

LIS Forward: Shaping Future Directions for LIS in iSchools -- Outreach and Engagement

LB21 Forum Grant Proposal

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A. Project Summary

The University of Washington, on behalf of a coalition of information schools, requests a \$149,832 out-of-cycle 18-month (March 2023 to September 2024) LB21 Forum Grant to support a comprehensive outreach and engagement program for the LIS Forward initiative. This project responds to Program Goal 1, Objective 1.2, with strong contributions and implications for Goals 2-3. LIS Forward asks the urgent question: ***As LIS evolves within the context of iSchools, how do we best position our programs to lead the field and the future of libraries?*** Foremost, the initiative recognizes the value of coordinating directions in research and education to take full advantage of the multidisciplinary scope and mission of iSchools, as well as the need to support and empower future leaders who will champion LIS within iSchools.

Building on the foundational work and a forthcoming position paper developed by a coalition representing seven iSchools, this project will complete an essential second phase of outreach and engagement across information schools and the library profession. Specifically, the project will systematically convene and document a series of conversations that aim to guide future action, by individual schools and across the iSchool community in partnership with the library profession. Through increased representation and participation of stakeholder communities, LIS Forward will chart a pathway for iSchools to strengthen and catalyze research, education, and practice, with direct impact on libraries and librarianship.

B. Project Justification

Schools of Library and Information Science (LIS) led the iSchool movement (Larsen, 2010). As concepts, problems, and opportunities related to information, people, and technology became prevalent across disciplines over the past 20 years, the movement and many individual schools have grown in size and stature, and they have become increasingly multidisciplinary. Much of that growth has happened since Dillon's (2012) important analysis of the co-evolution of iSchools and LIS programs, but his core observations continue to hold. iSchools are not distinct from LIS programs in their subject coverage or methods, and, as a recent analysis indicates, the current vision and mission statements of iSchools remain very similar to those of LIS programs (Bowman, Harrison, Tapia-Lynch, 2021). The orientation of iSchools, however, extends beyond the organizational context of libraries. Researching fundamental information problems in society is key to the iSchool identity, as is a strong commitment to multidisciplinary work and a formal focus on research productivity (Dillon, 2012), as is obligatory in research intensive universities.

As Dillon (2012) notes, the academic environment in iSchools presents challenges as well as opportunities. LIS is now one of many fields represented in the faculty composition and student interests, and libraries are now one of many sectors that build on its research and employ its graduates. The prevalence of an interdisciplinary mix of expertise has been a central energizing thrust since the early days of the iSchool movement (Olson & Grudin, 2009), opening up opportunities for application of a much broader base of expertise for research and education in librarianship. As iSchools become more multi-disciplinary, however, the number and balance of academic programs and enrollments is also changing. A decade ago, ALA Master's enrollment was still the dominant cohort of the total enrollment in iSchools (Wedgeworth, 2013), but that dynamic is shifting with steady advances in Information Management and other specialized programs, and the introduction of robust undergraduate

programs, many of which respond to the increasing market in data science and the need for a data competent workforce, more generally (Ortiz-Repiso, Greenberg, J & Calzada-Prado, 2018). Investment in library-centric research and education could diminish or be diluted as iSchools balance their commitments to a growing range of disciplines and academic programs. LIS Forward responds to this inherent and dynamic tension.

In Fall 2021 the University of Washington launched LIS Forward in partnership with four other leading information schools—University of Illinois at Urbana-Champaign, University of Maryland, University of North Carolina at Chapel Hill, and the University of Texas at Austin. We shaped the composition of the group to balance junior and senior faculty to ensure a prominent voice for the next generation. The self-supporting group held regular online meetings, surveyed faculty, conducted background research, and hosted an interactive session at iConference 2022 titled “Imagining 10 years of unprecedented progress in LIS research and education.” PI Palmer also led a panel of chairs and associate deans overseeing MLIS programs from Wisconsin, Drexel, Michigan, and Illinois at the iSchools Americas Region deans meeting. The iConference activities served to expand the group to include representatives from the University of Arizona and Syracuse University. The current LIS Forward Working Group behind this proposal represents a coalition of seven iSchools, with 15 members, including four IMLS Early Career awardees. To lay a foundation for the next phase of work, the group conducted a milestone in-person convening, the Friday Harbor Summit.

