

FY 2011 School of Information Sciences Update

Prepared for the SIS Board of Visitors

October 13, 2011

Introduction

In 2006, the School underwent a complete reorganization in order to streamline operations and to better reflect the nature of the school. In positioning itself as an “iSchool,” the School of Information Sciences espouses a multi-disciplinary approach to information, systems and users. A five-year plan has guided the School’s development since then, with annual updates and minor revisions. This plan launches the second phase of the School’s development as a leading information school.

Since the 2006 reorganization, significant progress has been made in a number of key areas, including:

- faculty hires – we have sought those who can teach and research across traditional program divides
- staff— new hires have brought a different set of skills to the administration, meeting increased and diverse needs of faculty.
- rebranding the school

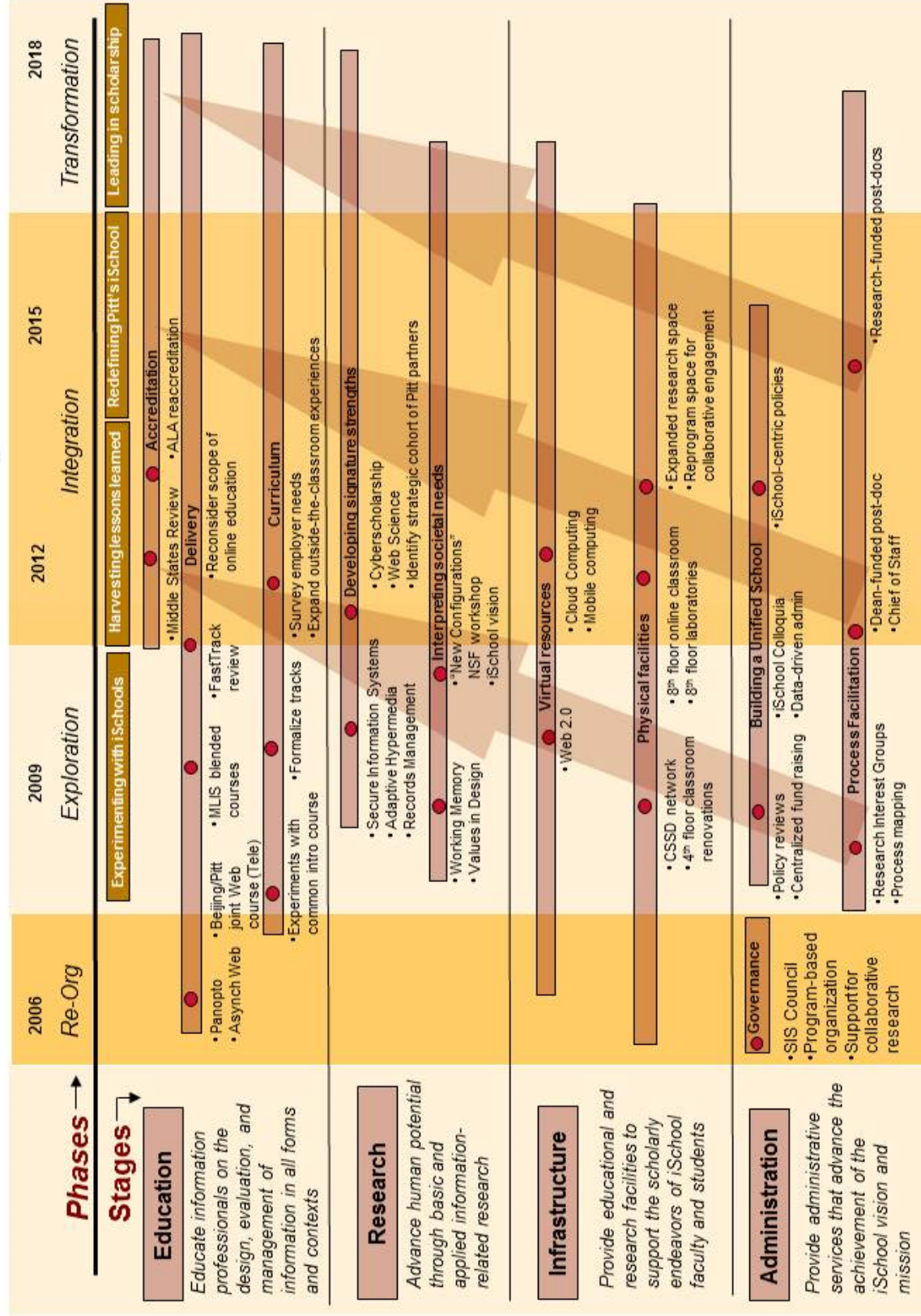
It is now appropriate to reflect more broadly on

1. the successes
2. the failures
3. the challenges still to be overcome
4. directions for the next 5-10 years.

This institutional reflection also contributes to the University’s Middle States review and the re-accreditation of the Library and Information Science Program by the American Library Association.

During FY 2012, the School is assessing its progress and developing the next five-year plan. Even though such assessment processes are conducted on an ongoing basis, it is now appropriate to evaluate the impact of the reorganization, to clarify the evolving societal demands on the School and its graduates, and to craft a new long-term mission and vision statement that reflects changes in the information professions and disciplines. This will facilitate future annual planning processes, impact potential faculty/staff hires, and inform curricular enhancements.

SIS Roadmap



FY 2012 Plan

The iSchool's FY 2012 annual plan focuses on four key long-term goals that provide the driving force for our mission and visioning process:

1. Build financial strength for the future
2. Foster intellectual vitality for our community
3. Provide strategic leadership for our professions
4. Interpret and articulate the information school vision and mission.

These overarching goals directly support the University's Goals:

1. Provide high-quality undergraduate programs
2. Offer superior graduate programs
3. Engage in research
4. Cooperate with public and private sector institutions
5. Offer continuing education programs
6. Contribute to the local, state and national communities
7. Ensure operational efficiency and effectiveness
8. Expand international focus and activities
9. Develop collaborative research
10. Diversity.

Environmental Scan

The continuing economic crisis constrains traditional options while presenting novel opportunities for the School. As with many other organizations, the School experienced a decline in revenues from fundraising attributable to the impact of the crisis on the ability of individuals and corporations to make gifts. In addition, Pitt's endowment suffered a loss and the Commonwealth's deficit impacted the appropriation, constraining the University's budget over a period of several years. Thus, the School accommodated reductions in its operating budget as well. Many students – particularly part-time and online students, were affected when corporate-based and state-based financial aid for advanced education was reduced or became increasingly competitive. Our industry/professional partners, facing related economic hardships, were forced to reduce their philanthropic giving and staffing/service levels, as well as to defer the hiring of our graduates and providing internship opportunities. It remains to be seen how many of these economic impacts will extend past the projected economic recovery.

This difficult economic time was not without some positive outcomes – nationally, the volume of applications to graduate schools increased dramatically (8.3% from Fall 2008-Fall 2009); the iSchool experienced a 12% increase in applications to our Master's programs. In addition, with other research universities experiencing even more severe financial constraints than Pitt, we may be in a relatively stronger position to attract and retain high-performing faculty.

Projections:

- a. As libraries and schools are forced to dramatically cut their budgets, an impact on the job prospects for MLIS graduates seems inevitable. A recent survey of public libraries by *Library Journal* showed that 72% of responding libraries had funding cuts and 43% experienced staff cuts. (http://www.libraryjournal.com/lj/communityfunding/888434-268/ljs_2010_budget_survey_bottoming.html.csp). In the table below, the Bureau of Labor Statistics projects a modest increase in employment for librarians. However, they also point out that “Jobs for librarians outside traditional settings will grow the fastest over the decade. Nontraditional librarian jobs include working as information brokers and working for private corporations, nonprofit organizations, and consulting firms.”

