

**School of Information Sciences**  
**FY 2016 Annual**  
**Progress Report**

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on Long-Range Strategic Plan (FY 2013—2018)

**Submitted:**

March 1, 2016

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## Executive Summary

### A. Mission and Vision

The mission of the School of Information Sciences is to support and advance the broader education, research and service mission of the University of Pittsburgh by educating students, furthering knowledge and contributing our expertise to advance humankind's progress through information.

This mission is achieved through specific actions:

- Providing a high-quality undergraduate program in Information Science
- Offering superior graduate programs that prepare students for a wide range of careers in the information professions
- Engaging in research and scholarly activities that advance learning through the extension of the frontiers of knowledge and creative endeavors
- Cooperating with industry and government to transfer knowledge into practice
- Extending our expertise to local communities and public agencies to contribute to social, intellectual and economic development in Pennsylvania, the nation, and the world

Long-Range Goals (from The Plan for Pitt)

- Advance Educational Excellence
- Engage in Research of Impact
- Strengthen Communities
- Build Foundational Strength
- Embrace Diversity and Inclusion

### B. Summary of Strategic Priorities and Key Initiatives

- Educate undergraduate students for life-long information careers
- Educate master's students for preparation as innovators, creative problem solvers and leaders in the information professions
- Renovate iSchool facilities and upgrade the infrastructure to foster community among students, faculty, staff, professional partners and employers
- Adapt the composition of iSchool faculty for research-centered and professional education
- Prepare PhD students to become the next generation of academics and researchers in the information professions
- Position and differentiate SIS among other iSchools
- Serve as a resource of knowledge and expertise to the University community on issues relating to information and the systems that provide information services
- Foster the development of an inclusive profession

C. Summary of Outcomes from AY 2016 – New initiatives for existing strategic priorities from AY 2016 and their outcomes are notated in bold.

#### Advance Educational Excellence

Educate undergraduate students for life-long information careers

- **Through a new partnership with PittServes, students are invited to apply the technical skills they are learning in the classroom to non-profit volunteer settings in the community. In Fall 2015, 25 students participated in 11 projects. On January 29th, we hosted a matching event between non-profits and our students to match students with projects. Over 50 students signed up to learn more about 15 projects. Non-profits our students have engaged with include the YMCA, United Way, Strong Women Strong Girls, MADDADS, the Islamic Center of Pittsburgh, Soldiers and Sailors Memorial, several local boroughs**
- **We invited faculty to nominate student projects from their classes to showcase during iFest 2016. 8 teams from 3 different classes demonstrated their projects.**

- Second annual career fair exclusively for SIS students with 40 undergraduate attendees. In addition, 6 employers were invited to an executive roundtable with our best students, and they spoke with these students in small groups over lunch for two hours.
- **Faculty-led projects aim to provide students with experiential learning opportunities that challenge and enhance not only their technical capabilities, but also their problem solving and critical skills. These real world projects also provide an opportunity for students to expand their business acumen and help forge strong industry connections.**

Educate master's students for preparation as innovators, creative problem solvers and leaders in the information professions

- **Students working on faculty led semester-long tasks expose students to working on all phases and components of a real-world multidisciplinary software, analysis, and/or business project, from inception to completion. Students also gain hands-on experience with the different roles IT and IS professionals perform in working in cross-disciplinary teams. Furthermore, students gain hands-on experience with customer interactions and communications and understanding of industry-standard agile project management practices. Between Fall 2015 and Spring 2016 – 23 students enrolled and completed these experiential learning opportunities.**
- **In 2015, we established a new partnership with the City of Pittsburgh, Department of Innovation and Performance and strengthened existing relationships with the University of Pittsburgh School of Pharmacy and the University of Pittsburgh Dental School. These three partnerships are providing collaborative opportunities that cement the vision of our School and challenge the traditional paradigms of an information scientist.**
- Fully funded two I3 Scholars for the MSIS program: Xavier Dillahunt, who graduated in Spring 2015, and Alina Bengert, who remains enrolled as an MSIS student.
- **Fully funded two I3 Scholars for the MSIS program: Alina Bengert, who currently completed 30 credits with a 3.85 GPA and is on track to graduate in Spring 2016, and Rebecca Ly, who is in good academic standing and enrolled in her second term in Spring 2016. In addition, we defined the benefit we offer veterans to be a general scholarship of \$2000 per term (for full-time enrollment, \$1000 for part-time) plus an application fee waiver.**
- **We advertised a benefit to veterans in the Fall 2015 issue of U.S. Veterans magazine, and we worked with Ryan Ahl in the Office of Veterans Services to have our programs and benefit package advertised in Recruit Military, an email campaign system purchased by OVS.**
- We achieved a significant milestone in the development of courses for the Master of Library & Information Science Degree (MLIS) when our twelfth course was developed and delivered on the Pitt Online Platform. This marked the point when our catalogue of courses available through the Pitt Online platform would allow a student to complete the MLIS Degree through Pitt Online in a fully online format. We continue to develop courses in support of the MLIS degree offered through Pitt Online at a rate of approximately two per semester, expanding our students' access to master's and professional education.
- The faculty of the Graduate program in Information Science and Technology (GIST) proposed the formal addition of two specializations in the Master of Science in Information Science (MSIS) degree; Human-Centered Computing and Big Data Analytics. The formal additions are known as Areas of Concentration and were proposed as a result of feedback from our students and industry contacts indicating that the academic focus and formal academic recognition of each Area of Concentration would enhance employment opportunities available to our students. The proposals were approved by Provost Beeson and implemented in Spring 2015. FY 2015: In Fall 2014 we received approval for four Certificates of Advanced Study (Post-Baccalaureate and Graduate Certificates of Advanced
- Study in Big Data Analytics; Post-Baccalaureate and Graduate Certificates of Advanced Study in Security Assured Information Systems). The certificate programs were launched in Spring 2015, including delivery of the Post-Baccalaureate and Graduate Certificates of Advanced Study in Security Assured Information Systems through Pitt Online (in a fully online format).
- **Presentation on Practitioners & Research added to LIS 2000 Understanding Information (core course taken by all MLIS students) promoting opportunities for student research**
- **LIS 2672 and LIS2680, and IS2140 students are asked to work on inquiry-based term projects that utilize what they learned in the courses to build information systems to resolve real world problems.**
- **Students in LIS 2630 conduct a user needs analysis; review the research; and then design and develop an information product (for example, a website, a service model or a program in a library) that addresses a real world information need. Students in LIS2335 Services for Early Childhood**

**conduct a needs assessment and review of the research literature and use the information to design and develop a service plan for early childhood programming at the library.**

- **Dr. He had three master students working with him on research projects. One of the master's students received an invitation to participate in the Second Rutgers University iSchool Research Invitational Conference.**

Renovate iSchool facilities and upgrade the infrastructure to foster community among students, faculty, staff, professional partners and employers

- **FY2016: 1st floor cafe Bits 'n' Bytes opened August 2015. Working with facilities on plan for new ADA compliant store front.**

### **Engage in Research of Impact**

Adapt the composition of iSchool faculty for research-centered and professional education

- **Leona Mitchell hired as Visiting Professor of Practice. Developed and taught 2 new courses in management and leadership in the information professions. Retired VP of IBM North America Channel Transformation. Plans for her to advance strategies for collaboration with regional employers, oversee student projects, mentor students and assist with reshaping the BSIS program.**
- 45 students were appointed to Teaching Fellow positions.
- **Dr. Lyon has continued to promote Pitt data stewardship research through her role as Co-Chair of the International Digital Curation Conference (Amsterdam) and as an invited Opening Keynote at the INCONECSS conference (Berlin)**

Prepare PhD students to become the next generation of academics and researchers in the information professions

- 13 PhD students graduated: (3) tenure stream positions; (1) research outside of academia; (3) industry; (3) Postdoc (1) non tenure stream position; (1) non-profit; (1) self-employed.

Position and differentiate SIS among other iSchools

- **The University of Pittsburgh's School of Information Sciences (iSchool) has named the first two iFellows under the new doctoral fellowship program for information science students -- Timothy Schultz, PhD student at Drexel University's iSchool, and Wei Jeng, PhD student at the University of Pittsburgh's iSchool. These distinguished doctoral students were selected as the first iFellows from a competitive pool of applicants. Students from each of the 65 iSchools with membership in the international iSchools consortium were invited to submit proposals in the spring of 2014. The newly named iFellows are committed to working with the Committee on Coherence at Scale, the Council on Library and Information Resources (CLIR), and the iSchools organization on a shared mission aimed at coordinating and aggregating national-scale digital projects in order to promote the development of new technology environments to support advanced scholarship across disciplines, as well as furthering the information sciences field as a whole. In particular, the iFellows will focus their independent PhD dissertation research on addressing an aspect of this goal. Timothy and Wei will each receive a stipend of \$50,000 over a two-year period to support their highly-specialized research.**

Serve as a resource of knowledge and expertise to the University community on issues relating to information and the systems that provide information services

- **Dr. Bowler presented a talk to English Major Undergraduate Students in the English Literature Undergraduate Program (ENG LIT 0560) on the topic of Children's Digital Rights**

### **Strengthen Communities**

Foster the development of an inclusive profession

- The School hosted its second annual Technology, Entrepreneurship, and Creativity (TEC) conference. Open to both the entire University and the local community, this TED-style conference hosted speakers who demonstrated innovative and successful implementations of technology and information to solve human problems in government, industry, and academia. Notable speakers included the keynote - Debra Lam, Chief Innovation Officer for the City of Pittsburgh (with whom our professors of practice have developed subsequent partnerships involving student projects for the city), and Chris Valasek, whose automobile security hacking work (not as well-known at the time) was since featured on BBC news and has been recognized globally. The conference hosted approximately 100 attendees.
- **The iSchool hosted Bob Gradeck of the University of Pittsburgh Center for Social and Urban Research, who heralded to an audience of 50 faculty, students, and community members the opening of the Western Pennsylvania Regional Data Center. The WPRDC houses public information previously spread out across many different platforms, which required cumbersome procedures to access. The new data center makes it possible for anyone to access the data sets submitted by government, non-profits, and academic institutions in the area.**
- **Student representatives of Katz, Engineering, and Computer Science as well as Babs Carryer from the Innovation Institute, and Les Gies from Tech Shop were invited to our School for a joint social hour. The social hour began with presentations from Babs, Les, and a current IS student who won a Pittsburgh hack-a-thon on how students can collaborate on start-up ideas in informal settings (such as social hours), consult with entrepreneurs to fine-tune them at the Innovation Institute, and then prototype them at Tech Shop.**
- We hosted our third annual TEC conference, including speakers Ben Balter from GitHub, Jesse Schell from Schell Games, Meredith Grelli from Wigle Whiskey, and Bobby Schnabel, CEO of the Association for Computing Machinery.
- **Poster/Website for youth maker spaces in the Pittsburgh Community professionally designed and developed. The poster/website was shared with the community through the Sprout Fund's Remake Learning blog. The Sprout Fund is a Pittsburgh non-profit organization that supports learning opportunities for young people.**
- **The Library Freedom Project workshop for librarians and students, focusing on privacy, data and libraries will be presented by the Pittsburgh Chapter of the ACLU and a representative of the Library Freedom Project. The workshop is funded through Pittsburgh's Sprout Fund, a local non-profit organization supporting Pittsburgh's learning ecology. The workshop will be co-hosted by Dr. Bowler and Dr. Acker.**
- i3 2015: 4 PhD Teaching Fellows from four different iSchools were hosted at University of Pittsburgh for 16 days. Fellows taught research design and programming to undergraduate students in two-week course modules. Fellows received mentoring from SIS faculty and dean.