Friday Harbor Summit

The UW hosted a summit for the LIS Forward Working Group on November 3-6, 2022, at Friday Harbor Labs (FHL), a UW marine biology facility on San Juan Island. Preparation for the meeting included extensive background research on the original group of schools and interview sessions with their deans as foundational materials for summit activities.

The intensive 3-day working meeting focused on developing a document, tentatively titled “The Friday Harbor Papers, Volume 1: Positioning LIS in iSchools” (FHP). The manuscript will function as a position paper that synthesizes LIS Forward work to date and articulates the initiative’s vision and positions. It will serve as the basis for the proposed second phase of work to engage the iSchool and library communities in dialogue and further development of direction and strategy for LIS in iSchools.

Dean Anind Dey (UW) opened the Summit, emphasizing great anticipation among iSchool deans and the importance of the project’s outputs for North American iSchools. Our work at the summit was guided by the overarching question -- *As LIS evolves within the context of iSchools, how do we best position our programs to lead the field and the future of libraries?* -- and confirmed additional salient questions, including:

- What are the future challenges and needs of libraries and their communities? How can they be properly reflected and integrated into iSchool priorities?
- How can iSchools leverage their broad spectrum of research expertise to address the critical information and literacy challenges facing libraries?
- How can iSchools attract and incentivize faculty to engage in library-related research and integrate an LIS focus into their funded research programs?

Summit participants discussed the need to clearly articulate the unique dynamics and positioning of LIS in information schools within research intensive universities and developed the following outline for Volume 1 of the Friday Harbor Papers (FHP):

- Declaration (need, purpose, and summary of positions)
- Profiles of LIS at research intensive iSchools (areas of expertise, faculty, students, exemplar programs, etc.)
- Strategic positioning, opportunities and challenges for LIS (perspectives of iSchool deans)
- Library futures (essays of five themes that are critical to the future of libraries and which iSchools are uniquely positioned to address: Resilience to Crises; Serving Multicultural

Communities; Addressing the Dynamics of Disconnection; Advancing Scholarly Communication and Open Research, and; Access and Intellectual Freedom

- The next generation (perspectives of early career faculty and students)
- Opportunities and priorities for iSchools to lead and advance LIS research, education, and practice (set of positions representing priority themes)
- Recommendations (set of actionable areas for iSchools and the library profession)

As a position paper, the FHP aims to be forward looking, bold, and generative. We wish to plant stakes that will spur conversations across the iSchool and library communities. The proposed plan to systematically convene and document these conversations will be critical for guiding future action -- by individual schools and across the iSchool movement in partnership with the library profession.

The LIS Forward initiative continues an important line of inquiry undertaken by the [2017 IMLS forum](#) that explored how to strengthen the Laura Bush 21st Century Librarian program “to best support library and information science (LIS) programs to meet the needs of students and libraries while increasing diversity within the library and archives professions.” IMLS continues to foster important conversations central to progress in the field, especially around foundational literacy goals, as with the [Empowering Readers, Empowering Citizens](#) convenings on youth and literacy. However, all these important programs and goals gain its strength from the field that underpins the profession of librarianship. LIS Forward is working to intentionally marshal diverse iSchool expertise to advance priorities of the profession and foster the vitality of LIS in iSchools, a condition essential to sustaining library professionals and institutions.

For instance, we anticipate that LIS Forward will generate strategies for better preparing students to enter the profession with advanced knowledge and practical experiences, initiate new directions in applied research, and form mutually beneficial iSchool-library partnerships. In summary, LIS Forward is positioned to facilitate understanding and action between the academic field of LIS and the profession of librarianship, to advance both in ways that anticipate and produce the new knowledge and learning needed for libraries to flourish and achieve their full potential.