Projections data from the National Employment Matrix

Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-18	
				Number	Percent
Librarians	25-4021	159,900	172,400	12,500	8

- b. More, and better, job opportunities are anticipated for those with degrees in the Science, Technology, Engineering and Mathematics (STEM) fields, resulting in selective increases in some computing specialties

Projections data from the National Employment Matrix

Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-18	
				Number	Percent
Computer and information systems managers	11-3021	293,000	342,500	49,500	17

Projections data from the National Employment Matrix

Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-18	
				Number	Percent
Computer network, systems, and database administrators	—	961,200	1,247,800	286,600	30
Database administrators	15-1061	120,400	144,700	24,400	20
Network and computer systems administrators	15-1071	339,500	418,400	78,900	23
Network systems and data communications analysts	15-1081	292,000	447,800	155,800	53
All other computer specialists	15-1099	209,300	236,800	27,500	13

- c. Federal scholarship funding will become increasingly constrained and competitive, despite NSF's efforts to increase support for scholarships in STEM fields.
- d. Corporate funding for scholarships and continuing education may gradually increase as the economy improves, but the School must be agile enough to take better advantage of this potential. We must clearly define the School's mission and vision so that possible funders will understand who and what we are.
- e. Given the history of the school, iSchool alumni are unevenly distributed among the information professions. Our older alumni are disproportionately librarians, with relatively limited financial resources. Alumni with greater giving potential come more from the GIST and Telecommunications programs, but these programs are sufficiently young that Pitt's Institutional Advancement experience suggests substantial giving from these alumni is unlikely for at least a decade.

FY 2011 Accomplishments/Outcomes

Faculty Hires

Cory Knobel -- PhD (Information), University of Michigan-Ann Arbor

Research Interests: Cyberinfrastructure and Cyberscholarship; Ethics and Values in the Design of Information Systems & Technology; Science and Technology Studies (STS); Complex Systems; Bridging Quantitative and Qualitative Methods

Kostas Pelechris – PhD (Computer Science), University of California, Riverside

Research Interests: Wireless network systems (e.g., 802.11, 3G, home networks, multihomed wireless devices), wireless networks security -- jamming detection and prevention, Denial of Service Attacks, trustworthy network operations, mathematical foundations of communications networks, and graph mining of the Internet.

Fundraising – Alumni, Corporate, Foundation

Campaign Giving: Fiscal Years 2010-2011 (as of October 1, 2011)

	Individual	Foundation	Corporate	Other Organizations	Total
2010	299,529	600,000	27,357	74,128	\$1,001,014
2011	136,787	10,000	94,146	0	\$240,933

Campaign Donors: Fiscal Years 2010-2011 (as of October 1, 2011)

	Individual	Foundation	Corporate	Other Organizations	Total
2010	693	1	24	2	720
2011	655	1	24	0	680

The School has seen a decline in campaign giving in FY 2011; this can be seen in both the amounts raised and the number of donors. Our foundation gifts in recent fiscal years included significant grants from the Andrew W. Mellon Foundation for specific initiatives – the Cyberscholarship/Cyberinfrastructure program and the iSchool Inclusion Institute (i3). A new Director of Constituent Relations (DCR) joined the School in FY 2011 and has been charged with increasing fundraising revenues and diversifying the donor pool. A more intensive communications campaign with alumni and other constituents has commenced (a monthly e-magazine for alumni, a presence on FaceBook/Twitter/LinkedIn).

Financial Resources Optimization

The School has several revenue streams upon which it depends quite heavily. This includes tuition revenue, the Commonwealth appropriation, research grants & contracts, and gifts & endowments. It is a challenge in that all of these revenue opportunities are extremely sensitive to external forces; the most significant of which is the recent economic crisis. A challenging economic environment can have a negative impact on research agencies, on donors and corporate supporters, and on University resources. FY 2010 and FY 2011 saw reductions in the School's operating budget, increased competition for research funds, and a sharp decline in fundraising (with the exception of the AW Mellon Foundation grants to support specific projects).

To combat this, the administration put into practice a series of measures to proactively and effectively control the School's operating budget. More oversight for the responsible use of financial aid and financial support (including the endowed funds), resulted in appropriate dedication of funding to support both Master's and PhD students. The redirected funds were then used to provide IT upgrades in the labs and for individual faculty, the completion of the design of the 8th Floor Learning Lab, and to begin to acquire appropriate furnishings for that space.

Real-time monitoring and control of the budget allowed for better and timelier use of funds...as well as reasonable responses to the University's changing fiscal situation. Funding decisions, thanks to the increased ability to provide quantifiable data in terms of projections of revenues and expenditures, were made in a more holistic fashion. In FY 2011, the more intentional direction of funding had no significant impacts on any portion of the School's educational or research programs; in fact, the School was better able to support the ever-increasing technology needs of the faculty and students while still providing an adequate level of support for financial aid and support programs.

Increased Student Applications –

Fall applications as of 9 12 2011

	Fall Term 2005	Fall Term 2006	Fall Term 2007	Fall Term 2008	Fall Term 2009	Fall Term 2010	Fall Term 2011	Fall Term 2012
CAS LIS	2	5	1	1	2	1	0	0
CAS IS	2	0	1	1	2	0	0	0
CAS TELE		1	1	1	1	0	2	0
PHD IS	20	20	28	35	46	40	55	0
PHD TELE	7	19	13	8	13	11	8	0
PHD LIS	27	21	24	24	21	20	16	1
FT	28	19	66	86	106	53	63	0
MLIS	224	225	218	243	281	300	303	1
MSIS	55	88	95	128	126	215	271	0
MST	28	45	45	66	49	57	53	0
Special Stds	2	3	5	10	1	7	1	0
Total:	395	446	497	603	648	704	772	2

The School has significantly increased its efforts and devoted more resources to student recruiting. In FY 2009, a staff position was repurposed to a professional position with 50% of effort supporting recruitment. In FY 2010, half of a systems analyst position was redirected to data systems management and implementation to provide enhanced statistical reporting and automated communications with prospective students. In addition, the School purchased Hobsons Connect, a system designed to automate, personalize, and track prospective students. The Student Services team has taken the appropriate training and developed the communication plans/strategies to take advantage of the system's capabilities. Implementation of the system is underway and it will be fully functional by FY 2012.

Optimized Enrollments

FTE Enrollment as of 10/10/2011

Program	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
BSIS	176	143.2	100.6	74.8	87.2	109	113.4	118.6	118
On-campus MLIS	166	167.2	199.6	168	189.2	192.08	197	194.4	157.4
FastTrack MLIS	38	53	53.6	60.4	76.8	88	84	66.8	56
MST	44.8	29.8	27.6	18	16.6	36.6	35.6	31	24
MSIS	76.8	62.4	47.2	53.8	64.8	76.4	90	107	108
PhD LIS	28.6	25.2	28.2	26	26.4	21.4	22.4	26.4	18.4
PhD T	33.2	24.8	25.4	27.4	23.4	17.4	19.4	18	15.8
PhD IS	28.6	35	33.4	35.2	35.2	32.2	36.2	39.4	36.6
CAS	6.6	3.6	2	4.8	4.4	3	3.6	6.6	5.2
Total	598.6	544.2	517.6	468.4	524	576.08	601.6	608.2	539.4

Headcount – as of 10-10-2011

Program	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
BSIS	206	163	118	88	110	130	135	142	148
On-campus MLIS	238	238	265	237	248	251	236	237	188
FastTrack MLIS	92	119	128	145	183	208	189	146	125
MST	61	43	39	27	22	42	44	37	33
MSIS	123	96	73	79	87	98	114	134	138
PhD LIS	34	30	36	32	30	25	23	30	22
PhD T	35	32	26	28	24	18	20	18	17
PhD IS	31	38	34	37	37	34	38	43	39
CAS	12	6	5	12	8	6	6	15	13
Total	832	765	724	685	749	812	805	802	723

The School made a conscious decision to reconfigure the composition of our enrollment. Class sizes in the LIS Master's programs were becoming unwieldy, so recruitment was refocused on out-of-state full-time students, causing a slight decrease in enrollment but yielding greater tuition revenue. The School then worked to increase enrollments in all other degree programs to balance the enrollments across all programs.

Tuition revenue

	Academic Year 2009-2010	2010-2011	2011-2012
Summer	2,794,703	2,908,175	2,680,947
Fall	6,187,970	6,653,313	6,510,316
Spring	5,702,180	5,778,822	N/A as of 10/10/11
Total	14,684,853	15,340,310	
Su+Fa only total	8,982,673	9,561,488	9,191,263

Research –

Over the last decade, the School has established research and education programs in several critical areas. These efforts were designed to:

- increase the School’s profile in emerging/significant areas
- enhance the School’s and University’s reputation at an international level
- advance the School’s ability to attract research funding
- attract students – particularly doctoral students – who aspire to become leaders in these areas.