### **Build Foundational Strength**

- **Collaboration between LIS faculty and ULS via Digital Scholarship Research Group**
- Dr. He has a joint NSF project with Dr. Brusilovsky and has existing collaboration projects with faculty members in Health Information Management at the School of Health and Rehabilitation Sciences
- **Dr. Lyon is Co-Chair of the Pitt Data Commons Group (with Mike Becich, DBMI), which is seeking to inform the institutional development of research data infrastructure and supporting services. This initiative is working with the Provost's Office via Mark Redfern.**
- We continue to host a short course day (another alumnus, Tiemoko Ballo, is schedule to lead a hands-on 2 hour session in March), and we have incorporated alumni involvement in iFest, by having alumni host walk-in professional development hours during the week of iFest to review resumes, cover letters, and conduct mock interviews. We also continue to invite and host alumni at our social hour, and we invited 8 alumni to speak to our students at a special session the Friday of homecoming weekend. The session was entitled "alumni insights," and allowed alumni to share their advice and professional knowledge with current students. Topics included politics, drones, ubiquitous sensing, data analytics, and the future of library, archives, and information professionals.
- 100% of SIS staff have participated in professional development activities, including taking part in degree programs, Lynda.com classes, HR classes, conferences, LGBT alliance training, Active Shooter training, etc.
- **Realigning of duties in Student Services to create an Academic Administrator position and newly created Internship Coordinator position in response to BOV and IAC recommendations.**
- **Dr. Bowler led a research project at Carnegie Library of Homestead investigating "Maker Spaces" for youth and the development of critical technical practices (for example, critical computing and**

**reflected design). The project was funded through a grant from the Association for Library and Information Science Education (ALISE).**

## **Embrace Diversity and Inclusion**

Foster the development of an inclusive profession

- Our School continues its exchange program with Wuhan University, hosting two students from Wuhan in our MSIS program. We also hosted two school-wide social hours with international themes: one centered on the Chinese Fall festival, the other on Diwali. Cultural information about the Fall festival was shared (along with moon cakes) and rangoli were designed and made for Diwali. Study abroad program approved and implemented with Sungkyunkwan University in South Korea (we hosted one student from SKKU last year).
- We hosted a second Diwali social hour with a face-painting competition. We also met with representatives of INSA Lyon University in France and have advertised a short-term Internet of Things study abroad program in Lyon in Summer 2016. Undergrads from our School have begun applying to this program.
- **In addition to the modest student enrollment in our programs with Wuhan and SKKU, our School has outlined technology-related teaching, research, and student exchange partnerships with the University of Agder (Norway), Beijing Institute of Technology (China), Nanjing University (China), Shanghai University of Traditional Chinese Medicine (China), University of Tsukuba (Japan), Seoul National University (Korea), Siam University (Thailand), School of Convergence Science and Technology (Korea), University of Sheffield: Information School (UK), and Yonsei University: Library and Information Science (Korea). These relationships currently represent formal acknowledgement of mutual interest, and the next steps will involve an exchange of students and/or faculty.**
- i3 2014: 24 students (13 female, 11 male) from 16 different colleges in 11 states. Average GPA 3.39. i3 2015: 26 students (18 female, 9 male) from 22 different colleges in 14 states. Average GPA 3.24. 25 i3 Scholars have entered or completed graduate programs. 6 iSchools offer scholarships for i3 Scholars in graduate programs.
- **SIS Diversity & Inclusion Committee was formed and seeded with \$20,000 of funding from the Wendell Wray estate.**
- Relationship building with Katz colleague in Sao Paulo, Brazil to explore educational opportunities in Brazil and South America. Current MOUs with international schools to be reviewed for future educational opportunities.
- 11 i3 Scholars (2 of which were Pitt students) attended iConference 2013 in Berlin, Germany
- Social hours were designed to break down barriers between both programs (MLIS, MST, MSIS, BSIS, PhD), and nationalities (domestic, China, India, Middle East, all others). Attendance at each social hour ranges from 80 - 150, and students from different programs and nationalities have played games together, sang karaoke together, etc. The international themes for social hours were also a success - students from all countries, for example, were fascinated by rangoli design (and some of the best designs actually came not from the students from India, but from China).

## **D. Strategic Changes for AY 2017**

We are collaborating with the Department of Computer Science on a proposal to create a new academic unit (the *School of Computing and Information*) that will become a center of gravity for scholarly activities at Pitt related to computing, interpreted in the broadest sense and as inclusively as possible to include all aspects of computer science, telecommunications, information science and library science. The new school will provide an environment enabling larger scale computing and information-related research, thus leading to more (and larger) research grants, more influential papers and better training of undergraduate and graduate students. Having well recognized research groups in unique and futuristic areas will benefit the entire university by enabling large interdisciplinary research projects, since computing and information technology are becoming pervasive themes in almost all aspects of the sciences and humanities. An anticipated consequence of the development of this new school is that more and more highly qualified students will choose to study at Pitt as their first choice because of its excellent research reputation.

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
<b>Goal 1: Advance Educational Excellence</b>			
Strategy 1: Enhance the curriculum at all levels through innovative, discipline-based approaches to teaching and learning, and appropriate uses of technology to enrich the on-campus learning environment			
<p>Educate undergraduate students for life-long information careers</p>	<p>Continue to increase the technical depth and theoretical rigor in advanced undergraduate courses. Foster an undergraduate culture and curriculum where students can experiment and develop practical experience</p>	<p>a) Through a new partnership with PittServes, students are invited to apply the technical skills they are learning in the classroom to non-profit volunteer settings in the community. In Fall 2015, 25 students participated in 11 projects. On January 29th, we hosted a matching event between non-profit organizations and our students to match students with projects. Over 50 students signed up to learn more about 15 projects. b) We have invited faculty to nominate student projects from their classes to showcase during iFest 2016. 8 teams from 3 different classes demonstrated their projects. c) Faculty-led projects aim to provide students with experiential learning opportunities that challenge and enhance not only their technical capabilities, but also their problem solving and critical skills. These real world projects also provide an opportunity for students to expand their business acumen and help forge strong industry connections.</p>	<p>a) Introduced, at orientation, a year-long competition for designing a new or improved game. Students were required to submit an RFP, judged by a professor of practice. Winning RFPs were funded for purchase of hummingbird kits and classes at Tech Shop to build game pieces. Game prototype was presented at 2015 iFest (an annual School festival open to the entire school and the public, lasting a week, highlighting student skills through competition, and hosting a TED-style conference). 10 teams submitted RFPs, 3 were funded, and two presented prototypes b) Also at iFest, students were challenged to design and storyboard a mobile app for improving medicine in developing countries. 5 teams competed in this challenge .</p>



Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
<p>Educate master's students for preparation as innovators, creative problem solvers and leaders in the information professions</p>	<p>Offer curricular specializations that leverage faculty strengths in areas of professional need and workforce demand</p>	<p>Students working on faculty led semester-long tasks expose students to working on all phases and components of a real-world multidisciplinary software, analysis, and/or business project, from inception to completion. Students also gain hands-on experience with the different roles IT and IS professionals perform in working in cross-disciplinary teams. Furthermore, students gain hands-on experience with customer interactions and communications and understanding of industry-standard agile project management practices.</p>	<p>In 2015, we established a new partnership with the City of Pittsburgh, Department of Innovation and Performance and strengthened existing relationships with the University of Pittsburgh School of Pharmacy and the University of Pittsburgh Dental School. These three partnerships are providing collaborative opportunities that cement the vision of our School and challenge the traditional paradigms of an information scientist.</p>
	<p>Sustain regular engagement with employers of master's students in the review of existing curricula and proposed changes</p>	<p>We hosted our Industry Advisory Council for both FY15 and FY16. Our IAC includes representatives from SDLC Partners, ALCOA, PPG, FedEx, Dell, US Steel, Oracle, and more.</p>	
<p>Renovate iSchool facilities and upgrade the infrastructure to foster community among students, faculty, staff, professional partners and employers</p>	<p>Repurpose the 3rd and 8th floors to support a flexible array of interaction styles from informal to formal and social to professional.</p>		<p>Complete</p>

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
	Adapt layout of offices, labs and student spaces for enhanced collaboration and informal interaction	FY2016: 1st floor cafe Bits 'n' Bytes opened August 2015. Working with facilities on plan for new ADA compliant store front. Extensive renovation plans for 1st floor have been postponed with development of a new unit and discussions of a new building. Completed, card-swipe entry for 8th floor PhD collaboratory, server room and computer teaching lab in addition to front/back building entrances. LS Garage continues to be a security concern.	
Strategy 2: Serve as a leader in personalizing educational experiences of undergraduate, graduate, and professional students, with particular attention to mentorship, advising, and tailoring engagement to the goals of individual students			
Educate undergraduate students for life-long information careers	Provide opportunities for students to gain professional-level practical experience	Upcoming third annual career fair will engage 10-15 employers and 150 - 200 students. Also, through a new partnership with PittServes, students are invited to apply the technical skills they are learning in the classroom to non-profit volunteer settings in the community. In Fall 2015, 25 students participated in 11 projects. We have hosted 9 formal employer visits and 4 informal employer visits during our monthly social hours pver the past 2 years. In addition, our internship coordinator has aggregated a list of all employers with whom our school has had contact (through internships, on-campus sessions, etc.), and that number is 246. We will continue to use the list to strengthen the relationships.	Held the second annual career fair exclusively for SIS students with 180 student attendees (about 40 undergrads, 130 Master's students, and 10 doctoral students) and 13 employers. In addition, 6 employers were invited to an executive roundtable with 40 of our best students, and they spoke with these students in small groups over lunch for two hours.

