iSchool Inclusion Institute
of Information Sciences

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

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Supplemental Report & Appendices
iSchool Inclusion Institute (i3)
2011-2012, Year 2

University of Pittsburgh
School of Information Sciences
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Principal Investigator: Dr. Ronald L. Larsen
Co-Principal Investigator: Dr. James 'Kip' Currier
Project Director: Mr. Michael Depew

Supplemental Report: 2011-2012, Year 2
School of Information Sciences, University of Pittsburgh
iSchool Inclusion Institute (i3)

This supplemental report describes the efforts undertaken to implement the iSchool Inclusion Institute (i3) program at the University of Pittsburgh, School of Information Sciences. This supplemental report corresponds to Year 2 of the project. The Principal Investigator for this project is Dr. Ronald L. Larsen, Dean and Professor, School of Information Sciences. The co-Principal Investigator for the project is Dr. James 'Kip' Currier, Assistant Professor, School of Information Sciences. The Project Director is Mr. Michael Depew.

DESCRIPTION OF PROGRAM

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

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

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

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

using social networking and collaborative technology. Teams select the topic for their research and are supported by a faculty adviser, the Co-PI, and i3 Director. To complete their experience, i3 Scholars return to the University of Pittsburgh in Year 2 for the Concluding Institute. Teams utilize this time to polish their research projects, develop a formal poster, and deliver a presentation detailing their work over the past year. During the Concluding Institute, there is a heavy emphasis on professional development and refining the skills not typically learned in the classroom.

i3 SCHOLAR HIGHLIGHTS & iSCHOOL SCHOLARSHIPS

Two members of the 2011 i3 cohort began graduate programs in the information sciences in September, 2012. Ms. Toni Pizza is currently pursuing an MFA in Game Design at New York University's TISCH School of Fine Arts. Ms. Marcia McIntosh is pursuing a Masters in Information Studies at the University of Texas at Austin's School of Information. Both i3 Scholars are exceptional students and are reportedly enjoying their programs. Several other members of the 2011 i3 cohort are now preparing for the GREs and are reviewing graduate programs to identify the school that best fits their needs and interests.

The i3 Director and PI's have successfully negotiated with representatives at four iSchools—Carnegie Mellon University, Drexel University, University of North Carolina at Chapel Hill, and the University of Pittsburgh—to finalize dedicated scholarships that will be offered to i3 Scholars upon acceptance into a graduate program of study. Additional iSchools are currently discussing scholarship offerings and will likely join this list of institutions supporting the i3 Scholars. Table 1 provides details of each scholarship offering:

Table 1: Dedicated iSchool Scholarships for i3 Scholars

College/University	Scholarship Amount	Stipulations
Carnegie Mellon University	50-100% of tuition	Offered to any i3 Scholar that is admitted to Masters programs
Drexel University	50% of tuition	Offered to any i3 Scholar that is admitted into Masters programs; limited to 1 i3 Scholar per incoming class
University of North Carolina at Chapel Hill	100% of tuition	Offered to any i3 Scholar that is admitted into Masters programs; limited to 1 i3 Scholar per incoming class
University of Pittsburgh	75% of tuition	Offered to any i3 Scholar that is admitted into Masters programs; limited to 1 i3 Scholar per incoming class

MARKETING AND RECRUITMENT

In the first year of programming, i3 marketing and recruitment efforts began later than initially planned due to the absence of a project director until September, 2010 when Mr. Depew was hired. Moving into the second year of programming, it was determined that marketing and recruitment efforts would begin early in the fall semester to provide additional time to develop a pool of talented applicants. Similar to its strategy from year 1, two audiences were targeted with marketing materials: the **undergraduate student audience** and the **referral audience**.

The undergraduate student audience was primary targeted with a variety of email announcements and materials (flyers and information packets). Traditional mailings were utilized less often than the previous year due to higher costs and delayed response-times from prospects. Students active in campus organizations, race/ethnicity-based sororities and fraternities, and special-interest academic groups were all targeted because of their involvement in extracurricular activities. Due to the prior year's success of recruiting applicants from career and internship fairs, the i3 Director attended 6 career and internship fairs. However, because these events were mostly held in the early fall semester—significantly earlier than in the first year, in which the *spring semester* career and internship fairs were selected—less applicants were ultimately recruited from these fairs. The students that attended fall fairs tended to be older (juniors and seniors) and firmly committed in their search for full-time employment.

Table 2: 2012 Student Recruitment at Career and Internship Fairs

College/University	Date of Career/Internship Fair	Cost
Carnegie Mellon University	Monday, September 19, 2011	$250.00
Chatham University	Tuesday, September 20, 2011	$0.00
University of Pittsburgh (Fall 2011)	Wednesday, September 28, 2011	$100.00
University of Maryland, Baltimore County	Wednesday, October 5, 2011	$475.00
Temple University	Thursday, October 6, 2011	$325.00
University of Pittsburgh (Spring 2012)	Friday, February 18, 2011	$150.00
	Total Cost:	**$1,300.00**

The referral audience again consisted of faculty, staff, and administrators in higher education. Email announcements and information packets, along with limited targeted traditional mailings, were utilized to share information about the program to the referral audience. It should be noted that in the second year of recruitment the i3 Director received no contact from faculty/staff members attempting to verify the legitimacy of the program before referring students—a clear improvement in overall program credibility from the first year of operations.

