



**iSchool Inclusion Institute
of Information Sciences**

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The i3 program is funded by the Andrew W. Mellon Foundation.

**Interim Report: 2010-2011, Year 1
iSchool Inclusion Institute (i3)**

**University of Pittsburgh
School of Information Sciences
135 North Bellefield Avenue
Pittsburgh, PA 15260**

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Project Director: Mr. Michael Depew*

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School of Information Sciences, University of Pittsburgh

iSchool Inclusion Institute (i3)

This report describes the efforts undertaken to implement the iSchool Inclusion Institute (i3) program at the University of Pittsburgh, School of Information Sciences. This Interim Report corresponds to Year 1 of the project, which covers the period from August, 2010 through July, 2011. The Principal Investigator for this project is Dr. Ronald L. Larsen, Dean and Professor, School of Information Sciences. The co-Principal Investigator for the project is Dr. James 'Kip' Carrier, Assistant Professor, School of Information Sciences. The Project Director is Mr. Michael Depew.

BRIEF DESCRIPTION OF PROGRAM

The iSchool Inclusion Institute (i3) was developed with generous funding from the Andrew W. Mellon Foundation, to address a critical problem within the information sciences: *a lack of diversity among students and faculty*. i3 is based on the premise that a faculty that represents the diversity of the overall population will draw students into the information professions and the academy. To foster a culture of innovation and collaboration within the field, the information schools (iSchools) must actively recruit and develop students and faculty from underrepresented segments of the population. A diverse group of leaders is needed in the iSchools to meet the challenges and opportunities of the digital age. i3 was designed with the input of program officers at the Andrew W. Mellon Foundation to introduce outstanding undergraduate students to those challenges and opportunities, specifically in regards to advanced study and research in the information disciplines.

Each year, approximately 20 undergraduate students from across the country are selected to become i3 Scholars. Those students undertake a year-long experience which prepares them for graduate study in the information sciences and ultimately a rewarding career that matches their interests. The i3 program includes three core components:

- **Four-Week Introductory Institute**
- **Team Research Project**
- **Two-Week Concluding Institute**

i3 Scholars begin their journey with the Introductory Institute, held at the School of Information Sciences at the University of Pittsburgh in June of Year 1. Students are immersed in special-topics workshops and professional development seminars, receive mentoring from experts in academia and industry, and participate in field trips, tours, and social events. After the Introductory Institute, i3 Scholars work in teams on a year-long research project

using social networking and collaborative technology. Teams select the topic for their research and are supported by a faculty adviser, the Co-PI, and i3 Director. To complete their experience, i3 Scholars return to the University of Pittsburgh in Year 2 for the Concluding Institute. Teams present their research projects and network with iSchool faculty and industry professionals. During the Concluding Institute, there is a heavy emphasis on professional development and refining the skills not typically learned in the classroom.

GOVERNANCE STRUCTURE

The i3 governance structure was changed in the fall of 2010 to increase the amount of participation and representation from a wider network of professionals. Formerly built around a single steering committee, the i3 governance structure was changed to an Advisory Board and three Working Committees. The Advisory Board, comprised of 12 high-profile individuals in academia and the information sciences field, was charged with strategic planning and general oversight of the program. The Working Committees—Recruitment, Curriculum, and Evaluation—were comprised of 17 faculty and staff members who possessed specific professional backgrounds that could be leveraged in their particular committee. A full listing of Advisory Board and Working Committee members is included in the appendix.

The Advisory Board and Working Committees met via teleconference on a regular basis throughout the fall of 2010 and spring of 2011. Board and Committee members provided valuable feedback regarding marketing and recruitment plans, curriculum development, personnel and mentor recruitment, and evaluation services. Board and Committee members also served as the primary informal promoters for the program within the academic community.

MARKETING AND RECRUITMENT

i3 marketing materials were designed and produced in 2009-2010 and expensed to the planning grant. Brochures, posters, and a website were created by marketing professionals at the University of Pittsburgh. Organized marketing efforts for i3, however, started later than originally planned due to the absence of a Project Director until late September, 2010. The addition of Mr. Depew as Project Director in September, 2010 marked the beginning of targeted marketing and recruitment efforts. Two audiences were targeted with marketing materials: the **undergraduate student audience** and the **referral audience**.

The undergraduate student audience was targeted with a variety of email announcements, a Facebook advertisement, flyers, and limited traditional mailings. The i3 Director identified and targeted student organization leaders and members at large colleges and universities across the country. Students participating in traditionally black and Hispanic sororities/fraternities, cultural groups, and special-interest academic groups (e.g. *American*

Indian Science and Engineering Society at Ohio State University) were targeted because of their involvement in extracurricular activities on campus as well as their affiliation with organizations with interests relatable to the information sciences. In addition, it was believed that student organization leaders might also disseminate information about i3 to other students on campus.

The i3 Facebook advertisement was run throughout the months of November and December, 2010. The ad was intended to gauge the effectiveness of connecting with students through online ads and social media. \$500.00 was allocated and spent on the ad; resulting in over 1.8 million online views and 215 unique clicks. Although the ad generated significant viewings and clicks, it is unclear whether the ad had any significant impact on the number of applications. Since the ad was discontinued in January, 2011, Facebook has improved its advertising analytics and provides advertisers with more useful information to evaluate ad performance. i3 will likely continue to experiment with advertising through social media on a limited basis in future recruitment cycles.

The referral audience primarily consisted of faculty, staff, and administrators at colleges and universities across the country. A limited number of non-profit organizations with similar objectives as i3 were also included in the referral audience (e.g. FAME Foundation in Pittsburgh, PA). Members of the referral audience were targeted with email announcements and a significant traditional mailing campaign. Because i3 was in its first year, traditional mailings were used to market the program as well as to establish credibility among professionals in higher education. Throughout the 2010 fall recruitment season, the i3 Director received numerous calls from faculty and staff members attempting to verify the legitimacy of the program before referring students. Print literature and the program's connection with the University of Pittsburgh provided much-needed credibility during the initial months of marketing and recruitment.

The student and referral audiences were targeted at a mixture of colleges and universities. HBCUs, HACUs, and other schools with large minority populations were marketed to regularly by i3. Large, state flagship universities were also targeted because of their sizeable student bodies and competitive academic standards (e.g. University of Maryland, College Park and Rutgers University). Additional marketing and recruitment efforts were directed at schools with degree programs in the STEM fields. Geographic distribution factors and schools' proximity to the University of Pittsburgh were also considered when determining which colleges and universities should be targeted most heavily. Schools in Pennsylvania and surrounding states were viewed as natural feeder organizations for i3 and were marketed to accordingly.

APPLICATIONS & SECOND-ROUND RECRUITMENT EFFORTS

The application for the 2011 i3 cohort consisted of three items (a sample application is included in the appendix):

1. *Application with essay questions*
2. *Two letters of recommendation*
3. *Official undergraduate transcripts*

The initial application deadline was set for January 15, 2011. However, only 5 complete applications were received by that deadline. A late start to recruitment combined with a lack of established credibility and awareness of i3 contributed to the small number of applications. To increase the pool of applicants, it was decided that the admissions criteria would be widened; specifically, the GPA requirement (2.5/4.0) and class standing requirement (rising junior) were both removed. The application deadline was extended to March 4, 2011.

A second round of marketing and recruitment was immediately launched in January, 2011. The student and referral audiences received announcements detailing the changes in admissions criteria and application deadline. The i3 Director also participated in 5 regional career and internship fairs in February, 2011. Face-to-face interaction with students proved to be extremely valuable in terms of marketing the program. The i3 Director was able to answer questions and tailor his message according to student interests and backgrounds. Interested students were encouraged to start the application process while at the career/internship fair. Recruitment at career/internship fairs generated 11 complete applications (23% of total applications).

Table 1: Career and Internship Fairs

College/University	Date of Career/Internship Fair	Cost
University of Pittsburgh	Wednesday, February 9, 2011	\$0.00
Carnegie Mellon University	Thursday, February 10, 2011	\$650.00
University of Maryland, Baltimore County	Wednesday, February 16, 2011	\$350.00
University of Maryland, College Park	Thursday, February 17, 2011	\$250.00
Maryland Career Consortium (12 regional colleges and universities)	Friday, February 18, 2011	\$350.00
Total Cost:		\$1,600.00

Widening the admissions criteria, extending the application deadline, and recruiting at career/internship fairs proved successful in increasing the number of applicants. After the close of the March 4 application deadline, 48 complete applications were received. Applications were received from students enrolled in 31 colleges and universities, in 20 different states and U.S. territories. Applications were received from students as far away as

California and the U.S. Virgin Islands. Of the 48 applicants, 29 were female and 19 were male. A full list of applicants is provided in the appendix.

ADMISSIONS

The i3 admissions process was outlined in February and March, 2011. An admissions committee was to be formed to review all complete applications. Dean Larsen consulted with the iSchool Deans to determine whether or not other iSchools wanted to be part of the admissions committee. In the interest of expediting the admissions process, the iSchool Deans agreed that the admissions committee could be comprised of professionals at the School of Information Sciences at the University of Pittsburgh. Each member of the admissions committee was selected because of his/her professional background and experience working with students in higher education. Efforts were also made to build an admissions committee that was relatively diverse and gender balanced.

Table 2: i3 Admissions Committee Members

Dr. James ‘Kip’ Currier	University of Pittsburgh, School of Information Sciences <i>Assistant Professor</i> <i>Co-Principal Investigator, i3</i>
Mr. Michael Depew	University of Pittsburgh, School of Information Sciences <i>Director, i3</i>
Mr. Wesley Lipschultz	University of Pittsburgh, School of Information Sciences <i>Manager, Student Affairs</i>
Ms. Shabana Reza	University of Pittsburgh, School of Information Sciences <i>Enrollment Manager</i>
Ms. Elisabeth Rodriguez	University of Pittsburgh, School of Information Sciences <i>LIS Doctoral Student</i> <i>Spectrum Doctoral Fellow</i>

The admissions committee selected 21 applicants to be admitted to the 2011 i3 cohort. An additional seven applicants were selected to be wait-listed. The admissions committee believed that there would be some degree of attrition between the number of applicants offered admission and the number of applicants that would accept the offer of admission. However, all 21 applicants accepted the offer for admission to the program. The 2011 admissions letters, enrollment contract, and full listing of i3 Scholars, their schools, and majors are included in the appendix.