Accordingly, LIS Forward responds to program Goal 1 (“Recruit, train, develop, and retain a diverse workforce of library and archives professionals”), and Objective 1.2 (“Collaborate with formal and/or informal learning organizations to incorporate promising practices from allied domains into library and archives services.”) At its core, LIS Forward is premised on the notion that information schools are critical for advancing the field through research and education of the next generation of professionals, and doing so by incorporating expertise from allied domains and more fully leveraging the multidisciplinary scope of the modern iSchool. Given the broad scope of LIS Forward, the initiative also contributes to Goal 2 (“Develop faculty, library, and archives leaders by increasing the institutional capacity of libraries, archives, and graduate programs related to library and information science”) and its objectives. For instance, the FHP will address issues of diversity, equity and inclusion (2.1), diverse faculty recruitment (2.2), and faculty research and career trajectories (2.3). The initiative also has direct implications across the objectives for Goal 3, as it will inform future approaches and priorities for workforce development to meet community needs.

Out-of-cycle request

Over the past year, the University of Washington (UW) has temporarily supported the LIS Forward initiative, funding a research assistant and covering the costs of hosting the Friday Harbor Summit. The four other original iSchools contributed resources to cover travel for their group members. This request for out-of-cycle IMLS support stems from the urgent need to sustain momentum for an effective timeline of activities and achieve milestones for stakeholder engagement that aims to:

- 1) Secure and expand commitments from iSchool leadership: The contribution of IMLS resources

will further validate the investments made by the deans to date and encourage new and continued participation by a range of iSchools. In turn, this will encourage a focus of attention on LIS education and research within individual schools and the iSchools organization.

- 2) Prioritize library stakeholder engagement: Incorporating the perspectives and priorities of library leaders, professional bodies, and thought leaders is essential in guiding how iSchools evolve their LIS programs. LIS Forward will make concerted efforts that take advantage of scheduled library conferences and other targeted opportunities for exchange.
- 3) Build on progress with the iSchool community: The interactive event at iConference 2022 elicited significant input that has informed the development of the position paper and engaged several deans and directors, including the iSchools Americas Region chair, Keith Marzullo, who provided opening remarks and also invited us to lead the panel at the dean's business meeting. The timing of the out-of-cycle funds will allow us to present our progress and elicit feedback with that constituency during this academic year. Avoiding a one-year delay is critical to our aim of maintaining the topic as an ongoing priority of the iSchools Organization.

Additionally, from our position at UW, this is the optimal time period for prioritizing and investing in LIS Forward. Our focus on the initiative is currently justified by our strategic planning process, where we have been able to integrate the aim – “to invest in strengthening the future of the field of library and information science.” However, continued prioritization by the school will be determined in the months ahead based on indicators of momentum and potential for progress. It is also a pivotal time for IMLS to partner and help shape the UW investments from the Gates Foundation future of libraries legacy grant and our Distinguished Practitioner in Residence program. Approximately four years of funding remains for these one-time grants, and we need to establish firm investment targets to maximize planning and impact.

IMLS funding is requested in the amount of \$149,832 for key personnel needed to sustain and advance LIS Forward. The resources will cover a Research Assistant and their supervision, with stipends for contributions by LIS Forward Working Group members who will lead selected outreach and engagement activities. The UW will use its Gates Legacy grant to extend funding for the Research Assistant for work on the final output and all travel costs for Working Group members to attend or lead select convenings. Palmer and Coward will continue to commit additional effort as part of their professional service contributions.