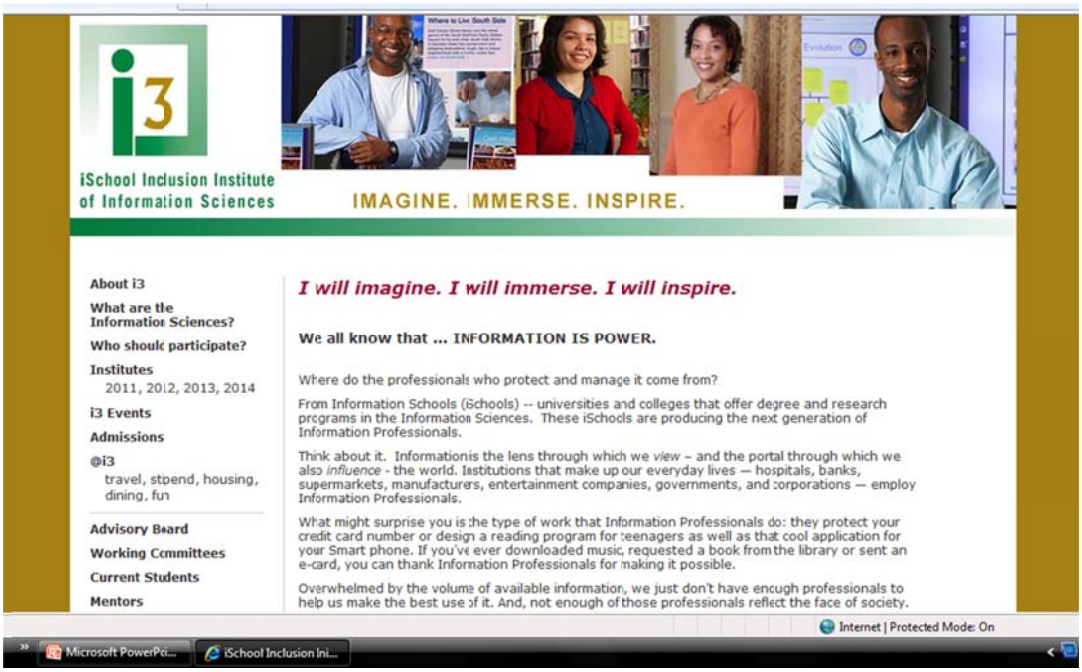
The majority of marketing and recruitment efforts for both the student audience and the referral audience were directed at large, public universities with excellent academic reputations (e.g. UNC Chapel Hill, Rutgers University, and University of Texas). The high academic standards of these colleges/universities, combined with relatively diverse student populations, provided strong justification for prioritizing marketing and recruitment resources to these institutions. Marketing resources were also directed at HBCU's and HACU's, but to a slightly lesser extent because of lower academic rankings at those institutions. And due to the very limited penetration of i3 marketing into Hispanic and Native American populations in the first year, concerted efforts were made to attract students in the west and southwestern U.S. states.

WEBSITE REDESIGN

After receiving critical feedback from the 2011 i3 Scholars regarding the initial program website, it was determined that the website would be redesigned for year two. In August, 2011 the i3 Director reached out to Ms. Courtney Loder for technical assistance. Ms. Loder was then a current Masters student in the Library and Information Sciences program at the University of Pittsburgh, as well as a graduate student employee in the iSchool's Office of Student Affairs. Ms. Loder was recruited due to her expressed interest in the program and her experience and knowledge of information architecture and website design. *(Since graduating from the MLIS program in 2012, Ms. Loder is currently pursuing a PhD at the iSchool at University of California, Irvine.)* The i3 Scholars were solicited for feedback concerning their information needs with regard to the program website. That feedback was then integrated into the site design, including the use and promotion of social media tools (e.g. a live Twitter stream imbedded into the homepage). The new website was successfully launched in October, 2011. Ms. Loder was compensated at an hourly rate of $15.00 for her work over the month of September, for a total of $399.90. Figure 1 provides images of before and after the website redesign.

Figure 1

i3 Website Before Redesign



i3 Website After Redesign

ASSISTANT DIRECTOR

Recognizing that 2012 posed new and significant management challenges—specifically in regards to simultaneously hosting the Introductory Institute *and* the Concluding Institute for the first time—it was determined that additional staffing assistance would be needed. A temporary Assistant Director position was designed for the month of June, 2012 with the purpose of providing support in the following areas:

- Serve as an additional Resident Assistant (RA) in the student dormitory
- Coordinate daily tasks and activities for the Concluding Institute (returning 2011 i3 Scholars)
    - Technology setups, meal setups/cleanups, guest lecturer introductions
- Assist research teams in developing formal posters and presentations
- Serve as an additional mentor and lecturer for both cohorts of i3 Scholars
- Create an i3 Wiki, to be used as a collaborative online space

Ms. Courtney Loder was recruited to serve as Assistant Director in early spring 2012. Ms. Loder was recruited due to her strong interest and work in the information sciences as a Masters and future doctoral student. Moreover, Ms. Loder possessed valuable prior mentoring experience from working at Humboldt State University and Girl Scouts of Northern California. Because Ms. Loder was a student employee in the School of Information Sciences' Office of Student Affairs at the time, and therefore had her personal information already on file, the business processes and payroll protocols for her hiring were relatively straight-forward. The i3 Director worked with the financial management team at the School of Information Sciences to coordinate the process. It was agreed that Ms. Loder would serve as Assistant Director from May 30 – June 28, 2012, fulfill the duties listed above, and be paid a total of $2,000.00. A copy of Ms. Loder's resume is included in the appendix.

APPLICATIONS

The application for the 2012 i3 cohort was modified to improve the depth and quality of information provided by applicants. Modifications included: (1) the maximum word count on essay responses was increased from 250 words to 300 words per response; (2) the first essay question was changed to better evaluate applicant interest in graduate school; and (3) an 'Additional Information' section was added and prompted applicants to list their plans for after graduation, technical skills, and extracurricular experiences. The application was also made available to students online through the program website and included the following items (a hardcopy sample application is included in the appendix):

1. *Application with essay questions*
    - Graduate school programs often provide students with unique opportunities to work on projects that require a high level of planning, collaboration, and attention to detail. Describe a challenge you have faced in your life that has prepared you for such projects.
    - Discuss when it is appropriate – or not appropriate – to use Wikipedia as a source for academic research?
    - One of the goals of the i3 is to increase the number of graduate students and faculty members who reflect the diversity of the overall population – and who can serve as role models for future generations. Please tell us why you think this is important and how you could contribute to this effort?
    - What are some ways in which skills and knowledge gained from gaming can be applied to real-life situations? (Removed from the 2012 application)
2. *Two letters of recommendation*
3. *Official undergraduate transcripts*

Building on the experience from the first year of programming, the application deadline was set for March 2, 2012. Over 140 students expressed interest in the program (e.g. emailed/called or submitted a resume) or submitted partial applications. Of that population, 59 students submitted complete applications by the March 2 deadline, a 23% increase from 2011 (48 complete applications). Applications were received from students enrolled in 37 colleges and universities, in 19 different states and U.S. territories. Of the 59 applicants, 26 were female and 33 were male. Despite the positive growth in applications, a larger increase was initially anticipated for year two. Nevertheless, the completion of a second annual recruitment cycle has allowed the i3 Director to narrow the proper marketing window to the late fall, and early spring semesters. Proper timing of student recruitment for the third year of operations will be critical to continued growth in the number of applications. A full list of applicants is provided in the appendix.

ADMISSIONS

The 2012 admissions committee was formed early in the spring semester. Ms. Brandi Belleau was added to the admissions committee due to her experience in recruitment and student affairs at the iSchool. Ms. Courtney Loder was also added to the committee due to her strong academic credentials, first-hand experience in a graduate information sciences program, and professional work with youth and students.