CURRICULUM DEVELOPMENT & GUEST LECTURER RECRUITMENT

The curriculum for the four-week Introductory Institute was developed and finalized throughout the fall of 2010 and spring of 2011. The sample curriculum included in the implementation grant proposal was used as a starting point. The Co-PI and i3 Director met with the Curriculum Working Committee via teleconference to discuss and identify key learning objectives and workshop topics to be included in the final curriculum. Out of those discussions, 34 general workshop and seminar topics were selected to be in the i3 curriculum. The curriculum was organized into three branches:

- Academic
- Professional development
- Social

The academic branch of the curriculum included all academic workshops and was weighted most heavily in the Introductory Institute. Slated for 1.5-2 hours each, academic workshops provided i3 Scholars with an introduction to the information sciences and current research in the field. Academic workshops were designed as the primary tool for sparking interest in graduate study among the students. The professional development branch of the curriculum was intended to help i3 Scholars learn and refine the skills typically not taught in the classroom. Mock interviews, resume reviews, career advising, and other activities were built into the professional development branch of the curriculum through seminars scheduled for 1-1.5 hours each. The social branch of the curriculum consisted of field trips, industry-site tours, and general entertainment in the city. Notable social activities included a kayaking trip on the Allegheny River, a tour of Carnegie Mellon University's Entertainment Technology Center (ETC), a visit to the Carnegie Museums of Natural History and Art, and a day at Kennywood Amusement Park. Social activities were intended to foster strong peer relationships and group cohesion.

When recruiting guest lecturers to build and deliver the 34 workshops and seminars, the i3 Director initially leveraged the faculty and staff members in the Working Committees. Out of the 17 Working Committee members, 7 faculty members served as guest lecturers for the four-week Introductory Institute. Working Committee members were specifically recruited to increase representation from other information schools and provide students with a richer introduction to the field. In order to minimize travel expenses, the majority of i3 guest lecturers were recruited from the University of Pittsburgh. A total of 21 faculty and staff members from the University of Pittsburgh's School of Information Sciences, Katz Graduate School of Business, Career Development Office, and Office of Admissions and Financial Aid served as i3 guest lecturers. Personnel from neighboring Carnegie Mellon University were also recruited to build cross-institutional support and reduce expenditures. Table 3 provides a list of the institutions and organizations represented by i3 guest lecturers.

Table 3: Institutions/Organizations Represented by i3 Guest Lecturers

University of Pittsburgh	University of Maryland, College Park
Carnegie Mellon University	Simmons College
California Polytechnic State University	University of Michigan
Pennsylvania State University	Pennsylvania Highlands Community College
Pennsylvania State University, Abington	FlounderCraft, Ltd.
Rutgers University	ARINC

Although guest lecturers represented a wide variety of professional organizations, it is imperative that i3 builds stronger personnel and financial relationships with all iSchools. Future guest lecturer recruitment will be targeted more narrowly at the iSchools to diversify school representation, and more importantly, ensure buy-in from faculty and staff at all iSchools.

GUEST SPEAKER RECRUITMENT

Guest speakers provided ancillary support to the program, rounding out the curriculum with non-academic advising sessions. Guest speakers were recruited mainly to provide inspiration to the students over luncheons or semi-formal dinners. A diverse selection of professionals was recruited to serve as guest speakers and is listed in the table below:

Table 4: i3 Guest Speakers

Ms. Farai Chideya	Opening Ceremony Speaker <i>Author, Journalist, Sociopolitical Pundit</i>
Dr. Paul Hawkins	Luncheon Speaker Western Pennsylvania Diversity Initiative <i>Senior Consultant</i>
Mr. Larry Quinlan	Afternoon Speaker Deloitte <i>Global CIO</i>
Mr. Robert Jordan	Luncheon Speaker ARINC <i>Principal Systems Architect</i>
Dr. Kathy Humphrey	Closing Ceremony Speaker University of Pittsburgh <i>Vice Provost and Dean of Student Affairs</i>

With the exception of Ms. Farai Chideya, all guest speakers volunteered their services free of charge. Ms. Chideya was recruited through a professional speaking agency, Keppler Speakers, to deliver the keynote address of the inaugural i3 opening ceremony. Marketed as one of the more affordable speakers with a national presence, Ms. Chideya's speaking fee was listed at \$8,000.00. Although the event raised \$3,700.00 in sponsorships and external fundraising for i3, the end result was a costly opening event. Future recruitment of guest speakers should, and will, be based on stricter budget oversight and an emphasis on overall value. By leveraging the professional networks of Advisory Board and Working Committee members, past guest lecturers and speakers, and new contacts, i3 will be able to recruit inspirational and high-profile speakers while minimizing program expenditures.

INSTITUTE SCHEDULE

After developing the curriculum with Working Committee members, the Co-PI and i3 Director outlined a weekly schedule that roughly mimicked a typical schedule for undergraduate students. Academic workshops and professional development seminars were confined to weekdays (with one exception), leaving weekends open for social activities and free time. Weekdays were split into an A-day and B-day schedule. On A-days (Mondays, Wednesdays, and Fridays) students began their day at 9:00AM with a group breakfast. Graduate students, faculty, and staff were encouraged to join the students for breakfast to socialize and answer questions in an informal setting. On B-days (Tuesdays and Thursdays) students began their day at 10:00AM; group breakfasts were not served, allowing students to enjoy a more leisurely start to their day. The full schedule of activities and events is included in the appendix.

When planning the weekly schedule, the i3 Director was cautious to avoid forcing students to adopt a strict 9AM-5PM schedule. Undergraduate students often take classes or work later in the day than do most professionals. Therefore, attempts were made to schedule some events later in the afternoons and evenings. However, negotiating with guest lecturers to identify dates and times for each workshop or seminar proved challenging and limited the amount of late afternoon or evening events. Concerns over schedule overload and student burn-out were considered and addressed with moderate success. Social activities and breaks were built into the schedule each day to provide adequate time outside of the classroom. Nevertheless, i3 Scholars did voice concerns over the amount of back-to-back structured activities on some days. Future scheduling should strive to address those concerns by better utilizing evening hours, lengthening mid-day breaks, and further prioritizing quality over quantity in programming.

TEAM RESEARCH PROJECT

The team research project was designed to maintain a connection between i3 Scholars and program administrators between Institutes in order to reduce student attrition. While the majority of the project is completed over students' next academic year (between the Introductory and Concluding Institutes), a fair amount of time in the Introductory Institute was devoted to creating a research proposal. Structured time was scheduled for teams to meet and discuss their academic and personal interests, explore potential research topics, and conduct preliminary research. The 2011 cohort consisted of 21 Scholars, which were assigned to three teams of five, and one team of six. To avoid the formation of subgroups or cliques, teams were assigned by the Co-PI and i3 Director on the first day of the Introductory Institute. Efforts were made to balance each team in terms of academic major, geographic background, perceived academic strength, and gender. Each team was, and continues to be, supported by a faculty adviser, the Co-PI, and i3 Director. Faculty advisers were selected based on their level of participation in i3 planning and their ability to serve as diverse role models for the students. The list of faculty advisers is listed in the table below:

Table 5: Team Research Faculty Advisers

Dr. Lynette Kvasny	Pennsylvania State University, College of Information Sciences and Technology <i>Associate Professor</i>
Ms. Marisa Ramirez	California Polytechnic State University, Robert E. Kennedy Library <i>Digital Repository Librarian</i>
Ms. Alexia Hudson	Pennsylvania State University at Abington, Abington College Library <i>Assistant Librarian</i>
Dr. Joe Sanchez	Rutgers, The State University of New Jersey, School of Communication and Information <i>Assistant Professor</i>

The team research project assignment was designed to be very open-ended. It allowed each team to select a research topic, which proved to be a significant challenge for all teams. The number of students assigned to each team, coupled with the diverse set of academic backgrounds, forced teams to negotiate and compromise. Most students did not have prior experience working in an environment that was so open and self-directed. Teams were anxious to get started and demonstrated a tendency to rush the process, which can partly be attributed to habits formed working on highly-structured assignments in high school and college classes. Furthermore, most students did not possess the maturity and group management skills to skillfully navigate such a situation. Students did express frustration over finding a topic acceptable to their team. The Co-PI and i3 Director worked with each team regularly to provide structure and suggestions on how to proceed.

To date, all students continue to participate in the team research project. Deadlines for portions of the project were established and provided to the students. The first, post-Institute deadline was set for August 31, 2011 and all teams submitted their contribution on time. The i3 Director and the faculty advisers reviewed team submissions and provided constructive feedback to help direct the students and reduce confusion. The students are routinely encouraged to view the research project as a learning experience, not as a graded assignment that must be completed according to set guidelines. However, the degree to which the students enjoy working in teams on the research project remains unclear (and will likely change over the next year). Possible changes to future i3 research projects should be considered, including:

- *Should team sizes be made smaller?*
- *Should teams be assigned a topic?*
- *Should students be allowed to work independently instead of on a team?*

The challenges and successes of the 2011 cohort will greatly influence how these questions are answered. Feedback from current i3 Scholars will be gathered throughout the upcoming year to help the Co-PI, i3 Director, and Working Committee members to make any necessary changes to the team research project.

HOUSING

i3 Scholars were housed in Ruskin Hall, one of the newer residency halls on campus located directly next to the School of Information Sciences building. Ruskin Hall rooms are set up as suites, with a single bathroom shared between two roommates. The i3 Director received special requests for housing from two students who identified as members of the LGBT community. One student, who lived in the city of Pittsburgh, requested to forgo campus housing. The other student requested a single room in Ruskin Hall to avoid any potential roommate conflicts. The Co-PI and i3 Director discussed both requests and considered issues related to group bonding and student isolation. Ultimately, both students' requests were granted, resulting in only 20 of the 21 i3 Scholars living together in Ruskin Hall. Housing and Residence Life required that a resident assistant (RA) live with the group; the i3 Director served as RA throughout the month to avoid hiring an additional staff/graduate student to fulfill the position.

Although Ruskin Hall was relatively more expensive than other dorms and housing facilities on campus (\$35.00 per night for a double room, \$50.00 per night for a single room), it provided several major advantages. Ruskin's proximity to the School of Information Sciences proved very convenient for the students. Rooms and bathrooms in Ruskin were newer and larger, providing students with a more pleasant overall experience. Furthermore, because rooms were set up as suites with a single bathroom shared between roommates, all of the students (male and

female) could live on the same floor. Other housing facilities on campus separated student groups by floor according to gender. Ruskin allowed for increased social interaction and bonding within the group. Laundry facilities and a small gym were also located within the building. Total housing costs for 20 i3 Scholars and 1 RA (Mr. Depew) amounted to \$20,000.00, as compared to the budgeted amount of \$14,560.00.

TRAVEL & TRANSPORTATION

Travel to/from Pittsburgh for students was paid for by i3. The majority of students utilized People's Travel Agency, one of the University's official travel agencies, to make their travel arrangements. The i3 Director was able to take advantage of the existing relationship between the University of Pittsburgh and People's Travel Agency to streamline the reservation and payment process for students. People's Travel was also used to make all travel arrangements for visiting guest lecturers and speakers.

Planning student travel within the city of Pittsburgh proved to be an initial challenge. It was originally assumed that i3 Scholars would be able to ride the city buses and mass transit free of charge because they would be issued Panther ID Cards by Housing and Residence Life. However, because i3 Scholars were not formally enrolled in University classes, they were issued *Panther Utility ID Cards*. Unlike the normal Panther ID Card issued to University students, *Panther Utility ID Cards* did not allow i3 Scholars to ride city buses or mass transit for free. To compensate for such limitations and avoid having to hire private group transportation for off-campus outings, the i3 Director purchased 17, one-month bus passes (4 i3 Scholars were students at the University of Pittsburgh or Carnegie Mellon University and already had bus passes). Each one-month bus pass cost \$90.00; a total of \$1530.00 was spent to purchase bus passes.