C. Project Work Plan

Implementation Strategy

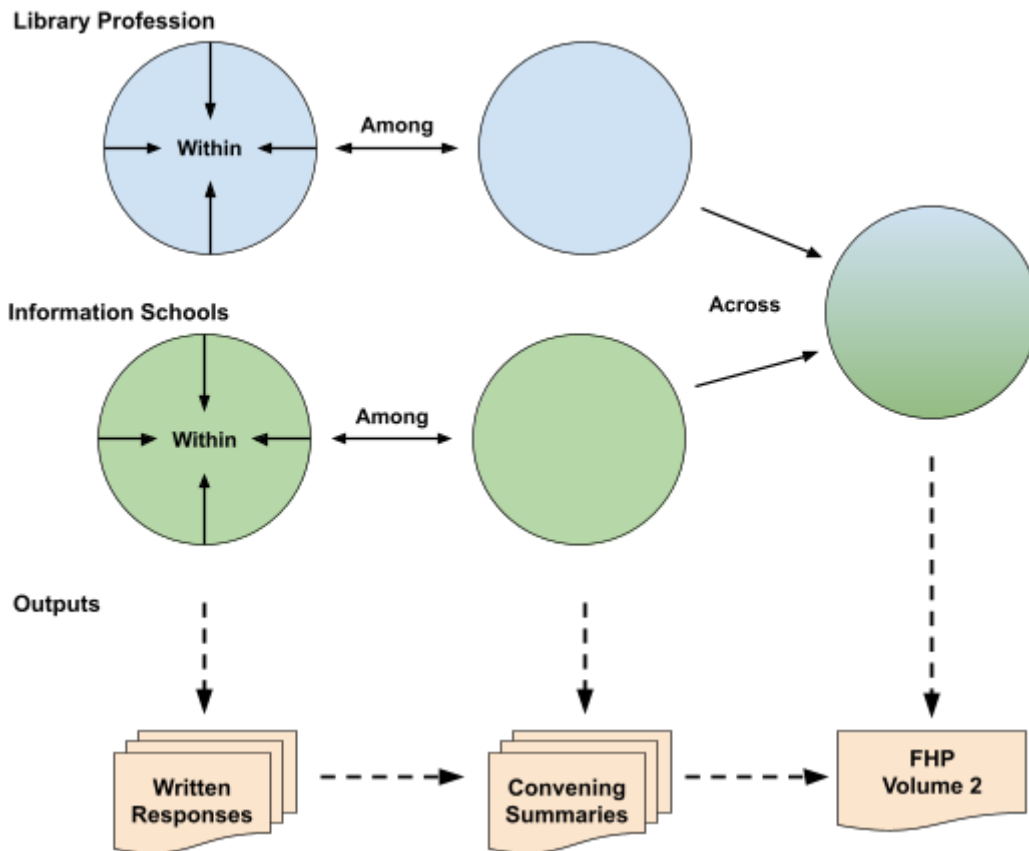
This proposal requests support for the next phase of LIS Forward dedicated to outreach and engagement across the library and iSchools communities. The work plan is designed to solicit and integrate input and perspectives from stakeholder groups through written responses and in-person and virtual meetings. The position paper will serve as the basis for conversation, debate, and deliberation. At each stage, documented outputs will be iteratively integrated into framing for subsequent meetings. In-person sessions will be associated with existing conferences to maximize participation and achieve cost efficiencies.

There are three dimensions to the engagement process (Figure 1): *within* organizations (individual library professional bodies and iSchools), *among* organizations (among the professional bodies and the iSchools separately), and *across* sectors (across professional bodies and iSchools collectively). For the first dimension (within) we will solicit written responses from representatives of individual organizations (e.g. ALA; iSchool faculty and student groups), accompanied by virtual meetings as requested to present the report and facilitate conversation among the participants. For the second dimension (among) we will organize virtual and in-person meetings involving representatives from multiple organizations (e.g. ALA, OCLC, and ARL; e.g. two or more iSchools involving both

existing LIS Forward schools and schools that haven't been involved in LIS Forward to date). Members of the LIS Forward team will document these convenings and produce written summaries that will feed into Volume 2 of FHP. Finally, for dimension three (across) we will host a culminating event aligned with ALA 2024, inviting as many leaders of both constituencies as possible. We will also aim to organize a couple of opportunistic meetings throughout the year at venues where deans and library leaders will be in attendance. This multi-dimensional approach allows for each stakeholder group to reflect upon and share their individual perspectives while fostering exchange among institutions and ultimately across broader library and iSchool communities. The strategy also supports our aim of organizing conversations and soliciting feedback in an efficient manner that builds towards collective action and a final version of the FHP that accurately represents both academic and professional perspectives and aspirations. The timeline below further reflects this sequencing.