Several key initiatives are particularly noteworthy:

- rapid growth in research and education in Information Assurance and Security (initiated in 2004)
- creation of an Mellon-funded senior faculty position to conduct research in Cyberscholarship (the first of its kind in the nation)
- we set out to create a program in “Working Memory” (beginning with a doctoral seminar series) examining the impact of technology on cultural and scientific memory, as well as exploring the connections between (as well as challenges in melding) archives, computing for the humanities, Cyberscholarship, the study of science and technology, and the theories of infrastructure and memory. The untimely death and illness of several key faculty has seriously impacted our ambitions for this program.

In looking ahead, the School continues to explore new/emerging areas in which to establish both research and educational programs. The School acquired funding from the National Science Foundation to host an international workshop on “Emerging Configurations of the Virtual and the Real” in March 2011. This event brought together scholars from various fields to consider the impact of advances in information and communications technologies (as well as the resulting human disengagement with the natural world) on research and education in the Information Sciences. The objective of the project is to outline the intellectual frontiers of research across the iSchools, and to create synergies for future research efforts. The results of the workshop are contributing to identifying signature areas of research for the School.

FY 2011 research outcomes:

- the number of faculty with external research funding increased from 12 to 17
- proposals have been submitted to 14 different funding agencies, including NSF, DOD, IMLS, Google, Microsoft, the MacArthur Foundation, OCLC, and the National Institutes of Mental Health.

Research Proposals	FY 09	FY 10	FY 11 (7/1/10-6/30/11)
Proposals submitted	42	51	46
# of Proposals Funded	13	18	15 (some still pending)
# of agencies submitted to	10	11	14
# of collaborative proposals submitted	32	39	26
# of collaborative proposals funded	12	14	8

Faculty Publishing – CY 2011 (to date)

Books	Book Chapters	Journal Papers	Conference Papers	Editorial Boards
2	13	55	81	51

Since FY 2010, the iSchool has hired visiting research scholars (using the Dean's Research incentive funds) to foster collaborative research amongst the faculty, to facilitate cooperative research projects and grants, and to increase the likelihood of attracting funding for large-scale interdisciplinary projects. In FY 2011, the School brought in Mohd Anwar, who earned his doctorate from the University of Saskatchewan in Computer Science in 2009. Dr. Anwar's research interests include Information Security, Information Privacy, Human-centered Security, Access Control, and Protection Mechanisms for Social Computing. He is working regularly with 6 iSchool faculty members (Joshi, Brusilovsky, Tipper, Krishnamurthy, Zadorozhny and Karimi); he has been a co-PI on three proposals to date. Given the lead time in publishing and funding cycles, the success of each visiting research scholar is evaluated over an extended period of time.

Facilities

The School is becoming increasingly space constrained, particularly as we bring in new faculty with active research programs that require laboratory and student space. In collaboration with Rush Miller, the director of the University Library System, we have decided to close the Information Sciences Library on the 3rd floor, distribute its collections to other ULS facilities (Hillman for actively used materials, Thomas Blvd for inactive materials), and repurpose the 3rd floor for faculty and student use. We will be engaging the Office of Facilities Management in a design study, working with faculty on alternative concepts for layout and space utilization during this academic year. The ULS anticipates moving the collections and freeing up the space by September 2012.

In addition, the School has completed the design of a new, communal learning space for students and faculty, replacing an outdated student computing lab on the 8th floor of the building.

Program updates

Bachelor of Science in Information Science

- a. Surveyed alumni for job placements and time-to-placement. 69.5% of responding alumni secured employment within six months of graduating from the program; 13% found employment within 7-12 months of graduation; and 13 % took more than one year to secure employment.
- b. Reinvigorated the student association – PRISM. This group has experienced an ebb and flow in terms of student participation. In large part, this is due to differing levels of enthusiasm among students, and is aggravated by the graduation of student leaders where no successor emerges. For example, in FY 2010, the group was inactive. Then, a vibrant group of juniors entered the BSIS program and PRISM took on renewed life. In FY 2011, the group hosted bi-weekly events with an average attendance of 15-25 students.
- c. Admissions processes and policies for a 30-credit second degree program have been formulated. Market research indicates that such a program would be of most interest offered at night or asynchronously online. The undergraduate curriculum includes classes that are only offered during the day, calling into question the viability of a second degree program without a major realignment of the curriculum.
- d. A 15-credit Information Certificate is being investigated to establish its desirability and viability for on campus students in other majors to enhance their knowledge and skills relevant to the application of information technologies in their discipline.

Master's Programs

- a. Several specializations in the Masters' programs have been formalized (with the curriculum being formally approved by the Provost): Information Security, Geoinformatics, Telecommunications & Distributed Systems, Database & Web Systems, Digital Libraries and Archives & Records Management. These specializations communicate the School's strengths more explicitly to students, ensure that students take the courses to best

prepare them to meet industry's needs, and, thereby, better position the School's graduates for the job market. The concentration/specialization is recorded on official university transcripts.

b. Evaluation of online program -- The online MLIS program known as FastTrack has now provided 10 years of educational services, attracted \$1.9M of funding from the Institute for Museum and Library Services (IMLS) and graduated more than 600 MLIS students from 35 states and 6 countries. Given the overall success of FastTrack and the rapid pace of advancement in online education, we took this opportunity to conduct an external review of the program by the National Center for Higher Education Management Systems (NCHEMS), seeking ways to assure that the program continues to deliver high quality education that meets the needs of libraries and their users into the foreseeable future. Karen Paulson led the review and conducted a site visit in March 2011. The final report was submitted in July 2011. Two years ago, Pitt launched a university-supported online education infrastructure called Pitt Online. Given that the university is now prepared to provide institutional support for online graduate programs, SIS will begin a migration of FastTrack to Pitt Online, anticipating starting the first MLIS Pitt Online cohort in the Fall 2012 term.

c. Launched Health Librarianship CAS program – In FY 2011, the School introduced the Certificate of Advanced Study in Health Sciences Librarianship, funded by the IMLS. The program, a post-Master's certificate, attracted 12 students to the first cohort and 11 students to the second cohort. A third cohort will be accepted for Summer 2012. The program is a collaborative effort with Pitt's Health Sciences Library System, whose librarians serve as instructors for the online courses.

d. Advisory groups routinely advise on the curriculum. For example, several Industry Advisory Board members suggested the addition of business components to the MSIS curriculum and the addition of industry-hosted capstone experiences. The School is building new relationships with corporate associations such as the Pittsburgh Technology Council and Three Rivers Connect to further ensure that the industry perspective is reflected in the School's curriculum and professional development activities.

Doctoral Programs

Introduction of Working Memory Doctoral Seminars – The iSchool introduced a series of seminars for doctoral students to address issues concerning information and evidence in society and the Information Professions. The seminars (started in Fall 2010) examined the impact of technology on cultural and scientific memory. While a disappointment in terms of our ability to sustain this particular initiative due to circumstances beyond anyone's control, we continue to explore areas where we believe our faculty and doctoral students can make a notable impact.

Operational Efficiency

Training and subsequent proficiency in the use of university information systems (e.g., Cognos, PeopleSoft, ApplyYourself, and the Data Warehouse) are helping to standardize operational processes, with concomitant increases in efficiency and reduction of shadow systems.

Increasing use and understanding of University systems as well as the implementation of Hobson's Connect provides timely data and information on enrollment, recruiting and application information for operational and academic planning. For example, we now have two years' worth of data on yield rates in the Master's programs. This will allow us to more accurately predict acceptance and enrollment of students in areas where there are stable patterns – enabling those Programs to extend the correct number of offers to reach the desired yields. In the areas where the rates vary widely, we will be able to make an informed decision about whether or not to target an increase in our application and/or offer numbers in order to build in a factor of safety.

Hobson's Connect also provides the iSchool the ability to maintain a personalized, time sensitive, ongoing connection to prospective students throughout the lifecycle of the recruitment process.

The School's administration is developing a financial model to improve the timeliness and efficiency of real-time decision-making. This model will enable the School to better position itself in light of the changing economics of higher education and to be more agile in responding to emerging priorities and opportunities. It will enable in-depth analysis of enrollment trends and projections, optimized use of limited financial aid resources, strategic deployment of teaching faculty, and increased discretionary resources available for support of the School's priorities. Although early efforts to produce and implement such a model have met with success, there is still more work to be done. The administration plans to create a consistent budget (in terms of both in revenues and expenditures) that will inform the fiscal decision-making process, permit long-term growth through financial commitments in certain strategic efforts, and to provide stable expectations on the part of faculty and staff. This budget process will be guided by the elements included in our long-term plans and vision for the School; funding and resources will be directed towards those efforts which have strategic importance for the entire institution.