MEALS

When developing the weekly schedule, the i3 Director made an effort to balance the amount of organized, group meals with non-structured, independent meals for i3 Scholars. Group breakfasts were provided on Mondays, Wednesdays, and Fridays, often through Campus Catering or from a local vendor in Oakland. Group lunches and dinners were planned to accommodate each day's activities and time. On days that a guest speaker was scheduled, formal luncheons were held to set a professional tone for the students as well as recognize the speaker for his/her contribution to the program. The i3 Director and other staff members worked closely with Campus Catering to coordinate food delivery and setup for formal events. To provide students with variety, some group meals were held at local restaurants. The i3 Director was able to utilize a reloadable, University of Pittsburgh debit card to pay for such outings. In the future, decentralized options for providing money or vouchers to students for meals should be explored. Allowing students additional freedom when choosing where to eat will minimize the logistical problems associated with large group meals that cannot be planned in advance.

SCHOLAR STIPENDS

As indicated in the enrollment contract that was distributed to students as part of their offer of admission, i3 Scholars were able to earn \$50.00 per day for meeting specified attendance and participation requirements. The potential number of days to earn the stipend was capped at 24 days (students could not earn the stipend on arrival or departure dates). All i3 Scholars met attendance and participation requirements throughout the entire Introductory Institute. Each i3 Scholar received a total of \$1,200.00, split between two \$600.00 payments awarded at the end of the first and third week.

Due to the city's limited selection of banks (Pittsburgh is headquarters for PNC Bank), i3 Scholars did encounter difficulties cashing their checks. Some students opened accounts with PNC Bank in order to deposit their stipend payments. A notification regarding stipend payments and banking options will be added to the enrollment contract for future cohorts.

PROGRAM EVALUATION

The need for consistent and reliable program evaluation was recognized early in the planning process. The Co-PI, i3 Director, and Evaluation Working Committee met throughout the fall of 2010 to discuss evaluation options. To avoid potential biases and errors caused by an in-house evaluation, it was determined that i3 should contract with an external vendor for evaluation services. The i3 Director priced two vendors: Cornerstone Evaluation Associates, LLC. and the Collaborative for Assessment and Evaluation Capacity (CEAC), based in the University of Pittsburgh's School of Education. Both vendors explained that they billed for evaluation services as a percentage of a total grant; 12%-16% was quoted as the range for standard services. In the case of i3, that translated to 12%-16% of the \$600,000.00 implementation grant, or \$72,000.00-\$96,000.00. The i3 Director consulted with the Evaluation Working Committee for feedback and guidance. Working Committee members verified that evaluation services are usually billed as a flat percentage of grant totals and recommended that the i3 Director negotiate with the vendors to find a mutually agreeable price.

After negotiating with each vendor, CEAC offered the lowest quote at \$44,000 (7.33%) over three years and was selected. As part of that negotiation, the Co-PI and i3 Director agreed that some data collection efforts normally conducted by CEAC would be managed by i3. CEAC stipulated the following payment schedule for its services:

- Year 1: \$18,000.00
- Year 2: \$13,000.00
- Year 3: \$13,000.00

Half of Year 1 fees (\$9,000.00) have been paid to CEAC for the design of a pre-Institute and post-Institute survey taken by i3 Scholars. The second half of Year 1 fees was scheduled to be paid upon completion of CEAC's analysis and summary report in September, 2011. CEAC's full summary report is attached as a separate document.

BUDGET ANALYSIS

Table 6 provides a brief overview of the 2011 budget and expenditures. Because some Year 1 expenditures were expensed in August and September, 2011, year-end budget reports provided by the University of Pittsburgh's Office of Research Accounting differ in subtotals and totals.

Individual, line-item expenditures varied considerably from initial budget projections. The continued use of the \$100,000.00 planning grant through a 'no-cost extension' resulted in favorable administrative savings. Salaries and benefits were under budget, providing additional flexibility in adjusting marketing and recruitment plans in the spring of 2011. Events were prioritized according to overall value in terms of direct student interaction and cost. To combat the shortage of initial applications, inexpensive career fairs were favored over costly academic/professional conferences.

Large budget variances were also experienced in institute expenditures. Summer construction on campus limited the availability of housing options, resulting in i3 Scholars being housed in Ruskin Hall. Although convenient and a favored option of students, Ruskin Hall was more expensive than other housing facilities on campus. Overages in housing were made up for with significant savings in student stipends and meals. It was decided that i3 Scholars would only be able to earn the \$50.00 per day stipend for 24 days instead of 26 days (arrival and departure dates were not paid). The cost of student meals was also tightly controlled. To avoid using costly food services from campus catering for the entire month of June, the i3 Director took advantage of the wide variety of restaurants and eateries on campus and in surrounding neighborhoods. Combined cost savings for stipend payments and meals amounted to \$9,137.94.

Travel and transportation costs included minor variances, mostly in local transportation and entertainment. The purchase of 17 one-month bus passes (\$90.00 per pass) was unforeseen, but accounted for with savings in other areas. Supplies and material purchases, although over budget by roughly \$600.00, were made in bulk and include usable items for future cohorts. All supplies and material purchases were expensed to the 2011 (Year 1) budget and not allocated across multiple years.

Speaker, lecturer, and mentor subtotals were close to budgeted totals, despite large variances in specific line-items. Savings were achieved by recruiting volunteer guest speakers and minimizing travel costs. Guest lecturer honorariums and travel/housing expenses were much higher than initially budgeted. Honorariums were only paid to guest lecturers who did not hold positions at the University of Pittsburgh, School of Information Sciences. While savings were achieved by minimizing honorariums, tighter fiscal constraints at other colleges and universities prevented guest lecturers from acquiring funding for their travel and housing costs as originally planned. Overages were also encountered for opening and closing speakers. Expenditures for Ms. Chideya's \$8,000.00 speaking fee plus lodging were higher than budgeted, but made up for by utilizing a volunteer closing speaker (Dr. Kathy Humphrey) and raising \$3,700.00 in external sponsorships and fundraising.

Program evaluation expenses varied considerably from budgeted totals. Only half (\$9,000.00) of Year 1 program evaluation expenses are currently reflected in official University budget reports. The second half of Year 1 evaluation expenses was paid in late September, 2011 and is reflected in Table 6. Evaluation expenses are scheduled to decline over the following two years, allowing additional flexibility for programmatic changes and improvements.

Overall, 2011 expenditures were under budget by roughly \$6,000.00. The cost savings achieved through conservative budgetary planning and continued use of the planning grant into January, 2011 allowed for rather large overages in specific line-items, namely in program evaluation and housing. Personnel costs (guest lecturers, speakers, mentors), were also minimized by soliciting volunteer participants. Future program planning should be guided according to value; high fees must be avoided, marginal savings must be made in administrative tasks, and institute expenses must be tightly controlled. Effective budgetary planning and management should remain a top priority for the i3 PI's and Director in their role as stewards of Andrew W. Mellon Foundation resources. External fundraising must be increased in order to provide additional financial support as well as strengthen institutional relationships with i3.

Table 6: 2011 (Year 1) Budget & Expenditures

2011 (YEAR 1) BUDGET & EXPENDITURES	BUDGETED	ACTUAL	VARIANCE
Salaries			
James Currier, Co-PI, 15% effort	\$ 9,270.00	\$ 6,189.20	\$ 3,080.80
Michael Depew, Director	\$ 25,000.00	\$ 20,000.04	\$ 4,999.96
Subtotal Salaries	\$ 34,270.00	\$ 26,189.24	\$ 8,080.76
Benefits			
Fringe Benefits - Currier (Faculty)	\$ 2,892.00	\$ 1,923.29	\$ 968.71
Fringe Benefits - Depew (Staff)	\$ 8,400.00	\$ 6,730.01	\$ 1,669.99
Subtotal Benefits	\$ 11,292.00	\$ 8,653.30	\$ 2,638.70
Administrative			
Mailing Lists	\$ 2,300.00	\$ -	\$ 2,300.00
Mail Posters & Brochures	\$ 2,400.00	\$ 1,000.00	\$ 1,400.00
HBCU Conference – September	\$ 1,975.00	\$ -	\$ 1,975.00
Travel to HBCU/HACU for Presentations	\$ 1,325.00	\$ -	\$ 1,325.00
HACU Conference	\$ -	\$ 1,000.00	\$ (1,000.00)
Fattah Conference	\$ -	\$ 100.00	\$ (100.00)
General Travel for Project Team (<i>Includes career and internship fairs</i>)	\$ 2,000.00	\$ 3,000.00	\$ (1,000.00)
Steering Committee Meetings (<i>Phone and WebEx teleconferencing services</i>)	\$ 2,000.00	\$ 420.00	\$ 1,580.00
Laptop & Projector Purchase (<i>Used for workshops/seminars and recruitment/tabling</i>)	\$ -	\$ 2,590.72	\$ (2,590.72)
Campus Parking Pass (<i>Mr. Depew to serve as RA</i>)	\$ -	\$ 95.00	\$ (95.00)
Ronald McNair Scholars Conference	\$ -	\$ 417.44	\$ (417.44)
Subtotal Administrative	\$ 12,000.00	\$ 8,623.16	\$ 3,376.84
Institute Expense			
Student Stipends (\$50/day for 24 days)			
Cohort 1	\$ 28,000.00	\$ 25,200.00	\$ 2,800.00
Subtotal Stipends	\$ 28,000.00	\$ 25,200.00	\$ 2,800.00
Student Meals			
Campus Catering & Off-Campus Meals	\$ 16,320.00	\$ 9,841.84	\$ 6,478.16
Facilities Setup for iSchool Cookout	\$ -	\$ 42.40	\$ (42.40)
Meals for Opening/Closing Events	\$ 4,000.00	\$ 3,597.82	\$ 402.18
Subtotal Meals	\$ 20,320.00	\$ 13,482.06	\$ 6,837.94
Student Housing			
Cohort 1	\$ 14,560.00	\$ 20,000.00	\$ (5,440.00)
Subtotal Housing	\$ 14,560.00	\$ 20,000.00	\$ (5,440.00)
Travel, Transportation, & Entertainment			
Student Travel to/from Pittsburgh	\$ 6,860.00	\$ 6,901.80	\$ (41.80)
Local Travel & Entertainment (<i>Includes bus passes</i>)	\$ 1,396.00	\$ 2,997.00	\$ (1,601.00)
Subtotal Travel	\$ 8,256.00	\$ 9,898.80	\$ (1,642.80)

Speakers/Lecturers & Mentors			
Guest Speaker Honorariums	\$ 4,500.00	\$ -	\$ 4,500.00
Guest Speaker Travel & Housing	\$ 6,000.00	\$ 737.01	\$ 5,262.99
Lecturer Honorariums, Travel & Housing	\$ 2,250.00	\$ 9,118.82	\$ (6,868.82)
Graduate Assistant Mentors	\$ -	\$ 436.32	\$ (436.32)
Opening/Closing Speaker Honorariums	\$ 6,000.00	\$ 8,400.00	\$ (2,400.00)
William Pitt Union Technology Rental & Setup	\$ -	\$ 510.00	\$ (510.00)
Subtotal Speakers/Lecturers	\$ 18,750.00	\$ 19,202.15	\$ (452.15)
Supplies & Materials (<i>Some materials purchased in bulk for 2012 and 2013 cohorts</i>)	\$ 6,000.00	\$ 6,625.14	\$ (625.14)
Project Evaluation	\$ 5,000.00	\$ 18,000.00	\$ (13,000.00)
External Funding/Sponsors	\$ -	\$ (3,700.00)	\$ 3,700.00
Subtotal Institute	\$ 100,886.00	\$ 108,708.15	\$ (7,822.15)
2011 (Year 1) Totals	\$ 158,448.00	\$ 152,173.85	\$ 6,274.15

CONCLUSIONS & RECOMMENDATIONS FOR MOVING FORWARD

The inaugural year of i3 was quite successful in the short-term. A highly capable, diverse cohort of Scholars was recruited from across the country. Marketing and recruitment strategies were refined and improved. A large group of professionals from academia and industry participated in the Introductory Institute, lending support and advice to students. Roughly half of the iSchools connected with the i3 Scholars to present opportunities for graduate school and careers. i3 Scholars remain actively involved in team research projects and are building relationships with faculty and staff in the information sciences. Financial management was effective and led to Year 1 expenditures being roughly \$6,000.00 under budget.