<b>Unit Goals</b>	<b>Strategies to be Implemented</b>	<b>Targeted, Measurable Long-Term and Current AY Outcomes</b>	<b>Outcomes from Previous AY</b>
<p>Educate master's students for preparation as innovators, creative problem solvers and leaders in the information professions</p>	<p>Expand opportunities for master's students to gain practical, professional experience</p>	<p>On January 29th, we hosted a matching event between non-profit organizations and our students to match students with projects. Over 50 students signed up to learn more about 15 projects. Non-profits our students have engaged with include the YMCA, United Way, Strong Women Strong Girls, MADDADS, the Islamic Center of Pittsburgh, Soldiers and Sailors Memorial and several local boroughs.</p>	<p>Internship coordinator hired, and the coordinator has met with over 100 of our students individually to help them develop their professional materials, has brought 13 employers individually for formal and informal visits to our School, and has built an aggregated database of employers across programs and levels with whom we have worked in the past or are just beginning to work with now so we can begin to systematically sustain and grow those relationships.</p>

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
<p>Strategy 3: Enrich the student experience through engagement with diverse cultures and perspectives and expanded opportunities for study abroad and by integrating global perspectives in the curriculum</p>			
	<p>New Strategy: Develop opportunities for students to experience and share other cultures to develop a global perspective</p>	<p>We hosted another Diwali social hour with a face-painting competition. We also met with representatives of INSA Lyon University in France and have advertised a short-term Internet of Things study abroad program in Lyon in Summer 2016. Undergrads from our School have begun applying to this program. Spanning FY2015 and 2016 in addition to the modest student enrollment in our programs with Wuhan and SKKU, our School has outlined technology-related teaching, research, and student exchange partnerships with the University of Agder (Norway), Beijing Institute of Technology (China), Nanjing University (China), Shanghai University of Traditional Chinese Medicine (China), University of Tsukuba (Japan), Seoul National University (Korea), Siam University (Thailand), School of Convergence Science and Technology (Korea), University of Sheffield: Information School (UK), and Yonsei University: Library and Information Science (Korea). These relationships currently represent formal acknowledgement of mutual interest, and the next steps will involve an exchange of students and/or faculty.</p>	<p>Our School continues its exchange program with Wuhan University, hosting two students from Wuhan for our MSIS program. We also hosted two school-wide social hours with international themes: one centered on the Chinese Fall festival, the other on Diwali. Cultural information about the Fall festival was shared (along with moon cakes) and rangoli were designed and made for Diwali. Study abroad program approved and implemented with Sungkyunkwan University in South Korea (we hosted one student from SKKU last year).</p>
<p>Strategy 4: Promote access and affordability through partnerships with local school districts, increased voluntary support for student aid, improved time-to-degree for all students, and expanded access to Master's and professional education</p>			
	<p>New Strategy: i3 Scholarships to underrepresented students to increase diversity in graduate programs</p>	<p>Fully funded two i3 Scholars for the MSIS program: Alina Bengert, who currently completed 30 credits with a 3.85 GPA and is on track to graduate in Spring 2016, and Rebecca Ly, who is in good academic standing and enrolled in her second term in Spring 2016.</p>	<p>Fully funded two i3 Scholars for the MSIS program: Xavier Dillahunt, who graduated in Spring 2015, and Alina Bengert, who remains enrolled as an MSIS student.</p>

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	<p>New Strategy: Develop program for financial support program for veterans</p>	<p>We defined the benefit we offer veterans to be a general scholarship of \$2000 per term (for full-time enrollment, \$1000 for part-time) plus an application fee waiver. We advertised a benefit to veterans in the Fall 2015 issue of U.S. Veterans magazine, and we worked with Ryan Ahl in the Office of Veterans Services to have our programs and benefit package advertised in RecruitMilitary, an email campaign system purchased by OVS.</p>	
	<p>New Strategy: Development of online educational opportunities at the graduate level</p>		<p>In Spring 2015 we achieved a significant milestone in the development of courses for the Master of Library &amp; Information Science Degree (MLIS) when our twelfth course was developed and delivered on the Pitt Online Platform. This marked the point when our catalogue of courses available through the Pitt Online Platform would allow a student to complete the MLIS Degree through Pitt Online in a fully online format. We continue to develop courses in support of the MLIS Degree offered through Pitt Online at a rate of approximately two per semester, expanding our students' access to masters and professional educating. In Spring 2015 the faculty of the Graduate Program in Information Science and Technology (GIST) proposed the formal addition of two specializations in the</p>

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			<p>Master of Science in Information Science (MSIS) Degree; Human-Centered Computing and Big Data Analytics. The formal additions are known as Areas of Concentration and were proposed as a result of feedback from our students and industry contacts indicating that the academic focus and formal academic recognition of each Area of Concentration would enhance employment opportunities available to our students. The proposals were approved by Provost Beeson and implemented in Spring 2015. FY 2015: In Fall 2014 we received approval for four Certificates of Advanced Study (Post-Baccalaureate and Graduate Certificates of Advanced Study in Big Data Analytics; Post-Baccalaureate and Graduate Certificates of Advanced Study in Security Assured Information Systems). The certificate programs were launched in Spring 2015, including delivery of the Post-Baccalaureate and Graduate Certificates of Advanced Study in Security Assured Information Systems through Pitt Online (in a fully online format).</p>

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
<b>Goal 2: Engage in Research of Impact</b>			
Strategy 1: Identify and engage in strategic research opportunities where we can have significant impact on society			
Adapt the composition of iSchool faculty for research-centered and professional education	Hire premier faculty who balance our disciplinary diversity across both teaching and research and can contribute to the growth of an inclusive profession; include broad international representation to express global competence through an international faculty	Leona Mitchell hired as Visiting Professor of Practice. Developed and taught 2 new courses in management and leadership in the information professions. Retired VP of IBM North America Channel Transformation. Plans for her to advance strategies for collaboration with regional employers, oversee student projects, mentor students and assist with reshaping the BSIS program.	
Prepare PhD students to become the next generation of academics and researchers in the information professions	PhD students will become known and recognized for their areas of research		13 PhD students graduated: (3) tenure stream positions; (1) research outside of academia ; (3) industry; (3) Postdoc; (1) non tenure stream position; (1) non-profit; (1) self-employed.
Position and differentiate SIS among other iSchools	Articulate SIS's distinction of excellence in both technological and humanistic endeavors, emphasizing its signature areas of research and specialization	5 Visiting Professors - (1) from UK, (1) Retired IBM, (1) Joint appointment with SEI CMU; 3 Post-Docs - (2) Joint appointments with ULS; 23 Visiting Scholars - (9) female, Countries: Japan, Kuwait, Turkey, China, Spain, UK, Korea, Brazil, Finland, Uganda The first two iFellows under the new doctoral fellowship program for information science students -- Timothy Schultz, PhD student at Drexel University's iSchool, and Wei Jeng, PhD student at the University of Pittsburgh's iSchool. These distinguished doctoral students were selected as the first iFellows from a competitive pool of applicants. Students from each of the 65 iSchools with membership in the international iSchools	

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		<p>consortium were invited to submit proposals in the spring of 2014. The newly named iFellows are committed to working with the Committee on Coherence at Scale, the Council on Library and Information Resources (CLIR), and the iSchools organization on a shared mission aimed at coordinating and aggregating national-scale digital projects in order to promote the development of new technology environments to support advanced scholarship across disciplines, as well as furthering the information sciences field as a whole. In particular, the iFellows will focus their independent PhD dissertation research on addressing an aspect of this goal. Timothy and Wei will each receive a stipend of \$50,000 over a two-year period to support their highly-specialized research.</p>	
<p>Strategy 2: Position the University to participate in large research collaborations through investments in shared core facilities, strategic recruitment, and partnerships with industry</p>			
<p>Prepare PhD students to become the next generation of academics and researchers in the information professions</p>	<p>Recruit PhD students to build and sustain SIS's reputation for research in its identified signature areas of research</p>	<p>Spanning FY15 and FY16, 45 students were appointed to Teaching Fellow positions.</p>	



Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
<p>Serve as a resource of knowledge and expertise to the University community on issues relating to information and the systems that provide information services</p>	<p>Foster a community of collaborators across the University that identifies and contributes to information-based opportunities that advance the University's mission and enhance its reputation</p>	<p>Efforts on building interdisciplinary capability have focused on developing a deeper understanding of a literature among faculty and PhD students. An example of this was begun in the Fall 2014 semester with a “telecommunications reading group”. Participants in this group would read papers in the telecommunications policy and infrastructure studies literature. This group has continued this academic year in the form of a “Science, Technology and Society” reading group. Participation in this group have included faculty from the LIS, GIST and telecommunications and networking programs as well as PhD students from the LIS and Telecom programs. An Ethics Reading Group has been established for Spring 2016 to foster interdisciplinary approach In October, the School hosted Bob Gradeck of the University of Pittsburgh Center for Social and Urban Research, who heralded to an audience of 50 faculty, students, and community members the opening of the Western Pennsylvania Regional Data Center. The WPRDC houses public information previously spread out across many different platforms, which required cumbersome procedures to access. The new data center makes it possible for anyone to access the data sets submitted by government, non-profits, and academic institutions in the area. In November, student representatives of Katz, Engineering, and Computer Science as well as Babs Carryer from the Innovation Institute, and Les Gies from Tech Shop were invited to our School for a joint social hour. The social hour began with presentations from Babs, Les, and a current IS student who won a Pittsburgh hack-a-thon on how</p>	<p>We established a new partnership with the City of Pittsburgh, Department of Innovation and Performance and strengthened existing relationships with the University of Pittsburgh School of Pharmacy and the University of Pittsburgh Dental School. These three partnerships are providing collaborative opportunities that cement the vision of our School and challenge the traditional paradigms of an information scientist.</p>

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
		<p>students can collaborate on start-up ideas in informal settings (such as social hours), consult with entrepreneurs to fine-tune them at the Innovation Institute, and then prototype them at Tech Shop. This upcoming February we will be hosting our third annual TEC conference, including speakers Ben Balter from GitHub, Jesse Schell from Schell Games, Meredith Grelli from Wigle Whiskey, and Bobby Schnabel, CEO of the Association for Computing Machinery. FY 2015: We established a new partnership with the City of Pittsburgh, Department of Innovation and Performance and strengthened existing relationships with the University of Pittsburgh School of Pharmacy and the University of Pittsburgh Dental School. These three partnerships are providing collaborative opportunities that cement the vision of our School and challenge the traditional paradigms of an information scientist.</p>	
<p>Strategy 3: Expand our computational capacity, human and physical, to meet research needs across a broad range of disciplines into the future</p>			
<p>Educate undergraduate students for life-long information careers</p>	<p>Expand opportunities for undergraduate students to acquire experience in applied research</p>	<p>Dr. Bowler presented a talk to English Major Undergraduate Students in the English Literature Undergraduate Program (ENG LIT 0560) on the topic of Children's Digital Rights</p>	
<p>Strategy 4 - Extend the impact of our research through application to practice, policy development, and commercial translation</p>			
<p>Educate master's students for preparation as innovators, creative problem solvers and leaders in the information professions</p>	<p>Provide opportunities for master's students to engage in research in areas that align with faculty strength</p>	<p>Presentation on Practitioners &amp; Research added to LIS 2000 Understanding Information (core course taken by all MLIS students) promoting opportunities for student research LIS 2672 and LIS2680, and IS2140 students are asked to work on inquiry-based term projects that utilize what they learned in the courses to build information systems</p>	

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
		<p>to resolve real world problems. Poster/Website for youth maker spaces in the Pittsburgh Community professionally designed and developed. The poster/website was shared with the community through the Sprout Fund's Remake Learning blog. The Sprout Fund is a Pittsburgh Non-Profit organization that supports learning opportunities for young people. Students in LIS 2630 conduct a user needs analysis; review the research; and then design and develop an information product (for example, a website, a service model or a program in a library) that addresses a real world information need. Students in LIS2335 Services for Early Childhood conduct a needs assessment and review of the research literature and use the information to design and develop a service plan for early childhood programming at the library. Opportunities for individual research promoted to students and employers as part of Continuum of Options for Real-World Hands-On Experiential Learning for MLIS Students</p> <p>Three MLIS students participating in collaborative research project for City of Pittsburgh (led by Leona Mitchell &amp; Dmitriy Babichenko) Dr. He had three master's students working on research projects. One of the master's students received an invitation to participate the Rutgers University's the Second Rutgers iSchool Research Invitational conference.</p>	

