School of Information Sciences

FY 2012 Annual Plan Narrative

Introduction

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

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

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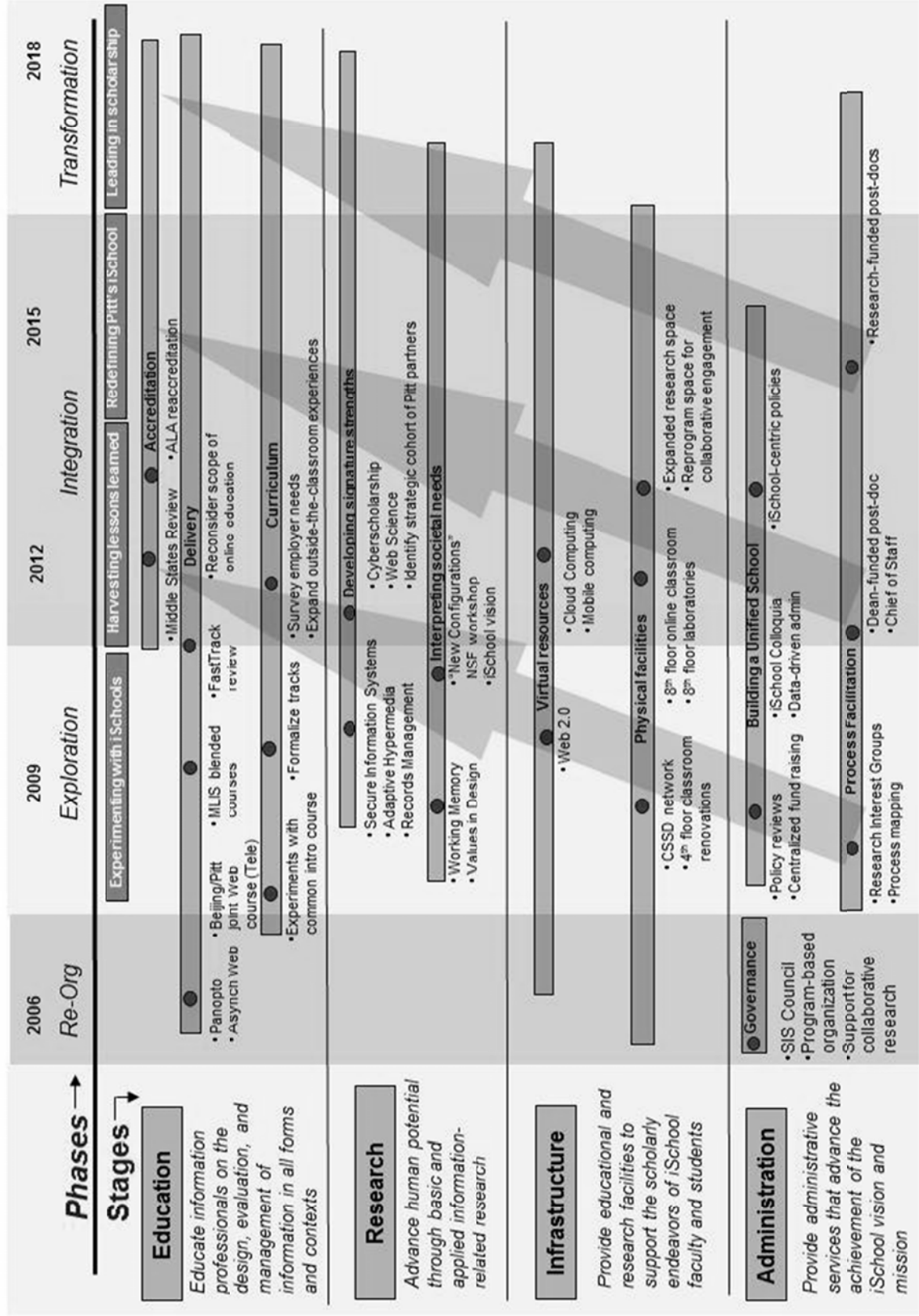- rebranding the school

It is now appropriate to reflect more broadly on

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

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

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

SIS Roadmap

Phases →	2006	2009	2012	2015	2018
Stages	Re-Org	Exploration	Integration	Redefining Pitt's iSchool	Transformation
		Experimenting with iSchools	Harvesting lessons learned		Leading in scholarship