Table 3: i3 Admissions Committee Members

Dr. James 'Kip' Currier	University of Pittsburgh, School of Information Sciences *Assistant Professor* *Co-Principal Investigator, i3*
Mr. Michael Depew	University of Pittsburgh, School of Information Sciences *Director, i3*
Ms. Brandi Belleau	University of Pittsburgh, School of Information Sciences *Student Services Specialist*
Ms. Shabana Reza	University of Pittsburgh, School of Information Sciences *Enrollment Manager*
Ms. Courtney Loder	University of Pittsburgh, School of Information Sciences *MLIS Alum* *(Current PhD Student, University of California at Irvine)*

In order to compensate for a relatively late application deadline (March 2, 2012), applications were reviewed on a rolling basis. Admissions announcements and letters were sent via email to applicants on March 22, 2012, which provided students with enough time to prioritize i3 when finalizing their summer plans. Assuming a small degree of attrition, the admissions committee selected 22 applicants to be admitted to the 2012 i3 cohort, with an additional four waitlisted. Unlike 2011, when 100% of applicants accepted the offer of admission, in 2012, 20 out of 22 applicants accepted the program's offer of admission, resulting in a yield of approximately 90%. Ultimately, one additional student was forced to withdraw within weeks of the program due to a family emergency out of the country. Consequently, the final 2012 cohort was comprised of 19 students. The 2012 admissions letters, enrollment contract, and full listing of i3 Scholars, their home institutions, and undergraduate majors are included in the appendix.

INTRODUCTORY INSTITUTE CURRICULUM MODIFICATIONS

Recognizing that the 2011 Introductory Institute often felt rushed for the students, an effort was made to reduce the overall number of scheduled activities for the 2012 cohort. Those workshops that were identified as the least popular among the 2011 i3 Scholars were either replaced with new workshops and guest lecturers, or simply eliminated to create additional room in the schedule. The three legs of the Introductory Institute curriculum—academic, professional development, and social—constituted an approximate 40%-40%-20% split of time, respectively. A full schedule for the 2012 Introductory Institute is provided in the appendix.

In addition to reducing the overall number of activities, academic workshops were reduced by half an hour, to a more manageable 1-1.5 hours each. Professional development seminars were also reduced to roughly 1 hour per

session. As a result, the earliest activities throughout the schedule were moved back slightly, from 9:00AM in 2011 to 9:30AM in 2012. From anecdotal evidence and feedback during the 2011 Introductory Institute, it was determined that shorter sessions and later mornings would be beneficial in avoiding student burnout. Mock interviews, resume reviews, career advising, and teamwork discussions were all included in the professional development curriculum. When appropriate, joint sessions were held with both cohorts of i3 Scholars to build cross-cohort relationships. These joint-cohort sessions provided excellent opportunities for mentoring and team-building. Popular social activities, such as kayaking on the Allegheny River and a trip to Kennywood Amusement Park, were also built into the schedule to provide the students with adequate downtime and opportunities to bond outside of the classroom.

There were several additions to the curriculum that should be highlighted due to the positive feedback from students. A mobile gaming workshop titled, *'Design, Build, Play: Creating Mobile Games with ARIS',* was held for both cohorts. The workshop began with thought-provoking discussions and brainstorming activities, and ended with teams of i3 Scholars working to create a mobile game on iPads (iOS operating system). The iPads used in the workshop were supplied by Ms. Puja Dasari, Digital Learning Manager at the California Academy of Sciences, who co-delivered the workshop with Ms. Courtney Loder. Two other new activities for the 2012 curriculum that merit attention were an Information Scavenger Hunt and Robot Obstacle Course. Both activities were joint-cohort sessions and offered the i3 Scholars a mix of hands-on, team-based learning.

Efforts were also made to provide the students with more independent, non-structured meals as well. Group breakfasts were served three times per week (Mondays, Wednesdays, and Fridays); however, group lunches and dinners were held less often than in the prior year. This modification was made to the schedule for two reasons: (1) the program began using loadable debit 'WePay' cards to provide students with food stipends (*see 'Meals' section for more details)*; and (2) feedback from the 2011 cohort indicated that students wanted more variety and choice in the selection of dining options throughout the month. An important trade-off regarding the balance of group vs. non-group meals should be noted. The reduction in group meals was met by i3 Scholars with a tendency to spend meal/free time with the same small subgroup of students. Future scheduling should take into account that group meals serve as valuable opportunities to promote bonding and socialization across the entire cohort.

GUEST LECTURERS & SPEAKERS

Recruitment of guest lecturers was concentrated most heavily in the spring semester, beginning in January 2012. By sending periodic program announcements and updates to guest lecturers throughout the year, however, the i3 Director was able to continually promote the program as well as leverage those individuals as part of the referral network for recruiting student applicants. The majority of 2011 guest lecturers who were invited back for 2012

were able and eager to participate. As noted earlier, new guest lecturers were sought to replace some of the less popular workshops or to add breadth to the curriculum with topics not covered in the previous year. For example, Dr. Juan Gilbert, Professor at Clemson University, delivered to both cohorts an academic workshop titled, *'Conversation Design for Spoken Language Systems'*; it received very positive feedback and bolstered the technical piece of the curriculum. Dr. Diane Kelly, Associate Professor at University of North Carolina-Chapel Hill, was recruited for a variety of reasons. Dr. Kelly had written letters of recommendation for two of the three i3 Scholars from UNC-Chapel Hill and enjoyed an excellent reputation as an instructor. Her research interests and areas of specialty were relevant to students and could be discussed at an undergraduate level. Most importantly, however, Dr. Kelly's recruitment helped establish a closer relationship between i3 and UNC-Chapel Hill, one of the premier iSchools in the country. Establishing mutually beneficial relationships with faculty and staff at the various iSchools is essential to the long-term success of the program and recruitment of the i3 Scholars into graduate programs.

Personnel from the University of Pittsburgh were again utilized often to deliver workshops and seminars while minimizing travel expenses. Faculty and staff from the University of Pittsburgh's School of Information Sciences, School of Engineering, and Career Development Office all volunteered to work with i3. A new and growing relationship with faculty at Carnegie Mellon University's Department of Information Systems also resulted in multiple guest lecturers participating in i3 activities. Table 4 provides a list of the institutions and organizations represented by i3 guest lecturers and speakers.

Table 4: Institutions/Organizations Represented by i3 Guest Lecturers & Speakers

ARINC	Pennsylvania State University, Abington
University of California, Irvine	Rutgers University
California Academy of Sciences	University of Maryland
Carnegie Mellon University	University of Maryland, Baltimore County
California Polytechnic State University	North Carolina State University
Clemson University	University of North Carolina, Chapel Hill
Hewlett-Packard Company	University of Pittsburgh
Pennsylvania State University	University of Washington

There were numerous highlights regarding the 2012 guest speakers as well. Guest speakers were primarily recruited to inspire, mentor, and advise the i3 Scholars. A smaller slate of guest speakers was built into the curriculum in the second year. Nevertheless, the quality of those speakers was remarkable. Most notably, Dr.