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
<p>Position and differentiate SIS among other iSchools</p>	<p>Establish an international identity among the iSchools for our signature areas of research and attributes</p>	<ul style="list-style-type: none"> <li>• Collaboration between LIS faculty and ULS via Digital Scholarship Research Group Dr. He has a joint NSF project with Dr. Brusilovsky and has existing collaboration projects with faculty members in Health Information Management at the School of Health and Rehabilitation Sciences Dr. Lyon has designed and delivered Research Data Management and Research Data Infrastructure courses during FY 2015-2016. She is also developing an Honors College course on Open Science and a proposal for a new Masters program in Data Science (name TBC).</li> <li>b) Dr. Lyon has continued to promote Pitt data stewardship research in 2016 through her role as Co-Chair of the International Digital Curation Conference (Amsterdam) and as an invited Opening Keynote at the INCONECSS conference (Berlin).</li> <li>c) Dr. Lyon is Co-Chair of the Pitt Data Commons Group (with Mike Becich DBMI), which is seeking to inform the institutional development of research data infrastructure and supporting services. This initiative is working with the Provost's Office via Mark Redfern. Dr. Bowler won the Best Paper Award at the 2014 iFest. The paper was subsequently published in JASIST in 2015. JASIST is a leading academic journal with an international audience</li> </ul>	

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
<b>Goal 3: Strengthen Communities</b>			
Strategy 1a: Strengthen the Pitt Community by reinforcing the value of diversity, inclusion, and global perspective as essential to advancing our teaching, research, and community engagement and to enriching the overall student experience			
	<p>New Strategy: Student Experiential Learning through Community Involvement - students at all levels (from undergrad to Master's to PhD) will have an opportunity to volunteer with an array of local nonprofits in areas relevant to their studies on projects that will engage them in nontrivial ways</p>	<p>In Fall 2015, 25 students participated in 11 projects. On January 29th, we will host a matching event between non-profits and our students to match students with projects. So far 50 students have signed up to learn more about 15 projects. Non-profits our students have engaged with include the YMCA, United Way, Strong Women Strong Girls, MADDADS, the Islamic Center of Pittsburgh, Soldiers and Sailors Memorial, several local boroughs, and more. Finished deliverables provided to community partners from Fall 2015 include: several finished Web sites, databases migrated from Access on a local computer to the internet and MYSQL with a PHP interface, a wireless network streaming video feed built for \$50 using Raspberry Pi, and a course introducing the elderly to technology taught in a community center.</p>	
Strategy 1b: Strengthen the Pitt Community by strengthening lifelong alumni connections to the University through improved outreach and engagement and expanded continuing education opportunities			
	<p>New Strategy: Develop SIS alumni collaboration with students and alumni networking opportunities</p>	<p>We continue to host a short course day (another alumnus, Tiemoko Ballo, is scheduled to lead a hands-on 2 hour session in March), and we have incorporated alumni involvement in the upcoming iFest, by having alumnus host walk-in professional development hours during the week of iFest to review resumes, cover letters, and conduct mock interviews. We also continue to invite and host alumni at our social hour, and we invited 8 alumni to speak to our students at a special session on the Friday of homecoming weekend. The session was entitled "alumni insights," and</p>	<p>In addition to hosting our annual professional development day (we ask local alumni to come to campus to conduct resume reviews, cover letter reviews, and mock interviews with our students), we implemented a few new activities: 1) a short course day - a day where we host a series of 2 hour training classes for students to complement what they are learning theoretically in the</p>

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
		<p>allowed alumni to share their advice and professional knowledge with current students. Topics included politics, drones, ubiquitous sensing, data analytics, and the future of library, archives, and information professionals. The Library Freedom Project workshop for librarians and students, focusing on privacy, data and libraries will be presented by the Pittsburgh Chapter of the ACLU and a representative of the Library Freedom Project. The workshop is funded through Pittsburgh's Sprout Fund, a local non-profit organization supporting Pittsburgh's learning ecology. The workshop will be co-hosted by Dr. Bowler and Dr. Acker.</p>	<p>classroom with more granular skills (for example, showing students who learned object oriented programming in the classroom a very specific example of applying js.backbone frameworks in an industry setting). We invited alumni to teach sessions as part of this day, and Tracy Maleef took us up on that offer. 2) We host 10 social hours per academic year (one a month except in May and August), and we formally invited alumni to attend, mingle with current students, and offer their advice.</p>
<p>Strategy 1c: Strengthen the Pitt Community by creating a supportive and productive work environment that recognizes the contributions of our talented and diverse faculty and staff by offering competitive compensation, providing professional development activities, and fostering a productive and supportive work environment</p>			
	<p>New Strategy: Continue the practice of staff development through professional development, participation in university degree programs, and continual reevaluation of staff to ensure competencies match school needs and requirements</p>	<p>100% of SIS staff have participated in professional development activities, including taking part in degree programs, Lynda.com classes, HR classes, conferences, LGBT alliance training, Active Shooter training, etc. Realigning of duties in Student Services to create an Academic Administrator position and newly created Internship Coordinator position in response to BOV and IAC recommendations.</p>	
<p>Strategy 2a: Strengthen the Region by helping to attract and retain a diverse population through the recruitment and retention of a diverse student body, faculty and staff</p>			
<p>Foster the development of an inclusive profession</p>	<p>Develop pipeline approaches to expand the number of diversity students attracted to the information sciences</p>	<p>i3 2014: 24 students (13 female, 11 male) from 16 different colleges in 11 states. Average GPA 3.39. i3 2015: 26 students (18 female, 9 male) from 22 different colleges in 14 states. Average GPA 3.24. 25 i3</p>	

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
		Scholars have entered or completed graduate programs. 6 iSchools offer scholarships for i3 Scholars in graduate programs.	
Strategy 2b: Strengthen the Region by increasing the economic impact of our work through fostering entrepreneurship, commercialization, corporate engagement, and mutually beneficial public and private partnerships			
		SIS Diversity & Inclusion Committee was formed and seeded with \$20,000 of funding from the Wendell Wray estate.	
Strategy 2c: Strengthen the Region by realizing the economic and social impact of exchanging knowledge directly and through collaboration with other institutions, organizations, and government agencies			
		Dr. Bowler led a research project at Carnegie Library of Homestead investigating "Maker Spaces" for youth and the development of critical technical practices (for example, critical computing and reflected design). The project was funded through a grant from the Association for Library and Information Science Education (ALISE).	
Strategy 3a: Embrace the World by developing strategic partnerships with leading institutions in a key set of regions around the world to strengthen our global presence in ways that advance our educational, research and service missions			
		Continue to contribute to the effort of building educational programs and research exchange between Wuhan University and Nanjing University of Science and Technology. We have students coming from Wuhan in a 3+2 program, and we have two visiting scholars and students from Nanjing. Dr. Bowler presented at the University of Peking (a leading university in China) in November 2014 on the topic of Youth Information Interaction. Dr. Bowler was a visiting fellow at the London School of Economics in October 2015.	
Strategy 3b: Embrace the World by enriching the student experience through expanded opportunities for study abroad and by integrating global perspectives in the curriculum			

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
<p>Educate undergraduate students for life-long information careers</p>	<p>Continue to actively seek opportunities to create globally-aware undergraduates</p>	<p>FY2016 - Relationship building with Katz colleague in Sao Paolo, Brazil to explore educational opportunities in Brazil and South America. Current MOUs with international schools to be reviewed for future educational opportunities.</p> <p>11 i3 Scholars (2 of which were Pitt students) attended iConference 2013 in Berlin, Germany. We have sustained and refined our array of vibrant outside of the classroom (OCC) events, which have crystallized as follows: intellectual development (predominantly faculty driven in the form of colloquia, typically 15-18 of these per year), social &amp; networking (10 social hours per year, incorporating informal mingling with employers and alumni, opportunities to collaborate on projects with students from other schools, and social competition around celebration themes - Diwali, Halloween, etc., and 4 or so cost-shared trips per year jointly run by student services and our student organizations, such as trips to Kennywood, Ohiopyle, and Scare House), and professional development (alumni, staff, and professors of practice host about 8 sessions per year on developing LinkedIn profiles, crafting an elevator speech, how to network, best resume practices, etc.). Our annual iFest, which merges all three of these themes, is the signature series of outside of the classroom events for the School. In total, this has averaged out to about 35 outside of the classroom sessions per year with a total student attendance of well over 1,000.</p>	



Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
<p>Educate master's students for preparation as innovators, creative problem solvers and leaders in the information professions</p>	<p>Educate master's students to be competent to function effectively in the increasingly globalized economy and academic disciplines</p>	<p>Social hours have been designed to break down barriers between both programs (MLIS, MST, MSIS, BSIS, PhD), and nationalities (domestic, China, India, Middle East, all others). Attendance at each social hour ranges from 80 - 150, and students from different programs and nationalities have played games together, sang karaoke together, etc. The international themes for social hours were also a success - students from all countries, for example, were fascinated by rangoli design (and some of the best designs actually came not from the students from India, but from China). Regarding collaborations on external projects outside of the classroom and across programs, however, we have just scratched the surface. For both FY15 and FY16 we had all new students at orientation break down into small cross-program groups and complete the marshmallow design challenge (featured as a TED talk - 18 minutes to build the tallest free-standing structure to support a marshmallow using a limited number of raw spaghetti sticks and tape). This was to set the stage for later, more academically relevant cross-program projects. In FY15, we hosted the game design competition, but only 5 teams competed and only 2 followed through to the end. In FY16, we had the Innovation Institute and Tech Shop demonstrate for students how their startup ideas could become a prototyped reality, even offering to pay for Tech Shop classes for any team accepted as a contestant in the Randall Family Big Idea competition, but so far we have no takers.</p>	

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
<p>Strategy 3c: Embrace the World by increasing the impact of research by focusing on key global themes that draw on expertise from across the University and build on our traditional strengths in language and culture</p>			
		<p>Faculty in the Library and Information Sciences Program include countries of origin of China, South Korea, Canada and the United Kingdom. Faculty in the Information Science and Technology Program include counties of origin of Russia, Ukraine, Poland, Iran, Taiwan, Nepal, and India. Faculty in the Telecommunications and Networking Progam include countries of origin of India and Greece.</p>	

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
<b>Goal 4: Build Foundational Strength</b>			
Strategy 1: Transform information infrastructure to expand our reach and better support recruitment, research, learning , and operational efficiency			
		<p>We are beginning to build out communication plans in Hobson's to use with current students to remind them of deadlines, confirm graduation applications, etc. In addition, we have begun to expand our use of Image Now, imaging petitions as well as transcripts. We are also currently building a applicant review system in Image Now for faculty to use to electronically view all graduate application materials and make admissions decisions.</p>	<p>Hobsons integrated with current student information, former shadow systems formally completely retired - all School business processes currently utilize only Hobson's (includes AY), PeopleSoft, ImageNow, and Cognos Data Mart. We host automated communications plans for prospects and applicants, and are building automated plans for current students. We currently send out over 30,000 automated email messages per year. All of these automated emails have a return address associated with them, however, that is answered by a team of 7 students and 2 professional staff, who provide personalized responses to questions when appropriate but also leverage a battery of standardized canned responses which allow for personalization with standardized content.</p>
Strategy 2: Strengthen administrative and operational efficiency by improving communication and collaboration between and among academic and business units			

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
	Continuously evaluate administrative needs of faculty and school operations and improve communications across the school	New online room scheduling process implemented and used by faculty, staff and students. Adjunct faculty hiring process improvement implemented. SIS' development of a new, intranet and digital collaboration space for students, faculty, and staff is underway. SharePoint is the selected platform, and we hope to launch Phase 1 of the intranet this year	
Strategy 3: Enhance our ability to partner both internally and with public and private partners locally, nationally, and globally			
		Dr. Bowler secured a grant from the Association for Library and Information Science Education (ALISE) to support community based research at the Carnegie Library of Homestead	We established a new partnership with the City of Pittsburgh, Department of Innovation and Performance and strengthened existing relationships with the University of Pittsburgh School of Pharmacy and the University of Pittsburgh Dental School. These three partnerships are providing collaborative opportunities that cement the vision of our School and challenge the traditional paradigms of an information scientist.