To better meet the teaching and learning needs of iSchool faculty and students, a former student computing lab is being redesigned and repurposed as an interactive learning environment. This project has reached several milestones – the infrastructure developments have been completely funded, thanks in part to a generous one-time grant from the Provost's Office. Design has been completed in FY 2011 and the Pitt Office of Facilities Management anticipates completion of construction by December 2011.

Administration realignment

Throughout 2010/2011 and in collaboration with Pitt's Office of Human Resources, the staff at the iSchool has undergone significant realignment. The School concentrated on repurposing existing staff lines to expand capabilities and increase productivity. For example:

1. Hire of Sharon Bindas (Manager of Personnel and Administration) who will be more involved in strategic planning.
2. Enhancing position of Olena Shcherbinina to Data Architect, supporting student services and Dean's Office data gathering and analysis needs.
3. Enhancing position of Debbie Day to Program Administrator, relieving faculty of administrative oversight and functionality and allowing them to focus on academic issues.
4. Retasking faculty services team members to better support students and programs.
5. Redirecting a portion of Jim Fausnaught's time (from videotaping online classes) to better support the Tele labs.

This realignment of individuals and duties has narrowed the gap of areas of excess capacity vs. areas of overloaded capacity and allowed the staff to take on additional responsibilities formerly provided by the University or individual faculty members. More staff time is now devoted to student services, recruitment, real-time data gathering and analysis (as opposed to data entry) and faculty services. Through a better understanding and use of University and iSchool systems, less time is being spent on data entry and repetitive work. Staff realignment has enabled greater flexibility, increased the focus on excellence in service and

improved agility in responding to changing needs and requirements. This will also result in effort dedicated to retaining and disseminating institutional knowledge, an increased ability to track year-to-year progress and to effectively benchmark against our peer and colleague schools.

Shifting from a focus on Customer Satisfaction to Community Building

In FY 2010 and FY 2011, the School's administration placed a great deal of emphasis on meeting customer expectations – the customers being students, faculty, and university administrators. These efforts have been successful – student complaints have declined, faculty seem to appreciate the enhanced services provided by staff and administrators, and the production of mandated reports to the University and the professional organizations has been streamlined. In FY 2012, the staff and administration will shift its focus to community building programs. The communities to be enhanced include the students, the School as a whole, and our partnering organizations and businesses. The School has hosted a number of extremely successful events to introduce students and others to the “iSchool” community including a picnic (120+ on a cold and rainy weekend) and an orientation for all new students (one event hosted by the school, rather than different events hosted by the academic programs). Each week, the School hosts an event that addresses either professional development or social interaction among the students from all of the programs. Such events include gaming nights, presentations on doctoral student research, and networking to increase job-hunting success. Each event has been well-attended and by a pool of students that represents the iSchool as a whole, rather than a single program. The program will have a number of positive outcomes: our students are more involved with and will identify more strongly with the School, they will bond with each other and this will result in both social and research collaborations, and the students will become alumni with stronger ties to the School.

Another community building effort is being undertaken to increase the visibility of the School within the regional and national corporate worlds. The School has instituted a strategic outreach program to CIOs and other professionals within the fields that hire our graduates. In Fall 2011, campus visits and workshops by corporate representatives have been planned in partnership with PPG, Microsoft, and US Steel. This program has dual benefits: it provides a venue to connect our students with those organizations who might employ them and it supports the School's efforts to engage corporate partners in both academic and fundraising efforts.

International Focus/Activities

The iSchool has crafted a number of international partnerships over the last five years, mostly through Memoranda of Understanding (MOUs). We hold such agreements with Mysore University in India (which will be renewed in 2012), Siam University, Athabasca University (Canada), Beijing Institute of Technology, Wuhan University (China), Tsukuba University (Japan) and Molde University (Norway). The iSchool is working with Wuhan University's School of Information Management to finalize the curriculum for a novel educational opportunity: the partnering schools will offer a 3 + 2 Bachelor/Master's degree program.

Diversity

Faculty – There exists an unfortunate dearth of PhD students and faculty in the Information Sciences from selected underrepresented groups (African American, Hispanic, and Native American). Indeed, this was the impetus for creating the iSchool Inclusion Institute (i3) that was funded by the Andrew W. Mellon Foundation. Therefore, it is difficult to attract faculty from those groups – there aren't many potential candidates and the competition for each is incredibly fierce. The School has made a diligent effort to advertise its open positions in venues targeting underrepresented groups (*Diverse: Issues in Higher Education*, *Hispanic Outlook in Higher Education*, *Insight Into Diversity*). There have been some signs of success: in FY 2010, we were seeking to fill two Assistant Professor positions; of the 26 candidates, 19 self-identified as from an underrepresented group

in their Affirmative Action forms – however, the majority identified as Asian. The successful candidates for both positions were not from an underrepresented group.

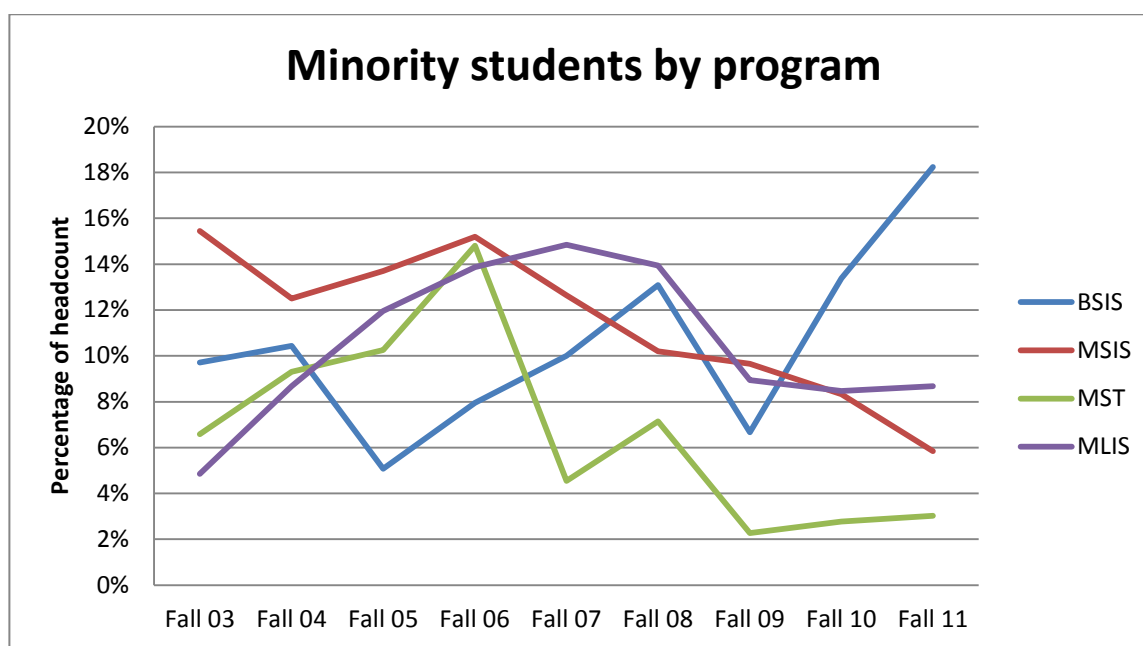
Students—As a result of significant diversity-related scholarship support from a number of funders (PPG, Alcoa, the Commonwealth), the School has seen an increase in prospects from underrepresented groups. Graduate applicants and new enrollment from underrepresented groups has remained constant, while undergraduate enrollment from underrepresented groups is on the rise.

	AY 2010(FA09-SU10)	AY 2011(FA10-SU11)
Prospects in system*	68	133
Grad Applicants	66	66
Applied/Enrolled	31 out of 66	34 out of 66

**Prospects and applicants are not required to self-identify as being from an underrepresented group. Therefore, it is difficult to accurately account for the number of diversity prospects and applicants. The estimates above are based upon contacts made at primarily diversity-related recruitment events, as well as upon those prospects who have chosen to self-identify as being from an underrepresented group.*

We continued to expand our diversity recruitment venues and will have attended more diversity recruitment events in 2011 than 2010. The School has developed the tools to map the lifecycle of contacts garnered at each diversity event from prospective student to graduation. The implementation of an enhanced recruitment system will also enable the School to maintain more regular, personalized contact with diversity prospects.