Implementation of these engagement sessions will be coordinated by the UW team and carried out by members of the LIS Forward Working Group, the group of faculty who have been involved over the first phase of the initiative and contributed to the preparation of the Friday Harbor Papers, Volume 1. Our goal is to achieve diverse representation of the Working Group throughout the virtual and in-person engagements.

Figure 1: Engagement Strategy



Activities

Library Profession

Engagement with the library profession will prioritize library directors, professional bodies (e.g. ALA, PLA, ARL, ARSL, JCLC, ULC, OCLC), and library thought leaders and other stakeholders. These engagements will be vital for introducing library perspectives based on current priorities and practice in libraries, as well as additional guiding questions and broader societal concerns. We will circulate the FHP, schedule virtual meetings, and invite groups and individuals to provide a written response. Then we will organize a series of virtual sessions for interactive exchange among the bodies and document these sessions. Beyond surfacing library stakeholder perspectives on the position paper, these engagements will help to cultivate transformational directions within the library profession that consider, for example, new ways of working in libraries that harness exciting advances in iSchool research.

Target outputs:

- Written responses: 10
- Convening summaries: 3

Information Schools

To expand representation beyond the seven institutions currently participating in the first phase of LIS Forward, we will conduct targeted outreach while also building awareness at conferences, such as ALISE and ASIST. Outreach to the iSchool community will begin with leadership, followed by faculty and students. Engaging deans is especially important since by our estimate there are few deans with LIS backgrounds remaining in leadership at iSchools at this time.

Beginning in Spring 2023, after the draft position paper is completed, we will arrange virtual meetings with individual deans with one or more faculty from the respective school and a member of the LIS Forward Working Group. To foster conversation among iSchools we will organize meetings at venues where multiple deans are expected to attend (e.g. iConference 2023, ALA). We expect this engagement to seed formal and informal conversations among iSchool deans throughout the year. For example, we had the opportunity to discuss the initiative at a recent North American regional deans monthly virtual happy hour, generating robust conversation and interest from other schools to join LIS Forward

For broader faculty and student input, we will recruit facilitators at individual iSchools to host internal conversations. To meet our important goal of supporting the next generation of LIS leaders within iSchools, we will aim to elevate the voices of junior faculty and PhD students through the questions developed to facilitate these sessions and prioritize junior faculty who wish to serve as facilitators. We will request that each school document their discussions and provide a written response to the position paper.

Following these internal conversations we will organize an in-person meeting in connection with iConference 2024 for both leadership and the broader iSchool community. This occasion will be used to share the results of the yearlong series of engagements, and to invite iSchools to discuss and identify areas for individual and collective action.

Target outputs:

- Written responses: 10
- Convening summaries: 3

Cross-Sector

The culminating event will bring together iSchool and library leadership, likely in conjunction with ALA 2024. This gathering will engage leadership of both communities in the main themes and recommendations generated through the previous phases of engagement to determine a set of tangible priorities and initiatives for iSchools to pursue in partnership with the library field. Participants will also

work together to identify the level of sustainability needed for the initiative and recommend next steps. We expect, for example, to transition LIS Forward leadership, preferably to mid-career faculty and professionals, and explore establishing an ongoing interest group as part of the iSchools “community” groups or another suitable organization.

Output:

- Convening summary: 1

Friday Harbor Papers Volume 2

Following the culminating event the LIS Forward Working Group will reconvene to synthesize and package the final outputs (FHP, Volume 2). These documents will compile and synthesize the texts generated through the engagement activities, identifying priorities and actions that represent the stakeholders and can serve as the basis for further deliberation and planning.