Nevertheless, improvements can, and will, be made. Program goals and objectives are defined in the long-term, requiring program administrators to continually evaluate and modify past practices and strategies. Key lessons learned from 2011 include:

- 1. Quality over Quantity:** In terms of curriculum and scheduling, reducing the amount of activities and events will allow i3 Scholars to become more immersed in workshops/seminars, spend more time reflecting and digesting material, and feel less rushed.
- 2. Avoid High-Cost Items When Possible:** Recruiting paid guest speakers should be more carefully evaluated. Utilizing volunteers will provide additional cost savings and financial flexibility for the program. (*Evaluation services, while costly, are valuable to long-term program growth and should be treated separately.*)

- 3. Develop the Recruitment Pipeline:** Outreach efforts must be continually developed to increase the applicant pools. Building a strong referral network and multiple cohorts of i3 Scholars to serve as ambassadors to the program will help reduce the amount of resources required for marketing and recruitment needs.
- 4. Increase iSchool Support:** Efforts must be made to increase support for i3 among all iSchools. This includes personnel and financial support for the program, and scholarship/admissions support for i3 Scholars. Long-term relationships between i3 Scholars and the iSchools must continue to be built and maintained.
- 5. Increase External Funding:** Organizations other than the Andrew W. Mellon foundation must be solicited to provide financial support for i3. Diversified institutional funding will lead to increased support for i3 throughout academia and industry.

Utilizing these important recommendations and the lessons learned from CEAC's evaluation will allow program administrators to improve i3 over time. Long-term goals and objectives must be kept in mind when refining recruitment and admissions processes, curriculum, and the team research project. Already, the 2011 i3 Scholars have demonstrated their potential for making the information sciences a stronger and more diverse field. i3 will continue to grow over the next two years and increase in importance to the iSchools. With the continued support of the Andrew W. Mellon Foundation, future i3 Scholars will have the opportunity to become transformative leaders in the information field.

APPENDICES

Appendix 1: Advisory Board Members

Dr. Camila Alire	Simmons College, Graduate School of Library and Information Science <i>Professor of Practice</i>
Dr. Linda Berardi-Demo	University of Pittsburgh, School of Education <i>Assistant Dean of Operations and Enrollment Management</i>
Dr. Christine Borgman	University of California, Los Angeles, Graduate School of Education and Information Studies <i>Presidential Chair and Professor of Information Studies</i>
Dr. Toni Carbo	Drexel University, Sacramento, Drexel University Center for Graduate Study <i>Teaching Professor and iSchool Program Leader</i>
Dr. James ‘Kip’ Carrier	University of Pittsburgh, School of Information Sciences <i>Assistant Professor and i3 Co-Principal Investigator</i>
Dr. Aimee Dorr	University of California, Los Angeles, Graduate School of Education and Information Studies <i>Dean and Professor</i>
Dr. Carla Hayden	Enoch Pratt Free Library <i>Executive Director</i>
Mr. Robert Hill	University of Pittsburgh, Office of Public Affairs <i>Vice Chancellor for Public Affairs</i>
Dr. Kathy Humphrey	University of Pittsburgh, Office of the Provost <i>Vice Provost and Dean of Students</i>
Mr. Robert Jordan	ARINC <i>Principal Systems Architect</i>
Dr. Ronald Larsen	University of Pittsburgh, School of Information Sciences <i>Dean, Professor, and i3 Principal Investigator</i>
Dr. Gary Marchionini	University of North Carolina at Chapel Hill, School of Information and

	Library Science <i>Dean and Cary C. Boshamer Distinguished Professor</i>
Dr. Robert Schnabel	Indiana University, School of Informatics and Computing <i>Dean and Professor</i>
Dr. Linda Smith	University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science <i>Associate Dean and Professor</i>

Appendix 2: Recruitment Working Committee Members

Dr. Louis Gomez	University of Pittsburgh, School of Education <i>Professor</i>
Mr. Neal Holmes	Western Pennsylvania Diversity Initiative <i>President and CEO</i>
Ms. Crystal McCormick-Ware	University of Pittsburgh, University Library System <i>Coordinator for Communications and Diversity</i>
Dr. Teresa Neely	University of New Mexico, University Libraries <i>Director of Access Services</i>
Dr. Lut Nero	Cheyney University, Leslie Pinckney Hill Library <i>Dean</i>
Ms. Marisa Ramirez	California Polytechnic State University, Robert E. Kennedy Library <i>Digital Repository Librarian</i>
Dr. Deborah Swain	North Carolina Central University, School of Library and Information Science <i>Associate Professor</i>
Dr. Tywana Whorley	Simmons University, Graduate School of Library and Information Science <i>Assistant Professor</i>

Appendix 3: Evaluation Working Committee Members

Ms. Alexia Hudson	Pennsylvania State University, Abington, University Libraries <i>Assistant Librarian</i>
Dr. Eileen Trauth	Pennsylvania State University, College of Information Sciences and Technology <i>Professor</i>

Appendix 4: Curriculum Working Committee Members

Dr. Toni Carbo	Drexel University, Sacramento, Drexel University Center for Graduate Study <i>Teaching Professor and iSchool Program Leader</i>
Dr. Ixchel Faniel	University of Michigan, School of Information <i>Assistant Professor</i>
Ms. Barbara Frey	University of Pittsburgh, Center for Instructional Development and Distance Education <i>Instructional Designer</i>
Dr. Lynette Kvasny	Pennsylvania State University, College of Information Sciences and Technology <i>Associate Professor</i>
Mr. Robert Perkoski	University of Pittsburgh, School of Information Sciences <i>Director of Undergraduate Programs</i>
Dr. Joe Sanchez	Rutgers University, School of Communications and Information <i>Assistant Professor</i>
Dr. Andrea Tapia	Pennsylvania State University, College of Information Sciences and Technology <i>Associate Professor</i>



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Appendix 5: 2011 Application for Admission

Directions to Complete the Application for Admission

The iSchool Inclusion Institute welcomes applications from those individuals who:

- appreciate the potential opportunities available in the Information Sciences
- are enrolled at the undergraduate level at an accredited college or university
- are enrolled in any academic major (undeclared students may also apply)
- are available to participate in the four-week introductory Institute as well as the two-week concluding Institute
- are U.S. Citizens or holders of Permanent Resident status
- demonstrate commitment to increasing opportunities for underrepresented minorities

The 2011 application includes the following:

- A completed application form, including essay questions
- Two letters of recommendation
- An official undergraduate transcript

Please note that unofficial transcripts are not acceptable. Applications for admission will not be considered until all items – letters of recommendation and transcripts, as well as the application form – have been submitted.

Please submit application materials to i3info@pitt.edu by no later than March 4th, 2011. Applications will be reviewed on a rolling basis and priority consideration will be given to early submissions.

You may also submit your application by mail to:

Mike Depew
Director, iSchool Inclusion Institute (i3)
School of Information Sciences, 603
University of Pittsburgh
135 North Bellefield Avenue
Pittsburgh, PA 15260



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Application for Admission

NAME

Last Name:

First Name:

PERMANENT ADDRESS

Street:

City:

State:

Zip Code:

CONTACT INFORMATION

E-mail Address

Phone Number

ADDRESS WHILE AT COLLEGE

Street:

City:

State:

Zip Code:

What University or College are you currently enrolled in?

What is your declared or intended major?

What is your overall QPA or GPA?

SIGNATURE & DATE

Applicant Signature:

Date:



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Application for Admission Essay Questions

Please type your answers and limit your response to each question to 250 words maximum.

1. What are some ways in which skills and knowledge gained from gaming can be applied to real-life situations?
2. Discuss when it is appropriate – or not appropriate – to use Wikipedia as a source for academic research?
3. One of the goals of the i3 Program is to increase the number of graduate students and faculty members who reflect the diversity of the overall population – and who can serve as role models for future generations. Please tell us why you think this is important and how you could contribute to this effort?



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Instructions for Completing Letters of Recommendation

For more information about the iSchool Inclusion Institute for the Information Sciences, which may help you in writing a letter of recommendation for this applicant, please visit www.ischool-inclusion.org.

In your letter, please be sure to include the following:

- *Applicant's name*
- *Explanation of how you know this applicant*
- *Your name, title, and institution*
- *Full address (Street, City, State, Zip)*
- *Telephone Number*
- *E-mail*
- *Signature and date*

Please address the following questions:

1. Why do you think that this applicant will benefit from participating in the i3?
2. Discuss the attributes and abilities that make this student an attractive candidate to participate in the i3, an intensive four-week academic residential program? Please provide your assessment of the applicant's maturity level and motivation to successfully navigate the academic and social dimensions of this experiential program.