Freeman Hrabowski—President of the University of Maryland, Baltimore County and one of TIME Magazine's 100 most influential people in the world—served as the keynote speaker for the opening ceremony. Dr. Hrabowski delivered a moving speech and trumpeted the importance of graduate education and leadership through service. Ms. Sandra Brandon and Mr. Robert Jordan led very well-received discussions with students regarding emotional intelligence (EQ) and digital security and privacy, respectively. Lastly, Dr. Alfred Moye—current Trustee to the University of Pittsburgh—served as the closing ceremony speaker and skillfully brought the numerous programmatic themes of i3 together in a fitting farewell address.

Table 5: i3 Guest Speakers

Dr. Freeman Hrabowski	**Opening Ceremony Speaker** University of Maryland Baltimore County *President*
Ms. Sandra Brandon	**Luncheon Speaker** University of Pittsburgh, School of Information Sciences *Director of Administration*
Mr. Robert Jordan	**Afternoon Speaker** ARINC *Principal Systems Architect*
Dr. Alfred Moye	**Closing Ceremony Speaker** University of Pittsburgh, Board of Trustees School of Information Sciences, Board of Visitors Hewlett-Packard Company *Former Director, University Affairs (now retired)*

With the exception of Dr. Hrabowski, all guest speakers volunteered their services free of charge. Dr. Hrabowski was recruited by the i3 Director through personal email and required an honorarium of $7,500.00. Taking into account one of the lessons learned from the first year of operations—namely to avoid costly items and prioritize value—the i3 Director unsuccessfully attempted to negotiate a lower speaking fee. Upon further discussion with the i3 PIs regarding Dr. Hrabowski's impressive credentials, it was decided to move forward with Dr. Hrabowski as the keynote speaker for the opening ceremony. Ultimately, a large portion of Dr. Hrabowski's honorarium would be paid using donated funds from a separate Andrew W. Mellon Foundation project, the ***Information Systems in the Community*** program led by Dr. Randy Weinberg, Chair of the Department of Information Systems at Carnegie Mellon University. A total of $6,317.00 was donated from the Information Systems in the Community project to i3; the donation was received in late September, 2012.

COLLABORATION WITH CARNEGIE MELLON UNIVERSITY

The collaboration with Dr. Randy Weinberg and his team (Dr. Jeria Quesenberry and Dr. Larry Heimann) began in September, 2011. Dr. Weinberg and the i3 Director met over the next several months to discuss opportunities to leverage the experience and resources of the i3 and Information Systems in the Community programs for mutual benefit. In addition to sharing his past experiences working with students in a summer program, Dr. Weinberg and his team made major contributions to the 2012 curriculum. Dr. Weinberg, Dr. Quesenberry, and Dr. Heimann delivered academic workshops discussing the intersection of sustainability issues and information technology, project and team management, and web application security, respectively.

Dr. Weinberg and the i3 Director also collaborated in efforts to share their experiences in diversity programming with their colleagues across the city of Pittsburgh. A one-day event—the ***2012 Summit on Diversity in the Information Sciences***—was planned and held on June 8, 2012, during the Introductory and Concluding Institutes. The 2012 Summit was designed to bring together professionals from higher education, industry, and funding institutions to share their experiences and knowledge. The event was sponsored using funds from the Information Systems in the Community program grant administered by Dr. Weinberg. The 2011 and 2012 i3 Scholars attended a portion of the day's events and participated in small-group discussions with a variety of professionals. Presentations were made discussing the design and programming experiences of the Information Systems in the Community program and i3. To conclude the day, a panel discussion was held that included Dean Ronald Larsen (i3 PI) and Dr. Helen Cullyer of the Andrew W. Mellon Foundation, among others. The entire event was streamed live online and archived for future viewing.

Continued collaboration with Dr. Weinberg and his fellow colleagues at Carnegie Mellon University should be actively pursued in the future. The partnership provides i3 with a local source of talented guest lecturers and mentors with multiple years of experience working with minority undergraduate students. Moreover, Dr. Weinberg and his team have expressed an interest in brainstorming ideas for expanding the curriculum with special-topics projects, internships, and other hands-on activities for the students. The development of cross-institutional relationships will remain a high priority for the i3 Director in the third year of programming.

2011 i3 SCHOLARS & CONCLUDING INSTITUTE

The two-week Concluding Institute (June 3-16, 2012) was held concurrently with the Introductory Institute. A total of 15 of the 21 2011 i3 Scholars (71%) were able to return to Pittsburgh for all, or some portion of the Concluding Institute. Those students that could only attend a portion of the Concluding Institute were encouraged, and opted, to attend the second week of the program in order to participate in the team research presentations. Four other members of the 2011 cohort were unable to attend the Concluding Institute due to a mixture of obligations (e.g.

summer classes, internships, or full-time jobs). These four students remained active, in varying degrees, in their team research projects and are still considered part of the 2011 i3 cohort. Two members of the 2011 cohort dropped out of the program completely during the fall semester and did not continue working on their team research project. Of the two students that officially dropped out of the program, one graduated in December, 2011 and began working full time; the other student cited work and class-load as her reasons for leaving the program. It was evident during the Introductory Institute that both students were less interested in pursuing graduate degrees than the rest of their counterparts.

When developing the curriculum and schedule for the Concluding Institute, the i3 Director took into account feedback from the 2011 i3 Scholars from the previous year, the progress made in team research projects, and particular skills-gaps common to most of the students. A large portion of the two-week schedule was dedicated to finalizing team research projects, designing research posters, and preparing formal presentations. Because each team had worked remotely throughout the year, the i3 Scholars valued the opportunity to work with one another in a single room, with immediate guidance from the i3 Director and Assistant Director. For several of the teams, this time was used to catch up on the project and expand portions of their research that should have been completed earlier in the year. Teams presented their research projects in the final days of the second week. Each team was allotted one hour to present and field questions from the audience. Additional discussion of the team research project and presentations is provided in the *'2011 i3 Scholars' Team Research Projects'* section.

A mixture of professional development activities was also added to the Concluding Institute. Sessions centered on building digital portfolios, improving oral presentations, and learning how to successfully engage scholarly literature, among others. The i3 Director and Assistant Director often led those seminars and activities, which were designed as more informal, group discussions and hands-on activities than lectures or presentations. These activities were intended to help the i3 Scholars develop specific skills that are directly applicable to graduate study and research. The development of these 'outside the classroom' skills differentiates the i3 program and curriculum from traditional academic coursework, thereby creating real value for students. Future curriculum modifications should strive to reinforce that differentiation by building additional challenging, hands-on activities into the curriculum. The full schedule for the Concluding Institute is provided in the appendix.