Education — Educate information professionals on the design, evaluation, and management of information in all forms and contexts

- Panopto
- Asynch Web course (Tele)
- Beijing/Pitt joint Web course (Tele)
- MLIS blended courses
- FastTrack review
- **Delivery**
  - Middle States Review
  - Reconsider scope of online education
- **Accreditation**
  - ALA reaccreditation
- Experiments with common intro course
- Formalize tracks
- **Curriculum**
  - Survey employer needs
  - Expand outside-the-classroom experiences

Research — Advance human potential through basic and applied information-related research

- Secure Information Systems
- Adaptive Hypermedia
- Records Management
- Working Memory
- Values in Design
- **Interpreting societal needs**
  - "New Configurations" NSF workshop
  - iSchool vision
- **Developing signature strengths**
  - Cyberscholarship
  - Web Science
  - Identify strategic cohort of Pitt partners

Infrastructure — Provide educational and research facilities to support the scholarly endeavors of iSchool faculty and students

- **Virtual resources**
  - Web 2.0
  - Cloud Computing
  - Mobile computing
- CSSD network
- 4th floor classroom renovations
- **Physical facilities**
  - 8th floor online classroom
  - 8th floor laboratories
  - Expanded research space
  - Reprogram space for collaborative engagement

Administration — Provide administrative services that advance the achievement of the iSchool vision and mission

- **Governance**
  - SIS Council
  - Program-based organization
  - Support for collaborative research
- **Building a Unified School**
  - Policy reviews
  - Centralized fund raising
  - iSchool Colloquia
  - Data-driven admin
  - iSchool-centric policies
- **Process Facilitation**
  - Research Interest Groups
  - Process mapping
  - Dean-funded post-doc
  - Chief of Staff
  - Research-funded post-docs

FY 2012 Plan

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

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

These overarching goals directly support the University's Goals:

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

In the School's Plan, accompanying this narrative, a table clearly delineates the relationship between the School's goals and those of the University. Please see Page 3 of the iSchool's FY 2012 Plan.

Environmental Scan

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

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

Projections:

a. As libraries and schools are forced to dramatically cut their budgets, an impact on the job prospects for MLIS graduates seems inevitable. A recent survey of public libraries by *Library Journal* showed that 72% of responding libraries had funding cuts and 43% experienced staff cuts. (http://www.libraryjournal.com/lj/communityfunding/888434-268/ljs_2010_budget_survey_bottoming.html.csp)

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

Projections data from the National Employment Matrix

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

c. More funding will be available to support scholarships in STEM fields (NSF has several scholarship funding opportunities that were funded at higher levels).

d. Corporate funding for scholarships and continuing education may increase as the economy improves, but the School must be agile to take better advantage of this potential. We must clearly define the School's mission and vision so that possible funders will understand who and what we are.

e. Given the history of the school, iSchool alumni are unevenly distributed among the information professions. Our older alumni are disproportionately librarians, with relatively limited financial resources. Alumni with greater giving potential come more from the GIST and TeleNet programs, but these programs are sufficiently young that Pitt's Institutional Advancement experience suggests substantial giving from these alumni is unlikely for at least a decade.

FY 2011 Accomplishments/Outcomes

1. Faculty Hires

   Cory Knobel -- PhD (Information), University of Michigan-Ann Arbor
   Research Interests: Cyberinfrastructure and Cyberscholarship; Ethics and Values in the Design of Information Systems & Technology; Science and Technology Studies (STS); Complex Systems; Bridging Quantitative and Qualitative Methods

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

2. Fundraising – Alumni, Corporate, Foundation

   Campaign Giving: Fiscal Years 2010-2011 (as of February 11, 2011)

	Individual	Foundation	Corporate	Other Organizations	Total
2010	299,529	600,000	27,357	74,128	**$1,001,014**
2011	123,511	10,000	21,290	0	**$154,801**

   Campaign Donors: Fiscal Years 2010-2011 (as of February 11, 2011)

	Individual	Foundation	Corporate	Other Organizations	Total
2010	693	1	24	2	**720**
2011	506	1	11	0	**518**

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

3. Financial Resources Optimization

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

teaching and students over that period. In FY 2012, the School will reallocate a more modest portion of discretionary funds to student support in order to fulfill needs in the education technology area.