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
<b>Goal 5: Embrace Diversity and Inclusion</b>			
Strategy 1: Transform the campus climate to reinforce the value of diversity and inclusion as essential to advancing our teaching, research, community engagement, and to enriching the student experience			
Foster the development of an inclusive profession	Institutionalize and incentivize the School's efforts to enhance faculty diversity, as recommended by the University's Diversity Task Force recommendations approved by the Council of Deans	SIS Diversity & Inclusion Committee was formed and seeded with \$20,000 of funding from Wendell Wray estate.	
Strategy 2: Enrich the student experience through engagement with diverse cultures and perspective and expanded opportunities for study abroad, and by integrating global perspectives in the curriculum			
Strategy 3: Help to attract and retain a diverse regional population and University Community through the recruitment and retention of a diverse student body, faculty and staff			
Foster the development of an inclusive profession	Expand traditional student recruitment activities to include more venues that attract diversity students	Our diverse domestic enrollment for the School has shown stability (a modest increase to 20.6%). However, at the graduate level, the percentage of diverse applicants when compared to the total number of domestic applicants has shown a slight decline from 22% in 2013 to the numbers seen in Fall 2010 and 2011: 13%. We have expanded marketing/recruitment efforts to larger regional and national markets Faculty - 21 male/8 female, 21 white/4 SE-Asian/3 Asian/1 Middle East; Staff - 5 male/18 female, 18 white/3 African American/2 SE-Asian	
	Expand traditional faculty recruitment activities to include more venues that attract diversity faculty, including starting earlier in the faculty recruitment process (e.g., hosting diversity PhD students at Pitt to gain teaching or research experience	i3 2015: 4 PhD Teaching Fellows from four different iSchools were hosted at University of Pittsburgh for 16 days. Fellows taught research design and programming to undergraduate students in two-week course modules. Fellows received mentoring from SIS faculty and dean.	

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
	while highlighting what Pitt has to offer)		

## Reallocation Narrative

### Briefly reiterate the five-year plan in executive summary format

The reallocation plan submitted to the Provost three years ago projected reallocation of more than 15% of the SIS E&G budget over the subsequent five years. The principal components of the projected *sources* of reallocated funds (totaling \$1.6M) included: six anticipated retirements of senior faculty (one in 2013 and 2015, and two in 2016 and 2017); cost savings resulting from moving the online MLIS program to Pitt Online; reduction in financial aid in professional Masters programs; and trimming low-enrollment courses from the professional Masters programs. The principal *uses* of the reallocated funds (totaling \$1.5M) included: junior tenure-stream faculty hires in signature areas (using retired senior faculty lines); enhanced start-up packages for new faculty; post-doctoral research support in signature areas; creation of new courses for Pitt Online; and enhancement of the BSIS program with new undergraduate specializations. In this year, we have differentiated *one-time reductions* and *one-time reallocations* from *permanent reductions* and *permanent reallocations* in order to provide a clearer characterization of actual resource reallocations. One-time reallocations from permanent reductions are carried forward into the subsequent year yielding another reallocation source. The net effect is that the total 5-year permanent reduction is now projected at nearly \$1.4M (14% of base) with nearly \$1.2M (12%) of this going into permanent reallocations and nearly \$800K being distributed across the five years as one-time reallocations.

### Detail changes made in the previous year, and their impacts

Over the past year, the number of tuition scholarships offered to students participating in the Partners Program (Masters-level internships) was further reduced, as was financial aid to students in all professional Masters Programs. No financial aid will be allocated to professional masters students in 2017. Courses with chronically low enrollment continue to be trimmed from the course schedule. Reallocation enabled the continuation of our second Professor of Practice (Visiting) for the undergraduate program, offsetting some of the need for adjunct instructors as well as the funding of a staff line for the internship/placement coordinator. This year, the annual iConference (among the iSchools) is being held in Philadelphia PA. The budget reallocation steps SIS has taken are providing some of the resources needed to assure that SIS students have the necessary funding to present their posters and papers, which is a very strong presence at the iConference this year. The savings from the reductions are also being applied to enhance doctoral student support, to enhance startup packages for new faculty, and to fund two visiting faculty members who bring expertise in research data management and digital scholarship to the School.

### Detail plans for continued execution of the plan in the current year

Curriculum trimming and further reductions in financial aid and Partners Program tuition credits should provide a bit more than \$200K of re-allocatable resources. Additional equity adjustments to faculty compensation continue to be made as funds are available, as are continuation of the two visiting faculty positions and visiting professor of practice position launched in FY 2014. (Leona Mitchell, Stephen Griffin and Liz Lyon)

### Map the path forward over the remainder of the five-year horizon

The plan as submitted remains largely in force, with the modifications noted above.

## School of Information Sciences

### Graduate Rankings

#### US News Ranking<sup>1</sup>

	2012 Edition (ranked in 2009)	2013 Edition (ranked in 2009)	2014 Edition (ranked in 2013*)	2015 Edition (ranked in 2013*)	2016 Edition (ranked in 2013*)
Pittsburgh:	10/50	10/50	10/51	10/51	10/51
Among AAU publics:	8/15	8/15	8/15	8/15	8/15
Among peers:	2/4	2/4	2/4	2/4	2/4
Among aspiration peers:	4/5	4/5	4/5	4/5	4/5

\* The 2014, 2015, and 2016 Editions report on rankings made in 2013

### Undergraduate Student Benchmarks

#### Degrees Granted

##### # of degrees granted<sup>2</sup>

	2011	2012	2013	2014	2015
Bachelors:	63	66	69	72	65

#### Placement

% placed after graduation <sup>3</sup>	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014
	79%	94%	100%	93%	94%
	(34% response rate)	(49% response rate)	(65% response rate)	(58% response rate)	(68% response rate)

#### Satisfaction based on SERU data

	2009 Data	2012 Data (N = 24)	2013 Data (N = 32)	2014 Data (N = 41)	2015 Data (N = 58)
% satisfied or very satisfied with the quality of faculty instruction	27% (3 out of 3)	36% (2 out of 2)	53% (5 out of 9)	42% (9 out of 10)	50% (6 out of 6)
% satisfied or very satisfied with academic advising by faculty	52% (2 out of 3)	60% (1 out of 2)	62% (4 out of 9)	49% (7 out of 10)	62% (4 out of 6)
% satisfied or very satisfied with the overall academic experience	48% (2 out of 3)	40% (2 out of 2)	59% (5 out of 9)	49% (7 out of 10)	57% (3 out of 6)
% satisfied or very satisfied with enrichment opportunities	38% (3 out of 3)	46% (1 out of 2)	50% (5 out of 8)	41% (6 out of 10)	57% (3 out of 6)
% of seniors who know 2 or more profs. well enough to ask for letter of rec.	44% (3 out of 3)	59% (1 out of 2)	60% (6 out of 9)	50% (8 out of 10)	56% (3 out of 6)

### Graduate Student Benchmarks

#### # of degrees granted<sup>2</sup>



	2011	2012	2013	2014	2015
Grad Certificates:	12	11	9	1	1
Masters:	309	283	255	257	228
PhDs:	13	13	5	16	15

**% placed after graduation (among those whose placement status is known)<sup>4</sup>**

	Class of 2013	Class of 2014	Class of 2014
	95%	96%	88%
Masters:	(59% with known placement status)	(63% with known placement status)	(71% with known placement status)
	86%	100%	100%
PhDs:	(88% with known placement status)	(100% with known placement status)	(100% with known placement status)

**Diversity**

**% of full-time faculty who are under-represented minorities<sup>5</sup>**

	2011	2012	2013	2014	2015
All:	3.4%	3.8%	0%	0%	0%
T/TS:	4.2%	4.3%	0%	0%	0%
NTS:	0%	0%	0%	0%	0%

**Faculty Productivity**

**Sponsored Research & Program Expenses (in millions)<sup>2</sup>**

FY09	FY10	FY11	FY12	FY13	FY14	FY15
\$2.1	\$2.3	\$2.3	\$2.1	\$1.8	\$1.8	\$2.1

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**Faculty Scholarly Productivity<sup>6</sup>**

Raw value and percentile rank among PhD programs on the metrics below:

		Awards/Faculty Member						Books/Faculty Member						Grants/Faculty Member						Grant \$/Faculty Member					
		AY10	AY11	AY12	AY13	AY14	AY15	AY10	AY11	AY12	AY13	AY14	AY15	AY10	AY11	AY12	AY13	AY14	AY15	AY10	AY11	AY12	AY13	AY14	AY15
Information Science	Raw	0.1	0.1	0.1	0.1	0.2	0.0	0.4	0.6	0.7	0.9	0.5	0.5	1.1	1.0	1.1	1.1	0.8	0.9	\$122k	\$116k	\$110k	\$111k	\$80k	\$99k
	% Rank	25%	33%	22%	25%	44%	54%	84%	85%	80%	75%	52%	60%	70%	67%	67%	67%	52%	54%	68%	56%	54%	60%	54%	56%
Library & Info Science*	Raw	0.7	0.7	0.4	0.5	0.5	0.6	0.9	0.8	0.7	0.7	0.6	0.5	0.9	0.9	0.3	0.2	0.5	0.2	\$51k	\$57k	\$11k	\$10k	\$8k	\$6k
	% Rank	95%	94%	83%	88%	81%	70%	98%	96%	85%	58%	60%	50%	65%	63%	28%	29%	25%	22%	43%	46%	24%	25%	23%	20%
Telecommunications	Raw	0.0	0.0	0.0	0.0	0.0	0.0	1.3	1.0	1.2	1.8	1.6	1.4	1.0	0.7	1.0	1.0	1.4	1.4	\$44k	\$36k	\$64k	\$52k	\$90k	\$90k
	% Rank	2%	6%	6%	15%	14%	14%	95%	88%	89%	95%	100%	100%	57%	44%	67%	60%	76%	71%	48%	31%	33%	45%	62%	71%