In addition, we have worked to enhance the diversity of the undergraduate student body through an enhanced aid award process; first, we increased the number of awards (5 awards in Fall 2009 vs. 10 in Fall 2010). Then for Fall of 2011, we offered larger awards to fewer students with the students going through an application process that included a written explanation of why they chose information science and how this has positively impacted their lives.



A major initiative designed to ultimately increase the number of students and faculty from underrepresented groups began in 2011 – the iSchool Inclusion Institute (i3). This program, funded by the Andrew W. Mellon Foundation, will attract diversity students to graduate programs in iSchools. This is a long-term effort which will benefit both the academy and the information science professions.

Assessment and Self-Study

- In FY 2011, the School retained NCHEMS to evaluate delivery and content of online education initiatives here at the iSchool. This study was completed in July.
- In preparation for Pitt's Middle States re-accreditation, the School has been gathering and analyzing data for all elements of the Self-Study. A draft report will be presented to the faculty and SIS Council for review in the fall of 2011, in preparation for an anticipated external review during the spring of 2012.

Crafting new mission and vision statements

The iSchools comprised an informal collaboration among a few US universities circa 2004. Since that time, the organization has grown as a global consortium of 32 recognized leading institutions shaping an uncertain future. To better articulate the role and mission of the iSchool at Pitt, we are developing a 5-year strategic vision for the School. The Dean has met with the faculty around this issue, and an ad hoc committee is interpreting position statements by faculty with the objective of clarifying the issues and opportunities that influence the School's strategic vision.

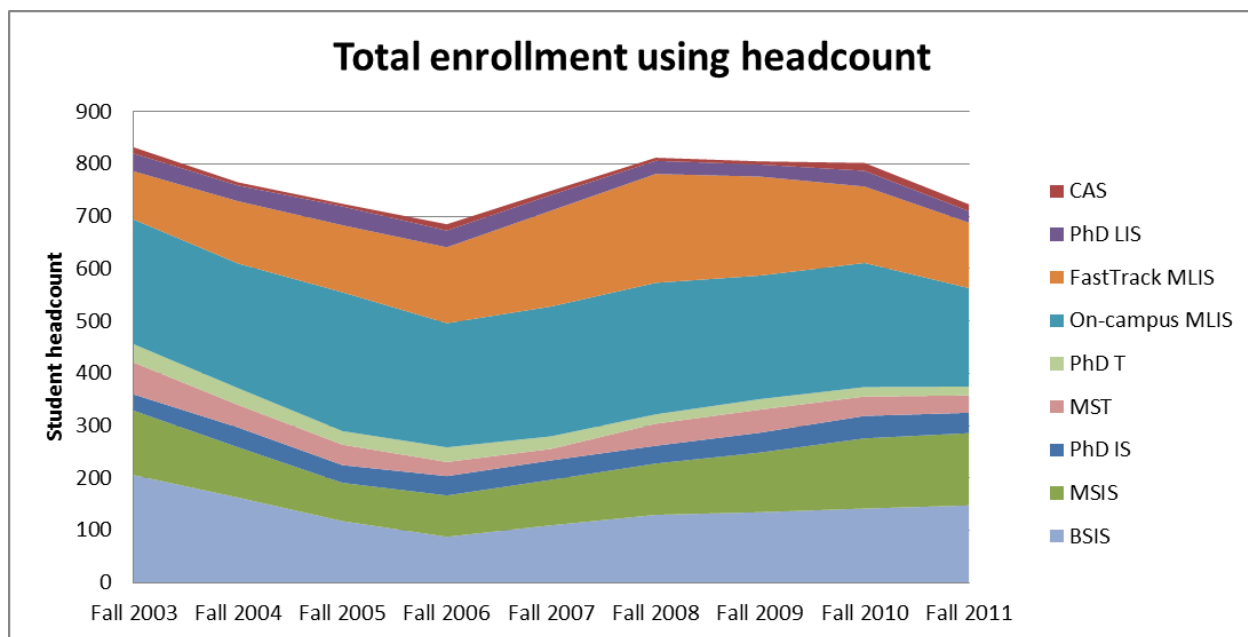
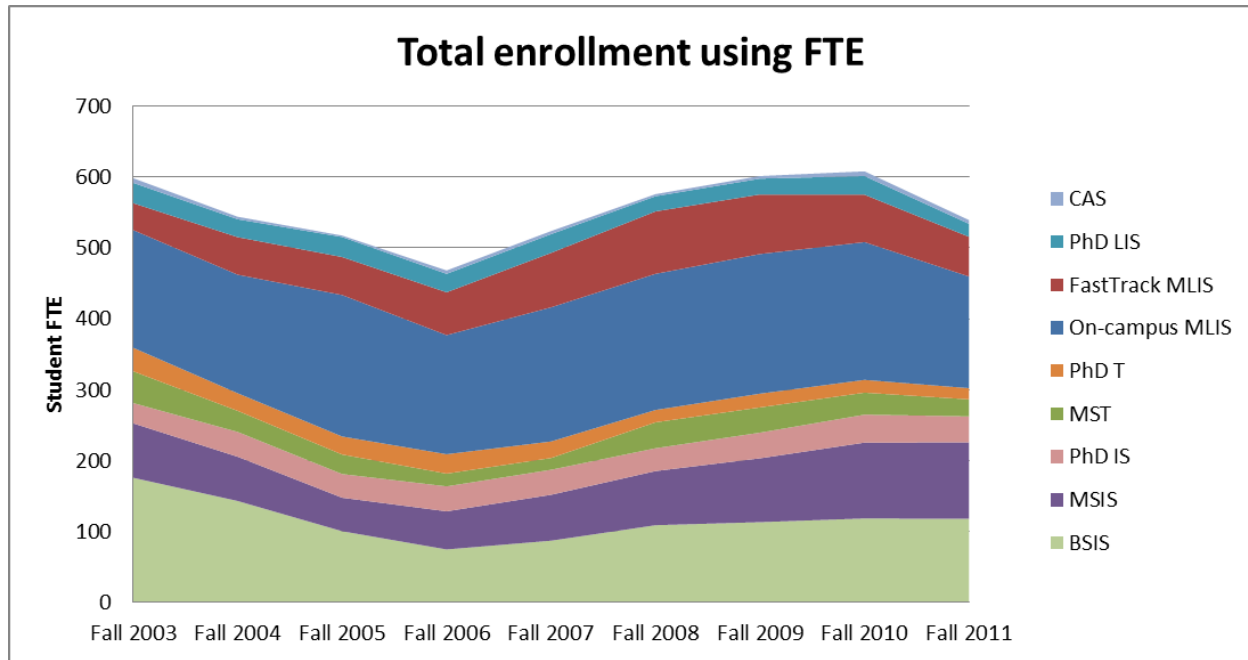
In FY 2011, the School reviewed and revised the Promotion and Tenure policy to assure consistency and equity in our processes. Promotion and tenure decisions tend to be more complex in iSchools, given the highly multi-disciplinary nature of the field. Finding experts to review candidates' dossiers can be problematic when the candidate has a specific area of teaching or research that is not well-represented in the School or the field, but is distinct from the traditional academic practice in the faculty members' native discipline.