Output:

- Friday Harbor Papers, Volume 2: Responses from the profession and the field

Project Management

The proposed work will be managed by the UW Information School team, led by Carole Palmer and Chris Coward and supported by a graduate research assistant. Under the direction of Palmer and Coward, the GRA will be responsible for coordinating outreach, documenting convenings, and assisting in the preparation of FHP, Volume 2. IMLS funds will support project management; funds to cover travel and convening costs for Working Group members will be contributed by the Gates legacy grant. The faculty currently involved in LIS Forward, listed below, will continue to serve as the LIS Forward Working Group. They will be responsible for developing facilitation materials, hosting internal convenings at their respective iSchools and submitting written responses, participating in both virtual and in-person convenings with the library profession, participating in the cross-sector and conference engagement, and contributing to and finalizing FHP Volume 2.

Carole L. Palmer, Information School, University of Washington

Chris Coward, Information School, University of Washington

Amelia Acker, School of Information, University of Texas at Austin

Cindy Aden, Information School, University of Washington

Maria Bonn, School of Information Sciences, University of Illinois at Urbana-Champaign

Chance Hunt, Information School, University of Washington

R. David Lankes, School of Information, University of Texas at Austin

Michelle Martin, Information School, University of Washington

Marijel Melo, School of Information and Library Science, University of North Carolina at Chapel Hill

Ana Ndumu, College of Information Studies, University of Maryland

Beth Patin, School of Information Studies, Syracuse University

Brian Sturm, School of Information and Library Science, University of North Carolina at Chapel Hill

Mega Subramaniam, College of Information Studies, University of Maryland

Andrea Thomer, School of Information, University of Arizona

Progress on activity targets and other milestones will be documented and monitored by the UW management team, with regular reports presented to the Working Group at quarterly meetings. The work plan and specified meeting venues have largely been identified, but we will remain flexible to take

advantage of opportunities that will have greater participation and impact. Any changes to the plan of work will be done to improve outreach and engagement goals and in consultation with the full working group.

Based on our experience and progress with LIS Forward to date, we are confident in the working group's commitment and their ability to work collaboratively to meet project goals. The members are accomplished, highly networked, professionally active, and respected for their expertise and contributions to research and education across diverse areas of librarianship.

D. Diversity Plan

From the outset, diversity, equity and inclusion (DEI) has been at the forefront of our aims and activities. Persons of color make up one-third of the working group. The interviews we held with the deans as the grounding of the 2022 summit revealed, as expected, an extremely strong commitment to diversity in each of the iSchools. DEI is a central thread in the Friday Harbor Papers. "Serving multicultural communities" is one of five sections in the "Future of Libraries" chapter, and "diversifying our schools and the profession" is one of the main themes in the "Opportunities and Priorities for iSchools" chapter. Our working group members also represent research and teaching interests in social justice and information equity in relation to race and disabilities, and services to marginalized communities.

The outreach and engagement plan will similarly advance DEI priorities. We will work to sustain strong BIPOC representation in recruiting participants for each of the virtual and in-person convenings and make our DEI orientation explicit in our outreach to the library bodies. LIS Forward members are already planning to engage with professional DEI networks about the initiative, for example, through their activities at the Joint Council of Librarians of Color in February 2023.

In keeping DEI as a key priority throughout the program of activities, we are confident that volume 2 of the Friday Harbor Papers will advance DEI as a primary direction for the future of the field and include strategies and pathways for continued progress on DEI commitments.

E. Project Results

LIS Forward has the ambitious goal of shaping the future trajectory of LIS in information schools to better prepare students and generate research for advancing the library field. To do so, a national conversation among information schools, leaders of the library profession, and other stakeholders is urgently needed. Information schools today are very different from when the iSchool movement began. We have greater opportunities now to leverage vital areas of expertise within our schools to produce new and impactful research and to educate leaders to confront future challenges in libraries and the profession. LIS Forward has had a successful launch with growing interest among information schools and the library profession as news of the initiative has spread. This proposed program of outreach and engagement will ensure broad input and participation across iSchool and library communities toward a roadmap for collaboration in building LIS programs for the future. It will be a catalyst for iSchools to devote attention and resources in LIS innovation and strategic investment in LIS.

