institutions regardless of funding sources.

While no general salary increases have been awarded to University of Washington employees during this State-mandated general salary freeze, the iSchool has been able to award an increase to nearly all staff who have been with the school since 2008 through other means.

Comprehensive annual reviews of job responsibilities and targeted reviews of staffing in operational units has resulted in the approval of promotional and equity/retention salary increases. 18% of the iSchool's tenure track faculty and 83% of the staff who have been with the school since 2008 have received a salary increase in the last four years. Salary increases for these staff over the last four years range from 5% to 25%, with the most typical salary change being in the range of 7.5%-10%.

Exit interviews with staff leaving the school in the last four years indicate that none of the staff left the school due to salary concerns. Turnover in tenure-track faculty across the last four years has been primarily due to retirements. The school has found that salaries offered for new and replacement staff positions remain competitive and feels that iSchool salaries are well positioned to recruit and retain staff with the highest level of experience, knowledge, skills and abilities needed to support the school's mission, goals and objectives.

Equitable and competitive faculty salaries are a greater concern for the school but, due to the world-wide economic recession, iSchool faculty salaries are still relatively in-line with peer schools. The Information School continues to attract top faculty candidates as evidenced by two recent assistant professor hires. Unlike the variety of ways the school was able to address staff salaries, there have been fewer options for the iSchool to address faculty salary concerns in the last four years. Even so, 18% of the tenure track faculty who have been with the school since 2008 have received 7.5% promotional salary increases in the last four years.

The University of Washington is expecting the State of Washington's salary restrictions to be lifted which will enable the authorization for general salary increases by the Fall of 2013 to all faculty, staff and graduate students. It is expected that general salary increases for faculty and staff will be in the range of 2-4%. The iSchool might also be able to award targeted larger retention and equity salary increases for faculty or staff who have fallen below competitive salary levels. Resources for general and special salary increases have already been held in reserve in the iSchool's fiscal planning processes.

**V.7 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.**

As described in section V.5 above, the University of Washington's funding model is primarily designed to distributed financial resources to the independently organized college/schools and allow the deans and leadership of those college/schools to determine how to allocate these resources in support of their programs, faculty, staff, and students. iSchool faculty, staff and students can seek and compete on the same basis as all other University faculty, staff or students for institution resources that are available for supporting research, professional development, and other activities that do not flow directly to the college/schools. Additionally, the iSchool Dean, like his counterparts in other independent schools, can apply for some institutional resources that are only available upon request of a college/school dean.

The iSchool's Dean's Office and Research Services unit routinely assesses and disseminates information about opportunities for central UW support for faculty and staff work and professional development as well as facilitates the application for central support and advocates for faculty and staff.

With just a few exceptions, all University of Washington students are eligible for the same institutionally provided financial aid. There are a few University of Washington financial aid categories that are restricted to students enrolled in state-subsidized programs, which excludes the iSchool's fee-based MLIS and MSIM students. To compensate for this, the iSchool has created an internal financial aid fund for supporting MLIS and other fee-based students as outlined in IV.1.

**V.8 The school's systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.**

As discussed in V.4, the Information School plans and makes decisions through a structured and inclusive process, utilizing committees of faculty, staff, and student representatives. As appropriate, additional input is gathered from program advisory board members, the Information School Founding Board, and other external partners. Standing and Ad-Hoc Committees of the Information School include:

- Academics Council
- Academic Program Committees
  - Informatics
  - MLIS
  - MSIM
  - Ph.D.
- Academic Standards
- Admissions Committees
  - Informatics
  - MLIS
  - MSIM
  - Ph.D.
- Diversity
- Elected Faculty Council
- Emergency Management Team
- Facilities
- Founding Board
- Informatics Advisory Board
- Leadership Cabinet
- MLIS Portfolios
- MLIS Accreditation Committee
- MLIS Advisory Board

- MSIM Advisory Board
- Personnel
- Recognition & Nomination
- Research
- Social

In addition to regular financial and strategic planning, the Information School faculty, staff and student representatives regularly assess and modify internal policies and procedures for efficiency and effectiveness. Continued growth in programs, student body, faculty and research endeavors also necessitate regular review and revision of policies and procedures.

Guided by the Faculty Code, the Information School Bylaws (Appendix V.A2) and the Elected Faculty Council Policy (Appendix V.A3), matters of revision are submitted to the Elected Faculty Council, either in the form of recommendations from a given committee or in the form of a request from students, staff or faculty members. Recommendations are reviewed and approved for faculty vote, or are returned to the committee for revisions. Requests for consideration are taken under advisement by the Elected Faculty Council, who invites the requester(s) to present at Elected Faculty Council meetings or form a working group to develop new or revise existing policies and procedures. The final versions are brought to the faculty for a vote.

Examples of Policies and Procedures developed and/or revised by the Elected Faculty Council for faculty vote include:

- Merit, Compression and Retention Policy
- Mentoring Policy for Untenured Professors
- Lecturer Development and Promotion Guidelines
- Guidelines for Tenure and Promotion from Assistant to Associate Professor
- Faculty Paid Professional Leave (Sabbatical) Policy
- Peer Review of Teaching Policy
- Guidelines for the Assignment of Committee Work for Faculty
- Research Associate Appointment / Reappointment Policy
- Affiliate Appointment / Reappointment Policy



## VI. Physical Resources and Facilities

In the Spring of 2013, the University of Washington assigned 6300 square feet of “on campus” space to the Information School to sustain its research mission and anticipated faculty growth. With this new allotment, the school administration is initiating an inclusive design process, engaging faculty, staff, and students to rethink and relocate the various school functions, personnel, and student activities. Appendix VI.A6 is a detailed capital projects report on the current state of planning for integrating this space allotment into the existing iSchool space, and notes on how the location of some functions may be shifted accordingly. While the general discussion of our space utilization as written in this standard indicates our current status and the philosophy behind how we utilize our space to create a nurturing research and learning environment, much of the specific details about locations is going to change over the next twelve months, and we will be in the middle of this office relocation and remodeling process during the actual site visit in October. Our remodeling and relocation efforts should be complete by July 2014, and we will be pleased to submit an update to this section if requested to reflect the final design.