Signed and dated letters can be sent via email to i3info@pitt.edu or sent via mail to:

**iSchool Inclusion Institute (i3)
School of Information Sciences, 603
University of Pittsburgh
135 North Bellefield Avenue
Pittsburgh, PA 15260**

Thank you for your time and your commitment,

Mike Depew
Director, iSchool Inclusion Institute (i3)
412-624-3981
mdepew@pitt.edu

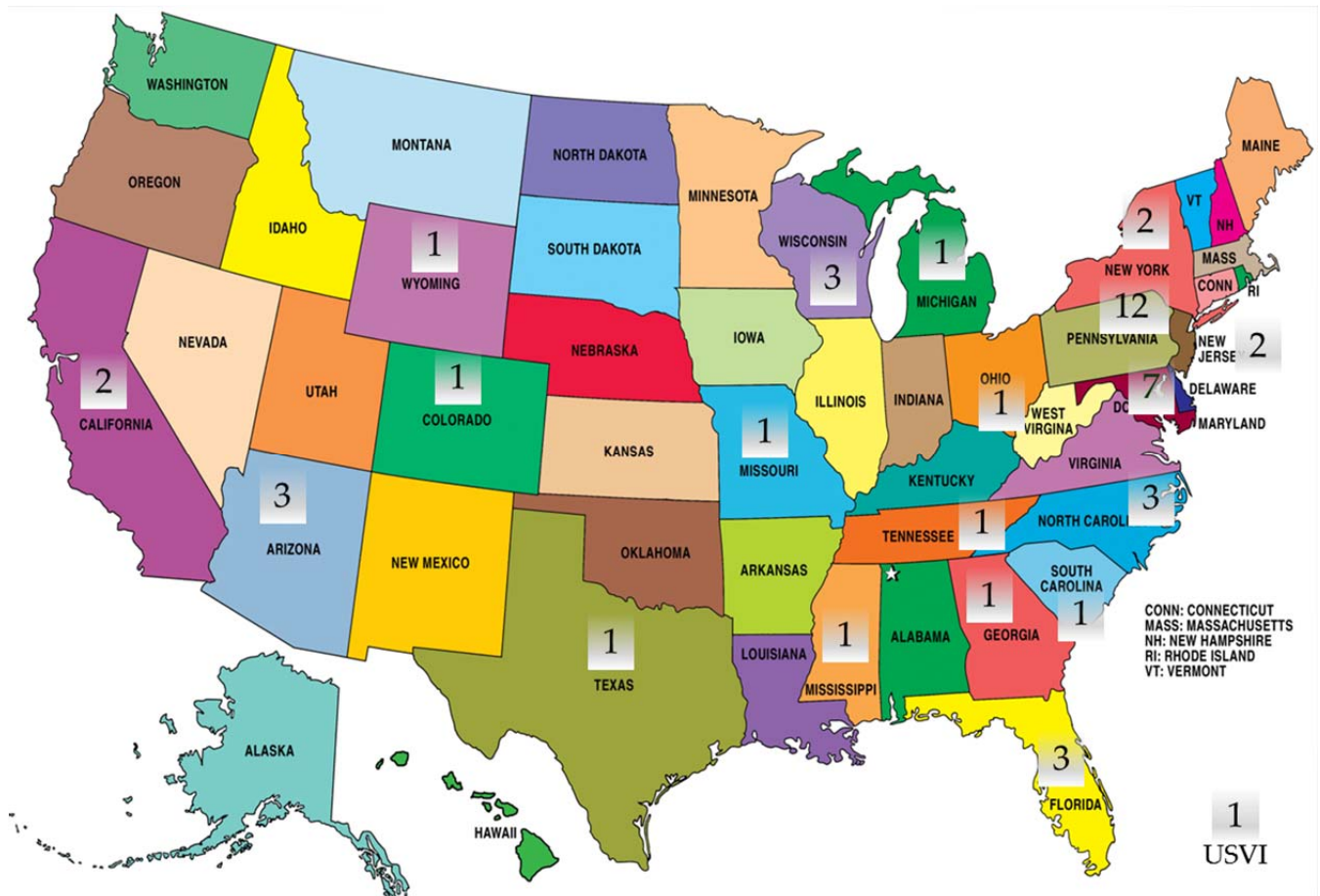
Appendix 6: 2011 Complete Applications by State

College/University	State	Credits	Major	GPA
Glendale Community College	AZ	60	General Studies	3.313
Glendale Community College	AZ	35	Elementary Education	2.850
Glendale Community College	AZ	22	Humanities and Fine Arts	2.292
University of California, Santa Barbara	CA	62	Sociology	2.780
Woodbury University	CA	107	Political Science and History	2.530
Colorado College	CO	90	Sociology	3.460
Florida State University	FL	81	Biology	2.400
University of Central Florida	FL	82	Health Sciences	3.094
University of Central Florida	FL	78	Health Sciences	2.930
Georgia State University	GA	84	Geography with a Geographic Information Systems Concentration	3.000
Towson University	MD	85	Information Technology	2.718
University of Maryland, Baltimore County	MD	49	Chemical Engineering	3.000
University of Maryland, Baltimore County	MD	66	Information Systems	3.500
University of Maryland, Baltimore County	MD	62	Political Science	2.230
University of Maryland, Baltimore County	MD	25	Social Work and Media Communications	3.460
University of Maryland, Baltimore County	MD	80	Information Systems	3.000
University of Maryland, Baltimore County	MD	79	Biochemistry and Molecular Biology	3.158
Michigan State University	MI	109	Computer Science and Finance	3.670

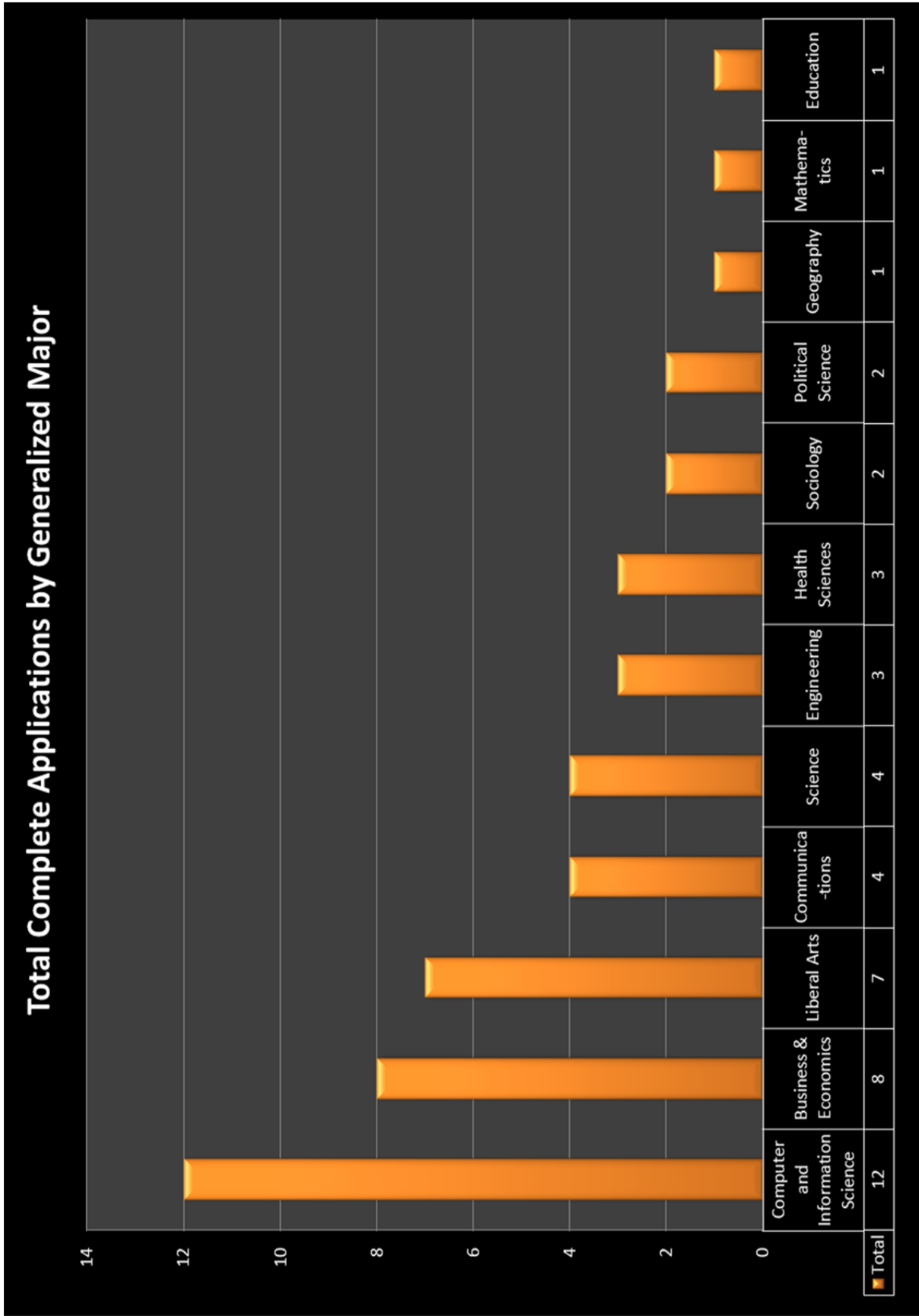
Washington University	MO	82	English Literature and African Studies	3.43
Tougaloo College	MS	17	Biology	4.00
North Carolina A&T State University	NC	50	Civil Engineering	3.40
North Carolina State University	NC	101	Business Administration with Information Technology Concentration	2.90
Randolph Community College	NC	45	Business Administration	3.24
Rutgers University	NJ	141	Information Technology and Informatics	2.69
Rutgers University	NJ	86	Journalism	3.42
New York University	NY	104	Media Culture and Communications	3.85
Queensborough Community College	NY	33	New Media Technology	2.78
Miami University of Ohio	OH	80	English Language Arts Instruction	2.96
Carnegie Mellon University	PA	60	Civil and Environmental Engineering	3.63
Carnegie Mellon University	PA	56	Economics	3.95
Carnegie Mellon University	PA	107	Math Sciences	2.40
Clarion University of PA	PA	60	Library Science	3.90
Lincoln University	PA	77	Business Administration	3.52
Susquehanna University	PA	18	Business Administration	1.96
University of Pittsburgh	PA	49	Marketing and Information Sciences	3.40
University of Pittsburgh	PA	64	Business, Economics, and Psychology	2.94
University of Pittsburgh	PA	37	Public Health	2.35
University of Pittsburgh	PA	44	Marketing	2.81
University of Pittsburgh	PA	46	Biology	2.30
University of Pittsburgh	PA	41	Computer Science and Information Sciences	2.28

Johnson C. Smith University	SC	47	Information Systems	2.80
University of Tennessee, Knoxville	TN	43	Computer Science	2.72
University of Texas, Austin	TX	58	Computer Science	3.62
University of the Virgin Islands	VI	80	Humanities	3.09
University of Wisconsin, Madison	WI	69	Communication Arts – TV/Radio/Film	2.60
University of Wisconsin, Milwaukee	WI	117	Organizational Administration	2.24
University of Wisconsin, Milwaukee	WI	56	Information Science and Technology	2.40
University of Wyoming	WY	104	English	3.50
Average Number of Credits:		67.25	Average GPA: 3.01	

Appendix 7: 2011 Complete Applications by Geographic Distribution



Appendix 8: 2011 Complete Applications by Generalized Major





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Appendix 9: Sample Admissions Letter – Offer of Admission

March 25, 2011

Dear _____:

Congratulations! You have been selected for admission to the 2011 iSchool Inclusion Institute (i3) at the University of Pittsburgh. We are confident you will make a valuable contribution to the i3 Program and demonstrate a commitment to exploring the numerous opportunities in the field of Information Sciences.

Enclosed you will find an enrollment contract, along with instructions for accepting our offer of admission and completing the enrollment process. You must submit the enrollment contract on or before **April 8, 2011**. When you return your form, our staff will contact you and assist you in arranging travel to and from Pittsburgh. At that time our staff will also provide you details of your housing accommodations. I, therefore, encourage an early response.