2011 i3 SCHOLARS' TEAM RESEARCH PROJECTS

On the first day of the Introductory Institute, the 2011 cohort was split into four research teams. i3 Scholars were assigned to a team based on a number of factors, primarily major and perceived academic strengths. After creating and delivering a research proposal at the end of the Introductory Institute, each research team worked over the next year to investigate their topic. A summary of each team's notable accomplishments and challenges is provided below.

Team Solutions

Research Topic/Question: *The Great Digital Divide: Narrowing racial disparities within STEM and the Information Sciences*

- Clea Counts – Miami University of Ohio, English Language Arts Education
- Olivia Green – University of Pittsburgh, Information Sciences & Marketing
- Daniel Knopp – University of Maryland, Baltimore County, Political Science & Public Policy

Advisor: Dr. Lynette Kvasny – Associate Professor, Pennsylvania State University, College of Information Sciences & Technology

Team Solutions faced the largest challenge of any of the research teams; two of their team members dropped out of the program early in the fall semester. Nevertheless, the team continued its research and would ultimately deliver an impressive presentation detailing its findings. The team pursued a hands-on approach to its research, working with a Baltimore City middle school to create a one-hour, in-school program designed to pique students' interests in STEM education, research, and careers. The team named its program ***iDiscover*** and Daniel Knopp delivered the program to students at Lakeland Middle School in late May, 2012. The iDiscover program included informational handouts about scholarships, tutoring services, career options in STEM, and tips for preparing for college and applying for financial aid. To reinforce the importance of hands-on learning, the team included a group activity where the middle school students had to create organization categories for particular items. Most importantly, Team Solutions administered a brief pre and post survey to the students to gauge their interest in STEM before and after the program. Data from those surveys were analyzed and statistically significant results were reported. In addition, the team created an iDiscover wiki where helpful handouts and resources for the students could be found. The use of the wiki also encouraged middle school students to utilize technology and online tools. Overall, the iDiscover program was met with rave reviews from the middle school students, the classroom teacher, and school principal. Team Solutions was asked back to deliver the program in the future.

Because Team Solutions' delivery of the iDiscover program occurred so close to the Concluding Institute due to scheduling difficulties with Lakeland Middle, the team was excused from writing a full research paper. Instead, the team was asked to provide an extended abstract of their project and submit all project documents to the i3 Wiki. The hands-on nature of Team Solutions' project was taken into account by the i3 Director when making decisions regarding final project deliverables.

Team Solutions' research project was an overall success. Despite having to overcome significant challenges, and requiring an occasional push from the i3 Director to avoid procrastinating, the team functioned well and learned how to manage a long-term project. It should be noted that the team did not utilize their research advisor, Dr. Lynette Kvasny, as often as initially anticipated. After consulting with members of Team Solutions, it was determined that the i3 Scholars were unsure of how and when to properly engage their advisor. Dr. Kvasny provided valuable feedback when asked and her efforts to guide the team were commendable. However, in the future, additional structure and communication needs to be provided from the i3 Director for both the i3 Scholars and their advisors to help clarify expectations. Figure 2 provides a view of Team Solutions' poster.

iSchool Inclusion Institute of Information Sciences

IMAGINE. IMMERSE. INSPIRE.

University of Pittsburgh

iDiscover: Inspiring Youth to Pursue STEM

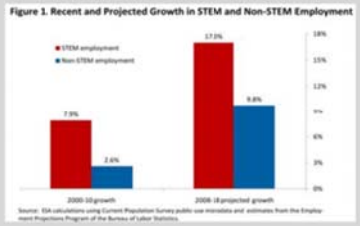
Daniel Knopp, Olivia Green, Clea Counts – Team Solutions

Introduction

African Americans and Latinos are underrepresented in Science, Technology, Education, and Mathematics (STEM).

These fields are growing substantially compared to non-STEM fields.

The shortage of African Americans and Latinos in STEM fields must be addressed if the democratic principles that America prides itself on having are to be upheld.



http://www.commerce.gov/sites/default/files/images/2011/july/stem-job-projections-.jpg

Research Question

How can we increase the amount of diversity in Science, Technology, Engineering, and Math (STEM) fields?

Literature Review

The Association for the Study of Higher Education found that economic concerns about college are particularly important to minorities when considering what college to attend and what courses to take.

Late Middle School is a good place to teach about STEM because the children have not begun to formulate a committed vision towards a career path and are open to influence.

Educational theory supports the role of experiential learning in STEM education: activities such as research and internships. Students often are more enthusiastic about STEM when they are exposed to the field through group-activities.

Method

Through our literature review, we found that minority participation in STEM & Information Sciences can be improved in a variety of ways:

- Providing information & access to scholarships.
- Providing information & access to tutoring services.
- Providing information & access to real-world activities related to STEM.
- Encourage students to engage in STEM by educating them on college requirements and career possibilities.
- Built a curriculum around these findings, and created handouts for the students.
- Conducted a Pre/Post survey to gauge iDiscover's effectiveness

iDiscover

Suggestion from a student at Lakeland Middle: *"I think they should have a paper which they would use for people to put their email address who are looking forward to the iDiscover Program: like me!"*

Pre/Post survey – Administered to gauge student's interest in STEM before and after iDiscover.

Presentation detailed the nature of STEM, Information Sciences, career options in STEM, and how to gain competency for college and receive financial aid.

Communicated to the students the benefits of STEM using media.

Group activity: students interpreted bags of "information" given to them and derived organization categories.
Handouts: Affording college, What colleges look for in admissions, How to catch up in courses, and a college assistance poster from University of MD directed towards K-12 Students.

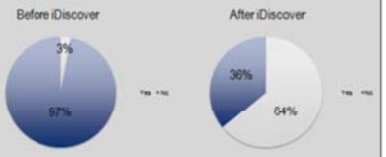
Results

Observations from iDiscover:

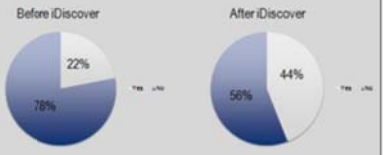
- Lakeland Middle: Located in inner-city Baltimore. 54% Female, 46% Male.
- Very motivated set of students and staff.
- Technology was archaic but still present
- Students were most interested in financial aid and scholarships, intrigued by the summer programs. Very excited when distributing the resources we gathered for them.
- Students and staff had difficulty grasping the concept of Information Science. Became more interested when I spoke to some students individually about the interdisciplinary nature of IS.
- Held a discussion with the students where they suggested how information on social sites could be organized.
- School administration stressed that the students needed tutoring resources in Math. This guided our construction of the handouts.

Significant Results from Surveys

Do you have a good understanding about STEM?



How likely are you to pursue Mathematics in college?