**VI.1 A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.**

### Information School Space Overview

The Information School is currently physically located on the ground, third and fourth floors of Mary Gates Hall (17,677 assignable square feet) and the fourth floor of the Roosevelt Commons Building (6,669 assignable square feet). We have just received an allocation of 6,300 assignable square feet of on campus space in Bloedel Hall. This allocation will substantially address many of the space needs identified below.

Mary Gates Hall is located centrally on the University of Washington campus, directly adjacent to the Suzzallo and Allen Library, the main campus library. In Mary Gates Hall, the iSchool has office, meeting, and technology facilities available for faculty, students, and staff. To meet the needs of

iSchool research, the School leases space in the Roosevelt Commons Building, located a short walk from the main campus. The University of Washington is the sole occupant of this six-story building that is also home to a number of administrative and academic departments. In the Roosevelt Commons Building, the School provides a dedicated information science research facility comprised of offices, workstations, research labs, and meeting spaces. The physical facilities and technology in Mary Gates Hall and the Roosevelt Commons Building are state-of-the-art. Floor plans for both Mary Gates Hall and the Roosevelt Commons Building are available in the Appendix (VI.A1 and VI.A2)

In addition to dedicated iSchool facilities and technology resources, the University of Washington has extensive resources available to iSchool faculty, staff and students. The following sections will include descriptions of all physical facilities, library and technology resources available to the Information School at the University of Washington.

### University of Washington Space Allocation Background and Status

The iSchool has been engaged since 2005 with the UW Provost's Capital Resource Planning Office (CRPO, formerly known as Capital and Space Planning Office) in long-term planning for a single, physical location for the iSchool that can consolidate all activities, connecting research with academics and promoting a strong identity and sense of place on the UW Seattle campus. It is a challenging task to create additional space or reallocate existing spaces on the densely populated, urban UW campus that is reliant on State of Washington support and funding for new or expansion capital projects.

In 2007, the University identified Lewis Hall as a location that was a good fit for the UW and for the iSchool. While this location would not allow for immediate consolidation of research activities, it did meet most of the school's other facilities goals and the site provided possibilities for future expansion. To meet the needs of the iSchool and to appropriately renovate the historic 100-year old Lewis Hall building, major alterations, upgrades, and an expansion would be required. This capital project was to be funded by a combination of State of Washington and University of Washington funds. Design work was completed, a contractor selected, and a request for capital construction funding was submitted to the State of Washington in the fall of 2008 with a target move-in date for the iSchool of January 2011.

While the design work was in progress, in the spring of 2008, the iSchool Facilities Committee noted that, with the plans for the iSchool to move to Lewis in January 2011, it would be most prudent to make only minimal renovations to their current location, Mary Gate Hall (MGH), to accommodate the iSchool's short-term needs. At that point, the School adopted a facilities-planning approach of assessing facilities changes from the perspective of "what can we live with for 3 years" and that any changes made would have the least long-term impact on the design of Mary Gates Hall for future occupants.

By December 2008, it became apparent that, due to the State of Washington budget crisis, the Lewis Hall project might be delayed with a new target for completion by 2013. By the Fall of 2011, after several rounds of capital budget requests with the State, the Lewis Hall project was put on an indefinite hold and the iSchool initiated a new round of facilities-needs assessment and planning activities. Having operated under the minimal renovation principles noted above for the last four years, the school is currently working with some less-than-optimal space configurations and is short of space for faculty and staff offices. We have focused on ensuring that our learning and student spaces remain state-of-the-art and have even acquired shared use of an additional computer lab.

Since the spring of 2012, the iSchool has been working with the Provost and CRPO on immediate, mid- and long-term facilities options for the school, addressing not only the goals and needs assessed in the Lewis Hall project planning but also new growth plans for the school academic and research programs. Having operated under the minimal renovation principles noted above for the last four years, the school is currently working with some less-than-optimal space configurations and is short of space for faculty offices, collaboration and meeting rooms, and teaching assistant spaces.

The needs to be addressed in the current UW facilities planning process, as noted in "The Information School Minor Capital Projects Proposal, May 2012", are as follows:

- a) Move iSchool research to an on-campus space, consolidated with other iSchool space
  - Description: Move all iSchool research from off-campus space, currently in the Roosevelt Commons Building (RCB), to an on-campus location, ideally near Mary Gates Hall. The iSchool needs to move its research activity closer to its core location for a number of reasons. PhD students on RA appointments need to be closer to faculty offices and to their peers for collaboration and community. PhD students currently must relocate their workspace when they switch between TA (MGH) and RA (RCB) assignments. Having all iSchool space in