4. Increased Student Applications – **As of Feb 1 of the given year.**

	FA10	FA11
Master's	527	593
PhD	72	78

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

5. Optimized Enrollments

	Fall 2009 HC	Fall 2009 FTE	Fall 2010 HC	Fall 2010 FTE
Undergraduate	135	113.4	142	118.6
Master's	583	406.6	554	399.2
PhD	81	78	91	83.8
CAS	6	3.6	15	6.6

The School made a conscious decision to reconfigure the composition of our enrollment. Class sizes in one of the Master's programs were becoming unwieldy, so enrollments in that particular program were refocused on out-of-state full-time students, which caused a very slight decrease in enrollment but produced more tuition revenue. The School then worked to increase enrollments in all other degree programs to balance the enrollments across all programs.

Tuition revenue generated Summer 2009, Fall 2009, Spring 2010	Tuition revenue generated Summer 2010, Fall 2010, Spring 2011
$14,684,854	$15,356,504

6. Research –
   Over the last decade, the School has established research and education programs in several critical areas. These efforts were designed to:
   - increase the School's profile in emerging/significant areas
   - enhance the School's and University's reputation at an international level
   - advance the School's ability to attract research funding in these areas
   - attract students – particularly doctoral students – who want to gain expertise and become the next generation of leaders in these areas.

   Several key initiatives are particularly noteworthy:
   - creation and significant growth/funding of both research and educational programs in Information Assurance and Security (initiated in 2004)

- creation of an externally-funded senior faculty position and educational/research activities in cyberscholarship (the first of its kind in the nation)
- creation of a doctoral seminar series in "Working Memory" examining the impact of technology on cultural and scientific memory as well as exploring the connections between (as well as challenges in melding) archives, computing for the humanities, cyberscholarship, the study of science and technology, and the theories of infrastructure and memory.

In looking ahead, the School will seek to identify new/emerging areas in which to establish both research and educational programs. As part of this effort, the School acquired funding from the National Science Foundation to host an international workshop on "Emerging Configurations of the Virtual and the Real." Taking place in March 2011, this event will bring together a group of experts from various fields to address the impact of advances in information and communications technologies (as well as the resulting human disengagement with the natural world) on research and education in the Information Sciences. The intent of the project is to outline the intellectual frontiers of research across the iSchools, and to create synergies for future research efforts. The results of this workshop will form the foundation for our work to identify signature areas of research for the School.

FY 2011 research outcomes:

- the number of faculty with external research funding increased from 12 to 17
- to date, 39 proposals submitted (of which 23 were collaborative)
- to date, 8 have been funded
- proposals have been submitted to 10 different funding agencies, including NSF, DOD, IMLS, Google, Microsoft, the MacArthur Foundation, OCLC, and the National Institutes of Mental Health.

Research Proposals	FY 09	FY 10	FY 11 (7/1/10-2/1/11)
Proposals submitted	42	51	39
# of Proposals Funded	13	18	8
# of agencies submitted to	10	11	10
# of collaborative proposals submitted	32	39	23
# of collaborative proposals funded	12	14	4

Faculty Publishing -- 2010

Books	Book Chapters	Journal Papers	Conference Papers	Editorial Boards
2	31	74	148	50

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

lead time in publishing and funding cycles, the success of each visiting research scholar is evaluated over an extended period of time.

