Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
Goal 1: Advance Educational Excellence			
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			
Educate undergraduate students for life-long information careers	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	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.	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 .
Educate master's students for preparation as innovators, creative problem solvers and leaders in the information professions	Offer curricular specializations that leverage faculty strengths in areas of professional need and workforce demand	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.	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.
	Sustain regular engagement with employers of master's students in the review of existing curricula and proposed changes	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.	

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
Renovate iSchool facilities and upgrade the infrastructure to foster community among students, faculty, staff, professional partners and employers	Repurpose the 3rd and 8th floors to support a flexible array of interaction styles from informal to formal and social to professional.		Complete
	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.

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
Educate master's students for preparation as innovators, creative problem solvers and leaders in the information professions	Expand opportunities for master's students to gain practical, professional experience	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.	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.
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			
	New Strategy: Develop opportunities for students to experience and share other cultures to develop a global perspective	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.	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).
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			

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
	New Strategy: i3 Scholarships to underrepresented students to increase diversity in graduate programs	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.	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.
	New Strategy: Develop program for financial support for veterans	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.	
	New Strategy: Development of online educational opportunities at the graduate level		In Spring 2015 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 masters and professional education. In Spring 2015 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).

Goal 2: Engage in Research of Impact

Strategy 1: Identify and engage in strategic research opportunities where we can have significant impact on society

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
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 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.	
Strategy 2: Position the University to participate in large research collaborations through investments in shared core facilities, strategic recruitment, and partnerships with industry			
Prepare PhD students to become the next generation of academics and researchers in the information professions	Recruit PhD students to build and sustain SIS's reputation for research in its identified signature areas of research	Spanning FY15 and FY16, 45 students were appointed to Teaching Fellow positions.	

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
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 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	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. Participants 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 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.	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.
Strategy 3: Expand our computational capacity, human and physical, to meet research needs across a broad range of disciplines into the future			
Educate undergraduate students for life-long information careers	Expand opportunities for undergraduate students to acquire experience in applied research	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	
Strategy 4 - Extend the impact of our research through application to practice, policy development, and commercial translation			

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
Educate master's students for preparation as innovators, creative problem solvers and leaders in the information professions	Provide opportunities for master's students to engage in research in areas that align with faculty strength	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. 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 Three MLIS students participating in collaborative research project for City of Pittsburgh (led by Leona Mitchell & Dmitriy Babichenko) Dr. He had three master's students working on research projects. One of the master's students received an invitation to participate in the Second Rutgers University iSchool Research Invitational conference.	
Position and differentiate SIS among other iSchools	Establish an international identity among the iSchools for our signature areas of research and attributes	• 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). 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). 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 Ward at the 2014 iFest. The paper was subsequently published in JASIST in 2015. JASIST is a leading academic journal with an international audience	

Goal 3: Strengthen Communities

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

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
	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	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.	
Strategy 1b: Strengthen the Pitt Community by strengthening lifelong alumni connections to the University through improved outreach and engagement and expanded continuing education opportunities			
	New Strategy: Develop SIS alumni collaboration with students and alumni networking opportunities	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 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 on 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. 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.	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 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.
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			
	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	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.	
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			

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
Foster the development of an inclusive profession	Develop pipeline approaches to expand the number of diversity students attracted to the information sciences	Mike Depew - 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.	
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			
		Mike Depew - 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 vising 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
Educate undergraduate students for life-long information careers	Continue to actively seek opportunities to create globally-aware undergraduates	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. Mike Depew - 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 & 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.	
Educate master's students for preparation as innovators, creative problem solvers and leaders in the information professions	Educate master's students to be competent to function effectively in the increasingly globalized economy and academic disciplines	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.	
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			
		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 Program include countries of origin of India and Greece.	

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY

Goal 4: Build Foundational Strength

Strategy 1: Transform information infrastructure to expand our reach and better support recruitment, research, learning , and operational efficiency

| | | 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. | 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. |

Strategy 2: Strengthen administrative and operational efficiency by improving communication and collaboration between and among academic and business units

| | 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

Unit Goals	Strategies to be Implemented	Targeted, Measurable Long-Term and Current AY Outcomes	Outcomes from Previous AY
		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.

Goal 5: Embrace Diversity and Inclusion

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	

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