- the same classification will allow better utilization of all space with flexibility for locating PhD students and faculty in appropriate adjacencies based on scholarly and research needs, not funding. Additionally, the new ABB ICR allocation methodology severely penalizes the iSchool financially as all iSchool research space is currently off-campus (the prior policies return 66.28% of ICR for off-campus activity, the ABB policy that uses the average on/off-campus return provides 35% return of ICR).
- Programmatic Needs: open/cubicle workspace for PhD research assistants and other researchers, offices for research scientists and research faculty, research center offices and open space, collaboration space, office space for a research lab.
  - Approximate ASF: 6,669 asf
- b) Address academic programs and administration current space needs shortfall
- Description: The Lewis Hall project plans would have accommodated the current space needs for the iSchool by January 2011. We now have critical unmet space needs for faculty, teaching assistants, information technology support and student services. The iSchool also needs expanded classroom space but this is not included in this ASF need. This request relates to the current size of the iSchool and does not address planned academic program growth.
  - Programmatic Needs: faculty offices, teaching assistant cubicles, expanded information technology office and support space; consolidate and expand the student services office (including ADA compliance accommodations) and meeting space.
  - Approximate ASF: 4,552 asf

The iSchool also requested funding for modifications to maximize the utilization of its current MGH space.

The iSchool will continue to work with the UW Provost's office to address its five- and ten-year growth needs as well, which include expanding learning spaces. "The Information School Minor Capital Projects Proposal, May 2012" is available as Appendix VI.A3.

In January 2013, the Information School received official notification of the allocation of an additional 10,500 assignable square feet of on-campus space that is intended to address all of the current facilities needs outlined in the space needs proposal. The School is currently working on specific plans for space assignments and design.

Throughout the uncertain space allocation situation that the iSchool has faced in the last four years, the School remained focused on ensuring that learning and student spaces remain state-of-the-art and have even acquired shared use of an additional computer lab.

**VI.2 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school's program, regardless of the forms or locations of delivery.**

### Faculty, Administrative and Graduate Assistant Space

iSchool faculty, staff and student employees are supported by office and cubicle space currently and predominantly in Mary Gates Hall (MGH). The School's space in the Roosevelt Commons Building (RCB) is intended to primarily support research activity but is currently being used for some teaching-assistant cubicles and other non-research supported PhD students who can not be housed in MGH due to limited space. With the additional space allocation noted in the introduction to this section, the iSchool envisions collocating all PhD students near faculty offices and properly accommodating all faculty, graduate assistant, and administrative office needs for the iSchool. Note that computing and technology requirements for faculty, administrative staff, and graduate assistants are outlined later in this report.

*Faculty Offices:* All iSchool faculty are provided an assigned, enclosed office space that includes a small table area to engage with one or two other colleagues or students. Generally, tenure-track faculty and lecturers with an administrative appointment are assigned a private office; full-time lecturers are assigned a shared office with two lecturers assigned per office. Part-time "guest" and visiting faculty are provided access to shared office spaces that can be reserved or used as drop-in space and also allow for privacy.

*Administrative Space:* Staff and administrative faculty who work within the iSchool's operational units utilize a mix of enclosed office and open cubicle workspaces as well as varying levels of need for access to the iSchool's common areas. The School attempts to achieve synergies by co-locating particular administrative functions.

Many iSchool staff can work in open-work environments within a larger office suite where interaction and collaboration are encouraged and efficiencies are gained through shared resources. Enclosed administrative faculty and staff offices allow for private conversations and the ability to pull together a small group meeting on an ad hoc basis. All staff and administrative faculty have access to collaboration and meeting room space outlined later in this section.

Specific space dedicated to each iSchool operational unit is outlined below.

*Academic Services:* The Associate Dean, Director, and Graduate Assistant Crew Help Desk Manager are provided with enclosed offices as they often have private meetings and work with confidential materials/records. The current configuration of the Associate Dean's office includes a dedicated space for meeting with 8-10 people, which is ideal for regular academic council and program committee meetings. The Online Learning Administrator is currently working remotely but is assigned a private office to allow for recording and conducting frequent online meetings and conversations. The Diversity Programs Advisor has a private office as well that includes space for periodic utilization of a part-time student assistant. Other Academic Services staff work in open workstations which are designed to support collaboration as well as allow for quiet individual work.

*Administrative Services:* Administrative Services includes the Human Resources, Facilities Management, Finance and Planning and Administration units of the iSchool. The Assistant Dean, Human Resources Manager and Finance Manager are assigned enclosed offices since they often have private meetings and work with confidential materials/records. The Assistant Dean's office has enough space for meeting with 3-4 people. The rest of the Administrative Services staff work in open workstations or shared offices, which are designed to support collaboration as well as allow for quiet individual work.

*Advancement:* The Advancement Office, which coordinates corporate and personal giving efforts, includes a small reception area and is adjacent to a medium sized conference room, which are both ideal for greeting and meetings with visitors. The current space is a bit cramped, but this is expected to be improved with the new space allocated to the School. It would be ideal to have this office suite adjacent to the Dean's Office, which is also expected to be achieved through the implementation of the new space allocated to the School. The Director and two Assistant Directors have enclosed offices for private meetings, frequent phone calls and working with confidential materials/records. The Advancement Coordinator works in the open workstation/reception area.

*Communications:* The Director has an enclosed office for private meetings and confidential telephone conversations. Other staff work in open workstations, which are designed to support collaboration as well as allow for quiet individual work.

*Dean's Office:* The Dean's Office suite is the representative office of the iSchool and is prominently located to designate it at the public/visitor's main entrance. This office includes a reception/service desk, a small waiting area, and an information/display area that expresses the identity, mission, and values of the iSchool. The iSchool's faculty and staff mailboxes are located in this suite, which also makes the Dean's Office a regular destination point for faculty and staff. The Dean has an enclosed office with enough space to hold a small meeting. The Dean's Assistant also has an enclosed office to allow for private phone calls and working with confidential materials/records. The reception area includes a main staff work area, a work area for a student assistant and a drop-in space for use by regular or temporary employees.