7. Program updates
   <u>Bachelor of Science in Information Science</u>
   a. Surveyed alumni for job placements and time-to-placement.
   69.5% of responding alumni secured employment within six months of graduating from the program; 13% found employment within 7-12 months of graduation; and 13 % took more than one year to secure employment.
   b. Reinvigorated the student association – PRISM. This group has experienced an ebb and flow in terms of student participation. In large part, this is due to differing levels of enthusiasm among students, and is aggravated by the graduation of student leaders where no successor emerges. For example, in FY 2010, the group was inactive. Then, a vibrant group of juniors entered the BSIS program and PRISM took on renewed life. In FY 2011, the group hosted bi-weekly events with an average attendance of 15-25 students.
   c. Admissions processes and policies for a 30-credit second degree program have been formulated. Further refinement of curriculum and marketing must be done.
   <u>Master's Programs</u>
   a. Several specializations in the Masters' programs have been formalized (with the curriculum being formally approved by the Provost): Information Security, Geoinformatics, Telecommunications & Distributed Systems, Database & Web Systems, and Archives & Records Management. These specializations were formalized in order to communicate the School's strengths more explicitly to students, to ensure that students would take the courses to best prepare them to meet industry's needs, and to, thereby, better position the School's graduates for the job market. The concentration/specialization will be noted on official university transcripts.
   b. Evaluation of online program -- The online MLIS program known as FastTrack has now provided 10 years of educational services, attracting $1.9M of funding from the Institute for Museum and Library Services (IMLS) and graduating more than 800 MLIS students from 35 states and 6 countries. Given the overall success of FastTrack and the rapid pace of advancement in online education, we are taking this opportunity to conduct an external review of the program by the National Center for Higher Education Management Systems (NCHEMS), seeking ways to assure that the program continues to deliver high quality education that meets the needs of libraries and their users into the foreseeable future. Karen Paulson is leading the review and anticipates conducting a site visit in March 2011. The final report is expected in the summer.
   c. Offered Health Librarianship CAS program – In FY 2011, the School introduced the Certificate of Advanced Study in Health Sciences Librarianship, funded by the IMLS. The program, a post-Master's certificate, attracted 12 students to the first cohort. At this time, 14 have applied for the next cohort. The program is a collaborative effort with Pitt's Health Sciences Library System, whose librarians serve as instructors for the online courses.
   d. Advisory groups routinely advise on the curriculum. For example, several Industry Advisory Board members suggested the addition of business components to the MSIS curriculum and the addition of industry-hosted capstone experiences. The School is building new relationships with corporate associations such as the Pittsburgh Technology Council and Three Rivers Connect to further ensure that the industry perspective is reflected in the School's curriculum and professional development activities.
   <u>Doctoral Programs</u>
   Introduction of Working Memory Doctoral Seminars -- The iSchool introduced a series of seminars for doctoral students to address issues concerning information and evidence in society and the Information Professions.

The seminars (started in Fall 2010) examine the impact of technology on cultural and scientific memory. Doctoral students – the future leaders of higher education and research in the Information Sciences – will explore the connections between (as well as challenges in melding) archives, computing for the humanities, cyberscholarship, the study of science and technology, and the theories of infrastructure and memory.

8. Operational Efficiency

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

Increasing use and understanding of University systems as well as the implementation of Hobson's Connect allow for the regular distribution of timely data and information on enrollment, recruiting and application information for operational and academic planning. For example, we now have two years' worth of data on yield rates in the Master's programs. This will allow us to more accurately predict acceptance and enrollment of students – enabling the Programs to extend the correct number of offers to reach the desired yields.

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

The School's administration is developing a financial model to improve the timeliness and efficiency of real-time decision-making. This model will enable the School to better position itself in light of the changing economics of higher education and to be more agile in responding to emerging priorities and opportunities. It will enable in-depth analysis of enrollment trends and projections, optimized use of limited financial aid resources, strategic deployment of teaching faculty, and increased discretionary resources available for support of the School's priorities.

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

In FY 2011, the School performed a teaching technology needs assessment for all programs. This assessment will be reviewed and recommendations finalized by May 2011. The School will seek additional funding to secure enhanced technology for students and teaching in all classroom environments.

9. Administration realignment

Throughout 2010/2011 and in collaboration with Pitt's Office of Human Resources, the staff at the iSchool has undergone significant realignment. This realignment of individuals and duties has narrowed the gap of areas of excess capacity vs. areas of overloaded capacity and allowed the staff to take on additional responsibilities formerly provided by the University. More staff time is now devoted to student services, recruitment, data analysis (as opposed to data entry) and faculty services. Through a better understanding and use of University and iSchool systems, less time is being spent on data entry and repetitive work. Staff realignment has enabled greater flexibility, increased a focus on excellence in service and improved agility in responding to changing

needs and requirements. The administration will continue to refine this model and make changes that will increase the level of service to the iSchool.

10. International Focus/Activities

    The iSchool has crafted a number of international partnerships over the last five years, mostly through Memoranda of Understanding (MOUs). We hold such agreements with Mysore University in India (which will be renewed in 2011), Siam University, Athabasca University (Canada), Beijing Institute of Technology, Wuhan University (China), Tsukuba University (Japan) and Molde University (Norway). In FY 2011, the iSchool will work closely with Wuhan to finalize curriculum for a novel educational opportunity: the partnering schools will offer a 3 + 2 Bachelor/Master's degree program. Curriculum refinement will take place in FY 2011.

