The Information School’s Diversity Appraisal
January 2004 Report

Dr. Maurice Green
Assistant Professor
Diversity Committee Co-chair
Information School
University of Washington

Bridget Warbington, M.Ed.
Student Services Administrator
Diversity Committee Co-chair
Information School
University of Washington

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Diversity Appraisal

The Information School (iSchool) is committed to fostering an inclusive and diverse community for the students, faculty, and staff of the University of Washington. Recruiting and retaining diverse and underrepresented students, staff, and faculty is a priority for the School. Since the onset of our efforts to transform the former Graduate School of Library and Information Science into the current broad-based Information School, we have positioned diversity as a visible and active part of that process and our mode of operation.

This Diversity Appraisal Report for 2004 provides an overview of several School initiatives directed at the following diversity target areas: student access and opportunities; student development and retention; engagement with the external community; staff and administrative diversity; faculty diversity; curriculum and research; and climate considerations. The report also introduces the iSchool's Diversity Committee, whose members have spearheaded many of those initiatives.

Diversity Committee:

In 1999 the iSchool Diversity Task Force was charged with evaluating the diversity climate and perspectives of our organization. In 2000-2001 the Task Force report recommended that the Task Force become a standing Information School administrative committee. Dean Mike Eisenberg approved the recommendation beginning in autumn 2001 and the Diversity Committee was formed. The School continues to make progress toward better addressing issues of diversity, and recognizes that there is still much work and future goals to accomplish.

The Information School’s Diversity Committee is charged with the evaluation and implementation of diversity outreach, retention, recruitment, and climate initiatives. The Committee includes the collaborative efforts of administration, faculty, staff, and students. The joint-leadership and broad membership of the Committee engages stakeholders, internal and external to the School, with varied institutional perspectives.

2003-2004 Information School Diversity Committee Members

- **Alpha Anderson-Delap**, Research Coordinator
- **Terry Brooks**, Associate Professor
- **Nathan Freier**, PhD student
- **Maurice Green**, Assistant Professor; Diversity Committee Co-chair
- **Betty Marcoux**, Assistant Professor
- **Eva Ramirez**, MLIS Student and GO-MAP Research Assistant
- **Bridget Warbington**, Student Services Administrator and Diversity Committee Co-chair
- **Tomi Whalen**, distance MLIS student

Further information including the Information School Diversity Statement is available online at:
iSchool Diversity Committee ([http://diversity.ischool.washington.edu/div-committee.htm](http://diversity.ischool.washington.edu/div-committee.htm))

Screenshots of the Diversity Homepage and Diversity Committee homepage are included as Figure 1 below.

Fig. 1: Diversity Homepage Screenshot

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**The Diversity Committee:** The Diversity Committee is dedicated to the promotion of diversity at the Information School and the University of Washington. Through efforts in many areas, including outreach, recruitment, and retention the committee works to foster an openness regarding diverse ideas and perspectives. The committee prepared the iSchool's [Statement on Diversity](http://diversity.ischool.washington.edu/div-committee.htm), which was approved by the School in January 2003.

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**Members of the 2003-04 Diversity Committee**

Pictured: (Back row, l-r) Nathan Freier, Alpha Anderson, and Maurice Green (Co-Chair). (Front row, l-r) Tomi Whalen, Eva Ramirez-Cunningham, and Bridget Warington (Co-Chair). Not Pictured: Terry Brooks and Betty Marcoux.

Click [here](http://diversity.ischool.washington.edu/div-committee.htm) to view the 2002-03 Committee photo
The remaining sections of this report detail ongoing work related to the aforementioned diversity target areas.

1. Student access and opportunities

*Student Outreach and Recruitment:*

- Student Services recruited at twenty (20) education and community sponsored diversity events in the past year. Since these outreach efforts began the School has realized an increase in underrepresented minority applications, admission, and enrollment.
- The School has extended its outreach potential by recruiting collaboratively through the UW Collaborative Access Network on Diversity Outreach (CAN-DO, [http://depts.washington.edu/uwcando/](http://depts.washington.edu/uwcando/)). Partnership with CAN-DO increased the efficacy of recruitment in the iSchool through the sharing of best practices and helping to maximize the use of limited resources. Bridget Warbington, Student Services Administrator, is the iSchool liaison for CAN-DO.
- Maurice Green, Assistant Professor, has actively supported the Faculty Forums sponsored by The Breakfast Group and spoke as a representative of the UW's Black faculty at the African American Academy. He participates in the annual Holy Names Academy Career Day, promoting diversity in the information professions to that student body and was invited to deliver the keynote speech at the 2003 Essence of Success Conference geared at recruiting the most promising minority high school students within Washington State.