Benchmarking our Progress

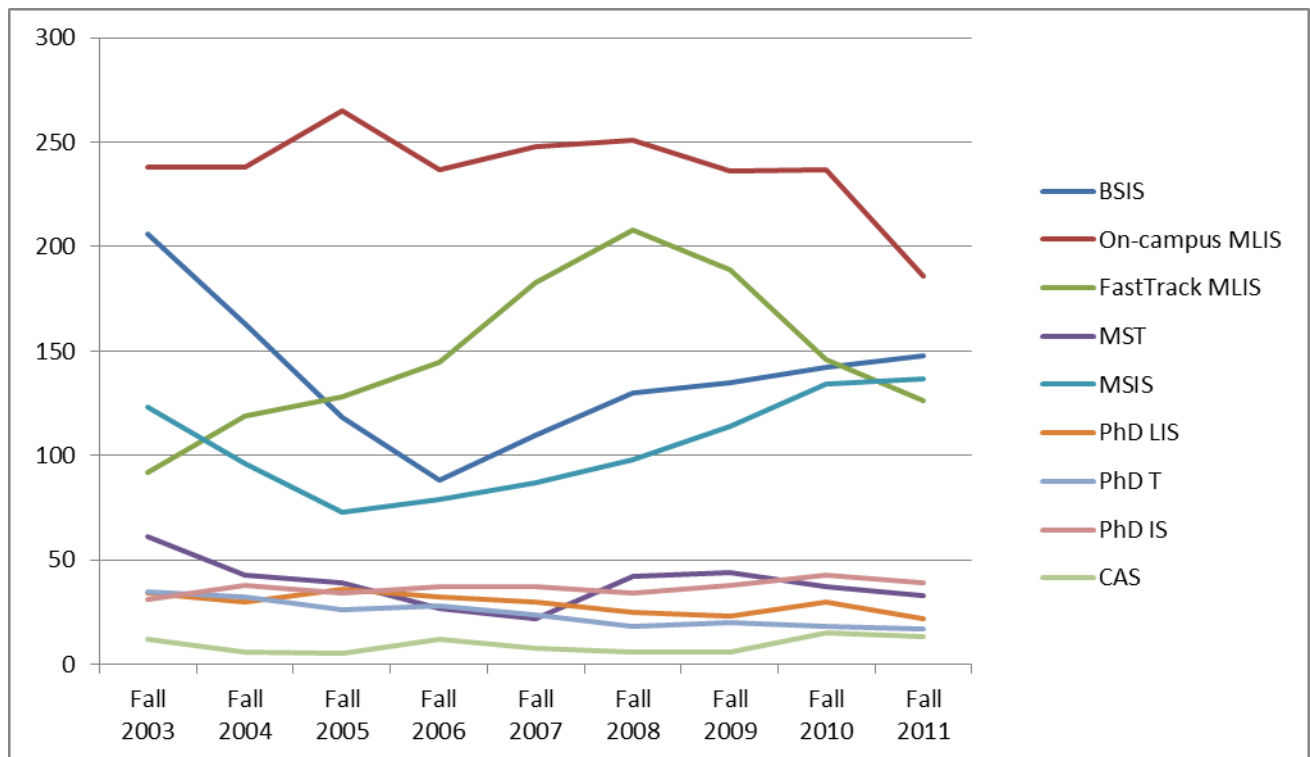
Applications (As of Feb 1 of the given year) showing significant increases

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Master's	280	364	414	527	593
PhD	59	61	70	72	78

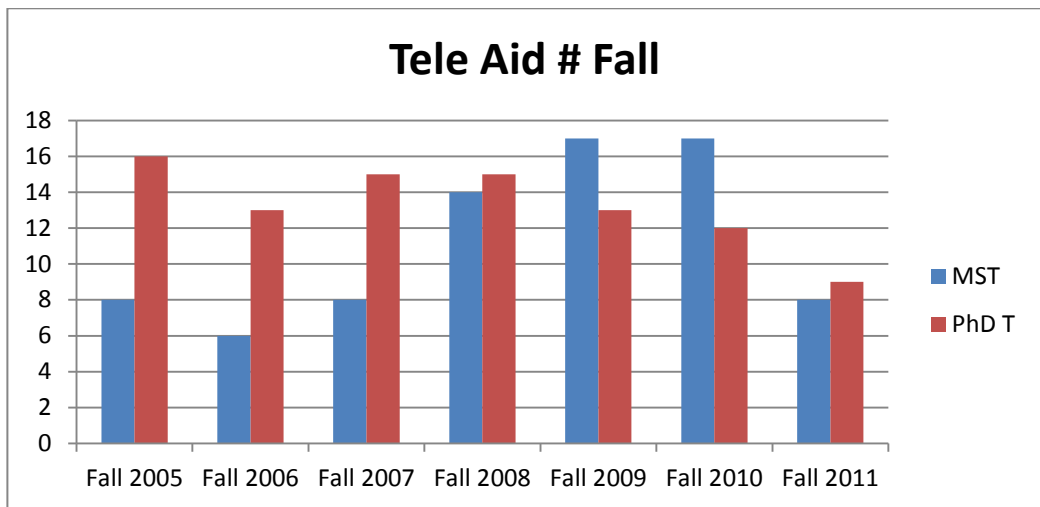
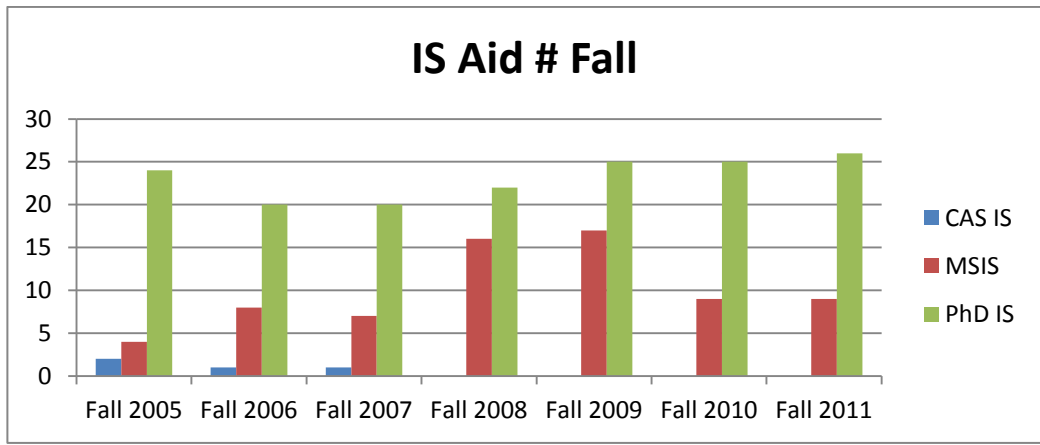
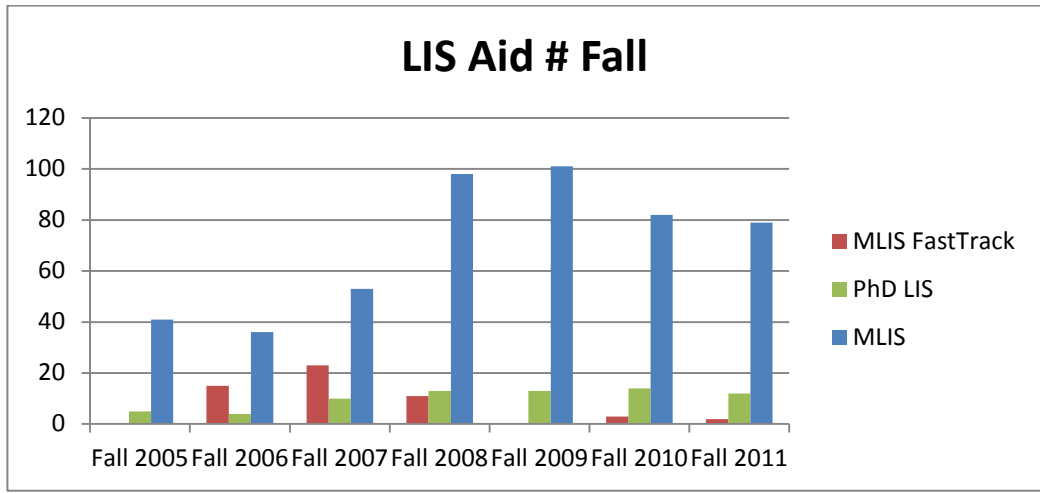
Enrollments