*Information Technology:* The Information Technology (IT) office includes a combination of open staff and student workstations. A service desk is located at the entrance to the suite but will ideally be located in a public zone, with a waiting area, that is distinguishable from the IT staff's private work areas in the new configuration envisioned for the iSchool's space expansion. The IT Director has a private office which is currently located down the hall from the IT suite but will ideally be more adjacent to the rest of the IT staff. The iSchool has a dedicated server room and storage space in MGH as well. In the space expansion plans, the IT office will include an enclosed work and staging area to manage computer and media equipment. There is a drop-in space for IT staff as well as a server room in the Roosevelt Commons Building as well.

*Research Services:* The Office of Research Services is currently split into two locations within MGH with the Associate Dean and her assistant located in the Dean's Office suite while the other staff are located in the ground floor administrative suite. The ground floor location promotes synergies for working with other administrative staff but the vision for the new space to be implemented will ensure that the full Research Services team will be in the adjoining space. This office also provides administrative and facilities support for the iSchool's space in the Roosevelt Commons Building (RCB) and has one staff person who works at the reception desk in RCB.

The Associate Dean has an enclosed office with enough space to hold a small meeting. The Associate Dean also has an assigned drop-in office in RCB so she can interact with iSchool researchers located



in that space. The Assistant to the Associate Dean is located in a semi-private office space adjacent to the Associate Dean to facilitate their close working interactions. The Grants and Contracts Manager and Research Development Manager are assigned enclosed offices since they often have private meetings with faculty. The Research Financial Coordinator can work in an open workstations area but currently shares a large office with the Research Development manager.

The RCB Receptionist works at a reception/service desk located at the entry to the iSchool's research space. This space includes a waiting area for 3-4 people and an information/display area that expresses the identity, mission, and values of the iSchool particularly focusing on the research activity.

*Student Services:* The Student Services office has a strong public interface and ideally will be located near public entry to the iSchool as well as conveniently near student-activity spaces. The current location for Student Services is convenient for students but does not have adequate space for all student services staff and functions. It also is not highly visible to the public. These issues will be addressed in the implementation of the new space for the iSchool.

Student Services staff are currently located in two offices on the fourth floor and temporarily have an office space on the third floor of MGH. All Student Services space needs will be accommodated in one location when the new space is implement for the school.

The primary Student Services office includes a reception/service desk, a waiting area (which will be expanded to accommodate 3-4 people) and an information/display area for event and program brochures/flyers. There is also a small room that is used for student assistants, break-out meetings and storage. In the renovation plans, there will be separate dedicated spaces for student assistants and a storage room for print materials, posters and event supplies.

The Directors, Program Advisors and Admissions Counselor are assigned enclosed offices to allow for private meetings and support working with confidential materials/records. Due to the current shortage of space, the Admissions Counselor is sharing an office space with one advisor. Other staff work in open workstations.

*Graduate Assistants (including PhD students):* Masters students working as Graduate Staff Assistants, both for faculty and online learning support, are provided dedicated workstations within an open designed office that currently accommodates 12 Graduate Assistants.



PhD students serving as teaching assistants, instructors, research assistants or other non-research assignments are provided with dedicated workstations in primarily open environment suites. Due to current space constraints, PhD students are located in two locations in MGH and also in RCB. There is a dedicated suite in MGH that accommodates 18 workstations and a small drop-in area. There is an additional shared office for 3 students on the third floor of MGH. PhD students work on funded research projects and the remainder of the PhD student space needs are accommodated in RCB.

### General Administrative Support Space and Meeting Rooms

The Information School regularly uses a large dedicated multi-purpose room on the fourth floor of Mary Gates Hall for meetings, presentations, and events as well as for classes. This room can accommodate 40 to 50 persons and is equipped with an audio/video system and two ceiling mounted multi-media projectors. The School has two smaller meeting rooms located on the third floor of MGH: a 10 seat and a 15 seat simple conference room with large flat screen monitors, white boards and phone/Ethernet connections (in addition to the building's wifi). These rooms are open for scheduling by other University departments located in MGH. In return, the Information School has access to 7 other conference rooms in MGH.

The School has a 12-seat conference room in RCB that is equipped with Ethernet and wifi connections, a speaker conference phone, projector, drop-down screen, white board, as well as access to one large conference room on the fourth floor of the Roosevelt Commons Building. The School's space in RCB also has a small meeting room that can accommodate 4-6 people. Research related meetings and activities have a priority for scheduling and using the spaces in RCB.

There are 3 small kitchen areas and 2 large multi-use copier/kitchen areas in MGH as well as a kitchen/copier room in RCB. The iSchool copiers and several printers include network connectivity so faculty and staff can print to them from their office. Several of the copiers include scan functionality so documents can be scanned and then saved as PDF files in a shared network location.

The School has two on-site storage areas and access to the University's off-site archive service. The School has a student lounge with a kitchen located on the fourth floor of MGH that is open to all students and student organizations as well as for all employees.

With the additional space that will be incorporated by the fall of 2013, the school expects to significantly expand the availability of the meeting and collaboration space.

**VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.**

### General Classrooms and Learning Spaces

Information School classes are primarily scheduled within Mary Gates Hall including over 20 state-of-the-art teaching classrooms, each with full computer projection and multimedia capabilities. Numerous breakout rooms are also available for class discussion sessions. The building also includes an auditorium, three computer “collaboratories” that allow faculty to teach hands-on computer classes, and a 180-seat general access student computer lab. These classrooms, collaboratories, and the auditorium are shared university spaces. Wireless Internet connectivity is available throughout the building.