Conclusions

Lakeland Middle was impressed with iDiscover and asked us to return and present the program to more students

Centralized Baltimore City Public School Administration moved very slowly in placing our program into a school.

Eventually we began contacting schools individually and this sped up our efforts greatly, we found interested teachers

Had to focus on STEM more than Information Sciences because the complete lack of knowledge regarding Information Sciences

Acknowledgements/Sources

- Mike Depew, James "Kip" Courrier, and Courtney Loader – i3 Inclusion Institute
- Lakeland Middle School Staff and Students
- UMBC Research Compliance Center
- Way2GoMD – University System of MD
- For sources refer to: http://pastebin.com/bn5FrRPU

Figure 2: Team Solutions' Research Poster

Team 4.5: American Raccoons

Research Topic/Question: *Information Occupation: Using Information Science to Explore Social Movements*

- Janessa Benn – North Carolina A&T State University, Civil Engineering
- Josh Cartagena – Rutgers University, Information Technology and Informatics
- Mavis Gyamera – University of Pittsburgh, Africana Studies and Sociology
- Oliver Haimson – Carnegie Mellon University, Economics
- Guadalupe Soto – University of California at Santa Barbara, Sociology

Advisor: Dr. Joe Sanchez – Assistant Professor, Rutgers University, School of Communication and Information

Team 4.5 initially began its research project investigating the functionality and aesthetics of user interfaces on mobile phone applications. Soon into the fall semester, however, the team asked to switch topics and begin research on the newly forming Occupy Wall St. movement. Recognizing that the team was more enthusiastic about this new topic and therefore more likely to remain active and committed to the research project, the i3 Director approved the request to change topics.

At the Concluding Institute Team 4.5 delivered a truly phenomenal project that will continue to serve as an example for other research teams in the future. Their project was well-run, included all group members, investigated an interesting and timely topic, and was highly sophisticated in its research design and implementation. Team members Josh Cartagena and Oliver Haimson provided valuable leadership to the team throughout the project. Both Mr. Cartagena and Mr. Haimson were non-traditional students in the sense that they were older (late twenties) and possessed previous work experience. Due to his proximity to New York City and the Occupy Wall St. headquarters, Mr. Cartagena provided essential on-the-ground observations, interviews, data collection, and reporting. Ms. Benn, Ms. Gyamera, and Ms. Soto made valuable contributions to the project as well, adding sociological and socio-technical perspectives to the team's analysis and discussion. And Mr. Haimson contributed his growing knowledge and expertise of data visualizations and network analysis to the project. All members of Team 4.5 were able to return for some portion of the Concluding Institute.

Team 4.5 has continued to build on its success and is currently working with Dr. Sanchez to put together a panel discussion at iConference 2013—the annual research conference hosted by the iSchools consortium. Furthermore, the team is considering submitting its work to other conferences and publications in the hopes of gaining academic publishing and/or presenting experience. Lastly, it is worth noting that both Mr. Cartagena and Mr. Haimson have expressed an interest in pursuing doctoral degrees in information-related fields.

Team 4.5's project can best be explained by citing from the team's abstract (listed below) and poster, which can be viewed in Figure 3.

Team 4.5: Information Occupation – Abstract

We explore how the Occupy Wall Street social movement developed and utilized information communication technologies over a nine-month period beginning in September 2011. Specifically, we perform a network analysis of Twitter data sets, analyze Twitter volume over time, and employ an ethnographic approach that includes physical and digital participant observation to understand OWS' information practices.

Occupy Wall Street continues a rich legacy of domestic and international movements that utilize information communication technologies to organize and mobilize. Movements during the past decade have taken advantage of the advances in ubiquitous computing and their relationships with open source software development communities (Coleman, 2009) to create the infrastructures powering communication within activist networks. While previous studies on new media describe what technologies are being used to disseminate messages, there are few studies describing the dynamic roles technologies and actors assume within an information ecosystem.

We employ an ethnographic approach that includes both physical and digital participant observation of the first ninety days at Occupy Wall Street. Our analysis reveals a complex socio-technical system where demonstrators reconfigured their information practices in response to decision-making structures created by the movement, N.Y. state law and interactions with municipal authorities, and changes in geographic location. We identify which mobile devices were utilized and how they were used under certain contexts, describe the community informatics observed across physical and digital settings, and provide insight into how physical and digital environments are mutually supportive, not mutually exclusive.

Our data analysis methods include a tweet volume over time analysis, a study of sentiment among OWS tweets and comparison to mainstream media coverage, a network visualization and analysis of OWS tweets and retweets among a portion of the Occupy movement during the April 1, 2012 action, an agent-based simulation, and an analysis of tweet volume compared with number of people present at an action.

Our examinations lead us to a number of important findings. We find that tweet volume for different Occupy movements across the U.S. moves in somewhat the same way: a swift rise at the beginning, a series of peaks and troughs, and then a gradual leveling out. Some of the peaks correspond across several groups of data, and each of these peaks can be linked with an iconic image that spread around the Internet as the tweets did. Next, while the mainstream media's response to the Occupy protests was largely based on negative events and emotions, citizen journalism enabled by Twitter was quick, abundant, and included more positive sentiment than negative. Additionally, we find that a Twitter user can be influential and central in a network if she is an active retweeter and/or one whose tweets are actively retweeted, and that the two are not mutually exclusive. Along with some of our hypothesized influential tweeters, certain tweeters whom were not on our list ended up being very central in the network. Based on certain centrality measures, those tweeting using the April 1 action's designated hashtag tend to be more central in the network. Our agent-based simulation demonstrates the rapid diffusion of information that is possible with Twitter and other means of social media. Finally, we find that Twitter activity occurs most often before and after an action, while the Twitter activity subsides during the most active times of the protest.

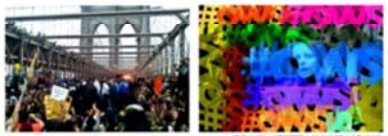
Information Occupation: Using information science to explore social movements

Janessa Benn, Josh Cartagena, Mavis Gyamera, Oliver Haimson, Guadalupe Soto
iSchool Inclusion Institute of Information Sciences, University of Pittsburgh, Pittsburgh Pennsylvania

Introduction

We explore how the Occupy Wall Street social movement developed and utilized information communication technologies over a nine month period beginning in September 2011.

Specifically, we perform a network analysis of Twitter data sets, analyze Twitter volume over time, and apply a combination of ethnographic and cyber-ethnographic methods to understand OWS' information practices.



Historical Background

Beginning in the early 1990s, there have been a variety of different political movements that have effectively accumulated coverage and support as a result of Internet activism and other newer forms of social media.

The ability to send information from one part of the world to another instantaneously created a powerful platform available for people to voice their opinions and form global alliances with others.