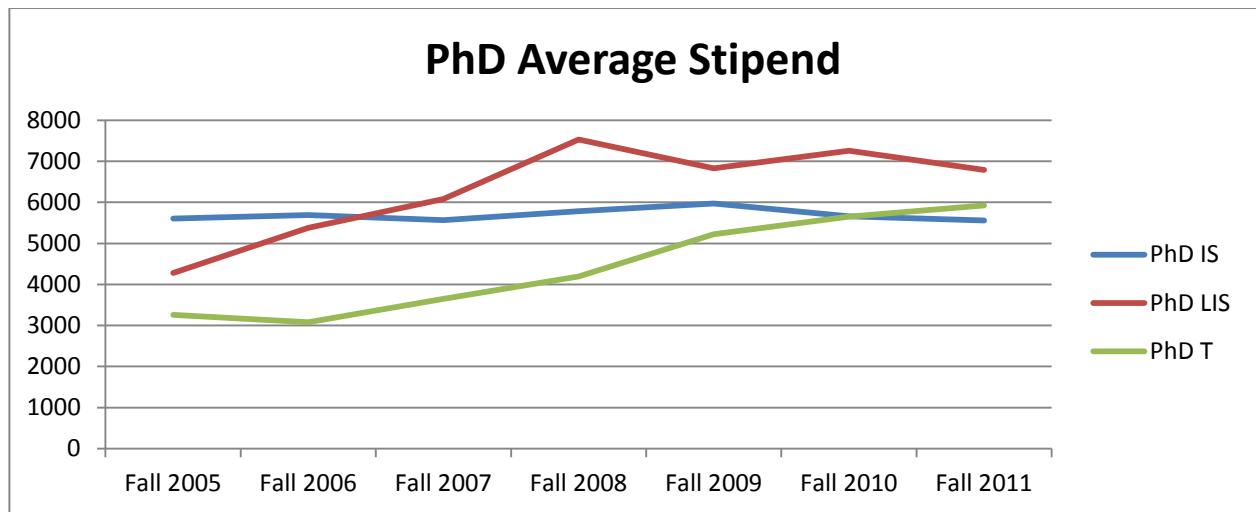
Program	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
BSIS	206	163	118	88	110	130	135	142	148
On-campus MLIS	238	238	265	237	248	251	236	237	186
FastTrack MLIS	92	119	128	145	183	208	189	146	126
MST	61	43	39	27	22	42	44	37	33
MSIS	123	96	73	79	87	98	114	134	137
PhD LIS	34	30	36	32	30	25	23	30	22
PhD T	35	32	26	28	24	18	20	18	17
PhD IS	31	38	34	37	37	34	38	43	39
CAS	12	6	5	12	8	6	6	15	13



Scholarships/Stipends/Awards



The number of students with any level of scholarship support from the iSchool or a research project for the given semester.



The average PhD Stipend Amount for the given semester

Fundraising: FY 2010 -- \$1,001,014; FY 2011 (as of 2/11/11) -- \$154,801

Campaign Giving: Fiscal Years 1998-2011 (as of February 11, 2011)

	Individual	Foundation	Corporate	Other Organizations	Total
1998	168,359	1,539,250	632,708	50	\$2,340,367
1999	226,914	74,000	492,672	635	\$794,221
2000	144,097	4,250	521,165	6,640	\$676,152
2001	180,148	1,500	436,626	750	\$619,024
2002	193,871	100,139	284,446	6,040	\$584,496
2003	172,796	132,660	47,890	4,940	\$358,286
2004	305,756	15,000	90,705	7,500	\$418,961
2005	144,141	0	63,005	18,520	\$225,666
2006	198,407	1,500	163,520	10,200	\$358,627
2007	152,908	10,000	245,667	130	\$408,705
2008	149,785	782,000	44,375	1,015	\$977,175
2009	179,837	100,000	36,568	20	\$316,425
2010	299,529	600,000	27,357	74,128	\$1,001,014
2011	136,787	10,000	94,146	0	\$240,933

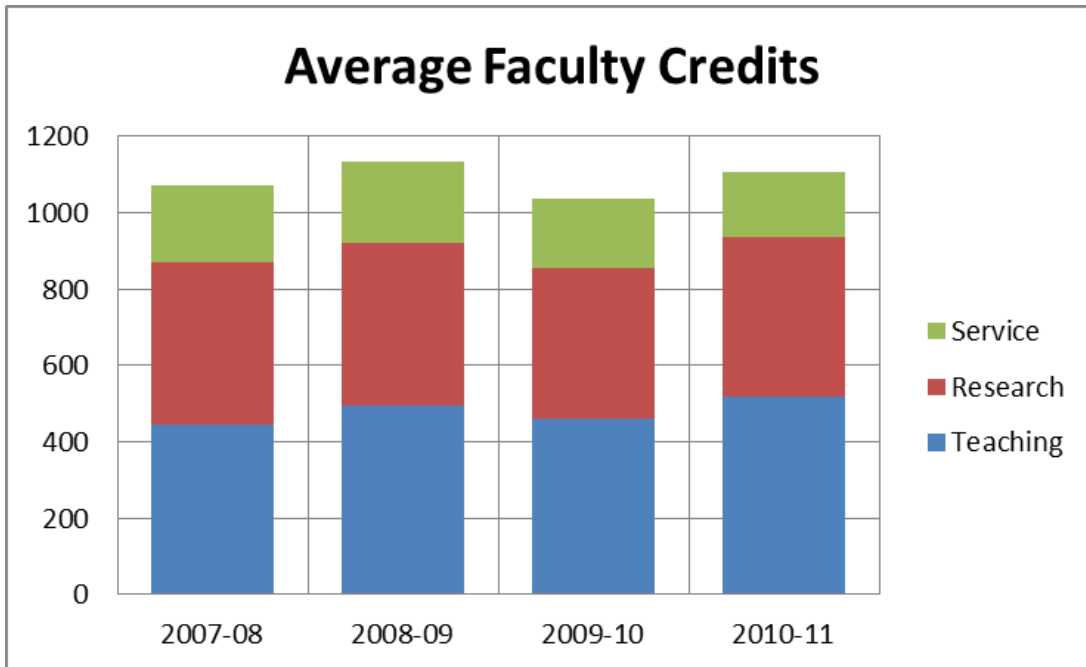
Campaign Donors: Fiscal Years 1998-2011 (as of February 11, 2011)

	Individual	Foundation	Corporate	Other Organizations	Total
1998	998	2	38	1	1,039
1999	1,039	3	31	2	1,075
2000	1,004	3	37	4	1,048
2001	915	2	29	0	946
2002	1,003	2	32	2	1,039
2003	927	4	33	1	965
2004	895	1	32	1	929
2005	874	0	34	5	913
2006	932	1	29	3	965
2007	718	1	35	2	756
2008	750	2	26	1	779

2009	747	1	24	1	773
2010	693	1	24	2	720
2011	655	1	24	0	680

Faculty Performance Evaluation –

The School utilizes a parametric model to monitor and assess faculty productivity in areas of research, instruction, and service. The model is calibrated around an expectation that a successful faculty member will accrue a mean value of 1000 credits per year, and that the School will aggregate these to achieve a net balance of 40% research, 40% instruction, and 20% service. The chart below reflects the School’s contribution to these three critical areas, aggregated across all permanent faculty.



FY 2012 Objectives/Goals

Complete Self Study for External Review of Academic Programs

Create vision and mission statement for the Information School

- Synthesize recommendations from the New Configurations Workshop (March 2011)
- Identify signature areas for research and education that reflect SIS strengths and distinguish it among the iSchools; an ad hoc committee is recommending the following four areas:
 - Big data
 - Location-based information
 - Security
 - Web Science
- Draft a vision statement, present to SIS Council/faculty for approval/endorsement
- Survey incoming and graduating students to determine their understanding of the iSchool context

Refine Enrollment

- Increase proportion of out-of-state students
- Benchmark financial aid strategies of other iSchools and prioritize our financial aid needs/goals
- Develop financial aid strategies/increase fundraising to support scholarships
- Create relationships with referral institutions/increase outreach to referral audiences
- Diversify enrollment –evaluate market for changing online conditions; evaluate/identify opportunities to expand CAS offerings; explore options for recruitment of veterans.
- Create 5 year BSIS/MSIS program
- Increase consistent communications with prospective students (facilitated by Hobson's Connect)

Curricular/Programmatic Efforts

- Refine curriculum in light of industry/employer needs, involving IAC and other industry-related (CS industry board) organizations in curriculum evaluation
- Offer learning opportunities and professional development opportunities outside the classroom
 - a. Offer more and more effective student events. We have been developing a baseline of consistent student events addressing professional development, academic engagement, and cross-program socialization. We will survey attendees to evaluate each event.
 - b. Provide better support for internship programs, create more internship opportunities through increased outreach to corporations in the region, and assess the quality of internships. The number of students participating in such opportunities has declined; an effort to build internship opportunities and to facilitate the process will be undertaken.
 - c. Promote other efforts such as Pitt's Outside the Classroom Curriculum (OCC). To date, few BSIS students have participated in the OCC. This may be an outcome of the upper-division nature of our School; OCC was introduced only a few years ago and was designed to be completed only through participation beginning in the freshman year. Promoting OCC in FY 2012 is timely because those who started the OCC as freshman are just now entering our School as juniors.
 - d. Identify and facilitate students participating in the professions outside of the classroom.
 - e. identify and offer innovative educational opportunities that will distinguish our school from other iSchools
 - f. Revise blended learning model based on NCHEMS evaluation
 - g. identify potential CAS offerings