The iSchool has its own dedicated multi-purpose room, Mary Gates Hall 420 that can accommodate up to 40 students for instructional purposes. This room is equipped with a desktop computer, laptop connection, audio system with ceiling mounted speakers, a wireless microphone, and DVD. Those devices connect to two ceiling mounted wireless projectors that allow different images to be projected to the front of the room simultaneously.

The school also has two conference rooms in Mary Gates that are utilized for small, seminar style classes or discussion groups. A third conference room is located at the iSchool’s Roosevelt Commons Building location. In addition to the Mary Gates Hall and iSchool classrooms, classes are scheduled in rooms throughout the University’s Seattle campus.

iSchool courses are delivered in multiple modes: face to face, online asynchronous, and synchronous hybrid formats that engage both onsite and online students. 80% of all iSchool courses use *Canvas*, which has been officially adopted as UW’s learning management system (the remaining 20% utilize

other tools for delivering content). Students can access course materials, take part in online discussions, collaborate on group projects, submit assignments to their instructor and check their grades all online via *Canvas*. More information about online learning technology appears later in this section.

In addition to formal learning spaces, students have access to a wide variety of student and collaboration spaces across campus and have wireless connections in any location on the campus.

### Computer Classrooms and Labs

The Information School has four distinct computer lab spaces for instruction and/or student use:

- Computer Classroom in Mary Gates Hall (MGH) 430
- Team Lab and Quiet Study Lab in MGH 440
- Introductory Programming Learning Commons (IPLC) in MGH 334 and 342

Information School students also have access to University of Washington general use computer labs (see <http://www.washington.edu/itconnect/labs/#seattle>).

*Computer Classroom:* The Computer Classroom supports hands-on instruction and allows students the opportunity to engage in participatory learning with technology. The classroom includes an instructor station and 41 student computers.

For laptop users, this lab has wireless connectivity and power outlets available at every workstation. Eight stations in the middle of the room also have Ethernet cables ready to connect to student laptops. The instructor screen can be projected using a ceiling-mounted LCD projector.

The room is also equipped with an audio system that includes a wireless microphone for the instructor, amplifier, ceiling-mounted speakers, and a VCR. When the room is not reserved for iSchool classes, it serves as a general use, student computer lab.

*Team Lab:* The Team Lab has been designed to support student collaboration and group projects. The room includes 18 computers with furniture arranged for group work, 3 flat-panel LCD wall mounted displays, three whiteboards, a small group meeting table and a shared network printer.

*Quiet Study Lab:* Within the team lab, there is a Quiet Study Lab with 12 computers. This room is for students who wish to work individually on assignments without the distractions of the group setting. No talking is permitted in the Quiet Study Lab. Groups working together should meet in the larger team lab space where talking is permitted.

*Introductory Programing Learning Commons (IPLC):* The Introductory Programing Learning Commons is a computer classroom and open lab that consists of two spaces:

- MGH 334 which includes an instructor station and 35 student computers
- MGH 342 which includes a TA station, 12 student computers, power outlets for laptops, and a shared network printer

Each of the computers in the Computer Classroom, Team Lab, Quiet Study Lab and IPLC is an Apple iMac configured to dual-boot between Windows (the default) and the Apple OS.

## Libraries

The University of Washington Libraries includes 16 distinct physical locations across three campuses (Seattle, Bothell and Tacoma). In addition to the undergraduate library and main library locations, discipline-specific libraries exist to support art, built environments, drama, East Asian studies, engineering, marine sciences, law, health sciences, mathematics, horticulture, music, and physics and astronomy. Special resources and services also support digital initiatives, special collections, preservation, GIS (Geographic Information Systems), government publications, interlibrary loan and document delivery services, maps and cartographic information, and media-related materials.

Additional Resources:

- A one-page library fact sheet – <http://www.lib.washington.edu/assessment/stats/facts> – is also provided in the Appendix (VI.A4).
- A full list with hours and home page descriptions – <http://www.lib.washington.edu.offcampus.lib.washington.edu/about/hours/>
- A snapshot of selected library statistics – <http://www.lib.washington.edu/assessment/stats/>

UW Libraries	2007/8	2008/9	2009/10	2010/11	2011/12
Volumes held	7,409,221	7,549,765	7,203,156	7,667,832	8,031,812
Total Cataloged Serials	61,979	63,575	63,221	123,062*	
Total Interlibrary Lending	86,879	97,838	66,319	57,568	40,260
Total Interlibrary Borrowing	92,703	99,602	71,503	61,351	71,500
Group Presentations	1,221	1,362	1,088	1,340	1,744
Presentation Participants	27,158	27,498	24,923	30,739	34,719
Reference Queries	135,749	118,794	86,027	76,711	66,036
Initial Circulation	711,833	672,309	605,011	522,308	511,877
Successful Full Text Articles	5,445,094	5,551,231	5,615,051	5,400,272	6,047,758
Regular Database Searches	3,222,494	3,320,671	5,127,826	5,656,339	5,435,800
Librarians & Prof Staff	193	194	182	179	178
Support Staff	206	199	174	163	157
Total Collections Expenditures	14,862,427	16,657,209	14,842,396	14,389,202	15,296,925
Total Library Expenditures	40,854,830	43,956,131	40,322,337	40,109,685	38,629,346

\* The increase in serials for fiscal year 2010-11 is due to addition of cataloging records for a large number of titles provided by aggregators.