11. Diversity

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

    <u>Students</u>—With significant support from a number of funders (PPG, Alcoa, the Commonwealth), the School has seen marked increases in prospects, applicants and enrolled students from underrepresented groups:

	FY 2010	FY 2011
Prospects in system	48	46 (2 events still to happen)
Applicants	26	35
Enrolled	65	76

    We continued to expand our diversity recruitment venues and will have attended more diversity recruitment events in FY11 (6) than FY10 (4). The School has developed the tools to map the lifecycle of contacts garnered at each diversity event from prospective student to graduation. We have increased the number of diversity undergrad aid awards given (5 awards in Fall 2009 vs. 10 in Fall 2010). The implementation of an enhanced recruitment system will enable the School to maintain more regular, personalized contact with diversity prospects.

    A major initiative designed to ultimately increase the number of students and faculty from underrepresented groups begins in FY 2012 – the iSchool Inclusion Institute (i3). This program, funded by the Andrew W. Mellon Foundation, will attract diversity students to graduate programs in iSchools. This is a long-term effort which will benefit both the academy and the information science professions.

12. Assessment and Self-Study
    - In FY 2011, the School retained NCHEMS to evaluate delivery and content of online education initiatives here at the iSchool. This study will be completed before June 1, 2011.

- In preparation for Pitt's Middle States re-accreditation, the School has been gathering and analyzing data for all elements of the Self-Study. A draft report will be presented to the faculty and SIS Council for review by May 2011.

13. Crafting new mission and vision statements

Although this was not an explicit goal in the FY 2011 Plan, it has emerged as a major topic among the iSchools, as this originally-informal collaboration has grown to a global consortium of recognized leading institutions shaping an uncertain future. The Dean has met with the faculty around this issue. An ad hoc committee of faculty and staff has been formed to craft preliminary vision statements.

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

Benchmarking our Progress

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

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

2. Enrollments (FTE) showing increases

FTE Enrollment 2006-10
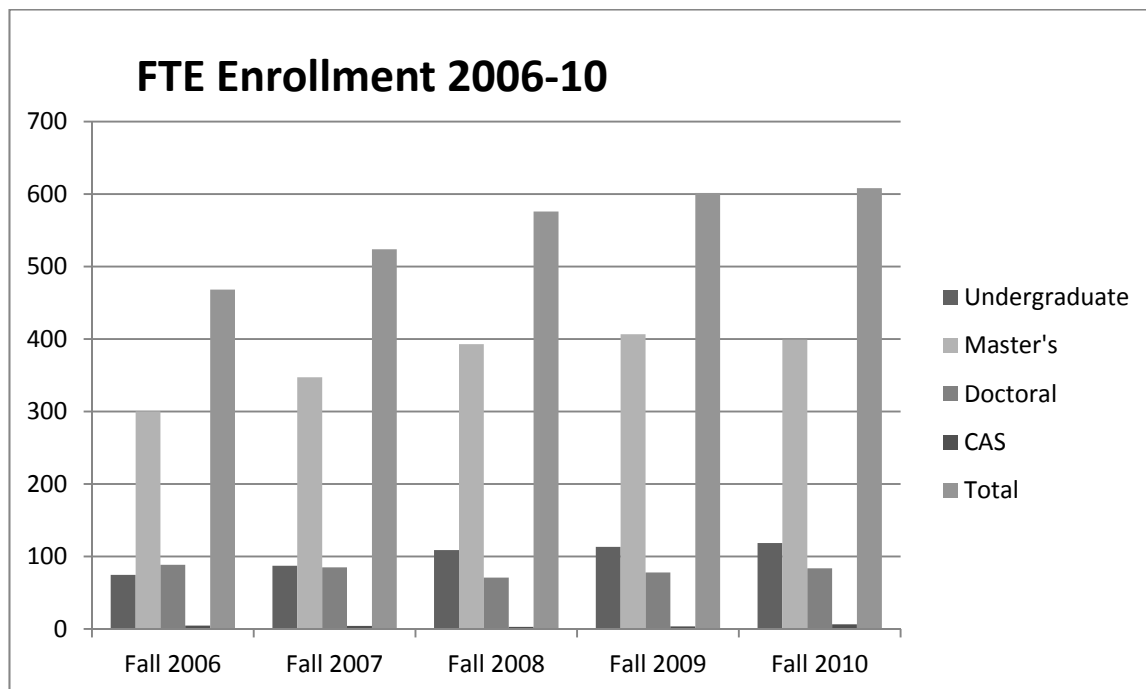
3. Scholarships/Stipends/Awards