		Journals/Faculty Member						Citations/Faculty Member						Conf. Proceedings/ Faculty Member					
		AY10	AY11	AY12	AY13	AY14	AY15	AY10	AY11	AY12	AY13	AY14	AY15	AY10	AY11	AY12	AY13	AY14	AY15
Information Science	Raw	10.7	7.5	5.7	6.3	6.1	6.5	43.6	40.1	22.6	18.9	27.4	42.4		6.1	4.4	12.5	13.0	12.6
	% Rank	91%	96%	87%	85%	79%	78%	73%	60%	61%	65%	67%	70%		98%	89%	100%	98%	98+%
Library & Info Science*	Raw	3.7	4.5	4.2	3.5	3.5	3.0	7.6	16.9	8.6	10.6	10.9	15.7		1.4	0.8	3.2	3.7	3.5
	% Rank	39%	63%	63%	58%	48%	32%	25%	29%	30%	31%	37%	34%		42%	37%	54%	52%	48%
Telecommunications	Raw	14.0	7.2	5.0	6.0	8.2	9.2	20.7	43.0	12.0	11.6	18.0	37.4		5.8	6.2	13.6	14.2	13.6
	% Rank	90%	75%	61%	75%	86%	90%	67%	63%	50%	35%	62%	76%		81%	83%	90%	86%	86%

\* Compared among Information Science/Studies Programs

Sources: <sup>1</sup> US News & World Report, <sup>2</sup> 2016 Fact Book, <sup>3</sup> University of Pittsburgh Post-Graduation Status Report, <sup>4</sup> Provost's Office Graduate Student Placement Report, <sup>5</sup> Fall 2015 Faculty Census, <sup>6</sup> Academic Analytics

Peers: Delaware, Buffalo, Maryland, Rutgers, Penn State, Ohio State

Aspiration Peers: Illinois, Michigan, Minnesota, Virginia, Wisconsin, North Carolina-Chapel Hill

2009 SERU Peers: Berkeley, Florida, Michigan, Minnesota, Rutgers

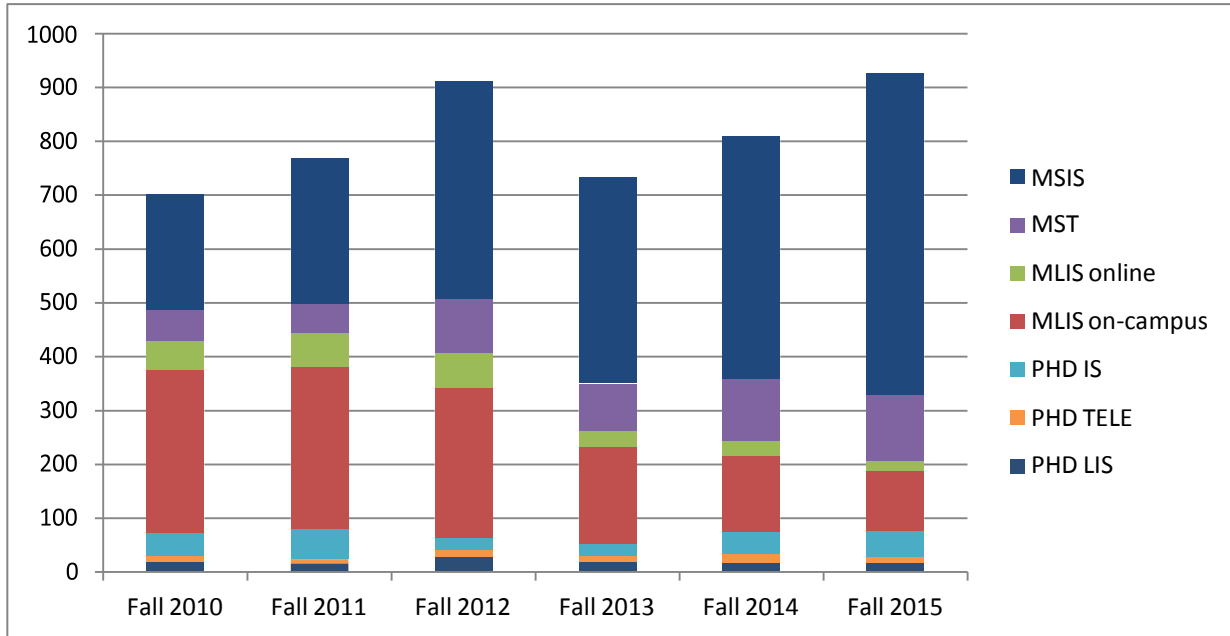
2012 SERU Peers: Berkeley, Davis, UCLA, Riverside, Santa Barbara, Irvine, Merced, Minnesota, Rutgers, USC, UVA, Texas A&M

2013 SERU Peers: Florida, Indiana, Iowa, Michigan, Minnesota, UNC, Oregon, Purdue, Rutgers, USC, Texas, Texas A&M, UVA

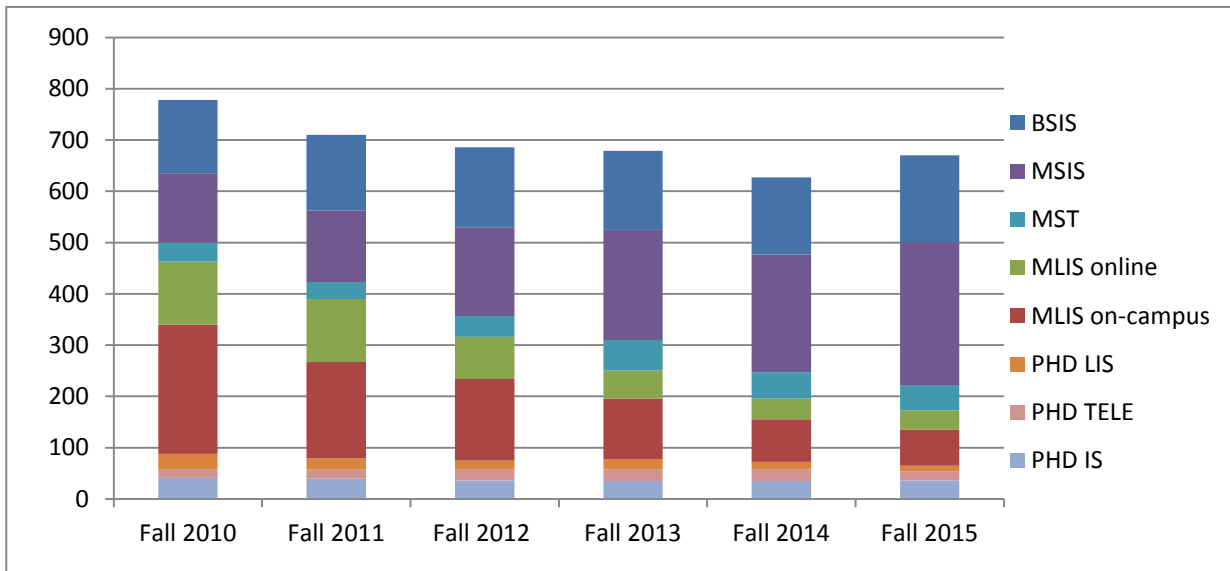
2014 SERU Peers: Berkeley, Davis, UCLA, San Diego, Santa Barbara, Irvine, Indiana, Iowa, Michigan, Minnesota, Purdue, Rutgers, USC, UVA, Texas A&M, Washington

2015 SERU Peers: Florida, Michigan, Minnesota, USC, UVA, Texas A&M, Washington, UNC

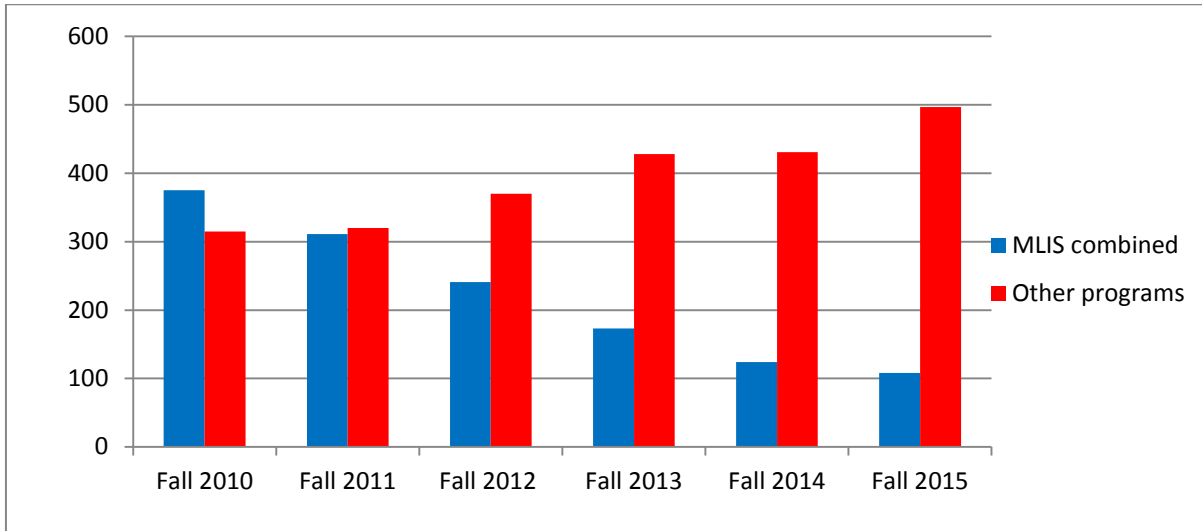
**Total number of applications over time**



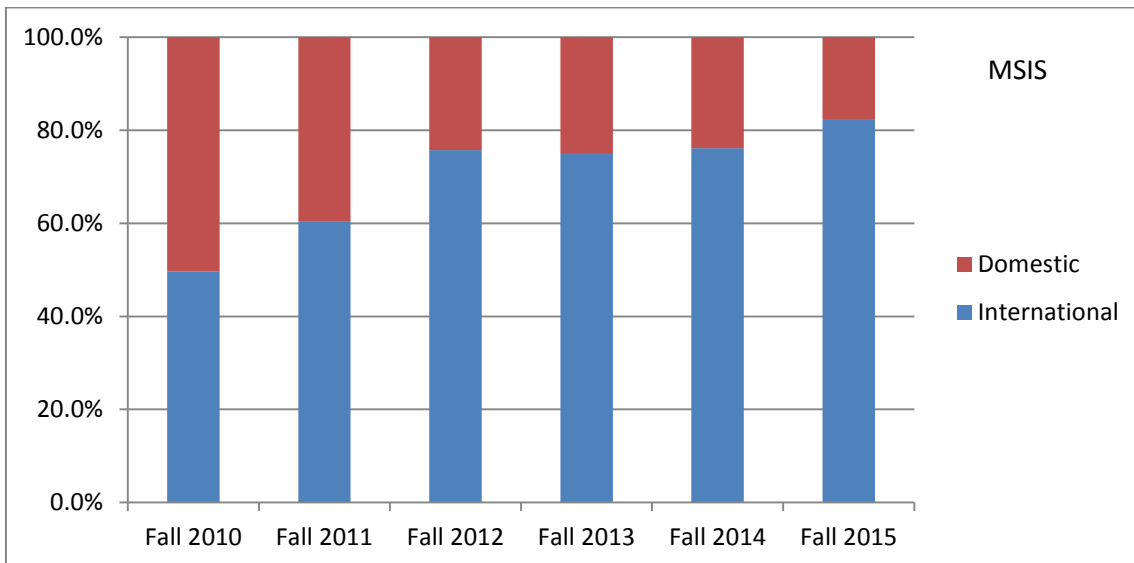
**Enrolled students, by program, over time**