UW STATISTICS	2007/8	2008/9	2009/10	2010/11	2011/12
Total Fulltime Students	36,365	38,059	42,783	40,389	42,154
Total Fulltime Graduate Students	9,555	9,863	10,971	10,872	11,276
PhDs Awarded	631	678	701	723	1,251
PhD Fields	80	82	82	84	92
Total Teaching Faculty	3,728	3,728	3,630	3,690	3,841

The head of Reference and Research Services for the UW Libraries is the subject specialist for Library and Information Science, working closely with the faculty of the iSchool on collection development and reference and research services. This individual integrates instruction in research strategies and resources into classes and also offers individual research consultations and answers questions. They maintain the LIS subject libguide for the UW Libraries and supports the iSchool's MLIS curriculum. A view of the LIS collection can be viewed at <http://guides.lib.washington.edu/libraryscience>.

Head of Reference and Research Services, Nancy Huling, teaches in the area of information services for the iSchool, supervises independent study projects with MLIS students as well as Directed

Fieldwork assignments. Nancy was selected as the 2009 winner of the Reference and User Services Association's (RUSA) Isadore Gilbert Mudge Award.

The UW Libraries also provides the Research Commons space for collaboration, presentation, and learning. Quoting from their home page,

*The UW Libraries Research Commons is intended to meet a new set of student and faculty needs that are emerging with the growth of data-driven research, digital scholarship and interdisciplinary studies. The space provides a collaborative environment in which students and faculty can come together to share and discuss research, as well as get support for all steps of the research process: searching, writing, publishing, funding. The Research Commons is a place to collaborate and connect with fellow students and faculty on research projects. It is a place for workshop and presentation opportunities, and a place to discover what your peers and colleagues are researching.*  
<http://commons.lib.washington.edu/about/description-of-research-commons>

The UW Libraries Media Center is the largest academic audio/video/film collection in the Pacific Northwest. It is home to 40,000+ DVDs and VHS tapes covering a huge range of topics from classic cinema and early experimental film, to contemporary features and cutting edge documentaries. The Media Center is also home to some 30,000 audio recordings: CDs, LPs, cassettes, and MP3s. These recordings cover a broad array of music genres (hip hop, classical, folk, rock, punk, beyond...) and spoken word topics (poetry, history, biography, more...). The wide range of music includes a growing collection of regional music called Puget Sounds.

## Research Facilities

To provide iSchool faculty and student researchers with appropriate facilities, the Information School currently leases space at the Roosevelt Commons Building, a short walk from the iSchool's on-campus location. With the newly allocated on-campus space, the iSchool will relocate the activities currently housed at RCB either to Mary Gates Hall or the new on-campus space. In the current and vision for future spaces, the iSchool supports and fosters the research and creative work of Information School faculty and students.

*Dedicated Research Space:* The iSchool strives to provide flexible space options for researchers to meet the needs of their specific projects by making available a combination of open workstation areas,

collaborative open meeting areas, enclosed meeting rooms or lab spaces, and private offices. The iSchool's current research activity primarily utilizes shared use space in the form of open work areas and shared offices with only a few private, single person office spaces.

*Common Use, Meeting and Lab Space:* The common use space at RCB currently includes a conference room, a small meeting room, a casual meeting area and drop-in spaces. A server room, storage area, kitchen/copier room and reception area completes the common use space within this facility. Similar spaces will be available to iSchool researchers in the new on-campus spaces.

## Online Learning Technologies

Coursework for online MLIS students is completed entirely online and delivered asynchronously. All core and most electives are offered in the online mode. Online MLIS students are required to attend one 3-day on-campus orientation session at the start of their program, which typically occurs in late September prior to the start of autumn quarter. The Online Learning Administrator runs several technology workshops during these residencies to build students skills in the tools they will use for class communication and presentation when away from campus.

These same workshops are provided to day students enrolling in online courses. All workshops take place in the iSchool Computer Classroom. However, as the iSchool's online courses do not differ from the residential curriculum, there is no distinct technology or physical resource dedicated to the program.

Online courses utilize the Canvas Learning Management System (LMS), as licensed by the University. iSchool online courses use websites, recorded lectures, and a number of home-grown and licensed educational technology tools to deliver content and facilitate interaction between the instructor and students. These tools are available to any student who meets the technology requirements of the program. Most online lectures are delivered as streaming audio with integrated slides. Instant Messaging tools (such as Windows Messenger) and real time collaboration tools (such as Skype) are frequently utilized to facilitate work on group projects. Online students also receive remote access to iSchool servers and UW Libraries. During campus visits and residencies, online students have full use of all iSchool technology and physical resources.

## Technology Infrastructure

The Information School makes significant ongoing investments in information technology to support our faculty, staff, and students. In addition to the state-of-the-art computer classroom and lab spaces described earlier, the School has an extensive software collection, up-to-date hardware for faculty and staff and excellent network connectivity.

*Network Capabilities:* The iSchool has an excellent network infrastructure. Mary Gates Hall includes extensive wiring in each office for network connectivity. All faculty, staff, and computer classroom machines have a dedicated Ethernet connection to a departmental Local Area Network (LAN). Wireless Ethernet is also available throughout the Seattle Campus, including RCB.

The School's dedicated connections provide fast network performance for both on-site and Internet access. The University is a leader in national networking initiatives and was one of four inaugural sites on the Internet2 "Abilene" network. The School maintains multiple servers that provide shared file space, remote access, web hosting, streaming media, disk imaging, database, backup, network monitoring, system alerts, help tracking, email, calendaring, authentication, and collaboration services.

By default students receive 1 GB of storage space and can request more as needed. All students have a home directory on the server and a roaming profile that allows their preference settings and bookmarks to follow them from machine to machine.