Scholarships -- Graduate Students

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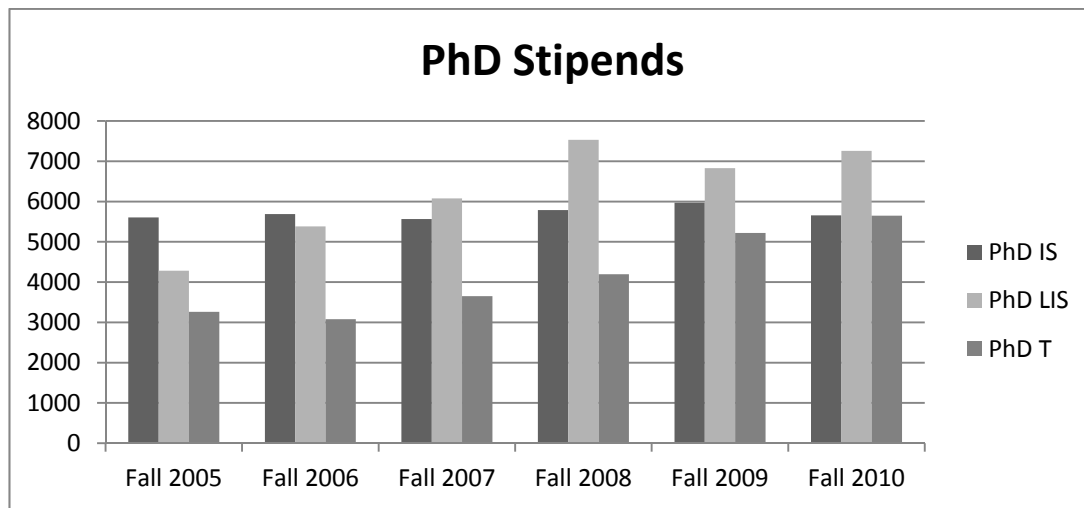
PhD Stipends

The average PhD Stipend Amount for the given semester

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

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

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

2009	179,837	100,000	36,568	20	**$316,425**
2010	299,529	600,000	27,357	74,128	**$1,001,014**
2011	123,511	10,000	21,290	0	**$154,801**

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

	Individual	Foundation	Corporate	Other Organizations	Total
1998	998	2	38	1	**1,039**
1999	1,039	3	31	2	**1,075**
2000	1,004	3	37	4	**1,048**
2001	915	2	29	0	**946**
2002	1,003	2	32	2	**1,039**
2003	927	4	33	1	**965**
2004	895	1	32	1	**929**
2005	874	0	34	5	**913**
2006	932	1	29	3	**965**
2007	718	1	35	2	**756**
2008	750	2	26	1	**779**
2009	747	1	24	1	**773**
2010	693	1	24	2	**720**
2011	506	1	11	0	**518**