On behalf of the entire iSchool Inclusion Institute (i3) and the School of Information Sciences at the University of Pittsburgh, I extend a warm welcome and best wishes for your success. We appreciate your interest in the i3 Program and look forward to hearing from you soon.

Sincerely,

Mike Depew
Director, iSchool Inclusion Institute (i3)



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Appendix 10: Sample Admissions Letter – Waitlisted

March 25, 2011

Dear _____:

Thank you for applying to the iSchool Inclusion Institute (i3) at the University of Pittsburgh. The Admissions Committee has carefully reviewed your application and has decided to place you on the wait list for admission to the 2011 i3 Program. This year's pool of applicants was exceptionally strong, resulting in many students being placed on the wait list.

The Admissions Committee will make a final decision regarding your application by April 15, 2011. We appreciate your interest in the i3 Program and will keep you updated of any changes in your application status. Should you have any questions, please do not hesitate to ask.

Sincerely,

Mike Depew
Director, iSchool Inclusion Institute (i3)



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Appendix 11: Sample Admissions Letter – Not Admitted

March 25, 2011

Dear _____:

Thank you for applying to the iSchool Inclusion Institute (i3) at the University of Pittsburgh. The Admissions Committee has carefully reviewed your application. After much consideration, I regret to inform you that we are unable to offer you a place in the 2011 i3 cohort. This year's pool of applicants was exceptionally strong; in light of this, we were unable to offer admission to every worthy applicant.

I recognize this message may come as a disappointment to you. Nevertheless, I encourage you to make your future educational plans with the same enthusiasm and initiative that led you to consider us.

We appreciate the interest you have shown the iSchool Inclusion Institute (i3). Best wishes as you pursue your educational goals.

Sincerely,

Mike Depew
Director, iSchool Inclusion Institute (i3)



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Appendix 12: 2011 Enrollment Contract

INSTRUCTIONS FOR ENROLLMENT

Congratulations on your offer of admission to the iSchool Inclusion Institute (i3). In order to accept our offer and be fully admitted to the 2011 i3 cohort, you must complete and return the enrollment contract (pages 3 and 4) and proof of medical insurance no later than **APRIL 8, 2011**.

When completing the enrollment contract, you may either type or write your responses in the spaces provided. If you write your responses, be sure that your writing is legible. Note that your initials and signature are required on page 4. Your initials and signature must be handwritten. Do not type your name in place of a signature.

Completed enrollment contracts and proof of medical insurance may be submitted by either method listed below:

- Scanned and emailed to i3info@pitt.edu
- Mailed to: Mike Depew
Director, iSchool Inclusion Institute (i3)
University of Pittsburgh
School of Information Sciences
135 North Bellefield Avenue, Room 603
Pittsburgh, PA 15260

If your enrollment contract is not received by April 8, 2011 you will not be admitted to the Institute. Should you have any questions regarding the enrollment contract, please call 412-624-3981.



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2011 Enrollment Contract

PROOF OF MEDICAL INSURANCE

Students must return a **photocopy** of a valid, non-expired medical insurance card. Students that do not provide proof of medical insurance will not be admitted to the Institute.

STUDENT ATTENDANCE & WITHDRAW POLICY

A student that attends a majority of the scheduled events each day and completes a majority of daily activities will be paid a stipend of US \$50.00 per day. Students will be eligible to earn the stipend for a total of 24 days (June 6-29, 2011). Stipend payments will be made on a schedule determined by the Director of the Institute.

**The iSchool Inclusion Institute and the University of Pittsburgh are not responsible for providing tax advice to students regarding stipend earnings.*

A student choosing to withdraw from the Institute after June 5, 2011 must provide a written notice to the Director of the Institute. The notice must include the expected last date of attendance and be signed and dated by the student. A student will be determined to be withdrawn from the Institute if the student misses two or more consecutive instructional days and all of the days are unexcused. Students that withdraw from the Institute must arrange and pay for their transportation from the University of Pittsburgh.

ACADEMIC INTEGRITY AND STUDENT MISCONDUCT POLICY

Students admitted to the Institute are expected to adhere to the University of Pittsburgh's Student Code of Conduct and the School of Information Sciences' Academic Integrity Policy throughout the duration of the Institute (June 5-30, 2011). Students that fail to adhere to the Student Code of Conduct and Academic Integrity Policy as determined solely by the Director of the Institute may be asked to leave the Institute. If a student is asked to leave the Institute because of failure to adhere to the Student Code of Conduct or Academic Integrity Policy, the Institute reserves the right to notify the University or College at which the student is currently enrolled.

To read the behavioral expectations in the Student Code of Conduct, please visit the link below:
<http://www.studentaffairs.pitt.edu/pdf/74490%202010%20Code%20of%20Conduct.pdf>

To read the School of Information Sciences' Academic Integrity policy, please visit the link below:
<http://www.ischool.pitt.edu/about/academic-integrity.php>



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2011 Enrollment Contract

STUDENT INFORMATION

STUDENT NAME: _____ BIRTHDATE: _____

ADDRESS: _____

CITY/STATE/ZIP: _____

TELEPHONE #: (H) _____ (C) _____

SOCIAL SEC. #: _____ GENDER: ___ MALE ___ FEMALE

DIETARY RESTRICTIONS (Please be specific): _____

ARE YOU A US CITIZEN OR PERMANENT RESIDENT: ___ YES ___ NO

EMERGENCY CONTACT: _____

RELATIONSHIP: _____ TELEPHONE #: _____

PROGRAM INFORMATION

ARRIVAL DATE: **June 5, 2011** DEPARTURE DATE: **June 30, 2011**

WILL YOU BE TAKING ANY SUMMER COURSES BETWEEN THE DATES LISTED ABOVE:
___ YES ___ NO (If yes, please specify dates and times of classes)

SUMMER CLASSES (DAYS OF WEEK): _____

SUMMER CLASSES (TIME OF DAY): _____

PLEASE LIST ANY OTHER COMMITMENTS THAT WILL PREVENT YOU FROM ATTENDING
I3 ACTIVITIES & EVENTS BETWEEN THE DATES LISTED ABOVE: (Please include dates/times)



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2011 Enrollment Contract

STUDENT ACKNOWLEDGMENTS

1. I hereby acknowledge that I have read the University of Pittsburgh’s Student Code of Conduct.

_____ Student initials

2. I have read the School of Information Sciences’ Academic Integrity Policy.

_____ Student initials

3. I have carefully read this enrollment contract in its entirety.

_____ Student initials

4. I understand that the Institute may terminate my enrollment if I fail to comply with attendance requirements or if I fail to abide by established standards of conduct, as outlined in the Student Code of Conduct and Academic Integrity Policy.

_____ Student initials

5. I understand that the Institute does not guarantee graduate school placement to students upon program completion.

_____ Student initials

I hereby acknowledge that the information provided in this enrollment contract is accurate and valid, to the best of my knowledge.

Student Signature

Date

Student Name (Printed)

Date

Appendix 13: 2011 i3 Scholars

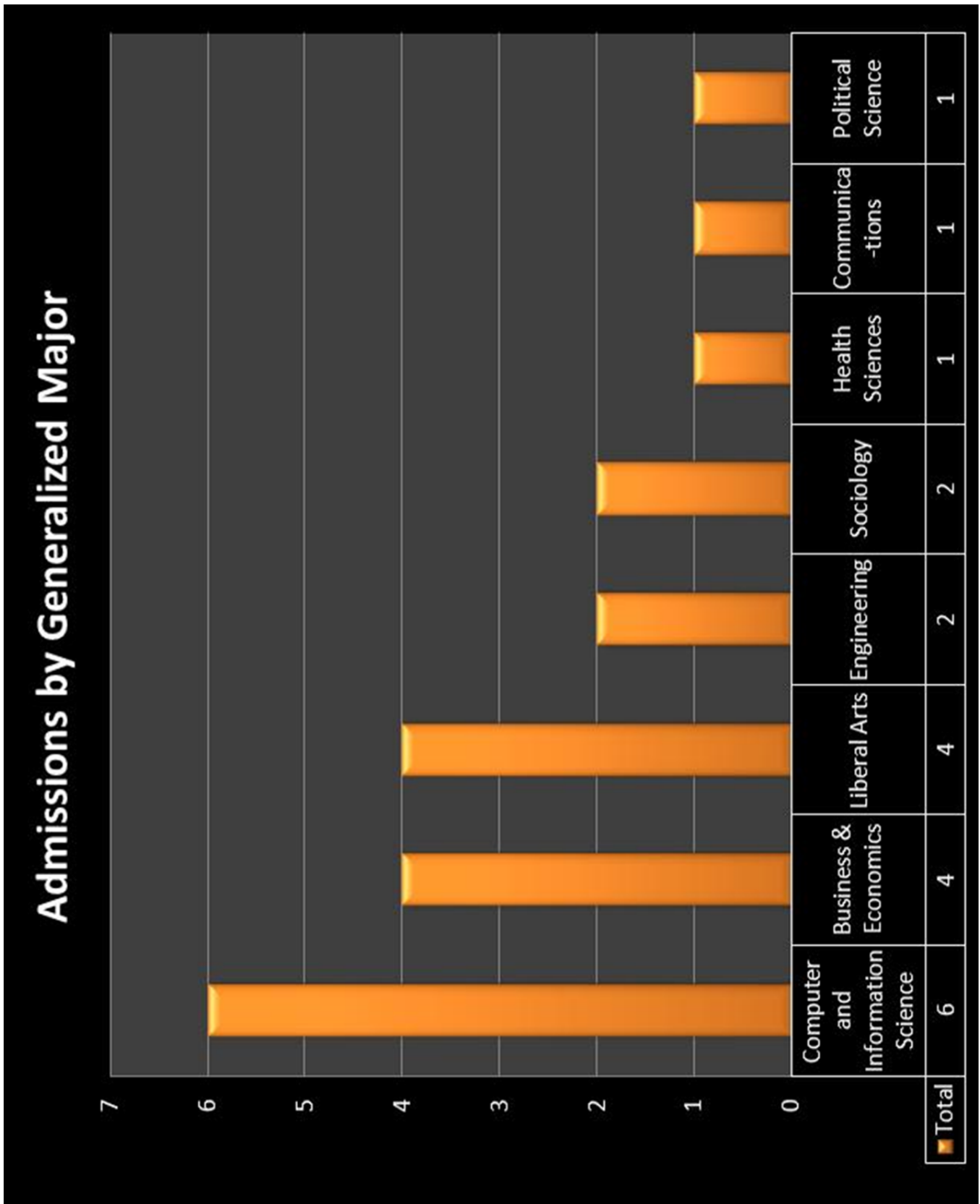
Belema Agboh	Towson University <i>Information Technology</i>
Ben Baltes	University of Texas at Austin <i>Computer Science</i>
Janessa Benn	North Carolina A&T State University <i>Civil Engineering</i>
Joshua Cartagena	Rutgers University <i>Information Technology & Informatics</i>
Clea Counts	Miami University of Ohio <i>English Language Arts Instruction</i>
Justin Grayman	University of Tennessee at Knoxville <i>Computer Science</i>
Olivia Green	University of Pittsburgh <i>Information Science & Marketing</i>
Mavis Gyamera	University of Pittsburgh <i>Public Health</i>
Oliver Haimson	Carnegie Mellon University <i>Economics</i>
Sam Hickson	Rutgers University <i>Journalism</i>
Twanna Hodge	University of the Virgin Islands <i>Humanities</i>
Malachi Jones	Randolph Community College <i>Business Administration</i>
Daniel Knopp	University of Maryland, Baltimore County <i>Political Science</i>