*Recruitment Publications:*

- **Diversity and Information Science Brochure:** The Diversity Committee in consultation with the Information School’s Student Services Office developed a recruitment brochure that provides an overview of each of our four degree programs. In addition, the brochure lists on-campus and community resources for prospective students to understand the application process, financial aid, housing, and other student affairs resources available for diverse populations. This brochure will be printed in 2004 and broadly distributed for recruitment purposes to community colleges and at outreach fairs and events. Additional support and input for the brochure was provided by the Graduate School’s GO-MAP office. A screenshot of one section of the six-panel brochure follows in the below Figure 2.
Future Outreach and Recruitment Plans:
- Continued outreach and recruitment at Community Festivals like the Columbia Valley Heritage Festival, the winter quarter and spring Pow-Wows, and Seattle’s Pride Festival.
- In recognition of the future staffing concerns, libraries are eager to form partnerships with the School in order to recruit diverse professionals. Continuing to inform and support their efforts to assist our recruitment of diverse prospective students.
- Seeking a diverse pool of applicants for our future faculty searches by posting in national publications and through word-of-mouth recruiting, which has proven to be effective in our recent searches. Recruiting a diverse pool of faculty is critical to recruiting and retaining a diverse student population.
- Including Diversity in the iSchool Connection, the School’s link to external and corporate partners. More information on the iSchool Connection is available online at: http://connection.ischool.washington.edu/

2. Student development and retention
We have a number of mechanisms in the School for connecting students with resources that will support them in the pursuit of their education. A selection of diversity-related student development and retention aspects of the School are included in the following:
The iSchool maintains a variety of listservs for students that are populated with information for students on topics as varied as financial aid, professional information, internship and job announcements, and much more. This information is shared to students by e-mails that are forwarded by faculty, staff, administration and alumni to our students. Students can subscribe to these listservs from our website: http://www.ischool.washington.edu/technology/listservs.htm

Information School Fellowship for Diversity - Sylvia Lake Finley Multiethnic Fellowship Criteria: Candidates must qualify for minority status specifically as American Indian, Alaskan Native, Asian, Black or Chicano as defined by the University of Washington’s office of Minority Affairs, financial need as established by the Free Application for Federal Student Aid (FAFSA) and admission to the University of Washington Graduate School and to the School of Library and Information Sciences. The number of fellowships awarded will be determined each year by the amount of funds available and the number of qualified candidates. Fellowship recipients are to be selected during the Spring Quarter. They are to receive a prorated portion of funds during each quarter they are in attendance during the following academic year.

The Engineering and iSchool Writing Center (EiWC) is a collaborative initiative between the College of Engineering and the Information School to provide writing skills support to all students. While the EiWC is a resource for all students, it is also a particularly relevant resource the international student population, many of whom consider English as their second language.

Disabled, International, and Students of Color (DISC), is an active iSchool student club that provides non-dominant groups support opportunities for networking, socializing, bonding, and sharing concerns and information for success.

Faculty Involvement in Retention:

Maurice Green, Assistant Professor: Has taught “LIS598 - Diversity Seminar” for the last three years, a course that directly resulted from his proposal involving the iSchool in the university-wide Curriculum Transformation Project. The course seeks to increase awareness and stimulate thinking about the multi-dimensionality of diversity, its implications on individuals, groups, and the information field. In December 2003, Maurice’s collaboration with UW faculty from Psychology, Social Work, American Ethnic Studies, and English produced a proposal that received funding from the Simpson Center for the establishment of a research cluster geared at fostering interdisciplinary research to better understand stereotypes, prejudice, and discrimination. Currently, he is leading an ambitious diversity initiative within the School for an intensive Curriculum Transformation Project geared at integrating issues of diversity across all four of our degree programs. The project involves the extensive input of current students, recent alumni, seasoned practitioners, faculty, and expert diversity consultants. Finally, he will be conducting the “Challenging Social Categorization

- **Betty Marcoux, Assistant Professor:** Has submitted a grant proposal entitled Retention Attention to Under-Represented Minority Information School Students for consideration in 2004. The goal of this grant will be the creation of support systems that will maximize retention of minority students in the Information School and to develop differential retention support systems suitable for different ethnic and cultural groups.