There are two types of deliverables: (1) virtual and in-person convenings for Library and iSchool stakeholders, and (2) volume two of the Friday Harbor Papers. Our approach can be characterized as generative, not prescriptive. We aim to stimulate, facilitate, and promote constructive discussions that will yield a variety of responses that leverage the distinctive strengths and ambitions of each iSchool and across the library community. We also expect the conversations to surface common priorities that will pave the way for cross-university initiatives in partnership with libraries. Several exciting and viable ideas have already been advanced through our activities, to be elaborated on in the forthcoming FHP, Volume 1.

Finally, a major goal of LIS Forward is to transition the initiative to a sustainable shared

leadership model or special interest group within the iSchools Organization or some other aligned assembly. While the UW has been pleased to incubate the initiative over this formative period, it is time for a representative body to design and sustain future activities after the performance period of this proposal. In doing this we want to ensure that the next generation of LIS faculty are empowered to shape the future trajectory of LIS within iSchools.

Supporting Documents

- Schedule of Completion
- Performance Measurement Plan
- IMLS Budget Form
- Budget Justification
- List of Key Staff and Consultants
- Resumes of Key Project Staff and Consultants
- Digital Products Plan
- Letter of support from iSchool deans

References

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Wedgeworth, R. (2013). Certain Characteristics of iSchools Compared to Other LIS Programs. Rutgers The State University of New Jersey, School of Graduate Studies, Ann Arbor, 2013. ProQuest, <https://www.proquest.com/dissertations-theses/certain-characteristics-ischools-compared-other/docview/1344094524/se-2>.

Schedule of Completion: LIS Forward

		2023			2024		
ACTIVITY	TASK	Spring	Summer	Fall	Winter	Spring	Summer
Activity #1	<i>Finalize Friday Harbor Papers: Volume 1</i>						
Activity #2	<i>Facilitate written responses</i>						
	From iSchools						
	From library organizations						
	From thought leaders						
Activity #3	<i>Convene small group meetings</i>						
	With and among library organization						
	With and among iSchool leaders						
	Prepare meeting summaries						
Activity #4	<i>Convene culminating event for library and iSchool leaders</i>						
	Prepare Volume 2 draft						
	Convene event (likely with ALA 2024, June 27-July 2)						
Activity 5	<i>Finalize Friday Harbor Papers: Volume 2</i>						
	Convene Working Group						
	Publish Volume 2						

Digital Products Plan

Type

Our project will produce final documents (Friday Harbor Papers volumes 1 and 2), along with associated resources (e.g. presentation slides) that will be produced in print and/or digital form. We intend to license the final documents and resources under Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0). This license selection allows for the documents and resources to be adapted by iSchool and library communities to facilitate ongoing dialogue.

We will pay great care in protecting the privacy of all our participants and will not include their identities in any form in our materials or publications in accordance with our UW IRB terms. Exceptions will require the written approval of the participant. We will collect PII for recruitment purposes only (for example names, phone numbers, and email addresses). To protect the data, we will store all PII on an encrypted hard drive with password protection.

We will also be collecting consent forms from participants who provide written responses or participate in group convenings. Consent forms will be stored on a UW IRB compliant shared drive. Paper copies will be stored in a locked file cabinet at the University of Washington's office. This project will also entail collecting data in the form of audio/video recordings of interviews and group convenings via Zoom or Teams, and transcribing the recordings. All data will be uploaded to the UW IRB compliant shared drive. All data is protected using UW identification.