Bradley Kuykendall	Lincoln University <i>Business Administration & Library Science</i>
Marcia McIntosh	Washington University <i>English Literature & African Studies</i>
Alejandra Mendoza	Carnegie Mellon University <i>Civil & Environmental Engineering</i>
Toni Pizza	Colorado College <i>Sociology</i>
Paris Smith	North Carolina State University <i>Business Administration-Information Technology Concentration</i>
Guadalupe Soto	University of California, Santa Barbara <i>Sociology</i>
Pizeme Tchara	New York University <i>Media Culture & Communications</i>
Randel Tomina	Michigan State University <i>Computer Science & Finance</i>

Appendix 14: Summary Statistics for 2011 i3 Scholars

- 21 applicants offered admission; 100% accepted
- 12 female, 9 male Scholars
- Representing 18 different colleges/universities
- Average GPA: 3.192
- 8 Scholars are from a college/university with an iSchool
- 3 Scholars are actually enrolled/majoring at an iSchool

Appendix 14: 2011 i3 Scholars by Generalized Major



Appendix 15: Guest Lecturers and Workshops/Seminars Presented at i3

Dr. Alessandro Acquisti	Carnegie Mellon University, Heinz College of Public Policy and Information Systems <i>Associate Professor</i> <ul style="list-style-type: none">• Privacy in the Digital Age
Dr. Leanne Bowler	University of Pittsburgh, School of Information Sciences <i>Assistant Professor</i> <ul style="list-style-type: none">• Books You Can Play With and Games You Can Read: Children, Libraries, and Reading in the 21st Century
Dr. Peter Brusilovsky	University of Pittsburgh, School of Information Sciences <i>Professor</i> <ul style="list-style-type: none">• “Students Who Viewed this Lecture also Viewed...”: Recommender Systems and Web Personalization
Dr. Brian Butler	University of Pittsburgh, Katz Graduate School of Business <i>Associate Professor</i> <ul style="list-style-type: none">• Crowdsourcing and Open Innovation: How Wikipedia Changes Everything (Without Changing Anything)
Dr. Bernadette Callery	University of Pittsburgh, School of Information Sciences <i>Assistant Professor</i> <ul style="list-style-type: none">• Reading and Writing Revolution: How E-Books, Open Access, and Open Source are Redefining Literacy, Scholarship, and Ownership
Ms. Danielle Colbert-Lewis	North Carolina Central University, James E. Shepard Memorial Library <i>Reference Librarian</i> <ul style="list-style-type: none">• Library 2.0: Learning to Use a Free Network of Resources and Help
Dr. James ‘Kip’ Currier	University of Pittsburgh, School of Information Sciences <i>Assistant Professor</i> <ul style="list-style-type: none">• From Cave Paintings to Cloud Computing: 30,000 Years of Information Use• Copyright and Copy Rights in the Copy Age• The Edge of Right and Wrong: Peer-2-Peer File Sharing, Mash-Ups, Users, and the Law• Mock Interviews and Resume Review

Ms. Debbie Day	University of Pittsburgh, School of Information Sciences <i>Program Administrator</i> <ul style="list-style-type: none"> • Mock Interviews and Resume Review
Mr. Michael Depew	University of Pittsburgh, School of Information Sciences <i>Director, i3</i> <ul style="list-style-type: none"> • What is an iSchool? A Brief Overview of iSchool Programs
Dr. Ixchel Faniel	Online Computer Library Center, Inc. (OCLC) <i>Post-Doctoral Researcher</i> University of Michigan, School of Information <i>Research Investigator</i> <ul style="list-style-type: none"> • Helping Hands: The Important Role of Mentors
Dr. Rosta Farzan	Carnegie Mellon University, Human Computer Interaction Institute <i>Post-Doctoral Fellow</i> <ul style="list-style-type: none"> • Social Media: Changing Life From What We Eat to Who Rules the Country
Dr. Ken Fleischmann	University of Maryland, College of Information Studies <i>Associate Professor</i> <ul style="list-style-type: none"> • <i>Shoulda, Coulda, Woulda</i>: Ethical Issues & Simulations in the Information Sciences
Dr. Daqing He	University of Pittsburgh, School of Information Sciences <i>Associate Professor</i> <ul style="list-style-type: none"> • Research Rodeo: Scholarly Research, Panel Discussions, and a Night with Doctoral Students
Dr. Stephen Hirtle	University of Pittsburgh, School of Information Sciences <i>Professor</i> <ul style="list-style-type: none"> • Are You Here? How New Technologies Can Support Geographic Knowledge
Ms. Alexia Hudson	Pennsylvania State University at Abington, Abington College Library <i>Assistant Librarian</i> <ul style="list-style-type: none"> • Digital Mosaic: Information Needs of Diverse Peoples in the Internet Age

Mr. Robert Jordan	ARINC <i>Principal Systems Architect</i>	<ul style="list-style-type: none"> • Mock Interviews and Resume Review
Dr. Cory Knobel	University of Pittsburgh, School of Information Sciences <i>Assistant Professor</i>	<ul style="list-style-type: none"> • What <i>are</i> the ‘Information Sciences’? What <i>is</i> ‘Information’? • <i>Systems Trek</i>: Exploring Strange, New Systems and Boldly Going Where No Users Have Gone Before
Dr. Prashant Krishnamurthy	University of Pittsburgh, School of Information Sciences <i>Associate Professor</i>	<ul style="list-style-type: none"> • Cryptography and Puzzles
Dr. Lynette Kvasny	Pennsylvania State University, College of Information Sciences and Technology <i>Associate Professor</i>	<ul style="list-style-type: none"> • A Tale of Two Mediums: Blogging and New Media’s Impact on Traditional Media and Business Models
Mr. Wesley Lipschultz	University of Pittsburgh, School of Information Sciences <i>Manager, Student Services</i>	<ul style="list-style-type: none"> • From Archives and Avatars To Webinars and YouTube: An A-Z Alphabet of Job Opportunities in the Information Professions
Mr. Amir Masoumzadeh	University of Pittsburgh, School of Information Sciences <i>Doctoral Student</i>	<ul style="list-style-type: none"> • Information Assurance
Mr. Jim McCarthy	University of Pittsburgh, Career Development Office <i>Career Consultant for Technical Majors</i>	<ul style="list-style-type: none"> • Mock Interviews and Resume Review
Ms. Janet McLaughlin	University of Pittsburgh, Office of Admissions and Financial Aid <i>Assistant Director</i>	<ul style="list-style-type: none"> • Money Matters: From FAFSA to Fellowships
Dr. Beth Newborg	University of Pittsburgh, Department of English <i>Lecturer</i>	

	<ul style="list-style-type: none"> • Righting Your Writing: Improving Your Writing Skills for Graduate Study and Your Career
Dr. Joe Newcomer	<p>FlounderCraft, Ltd. <i>CEO</i></p> <ul style="list-style-type: none"> • Computers and the Law
Mr. Steven Nunnally	<p>University of Pittsburgh, School of Information Sciences <i>Masters Student</i></p> <ul style="list-style-type: none"> • Robot Simulations: From Virtual to Reality
Mr. Robert Perkoski	<p>University of Pittsburgh, School of Information Sciences <i>Director of Undergraduate Programs</i></p> <ul style="list-style-type: none"> • ATM: Art, Technology, and Media
Ms. Marisa Ramirez	<p>California Polytechnic State University, Robert E. Kennedy Library <i>Digital Repository Librarian</i></p> <ul style="list-style-type: none"> • Information For All? Access as a Civil Right, and Dangers of the Digital Divide • Sharpening Your Skill Sets for Success in Graduate School and Beyond
Ms. Shabana Reza	<p>University of Pittsburgh, School of Information Sciences <i>Enrollment Manager</i></p> <ul style="list-style-type: none"> • Getting to Graduate School – Applications, GREs, and Recommendation Letters • Mock Interviews and Resume Review
Dr. Russ Robbins	<p>University of Pittsburgh, Katz Graduate School of Business <i>Visiting Assistant Professor</i></p> <ul style="list-style-type: none"> • <i>Shoulda, Coulda, Woulda</i>: Ethical Issues & Simulations in the Information Sciences
Dr. Joe Sanchez	<p>Rutgers, The State University of New Jersey, School of Communication and Information <i>Assistant Professor</i></p> <ul style="list-style-type: none"> • Everything I Need to Know in Life I Learned from Gaming • How World of Warcraft made <i>ME</i> a Leader: Video Games as Simulation Environments for Real-Life Management and Leadership
Ms. Kelly Shaffer	<p>University of Pittsburgh, School of Information Sciences</p>

Director of External Relations

- Research Rodeo: Scholarly Research, Panel Discussions, and a Night with Doctoral Students

Dr. Martin Weiss University of Pittsburgh, School of Information Sciences

Associate Dean and Associate Professor

- Research Rodeo: Scholarly Research, Panel Discussions, and a Night with Doctoral Students

Dr. Tywana Whorley Simmons College, Graduate School of Library and Information Science

Assistant Professor

- Finding the Right Program and Adviser for You: Rankings & Ratings of Graduate Schools - Do They Matter?