**Publications:**

- **Statement on Diversity:** When asked to rewrite the iSchool’s policy on diversity, the Diversity Committee embarked on a six month project to write an active policy that accurately reflected the commitment to diversity of the administration, faculty, students, and staff of the School. The Statement on Diversity was completed in January 2003, and is made available in outreach and recruitment materials for prospective students, as well as, on-line on the iSchool’s diversity web page and in the handbook for current students. The policy can be found on-line at: [http://diversity.ischool.washington.edu/div-iSchoolDiversityStatement.pdf](http://diversity.ischool.washington.edu/div-iSchoolDiversityStatement.pdf)

**Retention Achievements:**

- **GO-MAP Research Graduate Assistant:** Our graduate assistant is involved in research in the School and services on the Diversity Committee.
- **Announcements promoting diversity are sent via the Information School’s Diversity listserv:** idiversity@ischool.washington.edu
- **Student Club:** Disabled, International, and Students of Color (DISC) continues to be active, and in winter 2004 held the first social event to include the students in the recently launched distance MLIS program in their events.
- **Spectrum Scholars:** prestigious diversity scholarship award from the American Library Association. The iSchool provided matching funds to recipients.
- **Asian Pacific American Librarian’s Association Award:** iSchool had a student that was one of only two recipients of this national scholarship in 2002-2003.
- **Career Placement with Corporate Partners, Volt Services:** Student Services Administrator, Mariko Navin, co-hosted a career event with Volt Services Blended Workforce Initiative.

**Retention Plans:**

- **On-going curriculum transformation:** continued evaluation of curriculum.
- **Alumni:** Further involve alumni and information professionals in the School’s plans for diversity cultivation and curriculum transformation.
- **Technology diversity grant proposals:** efforts are being made to procure corporate and foundation funding for diversity programs that enhance and build on existing services to cultivate diversity in the school and recruit diverse students, faculty, and staff.
3. Engagement with the external community

Terry Brooks, Professor: (1) As a member of the Shoreline Library Board he lobbied the city of Shoreline to build a new library in the under represented and largely minority area of NE 145 Street and 15 Ave NE. (1a) As a member of the Shoreline Library Board, he invited Mary Bannister to speak about her voluntary effort to give books to poor and minority children.

Outreach and Recruitment Plans:
- Including Diversity in the iSchool Connection, the School’s link to external and corporate partners.
- Continued outreach and recruitment at Community Festivals like the Columbia Valley Heritage Festival, the winter quarter and spring pow-wows, and Seattle’s Pride Festival.
- In recognition of the future staffing concerns, libraries are eager to form partnerships with the School in order to recruit diverse professionals. Continuing to inform and support their efforts to assist our recruitment of diverse prospective students.
- Seeking a diverse pool of applicants for our future faculty searches by posting in national publications and through word of mouth recruiting, which has proven to be effective in our recent searches.
- Including Diversity in the iSchool Connection, the School’s link to external and corporate partners.
- Continued faculty presentations at local K-12 schools whose student body is dominated by underrepresented populations (minorities, women, etc.).

4. Staff and administrative diversity

In the Information School, we currently have twenty-one staff members involved in finance, development, student services, information technology, administrative support, reception, and research. The demographics of our staff include: 15 women, six men, five staff are over the age of 40, one staff member is Hispanic, and two staff members are Asian.

5. Faculty diversity

Faculty Recruitment:
Women and minorities are underrepresented in faculty and leadership positions in the fields of informatics, information science and information management. Table 2 below describes the new faculty hires from 2001-2004 that have increased the racial and gender diversity of the Information School faculty.

Table 2: 2001-2004 Information School Women and Minority New Faculty Hires
6. Curriculum and research

Curriculum

- Lorraine Bruce, Lecturer, includes readings and in-class discussion on diversity when she teaches the MLIS core class, LIS 560: Instructional & Training Strategies for Information Professionals
- Maurice Green, Assistant Professor, has taught “LIS598 - Diversity Seminar” for the last three years. “The Diversity Seminar”, a one-credit seminar offered in the past two years was expanded in winter 2003 to three credits.
- Cheryl Metoyer taught The "Information Seeking Behavior in Ethnolinguistic Communities" in winter 2004. The course considers the role of culture and language in the processing of information by ethnolinguistic groups.