5. Faculty Performance Evaluation – The School utilizes a parametric model to monitor and assess faculty productivity in areas of research, instruction, and service. The model is calibrated around an expectation that a successful faculty member will accrue a mean value of 1000 credits per year, and that the School will aggregate these to achieve a net balance of 40% research, 40% instruction, and 20% service. The chart below reflects the School's contribution to these three critical areas, aggregated across all permanent faculty.
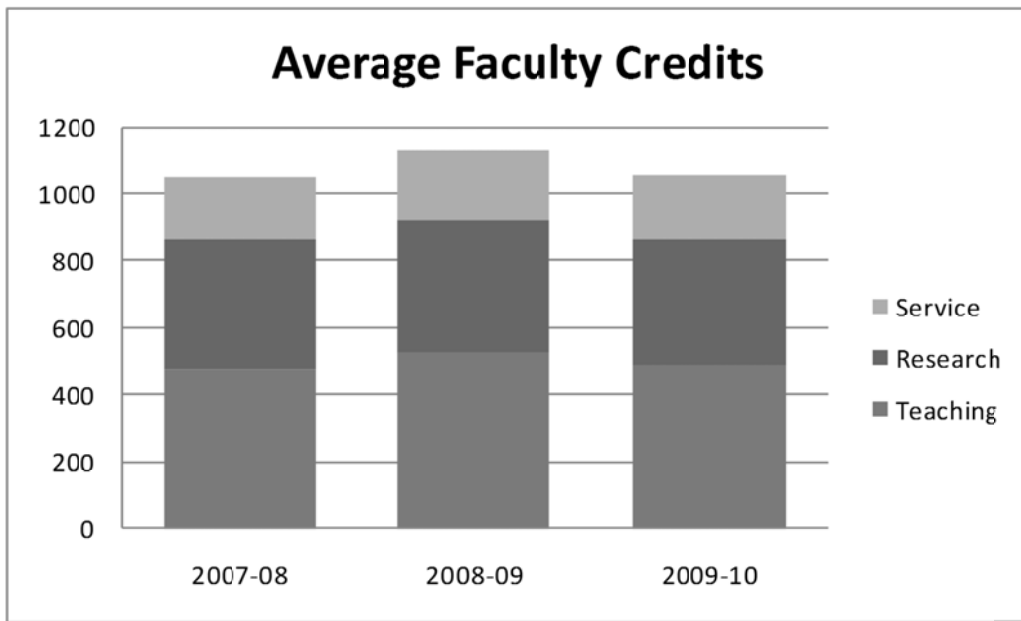
FY 2012 Objectives/Goals

Complete Self Study for Middle States Accreditation

Create vision and mission statement for the Information School
- Synthesize recommendations from the Emerging Configurations Workshop
- Identify signature areas for research and education that reflect SIS strengths and distinguish it among the iSchools
- Draft a vision statement, present to SIS Council/faculty for approval/endorsement
- Survey incoming and graduating students to determine their understanding of the iSchool context

Refine Enrollment
- Increase proportion of out-of-state students
- Benchmark financial aid strategies of other iSchools and prioritize our financial aid needs/goals
- Develop financial aid strategies/increase fundraising to support scholarships
- Create relationships with referral institutions/increase outreach to referral audiences
- Diversify enrollment – 30-credit second degree program in BSIS; evaluate market for online opportunities; evaluate/identify opportunities to expand CAS offerings; emphasize recruitment of veterans.
- Create 5 year BSIS/MSIS program
- Increase consistent communications with prospective students (facilitated by Hobson's Connect)

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

- Synthesize results of "Emerging Configurations" Workshop
- Identify methods to expose students to international perspectives/nature of discipline and the professions
- Expand interdisciplinary programs with other units at Pitt – potential partners (based on existing research programs) might include Public Health, DBMI, DataVerse Project, School of Education

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

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

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

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

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

Diversity
- Will host the i3 for the first cohort of students during the summer of 2011
- Will seek more scholarships for diversity students
- Will create a baseline profile of diversity in Pitt, the iSchools, and the professions
- Will utilize Hobsons Connect and phone and email outreach to try to make more personal connections with diverse applicants.

Appendix

Benchmarking against our Peers – FY 2010 and FY 2011

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

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

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

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

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

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

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

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

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

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

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

Selected iSchool Student to Faculty Ratio, FTE Fall 2009

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

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

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

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

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

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

	Parent Institution	Federal Grants/Contracts	CE Activity	Endowment Trust Funds	State Grants/Contracts	Other	Total
Syracuse	23,380,170	3,421,963		459,083			27,261,216
Michigan	12,468,875	3,378,800		791,603		1,479,430	18,118,708
University of Washington	5,399,901	2,724,277	74,979	505,795		7,018,607	15,723,559
UNC	4,784,904	7,775,176	301,690	1,407,383	448,652	529,980	15,247,786
University of Pittsburgh	9,355,231	4,448,919		223,882		383,313	14,411,345
UIUC	5,831,128	3,662,077	72,658	187,996		219,465	9,973,324
University of Texas Austin	3,993,463	614,644		196,724	21,965	180,916	5,007,712
Rutgers	3,838,110	477,081	33,591	280,642		85,845	4,715,269
Drexel	7,374,542	1,691,881		366,574		851,535	2,096,619

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

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