*University of Washington Software and Hardware:* Powerful computers, massive storage, and sophisticated software are available for UW faculty, staff and student use via UW Information Technology resources.

### *For Students:*

- Virtual software: ViDA (Virtual Desktop Access) provides students with access to high-end software (Photoshop, InDesign, Illustrator, and more) through the Internet.



*For Faculty, Staff, and Students:*

- a. Collaboration tools: Faculty, staff and students can use their UW NetID to sign-up and access these UW-branded, ad-free Microsoft and Google services:
  - UW Windows Live: Email, calendar, and contacts; live chat, voice, and video; online file storage and collaborative workspace; and photo and slideshow sharing.
  - UW Google Apps: Email and calendaring; document and presentation creation, storage, and sharing; Web site creation; and instant message and computer voice calling.
- b. Computer workstations: The Odegaard Learning Commons provides access to hundreds of Mac and Windows computer workstations.
- c. Technology studios: UW-IT supports the use of technology in teaching and learning through the design and operation of dynamic technology spaces.
  - Media Studios are designed for audio and video projects. The MGH Media Studio also serves as a classroom for media workshops.
  - ViDA (Virtual Desktop Access) gives students 24/7 remote access via a virtual desktop to high-end software normally available only in technology spaces on campus.
  - Videoconference Studios allow geographically separated groups to meet and collaborate using various types of videoconferencing technologies.
  - The Odegaard Learning Commons provides access to hundreds of computer workstations and a variety of technology studios.
  - The Collaboration Studio and Pods facilitate in-person, interactive, small group projects. Available for reservation and walk-up.
  - The Digital Presentation Studio is a private space for clients to rehearse and record presentations for practice and review.
  - The Sound Studio provides industry-standard hardware and software for audio recording and editing, including a Mac Pro and 30-inch monitor.
- d. UDrive Disk Storage: UDrive, a central file storage for users, provides students, faculty and staff with a place to store files that can be accessed from anywhere, on- and off-campus.
- e. Web publishing: Web publishing on UW Central Servers provides a place to build Web sites, run wikis, set up blogs, and more.
- f. Tools for Safe and Secure Computing: A basic set of software tools for Windows and Macintosh computers for fighting viruses, doing secure file transfer and terminal sessions, and other common tasks is available to all faculty, staff and students free of charge.
- g. UWare: The University provides software that employees and students can download at reduced or no cost, thanks to various license agreements with software vendors.

*For UW Researchers:*

The eScience Institute offers resources for research computing:

- Hyak: A large-scale, "condominium-style" compute cluster with large data storage facilities
- Lolo: A research computing file storage service
- SQLShare: Web-based application for data integration, analysis, and sharing that lets researchers get answers to their research questions without extensive programming or database knowledge.

**iSchool Software, Hardware and Services for Students**

In addition to the programs that are available to everyone at the University of Washington, the iSchool is a member of the Microsoft Software Developers Network Academic Alliance program (MSDNAA). Through this program you can download free copies of Windows, Access, Visio, Project, Visual Studio .NET and most Microsoft servers (such as SQL Server, Exchange). Students are allowed to use these products for educational purposes.

*Software in the iSchool Labs:* The Information School has installed an extensive collection of software, from a wide variety of companies, on the computers in the iSchool computer labs and on research workstations. Most applications are market leaders in their particular segment. Generally, the School stays current with all major releases of software. Most applications are available on every computer in the iSchool.

The School does support the Macintosh platform in the iSchool and offers both the Mac OS and Windows on all of the computers in iSchool labs. Students may also provision a checkout server and install alternative operating systems such as Linux.

Information School labs are designed to give students flexibility, yet at the same time we work hard to insure consistency and reliability. All students have complete administrative control over the machine they are working on so they can install their own software or make other system modifications. However, in iSchool labs the machines are “frozen” so that upon reboot all changes to the system are discarded and the machine returns to a known pristine state. This insures that on each reboot every machine in the lab works exactly like it did when it was originally set up.

The School also works hard to maintain up-to-date systems. Each quarter every machine in the lab is re-imaged with a new software build that reflects operating system updates as well as application software updates that were released in the preceding few months.

*Student Web Hosting:* The iSchool offers free web hosting accounts for iSchool students. Hosting is provided to students at no cost through their stay at the iSchool and for up to 6 months after graduating.

*Equipment Checkout:* Students, staff and faculty can check out the following variety of equipment from the iSchool, usually for up to 7-days.

*For Undergraduate and Masters Students:*

- Various mobile devices (tablets, phones)
- Ovo Logger Usability Lab
- Camcorder
- GPS Device
- Laptop (these are intended to be used as servers or for research/Capstone projects and have NO operating system installed)

*Faculty, Staff and PhD Students:*

- Laptop (with the current iSchool Windows software image)
- Projector
- Voice Recorder
- Camcorder
- USB Desktop Microphone
- Webcam
- 100 GB USB external Hard Drive
- Tripod

iSchool students interested in checking out equipment not listed above may want to reference the UW's Student Technology Fee Equipment Checkout Program. This program provides equipment such as:

- Laptops (with an operating system)
- Projectors

- Camcorders and Cameras
- Voice Recorders

**VI.4 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.**

Information technology and media services and support are addressed in section VI.3 above.

### Library and Information Services

The University of Washington has an award-winning library system with sixteen libraries and more than 8 million volumes and over 123,000 serial titles. The Association of Research Libraries (ARL) composite index ranks the University of Washington Libraries in the top ten of U.S. public research universities. The University of Washington Libraries is a depository for publications from the United States federal government, Canada, The United Nations, the European Union, and the State of Washington. Repository documents include the areas of engineering, patents and trademarks, natural sciences, U.S. Geological Survey Maps, the Census and Congressional reports.