- Identify signature areas within the Information Sciences in which we have a competitive advantage
- Synthesize results of “New Configurations” Workshop
- Identify methods to expose students to international perspectives/nature of discipline and the professions
- Expand interdisciplinary programs with other units at Pitt – potential partners (based on existing research programs) might include Public Health, DBMI, DataVerse Project, School of Education

Expand fundraising efforts

- Increase alumni events to increase participation
- Seek alternate funding sources – corporate/foundation, find funding for enhancing teaching/learning technology
- Seek funding for scholarship support
- Seek scholarship support for diversity students
- Seek funding to support international experiences for students

Research

- seek corporate support for research from entities identified by faculty
- pursue grants that incorporate more funding for PhD and Master’s students
- once signature areas have been identified, host doctoral seminars/colloquia to promote the subject areas and to build the School’s reputation

Ensure Operational efficiency and effectiveness

- Develop and implement policy on intellectual property rights on lectures/videos -- Done
- Increase access to effective data to inform decision-making with regards to potential students, applications, enrollments, retention, graduation, course enrollments -- Done
- Evaluate processes and practices of the restructured school
- Develop the work plan supporting technology updates for teaching across all programs
- Reallocate budget/find alternative funding for support technology needs for teaching and for renovation/furnishing of 8th floor labs -- Done

Develop Collaborative Research

- Seek funding opportunities that reward collaboration
- Evaluate and refine post-doc researcher program
- Expand interdisciplinary research programs with other Pitt units

Explore how to incorporate International Perspectives to iSchool curriculum

- Seek to better leverage the many MOUs held by the iSchool
- Determine how to offer international perspectives on curriculum to students

Diversity

- Host the i3 for the first cohort of students during the summer of 2011 -- Done
- Seek more scholarships for diversity students
- Create a baseline profile of diversity in Pitt, the iSchools, and the professions
- Utilize Hobsons Connect and phone and email outreach to try to make more personal connections with diverse applicants.

Appendix

Benchmarking against our Peers – FY 2010 and FY 2011

We have selected the following iSchools to benchmark against as they closely match our program mix of Library & Information Science and Information Science, have a similar history of evolving from a single discipline entity, and have research programs.

- The iSchool, Drexel University
- School of Communication and Information, Rutgers, The State University of New Jersey
- The iSchool, Syracuse University
- Graduate School of Library & Information Science, University of Illinois at Urbana Champaign (UIUC)
- School of Information, University of Michigan
- School of Information & Library Science, University of North Carolina, Chapel Hill (UNC)
- School of Information, University of Texas at Austin
- Information School, University of Washington

Size of Faculty – iSchools, Fall 2009 (ALISE Statistical Report, 2010)

	Full-time	Part-time	FTE
Syracuse	45	36	57
Drexel	39	35	50.66
University of Washington	41	17	46.66
UIUC	26	42	40
University of Pittsburgh	31	19	37.33
Michigan	29	23	36.66
UNC	24	22	31.33
Rutgers	23	22	30.33
University of Texas, Austin	21	13	25.33

ALISE Statistical Report: Ethnic Background of Full-Time Faculty for all reporting schools -- January 1, 2010

Rank	American Indian	Asian or Pacific Island	Black	Hispanic	White	Total
Deans & Directors	0	2	1	3	38	44
Professors	2	14	4	3	139	162
Associate Professors	3	27	12	9	148	200
Assistant Professors	0	54	16	7	159	236
Instructors	1	1	0	2	30	34
Lecturers	0	3	3	0	50	56
Total (n= 48 schools)	6	101	37	24	564	732
Percent of Total	0.8	13.8	5.1	3.3	77.1	100

1. The following schools did not report ethnic background of faculty: Alberta, BC, Dalhousie, McGill, Toronto, UNC & Western Ontario

Selected iSchool Enrollment – Headcount, Fall 2009 (ALISE Statistical Report, 2010)

	Bachelor's	Master's	Post-Master's (LIS)	Doctoral (LIS)	Total
Syracuse	549	577	65	60	1251
Drexel	286	777	21	52	1136
University of Pittsburgh	135	593	2	23	753
University of Washington	152	495		40	672
UIUC		545	52	55	652
Rutgers		577		37	614
Michigan		369		50	419
UNC		333		60	393
University of Texas, Austin		251		32	283

Selected iSchool Enrollment, FTE Fall 2009 (ALISE Statistical Report, 2010)

	Total
Syracuse	995.2
Drexel	832.0
University of Washington	580.3
University of Pittsburgh	543.4
Rutgers	526.0
UIUC	446.0
Michigan	403.3
UNC	284.3
University of Texas, Austin	253.7

Selected iSchool Student to Faculty Ratio, FTE Fall 2009

	Total
Rutgers	17.34
Syracuse	17.45
Drexel	16.42
University of Pittsburgh	14.56
University of Washington	12.43
UIUC	11.15
Michigan	11.00
University of Texas, Austin	10.01
UNC	9.07

Selected iSchool Enrollment by Ethnic Origin, LIS Doctoral Programs, Fall 2009 (ALISE Statistical Report, 2010)

	AI	AP	B	H	W	I	NA
Drexel		8	4	1	16	18	52
Rutgers	0	1	4	1	17	13	9
Syracuse	0	3	5	0	25	28	2
UIUC	0	7	2	3	27	16	1
Michigan	0	7	1	1	24	17	0
UNC	0	3	5	1	38	10	3
University of Texas Austin	0	3	0	1	25	2	1
University of Washington	2	4	2	2	11	6	13
University of Pittsburgh	0	0	0	3	10	10	0

Selected iSchool Enrollment by Ethnic Origin, All Programs, Fall 2009 (ALISE Statistical Report, 2010)

	AI	AP	B	H	W	I	NA	% from ethnic origin (not including White, International, NA)
Syracuse	10	91	128	65	626	294	111	23.5
University of Washington	8	95	18	23	401	75	56	21.4
Rutgers	0	76	17	19	455	15	9	18.24
Michigan	5	40	13	15	236	88	22	17.42
UIUC	3	40	35	32	501	39	2	16.8
University of Texas Austin	2	20	3	19	221	9	9	15.5
Drexel	2	74	50	32	569	68	341	13.9
UNC	1	15	23	9	305	21	19	12.2
University of Pittsburgh	1	11	35	12	498	108	61	7.8

Selected iSchools, Total Income and Source, 2008-2009 (ALISE Statistical Report, 2010)

	Parent Institution	Federal Grants/Contracts	CE Activity	Endowment Trust Funds	State Grants/Contracts	Other	Total
Syracuse	23,380,170	3,421,963		459,083			27,261,216
Michigan	12,468,875	3,378,800		791,603		1,479,430	18,118,708
University of Washington	5,399,901	2,724,277	74,979	505,795		7,018,607	15,723,559
UNC	4,784,904	7,775,176	301,690	1,407,383	448,652	529,980	15,247,786
University of Pittsburgh	9,355,231	4,448,919		223,882		383,313	14,411,345
UIUC	5,831,128	3,662,077	72,658	187,996		219,465	9,973,324
University of Texas Austin	3,993,463	614,644		196,724	21,965	180,916	5,007,712
Rutgers	3,838,110	477,081	33,591	280,642		85,845	4,715,269
Drexel	7,374,542	1,691,881		366,574		851,535	10,284,532

Selected iSchools, Selected Expenditures, 2008-2009 (ALISE Statistical Report, 2010)

	Salaries	Teaching (adjuncts)	Research	Student Aid (School, not parent institution)
Drexel	9,770,671	2,104,215	453,162	305,165
Rutgers	3,563,280	184,849	562,926	161,313
UIUC	5,558,209	248,027	3,662,077	187,996
Michigan	10,649,979	1,138,043	1,516,049	3,091,717
UNC	6,146,783	392,256	1,521,489	425,982
University of Texas Austin	3,611,182	251,828	170,943	670,295
University of Washington	9,892,296	1,112,200	2,966,400	252,700
University of Pittsburgh	6,181,980	464,042	2,384,682	1,618,687