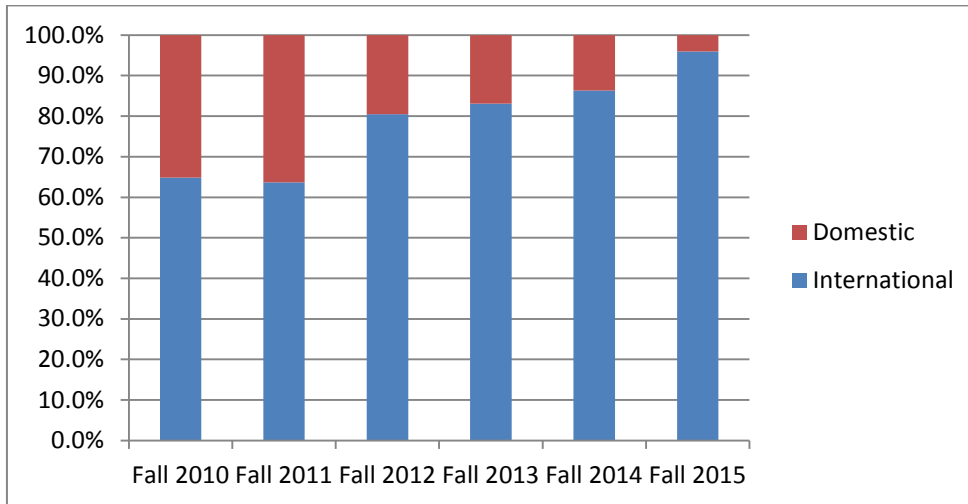
**Enrollment Composition of SIS**



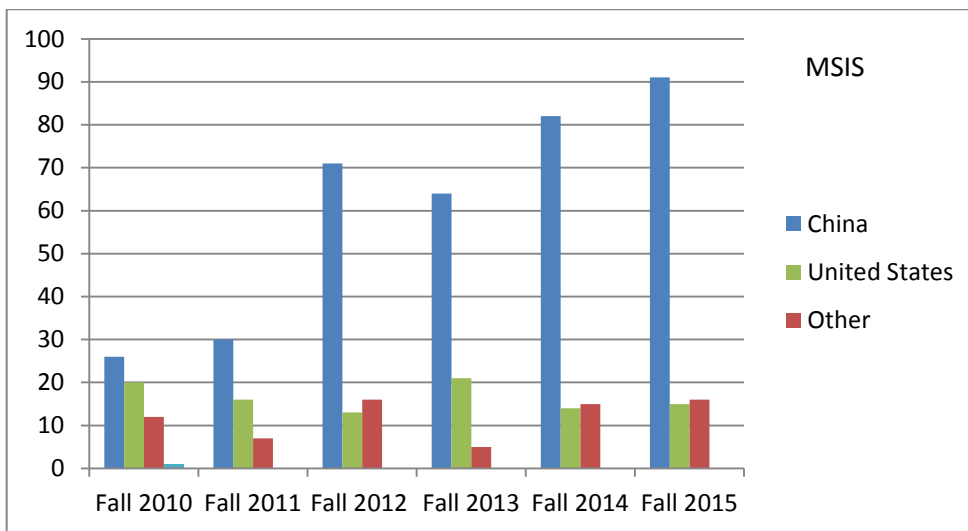
**Enrollment composition of MSIS program**



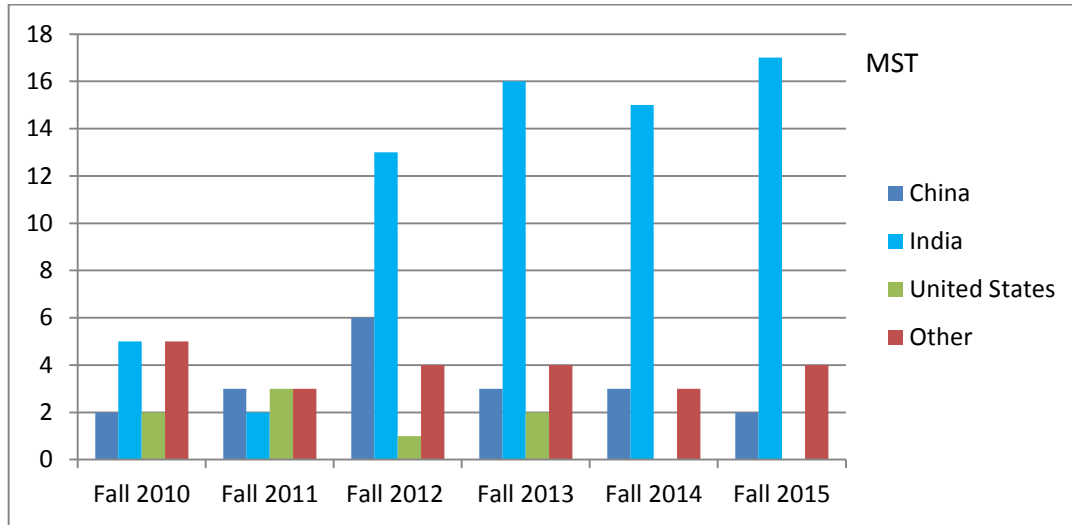
**Enrollment composition of MST program**



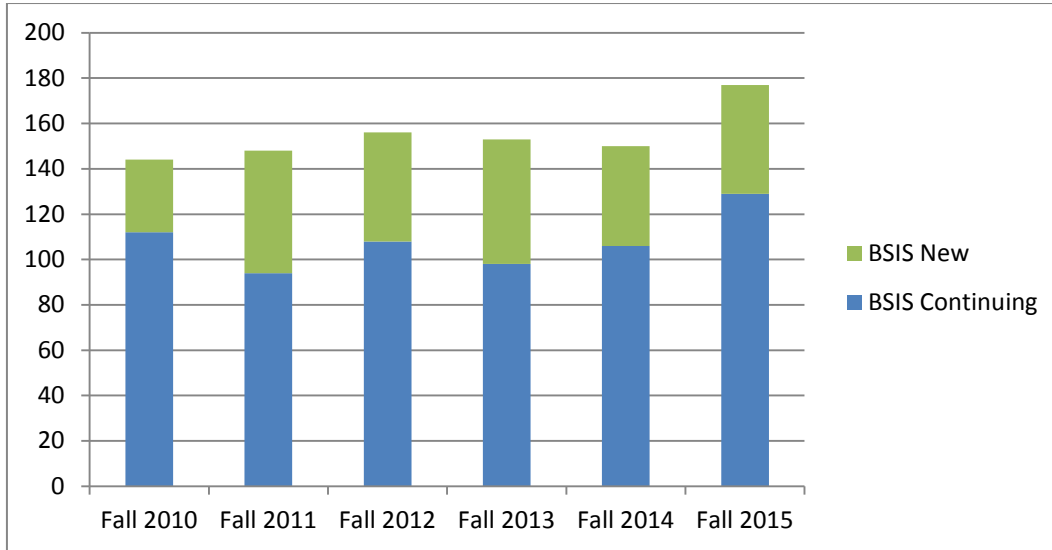
**MSIS new enrolled students from China versus other countries**



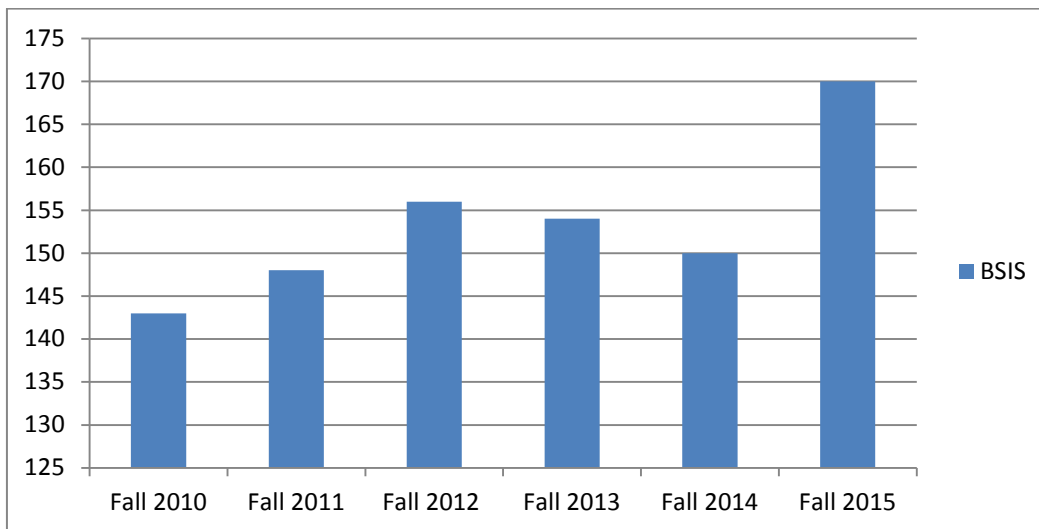
**MST new enrolled students from China and India versus other countries**



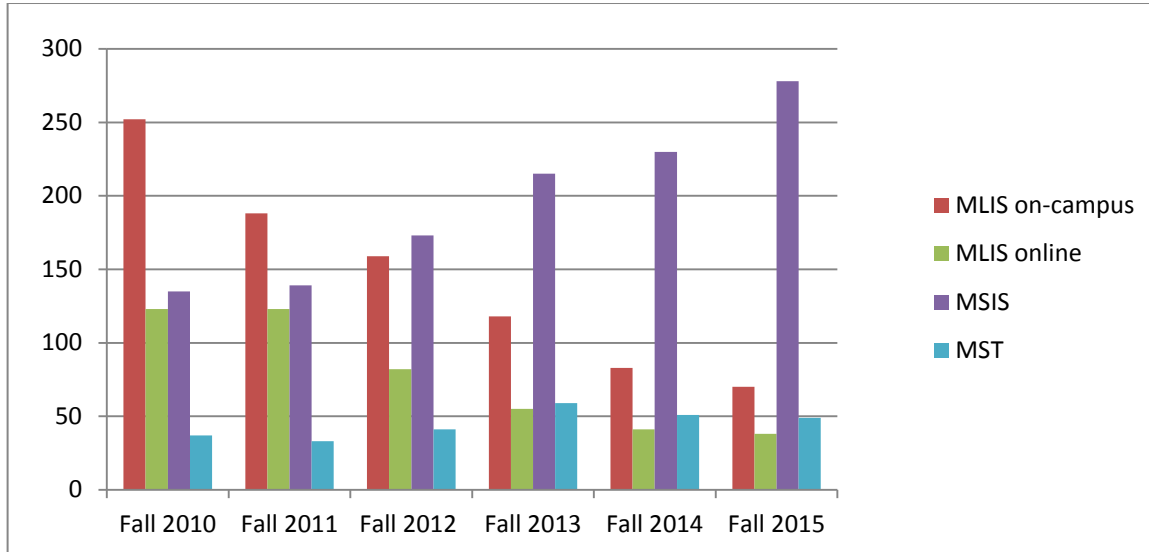
**Enrollment in the Undergraduate program**