The Libraries is a network of facilities serving all three University of Washington campuses. The major facilities on the Seattle campus include the Suzzallo and Allen Libraries, Odegaard Undergraduate Library and the Health Sciences Library. In addition, there are 13 subject-oriented branch libraries located near academic departments throughout the Seattle campus and branches in downtown Seattle and on San Juan Island. The UW Bothell and UW Tacoma campus libraries support their respective campuses. The UW Bothell Library also supports the co-located Cascadia Community College. Over four million people visit the Libraries each year, with an additional six million using the Libraries via its website.

Of particular specialized interest to some Information School students, the Law School and the Health Sciences program have extensive collections of specialized materials in their disciplines. The

Health Sciences Library comprises over 400,000 volumes and online access to several thousand health science journals. The Gallagher Law Library is one of the largest academic law libraries in the West, with over 500,000 volumes in print and micro formats. UW Libraries also provide extensive children's and young adult literature collections.

Online students have full access to the libraries' services and collections through databases, full-text article retrieval, electronic reserves as well as 24/7 virtual chat and Interlibrary Loan. Interlibrary Loan and Document Delivery Services provide services that include scanning and PDF copies of print journal articles owned by the UW Libraries, borrowing articles, books, and other documents held at other libraries and the delivery by mail of materials to the students' homes or any address.

The UW Libraries often seek to employ iSchool students for reference, research, user education and the Law Library Intern program. Online students have worked with the UW Libraries (in addition to their local and regional libraries) on projects such as instructional videos, assessment and strategic planning documents.

### Online Learning Technologies

The Information School staffing includes an Online Learning Administrator, with expertise in instructional design and online learning technologies. The Online Learning Administrator works directly with faculty on the effective delivery of coursework online, consults with university IT staff, faculty and students to select the appropriate technologies for course delivery, troubleshoots technology issues with vendors, prepares supporting materials and documentation, and conducts the introductory workshops mentioned in VI.3. The iSchool also utilizes the expertise of the Online Learning Administrator to transmit and record other events for virtual access. Two dedicated graduate assistants work with the Online Learning Administrator.

Extensive support is available for all students, including those online. The iTechT site, built using the Canvas LMS, provides step-by-step instructions, links and other documentation to students and faculty. Information on UW and iSchool-licensed technologies is geared to specific iSchool requirements.

The graduate student assistant workers are trained to assist faculty in constructing their online courses and provide guest faculty with any support necessary to succeed in their teaching.

## IT Support

The Information School staffs its own dedicated Helpdesk as well as provides an interface and referral to UW IT Help functions. The iHelp function utilizes an online ticketing systems for processing help requests and maintains an extensive Knowledge Base to assist students, faculty and staff in resolving technology issues. The iSchool Helpdesk is staffed by 2 full-time employees, supported by student assistants.

## Disability Support

The Information School maintains complete compliance with the American with Disabilities Act (ADA) and works closely with the University's Disability Services Office (DSO) to provide accommodation. More on the DSO is available at <http://www.washington.edu/admin/dso/>.

**VI.5 The school's systematic planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.**

The Assistant Dean for Planning and Administration is responsible for guiding the School's planning and evaluation process for accessing the needs for and allocation of physical space. The Assistant Dean works directly with the UW Capital Resource Planning Office (division of the Provost's office) on identifying options for the allocation of University resources to support immediate and long-term physical space needs for the School. The Assistant Dean and the iSchool Facilities and Planning Coordinator are responsible for the design, planning and management of all capital improvement and renovation projects.

The Information School's Assistant Dean for Planning and Administration utilizes a Facilities Committee comprised of faculty, staff and student representatives to regularly inform and advise the assessment and planning process for the iSchool physical space resources as well as to establish policies and procedures related to the use and allocation of physical resource. The iSchool Facilities Committee is charged with advising the Dean on planning and management of iSchool physical

space and general facilities in a manner that encourages equity, collegiality, and security while facilitating effective use of iSchool resources. Specifically, the committee is expected to:

- Advising and recommending policies and procedures for utilization of space and facilities.
- Assessing iSchool facilities, regarding both size and configuration; identifying needs for improving the efficiency of and enhancing our current space and future facilities.
- Reviewing and prioritizing current facilities needs, including developing the annual facilities project budget.
- Making recommendations on maintaining and improving open common-spaces, including informal meeting spaces and ways to create a collegial environment.

The Facilities Committee work is structured to accommodate focused design and planning engagement with each of the key stakeholder groups – faculty, staff and students. Meetings may be held with all faculty, staff and student members of the committee or organized around the needs of any particular issue and scheduled to include the appropriate stakeholders. The Assistant Dean for Planning and Administration co-chairs the Facilities Committee along with a designated faculty member (rotated every two years).

The “University of Washington Space Allocation Background and Status” subsection of Section V.1.2 above describes the facilities needs assessment and evaluation process for the iSchool over the last four years. The Facilities Committee, as well as a similar faculty/staff/student Building Committee established for the specific planning of the ill-fated Lewis Hall project, were intimately involved in the planning processes outlined. Specifically, the needs assessment and evaluation work conducted by the Facilities Committee in the Fall of 2011 provided the supporting documentation for the iSchool’s space needs request and is now being utilized in the planning for the new space to be allocated to the School.

Where appropriate, the iSchool facilities planning processes include surveys, focus groups, special meetings and open forums to engage and gather input from all iSchool faculty, staff, and students.

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