The EZLN movement

- On January 1, 1994 the Zapatista National Army (EZLN) went out into the jungle to take possession of a series of towns in Chiapas, Mexico.
- It was fueled by indigenous' loss of land, and also by five hundred years of being passively ignored and cruelly silenced.

Protests in Iran

- Presidential election between Mahmoud Ahmadinejad of the Abadgaran party and Mir-Hossein Moussavi of the Independent Reformist Party on June 12, 2009
- Sparked tension between government supporters and opposition groups in Iran
- Ahmadinejad eventually won, and speculation about possible flaws in the voting process initiated a series of protests in the country.
- Government placed restrictions on all forms of Iranian media in an attempt to censor coverage from protests.

Arab Spring

- Youth driven, pro-democracy uprisings in Middle East and North Africa beginning on December 18, 2010.
- Rulers have been forced from power, civil uprisings have erupted, and major protests broken out.
- Major slogan is "the people want to bring down the regime."

Source: http://advocacy.globalvoicesonline.org/2011/04/27/mena-journalists-cyber-activists-in-the-line-of-fire/

Occupy Beginnings

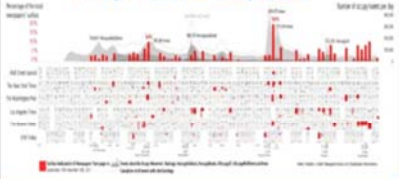
Occupy Wall Street engaged in outreach efforts primarily leveraging Twitter and Facebook from July 15 – September 17, 2011.

- Included journalist Amy Goodman, author/activist John Perkins, politician Van Jones, and rap icon Lupe Fiasco. Combined, they have over 1.1 million Twitter followers.

Increases in sustained participation due to two critical events and increased mainstream media reporting:

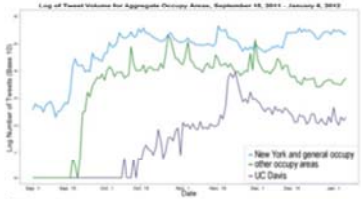
- Pepper-spray incident on September 24, 2011
- Mass arrests of 700 demonstrators on Brooklyn Bridge October 1, 2011

Front page newspaper media coverage vs. Twitter



Twitter Volume & Sentiment Over Time

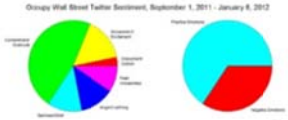
Tweet volume over time can be used to demonstrate how social media has been used as a tool to quickly spread information in the Occupy movement.



Findings:

- Tweet volume for each of the groups moves in somewhat the same way: a swift rise at the beginning, then a series of peaks and troughs, and a gradual leveling out.
- Some of the peaks correspond across all three groups of data. Each peak can be linked with an iconic image that spread around the Internet as the tweets did.

Twitter Sentiment



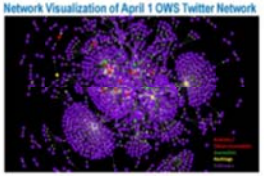
- While the mainstream media's response to the Occupy protests was largely based on negative events and emotions, citizen journalism enabled by Twitter was quick, abundant, and included more positive sentiment than negative.

Network Visualization & Analysis

We perform a network analysis of a small portion of the Occupy Wall Street movement on Twitter during the April 1 and May 1 2012 actions.

- Using a list that we compiled of 17 activists/citizen journalists and 5 journalists (selected by the researchers based on their Twitter behavior and OWS involvement), we map a network of tweets and retweets.

Network Visualization of April 1 OWS Twitter Network

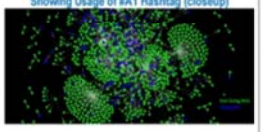


- April 1 data set: 1077 unique users and 1609 retweets
- May 1 data set: 14,372 unique users and 42,919 retweets

Findings:

- A Twitter user can be influential and central in a network if she is:
  - an active retweeter and/or
  - one whose tweets are actively retweeted
  - the two are not mutually exclusive
- Certain tweeters whom were not on our list of hypothesized influential tweeters ended up being very central in the network. Example: Anonymous
- Those tweeting using the #A1 hashtag do tend to be more central in the network, particularly if we use betweenness centrality, in-degree centrality, or in-closeness centrality measures.

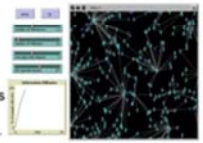
Network Visualization of April 1 OWS Twitter Network Showing Usage of #A1 Hashtag (closeup)

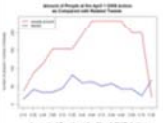


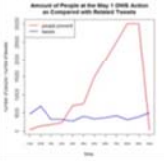
Agent-Based Simulation

Findings:

- This simulation demonstrates the rapid diffusion of information that is possible with Twitter and other means of social media.







Tweet Volume Compared with People Present

Findings:

- We see peaks in Twitter activity just before the number of people at the action increases to its maximum, and just after the number of people present decreases substantially.
- Twitter activity occurs most often before and after an action, while the Twitter activity subsides during the most active times of the protest.

Occupy's Ecosystem

Physical System

- Liberty Square Park (Zuccotti) in downtown Manhattan.
- Working Groups encampments placed in areas around park (e.g. – Media, TechOps, People's Kitchen, People's Library).

Technical System

- Freedom Network Foundation towers provided Wi-Fi in park.
- Mobile devices (iPads, iPhones, and Androids) assumed variety of roles.

Socio-technical System

- General Assemblies were central decision making body.
- Working Groups brought proposals to General Assemblies.
- NYCGA.net, a social networking site, developed to support this infrastructure. Other social media used to disseminate ideas, reinforce Occupy identity, and strengthen community.

Community Informatics

Discussion

Occupy's Ecosystem and information practices support the following findings from previous research:

- Online experiences significantly reinforce social networks even while simultaneously connecting actors with others who hold opposing views (Norris, 2004).
- New applications will change the very nature of social action. *Webs of trust* reinforced by mutual monitoring, graduated sanctions, and dissemination of positive and negative reputation information (Rheingold, 2004).
- Lines between physical worlds & cyber worlds becoming increasingly less blurred. Sense of space, shared practices, shared resources and support, shared identities, and interpersonal relationships strengthened in real life and online (Baym, 2010).
- Uses of ICTs lead to multiple and sometimes paradoxical effects (Sawyer, 2005).

Researchers recommend combination of ethnographic/ cyber-ethnographic methods and network analysis to understand phenomena in other disciplines such as behavioral economics, sociology, anthropology, and civic cultural politics.

Sources / Contact Information / Acknowledgements

Sources

Baym, N. (2010). *Personal Connections in the Digital Age*. Cambridge: Polity Press.