The Project Director, Co-PI, and doctoral student are responsible for collecting and securely storing all data and relevant materials in accordance with IRB standards. Recordings will be checked for quality immediately, and file backups are scheduled for automatic backup on a daily basis. These procedures will be followed and monitored regularly.

We will be developing codebooks and using a content analysis software called Atlas-Ti. None of the data we use in coding will have identifiable information. All documentation, including the codebook, will be stored on the University of Washington's IRB compliant shared drive. All data access will be protected using UW identification. All data will be associated using pseudonyms and identification numbers.

Our products will be of the following file types:

- MS Office Word (DOCX)
- MS Office PowerPoint (PPTX)
- Audio/Video (MP4)
- Adobe Acrobat (PDF)

All data will be archived and managed on University of Washington's servers compliant with IRB standards. In addition to project documents and resources, results from data analysis will be disseminated in the form of peer-reviewed journals, conference papers, white papers, reports, and books and book chapters.

This data management plan will be reviewed once every three months. The implementation plan will be closely monitored by the PI and doctoral student to ensure privacy, confidentiality, and security. The PI will monitor the data management by creating a list of users with shared drive access and checking the data for any privacy and confidentiality concerns.

Availability

The documents and resources will be publicly available for no charge under CC BY-NC 4.0 licenses respectively. We will also host these materials on a website, and disseminate via social media and various listservs relevant to iSchools and libraries.

Access

We will provide open access to the documents under CC BY-NC 4.0 license and require attribution and appropriate credit. In conformance with expected informed consent stipulations, the qualitative data produced for analysis during engagement sessions will not be publicly accessible.

Sustainability

All digital assets will be stored on the University of Washington's secure shared drive during and after the award period per IRB regulations. The final documents will be placed in an institutional repository and remain available on the project website hosted by the UW iSchool and/or another hosted website (e.g. iSchools.org).

The Information School at the University of Washington

Organizational Profile

Mission

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 effective use of information helps everyone discover, learn, innovate, solve problems and have fun. We envision a world free of existential problems. Information changes lives. *Our Mission.* We make information work. We prepare information leaders. We research the problems and opportunities of information. We design solutions to information challenges.

- Source: <https://ischool.uw.edu/about/mission-vision>, Adopted by the Dean most recently in 2021 after consultation with faculty, staff, student and external advisory boards and councils.

Governance Structure

The Information School is one of 18 independent schools and colleges comprising the University of Washington, a Tier 1 public research university ranked by Reuters as one of the top five most innovative public universities in the world in 2019. Study at the iSchool is guided by the Dean, who reports to the Provost. The iSchool currently consists of 70 faculty members of diverse expertise, with backgrounds ranging from the library and computer sciences to education, business, philosophy, and sociology.

Service Area

The UW iSchool serves the people of the state of Washington.

Brief History

Founded in 1911, the library school at the University of Washington was established as a response to the growing need, in the Western United States, for highly trained, well-prepared librarians. Over the course of the next 90 years, the school continued to play an essential role in the field of librarianship in the Northwest, as the school gained a reputation for producing extremely strong library professionals. Beginning in 2000, in response to changes in the ways people create, store, find, manipulate and share information, the school introduced a variety of new continuing education certificate programs and new degree programs, including the Online Master of Library and Information Science, the Bachelor of Science in Informatics, the Ph.D. in Information Science and the Master of Science in Information Management. In 2001, the Information School became the newest independent school of the UW, known simply as the Information School, or the iSchool, for short.

In the most recent U.S. News and World Report rankings (2021) of Library and Information Science programs, the UW iSchool is ranked second overall in the nation; second for digital librarianship and for information systems; third in health librarianship; fifth in services for children and youth; and eleventh in school library media. As a leading member of the iSchool movement, the UW is a model for other information schools around the world. The iSchool offers four degree-granting programs. The flagship program, the ALA-accredited Master of Science in Library and Information Science (MLIS), the oldest such program west of the Mississippi River. The iSchool also offers a Bachelor of Science in Informatics, Master of Science in Information Management (MSIM), and PhD in Information Science.