Research

In the iSchool’s December 2003 faculty survey regarding diversity in information science research Professor Raya Fidel stated, “Because we deal with how people interact with information, and because we investigate the context in which they operate, diversity issues are important to incorporate in our work.” The following bulleted list includes a summary of recent Information School projects that have integrated diversity.

Information School Research Overview

- **Sherrilynne Fuller**: Has led many projects through the years to support and better understand the issues of health information access in diverse populations targeted at health professionals as well as consumers. Diverse populations included in this research include Native American communities, recent refugee populations, and African Americans. These projects have been funded primarily by the National Library of Medicine, National Institutes of Health and the Gates Foundation. The basic goal in these projects is to improve health through access to quality health information in support of decision making.
- **Batya Friedman**: Developed The Value Sensitive Design theory and methodology specifically seeking to identify both direct and indirect stakeholders. That process itself has evolved as a way to account for diverse users and stakeholders of information systems. For more information see [http://www.ischool.washington.edu/vsd/](http://www.ischool.washington.edu/vsd/).
  Batya also created the UrbanSim project, which seeks to enhance democratic process around the urban planning process. A significant attention is directed toward representation of diverse stakeholders. For more information see [http://www.urbansim.org](http://www.urbansim.org).
- **Betty Marcoux**: submitted a grant entitled “Retention Attention to Under-represented Minority Information School Students”. The goal of the grant is to create support systems that will maximize retention of minority students in the Information School and developing differential retention support systems suitable for different ethnic and cultural groups.
- **Maurice Green**: In addition to leading efforts in the School for an intensive, multi-tiered curriculum transformation project, he also teaches the Diversity Seminar, a
course that seeks to increase awareness of the multi-dimensionality of diversity. Further, the course seeks to stimulate thinking about diversity, its implications on individuals, groups, and the information field.

7. Climate

The intent of our diversity initiatives have been to foster diversity within the Information School both in terms of the demographics and thought processes of the School’s constituents (students, staff, faculty). Understanding we cannot change the way people think, we attempt to make them aware of diverse perspectives, approaches, and styles, and cultivate an environment receptive to differences. The extent to which such an environment becomes our institution’s realization is dependent upon each individual. We are not attempting to teach tolerance; rather we strive for an environment where mutual respect, understanding, and concern prevail in the face of similarities and differences. Our hope is that a varied array of activities promoting diversity within the School will foster an increasingly welcoming climate. On this path, the School must actively and continuously scan the environment for existing and evolving ways to remain responsive to the demands and opportunities inherent in our increasingly global constituency.

iSchool Initiative: Diversity

In December 2003, the Information School added a graphical link to the Diversity Homepage from the iSchool's Homepage at www.ischool.washington.edu under the prominently featured iSchool Initiatives portion of the page. See Figure 2 below.
Summary

The Information School has a sustained commitment to the broad-based cultivation of
diversity, including race, gender, disability, class, sexual identity/orientation, religion,
age, ethnicity, culture, region/geography, and indigenous status. We are committed to
continuing to create a culture that allows and supports individuals with diverse
perspectives, experiences, and aspirations to flourish.
## Appendix 1
### Table II-4
### Gender and Ethnic Origin
### Information School Students in Autumn 2003

#### Male

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### Ethnic Origin Definitions

**AI** American Indian or Alaskan Native -- a person having origin in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

**AP** Asian or Pacific Islander -- a person having origin in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, Samoa, and Taiwan. The Indian subcontinent includes the countries of India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan.

**B** Black, not of Hispanic Origin -- a person having origin in any of the black racial groups of Africa.

**H** Hispanic -- a person of Cuban, Central or South American, Mexican, Puerto Rican, or other Spanish culture or origin, regardless of race. Only those persons from Central and South American countries who are of Spanish origin, descent, or culture should be included in this category. Persons from Brazil, Guyana, Surinam, or Trinidad, for example, would be classified according to their race and would not necessarily be included in the Hispanic category. In addition, the category does not include persons from Portugal, who would be classified according to race.

**W** White, not of Hispanic origin -- a person having origin in any of the original peoples of Europe, North America, or the Middle East.

**I** International students -- all students who are not U. S. (or Canadian, for Canadian schools) citizens, permanent residents, or landed immigrants.

**NA** Information not available. Please use this category sparingly. Where at all possible, report ethnicity.