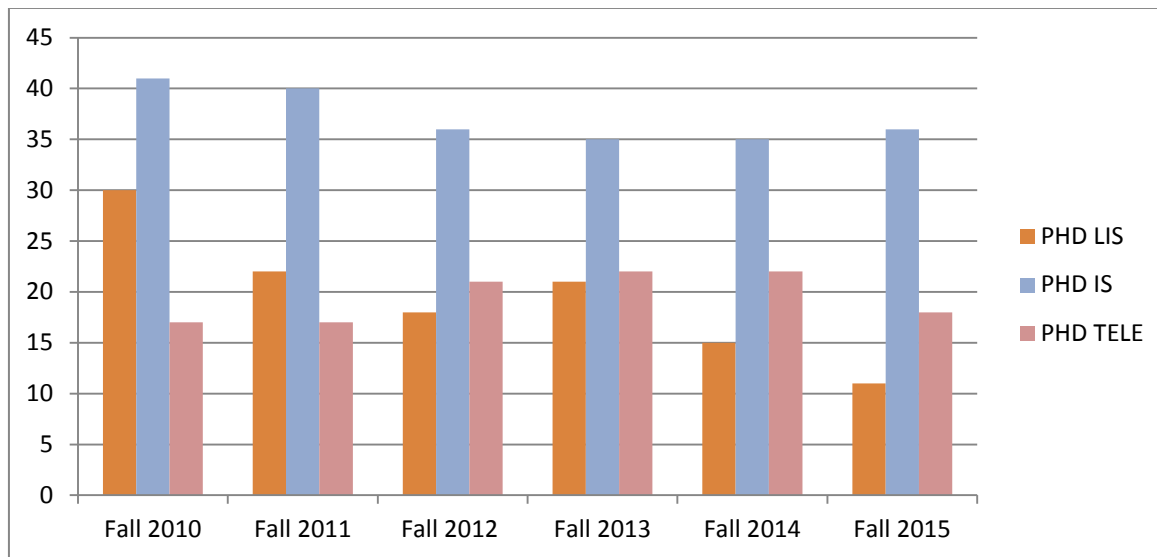
**Or**



### Enrollments in Masters Programs



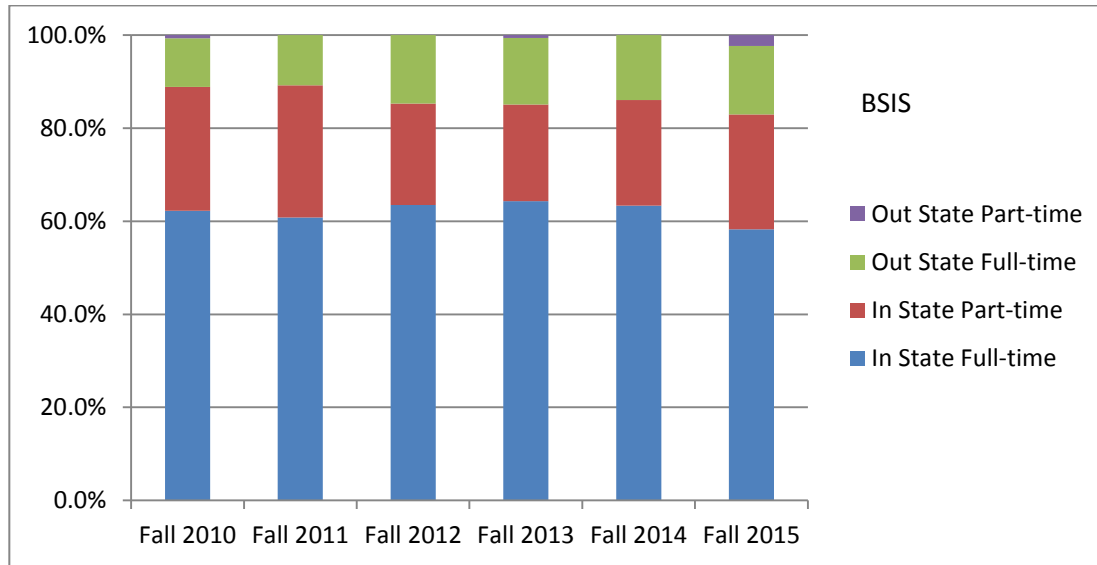
### Enrollments in the PhD Programs



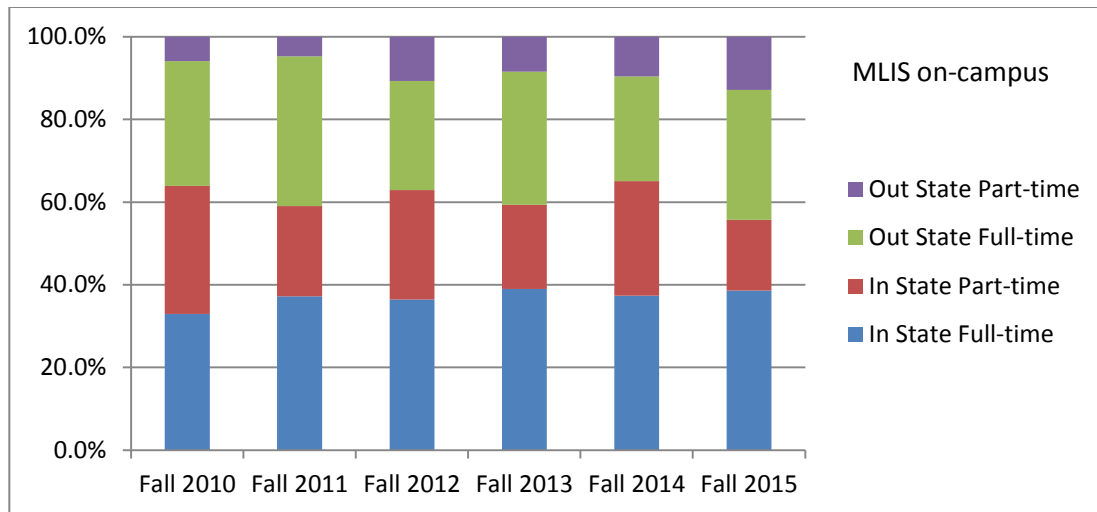


### Composition of Enrollment by Degree Program

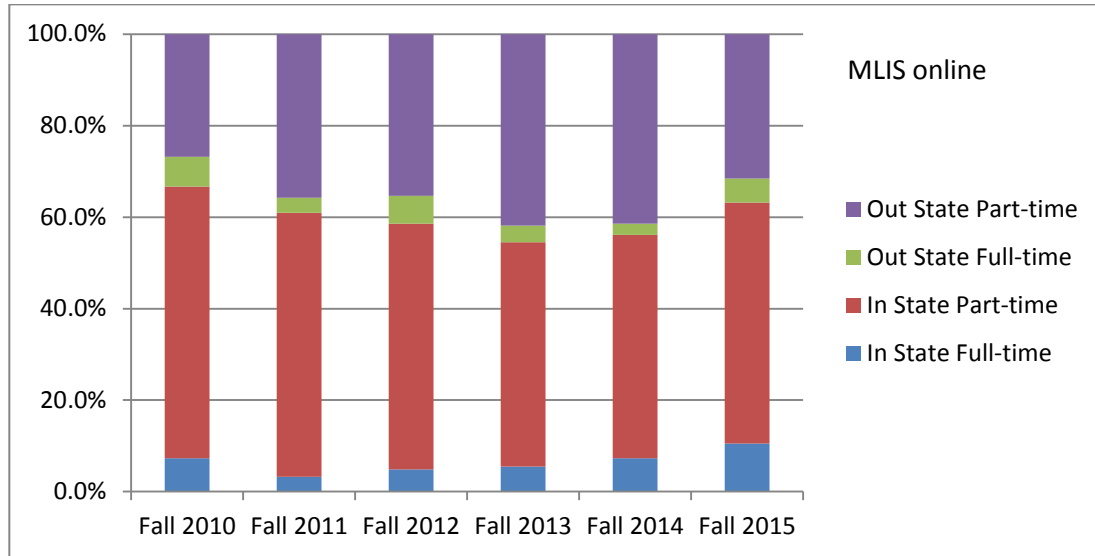
#### Enrollment Composition (BSIS)



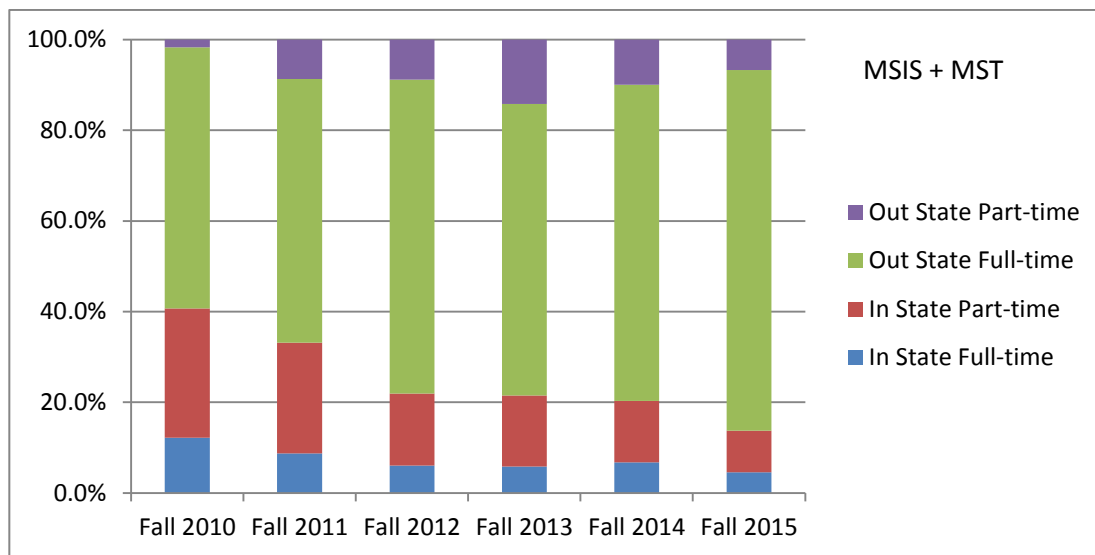
#### Enrollment Composition (MLIS on-campus)



**Enrollment Composition (MLIS online)**



**Enrollment Composition (MSIS + MST)**



**Domestic students' ethnicity**

<b>US Citizens</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>
American Indian/Alaska Native	1	1				
Asian	15	23	21	18	28	28
Black/African American	32	25	28	32	20	18
Hispanic/Latino	16	21	22	20	11	15
Multi-Racial	2	7	7	7	6	8
Not Specified	18	7	8	5	3	2
Other	2				1	1
<b>Subtotal diversity</b>	<b>86</b>	<b>84</b>	<b>86</b>	<b>82</b>	<b>69</b>	<b>72</b>
Unknown	147	56	31	16	10	8
White	394	413	347	313	275	269
<b>Total number of Domestic students</b>	<b>627</b>	<b>553</b>	<b>464</b>	<b>411</b>	<b>354</b>	<b>349</b>
Percent	13.7%	15.2%	18.5%	20.0%	19.5%	20.6%