Dr. Barbara Zaborowski Pennsylvania Highlands Community College

Associate Dean of Learning Resources/Special Assistant to the President

- Mock Interviews and Resume Review
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Appendix 16: Introductory Institute Schedule

Sunday June 5	Monday June 6	Tuesday June 7	Wednesday June 8	Thursday June 9	Friday June 10	Saturday June 11
13 Scholars Arrive at the University of Pittsburgh; Check-in at Ruskin Hall	Breakfast; Meet and Greet 9:00AM – 10:00AM Orientation; Tour of Campus 10:00AM – 12:00PM	Workshop <i>From Cave Paintings to Cloud Computing: 30,000 Years of Information Use</i> Dr. Kip Currier 10:00AM – 12:00PM	Breakfast 9:00AM – 10:00AM Workshop <i>Books You can Play With and Games You Can Read</i> Dr. Leanne Bowler 10:00AM – 12:00PM	Pro. Dev. Seminar <i>What is an iSchool? SWAG Giveaways from the iSchools</i> Mr. Michael Depew 10:00AM – 12:00PM	Breakfast with Master's Students 9:00AM – 10:00AM Workshop <i>Copyright and Copy Rights in the Copy Age</i> Dr. Kip Currier 10:00AM – 12:00PM	
	Group Lunch; Writing Exercise #1 Assigned 12:00PM – 1:30PM	Group Lunch; Product-Use Imagination Exercise 12:00PM – 1:30pm	Group Lunch; Solution Brainstorming Exercise 12:00PM – 1:30PM	Group Lunch; Tour of Carnegie Mellon University; Presentations from CMU Applied Research Labs 12:00PM – 3:00PM	Group Lunch; Writing Exercise #2 Assigned 12:00PM – 1:30PM	
	Workshop <i>What are the Information Sciences? What is Information?</i> Dr. Cory Knobel 1:30PM – 3:30PM Meet with Project Teams 3:30PM – 5:30PM	Workshop <i>A Tale of Two Mediums: Blogging and New Media</i> Dr. Lynette Kvasny 1:30PM – 3:30PM	Tour of Cathedral of Learning at the University of Pittsburgh 1:30PM – 3:30PM		Pro. Dev. Seminar <i>Library 2.0: Learning to Use a Network of Free Resources</i> Ms. Danielle Colbert-Lewis 1:30PM – 2:30PM	
	Individual Dinner 5:30PM – 7:30PM	Opening Ceremony Keynote Address: Ms. Farai Chideya 5:30PM – 8:30PM	Welcome Picnic Office of Experiential Learning 5:30PM – 8:00PM	Workshop <i>Digital Mosaic: Information Needs of Diverse Peoples in the Internet Age</i> Ms. Alexia Hudson 3:30PM – 5:30PM Group Dinner 6:00PM – 7:30PM	Tour of Hillman Library and Library Services 3:30PM – 4:30PM	
					Pittsburgh Pirates Baseball Game 6:00PM – 10:30PM	

Sunday June 12	Monday June 13	Tuesday June 14	Wednesday June 15	Thursday June 16	Friday June 17	Saturday June 18
	Breakfast: Writing Ex. #1 Returned 9:00AM – 10:00AM	Breakfast: 9:00AM – 10:00AM	Breakfast: 9:00AM – 10:00AM	Breakfast: 9:00AM – 10:00AM	Breakfast: Writing Exercise #3 Assigned 9:00AM – 10:00AM	
	Workshop <i>Crowdsourcing and Open Innovation: How Wikipedia Changes Everything (Without Changing Anything)</i> Dr. Brian Butler 10:00AM – 12:00PM	Workshop <i>Systems Trek: Exploring Strange New Systems and Boldly Going Where No Users Have Gone Before</i> Dr. Kip Currier 10:00AM – 12:00PM	Workshop <i>Everything I Need to Know in Life I Learned from Gaming</i> Dr. Joe Sanchez 10:00AM – 12:00PM	Workshop <i>How World of Warcraft Made Me a Leader</i> Dr. Joe Sanchez 10:00AM – 12:00PM	Workshop <i>Are You Here? How New Technologies Can Support Geographic Knowledge</i> Dr. Stephen Hirtle 10:00AM – 12:00PM	
Group Lunch 12:00PM – 1:00PM	Formal Luncheon Guest Speaker: Dr. Paul Hawkins 12:00PM – 2:00PM	Group Lunch 12:00PM – 1:00PM	Group Lunch 12:00PM – 1:30PM	Group Lunch; Resume Review 12:00PM – 1:30PM	Individual Lunch 12:00PM – 1:00PM	Individual Lunch 12:00PM – 1:00PM
	Pro. Dev. Seminar <i>From Archives to Avatars: An A-Z Alphabet of Job Opportunities in the Information Sciences</i> Mr. Wes Lipschultz 2:00PM – 3:30PM	Tour and Presentation at the Pittsburgh Supercomputing Center 1:00PM – 3:00PM	Workshop <i>ATM: Art, Technology, and Media</i> Mr. Bob Perkoski 1:30PM – 3:30PM	Workshop <i>The Edge of Right and Wrong: Peer-2-Peer File Sharing, Mash-Ups, Users, and the Law</i> Dr. Kip Currier 1:30PM – 3:30PM	Pro. Dev. Seminars <i>Getting to Graduate School: Applications, GREs, and Recommendation Letters</i> Ms. Shabana Reza 1:00PM – 2:00PM	Geo-Caching (GPS-Based Scavenger Hunts) 1:00PM – 3:00PM CANCELLED DUE TO LACK OF STUDENT INTEREST
Kayaking Trip at the North Shore 2:00PM – 5:00PM	Meet with Project Teams 4:00PM – 5:30PM	Pro. Dev. Seminar <i>Helping Hands: The Important Role of Mentors</i> Dr. Ixchel Faniel 3:30PM – 5:00PM	Meet with Project Teams 4:00PM – 5:30PM	Pro. Dev. Seminar <i>Sharpening Your Skill Sets for Graduate School and Beyond</i> Ms. Marisa Ramirez (via Skype) 4:00PM – 5:30PM	Workshop <i>Computers and the Law</i> Dr. Joe Newcomer 2:30PM – 4:30PM	Meet with Project Teams 3:30PM – 5:00PM
Group Dinner 6:00PM – 7:30PM	Individual Dinner 6:00PM – 7:30PM	Group Dinner; iSchool Game Night 6:00PM – 8:00PM	Group Dinner 6:00PM – 7:30PM	Group Dinner 6:00PM – 7:30PM	Group Dinner; iSchool Summer Cookout 5:00PM – 7:00PM	

Sunday June 19	Monday June 20	Tuesday June 21	Wednesday June 22	Thursday June 23	Friday June 24	Saturday June 25
Breakfast 10:00AM – 12:00PM	Breakfast; Writing Ex. #2 Returned 9:00AM – 10:00AM Workshop <i>Information Assurance</i> Mr. Amir Masoumzadeh 10:00AM – 12:00PM	Workshop <i>"Students Who Viewed this Lecture also Viewed...": Recommender Systems and Web Personalization</i> Dr. Peter Brusilovsky 10:00AM – 12:00PM	Breakfast 9:00AM – 10:00AM Workshop <i>Cryptography and Information Puzzles</i> Dr. Prashant Krishnamurthy 10:00AM – 12:00PM	Workshop <i>Robot Simulations: From Virtual to Reality</i> Mr. Steven Nunnally 10:00AM – 12:00PM	Breakfast 9:00AM – 10:00AM Pro. Dev. Seminar <i>Mock Interviews</i> Dr. Kip Currier Dr. Barbara Zaborowski Mr. Wes Lipschultz Ms. Debbie Day Mr. Robert Jordan Mr. Jim McCarthy Ms. Shabana Reza 10:00AM – 12:00PM	
Kennywood Amusement Park 12:00PM – 9:00PM	Individual Lunch; Break 12:00PM – 2:00PM Pro. Dev. Seminar <i>Finding the Right Program and Adviser for You: Rankings and Ratings of Grad Schools—Do They Matter?</i> Dr. Tywana Whorley 2:00PM – 3:30PM	Group Lunch; Self-Marketing Discussion 12:00PM – 1:30PM Workshop <i>Privacy in the Digital Age</i> Dr. Alessandro Acquisti 1:30PM – 3:30PM	Group Lunch 12:00PM – 1:30PM Pro. Dev. Seminar <i>Money Matters: From FAFSA to Fellowships</i> Ms. Janet McLaughlin 2:00PM – 3:00PM	Group Lunch 12:00 – 1:00PM Workshop <i>Social Media: Changing Life From What We Eat to Who Rules the Country</i> Dr. Rosta Farzan 1:00PM – 3:00PM	Formal Luncheon Guest Speaker: Mr. Robert Jordan 12:00PM – 2:00PM Tour of Entertainment Technology Center Dr. Drew Davidson 2:30PM – 4:00PM	Lunch; Visit to Pittsburgh Zoo and Aquarium 12:00PM – 6:00PM CANCELLED DUE TO LACK OF STUDENT INTEREST
	Meet with Project Teams 3:30PM – 5:00PM Workshop/Dinner <i>Research Rodeo: Scholarly Research, Panel Discussions, and a Night with Doctoral Students</i> Dr. Martin Weiss Dr. Daqing He Ms. Kelly Shaffer 5:00PM – 8:00PM	Workshop <i>Reading and Writing Revolution: How E-Books, Open Access, and Open Source are Redefining Literacy, Scholarship, and Ownership</i> Dr. Bernadette Callery 3:00PM – 5:00PM	Visit to Carnegie Museums of Art and Natural History 3:30PM – 7:00PM <i>(Optional to leave early)</i>		Individual Dinner 6:00PM – 8:00PM	
	Guest Speaker Mr. Larry Quinlan Global CIO, Deloitte 4:00PM – 5:30PM					
	Group Dinner 6:00PM – 7:30PM					

Sunday June 26	Monday June 27	Tuesday June 28	Wednesday June 29	Thursday June 30	Friday July 1	Saturday July 2
Breakfast 10:30AM – 12:00PM	Breakfast; Writing Ex. #3 Returned 9:00AM – 10:00AM	iSchool Presentations <i>Carnegie Mellon University</i> 10:00AM – 11:00AM	Breakfast 9:00AM – 10:00AM	i3 Scholars Depart from the University of Pittsburgh;		
	iSchool Presentations <i>Florida State University</i> 11:30AM – 12:00PM <i>University of British Columbia</i> 12:15PM – 12:45PM	iSchool Presentations <i>University of Michigan</i> 10:00AM – 10:30AM <i>University of Maryland, Balt. Co.</i> 10:45AM – 11:15AM	iSchool Presentations <i>University of North Texas</i> 10:00AM – 10:30AM <i>Syracuse University</i> 10:45AM – 11:15AM	Check-out from Ruskin Hall		
Workshop <i>Information For All? Access as a Civil Right, and Dangers of the Digital Divide</i> Ms. Marisa Ramirez 12:00PM – 2:00PM	iSchool Presentations <i>University of Illinois</i> 11:30AM – 12:00PM <i>Penn State University</i> 12:15PM – 12:45PM	iSchool Presentations <i>University of Kentucky</i> 2:00PM – 2:30PM <i>University of Washington</i> 2:45PM – 3:15PM	Group Lunch 12:00PM – 1:00PM			
Meet with Project Teams 2:00PM – 3:30PM	Group Lunch 1:00PM – 2:00PM	Group Lunch 1:00PM – 2:00PM	Team Presentations: Project Proposals <i>2 Teams</i> 1:00PM – 2:00PM			
	iSchool Presentations <i>Drexel University</i> 2:00PM – 2:30PM	iSchool Presentations <i>University of Kentucky</i> 2:00PM – 2:30PM <i>University of Washington</i> 2:45PM – 3:15PM	iSchool Presentations <i>University of California, Berkeley</i> 2:00PM – 2:30PM <i>University of North Carolina</i> 2:45PM – 3:15PM			
	Workshop <i>Shoulda, Coulda, Woulda: Ethical Issues & Simulations</i> Dr. Ken Fleischmann Dr. Russ Robbins 3:30PM – 5:30PM	Meet with Project Teams 3:30PM – 5:00PM	Team Presentations: Project Proposals <i>2 Teams</i> 3:30PM – 4:30PM			
	Group Dinner 6:00PM – 7:30PM	Group Dinner 6:30PM – 8:00PM	Closing Ceremony Guest Speaker: Dr. Kathy Humphrey 6:00PM – 9:00PM			