Norris, P. (2002). The bridging and bonding role of online communities. *The Harvard International Journal of Press/Politics*, 7 (33).

Rheingold, H. (2002). *Smart Mobs*. Cambridge: Perseus Book Group.

Sawyer, S. (2005). Social informatics: Overview, principles and opportunities. *Bulletin of the American Society for Information Science and Technology*, 31 (5), 9-12.

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Acknowledgements

Special thanks to our inspiring i3 leadership and advisory team: Kip Currier, Ph.D., Michael Depew, Courtney Loder, and Joe Sanchez, Ph.D.

Figure 3: Team 4.5's Research Poster

Team Too Cool for Names

Research Topic/Question: *Source Scare: Curriculum Tactics in the Education of Information Literacy and Media Creation*

- Malachi Jones – Randolph Community College, Business Administration
- Toni Pizza – Colorado College, Sociology
- Marcia McIntosh – Washington University, English Literature and African Studies

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- Ben Baltes – University of Texas at Austin, Computer Science *(unable to attend Concluding Institute)*
- Sam Hickson – Rutgers University, Journalism *(unable to attend Concluding Institute)*

Advisor: Ms. Marisa Ramirez – Digital Repository Librarian, California Polytechnic State University, Robert E. Kennedy Library

Team Too Cool for Names (TCN) faced numerous challenges in its year-long project. Despite the fact that Team TCN was composed of very talented students, the team fell behind in its work due to heavy class-loads, internships, and other major commitments. The i3 Director worked with Ms. Ramirez in an effort to provide guidance and direction to the team, but progress on the project was mostly delayed until the spring semester. Further complicating the situation was the fact that two members of Team TCN were unable to attend the Concluding Institute and were limited participants in the project. Nevertheless, the team was able to develop a respectable project, including a well-designed research poster and articulate presentation.

Team TCN investigated information literacy and media creation using the "Partnership for 21st Century Skills (P21)" framework. Combining the P21 framework with prior work from the Pew Research Center, the team developed a curriculum that attempted to address issues concerning information and media literacy. The team identified key learning goals, analyzed cloaked websites and other contemporary information problems, and discussed essential components of instruction and evaluation required for improving information literacy. The team's research abstract is listed below and its poster is provided in Figure 4.

Team Too Cool for Names: Source Scare – Abstract

With an ever-evolving technological landscape, our educational framework must adapt to constant change to compete—let alone participate—in our contemporary, more globalized society. The Partnership for 21st Century Skills is a model that suggests tools students can use to sift through and re-appropriate information in both critical and creative ways and communicate and collaborate with diverse populations. The integration of the Partnership for 21st Century Skills into a more traditional framework creates a more holistic approach to education. Based on information collected from an extensive literature review, we have created a sample curriculum of best practices.

Malachi Jones
Marcia McIntosh
Toni Pizza

Source Scare: Curriculum Tactics in the Education of Information Literacy and Media Creation

Abstract

With an ever-evolving technological landscape, our educational framework must adapt to constant change to compete—let alone participate—in our contemporary, more globalized society. The Partnership for 21st Century Skills is a model that suggest tools students can use to sift through and re-appropriate information in both critical and creative ways and communicate and collaborate with diverse populations. The integration of the Partnership for 21st Century Skills into a more traditional framework creates a more holistic approach to education. Based on information collected from an extensive literature review, we have created a sample curriculum of best practices.

Partnership for 21st Century Skills: A Holistic Framework

Focusing on Information and Media

Information Literacy Goals:

1.Students access Information efficiently and effectively.
2. Students evaluate information critically

Media Literacy Goals:

1. Students analyze media products and understand they are constructed and can be interpreted in many ways..
2. Students create media products by leveraging technological skills in new ways.

Why Emphasize Information and Media?

Students today are living in an information-saturated society. In order to process the plethora of information, students must have an understanding of how to interpret different types of information from a variety of sources. In addition to being conscious consumers of media, it is equally as important for students to understand the process of creating their own media.

An Important Example: Cyber Racism

In her book *Cyber Racism: White Supremacy Online and the New Attack on Civil Rights,* sociologist Jessie Daniels investigates how the white supremacy movement has translated into the digital age. Specifically, Daniels explores how 'cloaked' white supremacist websites work to propagate information under the guise of civil rights websites.

Cyber Racism Continued

Cyber Racism presents a very nuanced examination of racism in the 21st century. By examining Daniels' findings, it is very clear that educating students around the topics of information/media literacy is increasingly necessary. Below are some examples of how white supremacist groups used "cloaked" information that students may be drawn to.

Image Courtesytesy : w.cyberracism.com

A Closer Look at Cloaked Websites

Search Engines:

Cloaked Websites appear alongside any other websites. Not only is the cloaked site found in the top 5 results, but it uses a '.org' domain name-- which may mislead students.

Actual Sites:

Cloaked Websites legitimize themselves through the use of things such as pop-quizzes, comprehensive data, quotations, and images. Further, things like 'rap lyrics' help draw in a different (usually younger) crowd of users.

Education around Information and Media literacy aims to produce students who have an understanding of information sources and the media that includes a knowledge of their strengths and weaknesses, biases and priorities, role and impact, and artistry and artifice. With increased information and media literacy, students can identify cloaked and biased webpages. In order to responsibly produce and share information and media, students must first be critical consumers.

Sample Curriculum

With the presence of cloaked websites online, the P21 standards for Working from the P21 standards for *Information, Media, and Technology Skills* alongside research from with the Pew Research Center were combined to develop a sample curriculum.

1. How to Evaluate Sources

Publisher: Who published the information?

Authorship: Are the authors experts, journalists, freelancers?

Length/Content: Is the content comprehensive? Is it formally written?

Sources Cited: Are outside sources cited?

Funding: Can you identify where funding for the site comes from?

Structure: Are there specific sections?

Audience: Is the site intended for researcher or the general public?

2. How to Select *Important* Information

AVOID Information Overloads:

- Consider a specific time period, geographic region, particular aspect of interest to you?

AVOID Information Deserts:

- Consider expanding the time period, changing location, looking a bigger concepts of your subject.

3. What to do with the information? Become a Producer

Podcast

Wiki Page

Blog

Video

Conclusion

A multi-discipline approach is needed to build a comprehensive understanding of how information and media literacy can be integrated into curriculum. A new model for teaching information and media literacy can be developed through the combination of educational data, sociological research, and pre-existing educational frameworks. Further research that integrates a variety of research from different disciplines is needed to create a nuanced understanding of information, media, and technology in the classroom.

Citations

Figure 4: Team Too Cool for Names' Research Poster

Team Six Sigma

Research Topic/Question: *Undergraduate Student Financial Managers: Improving college students' ability to manage their debt and money*

- Twanna Hodge – University of the Virgin Islands, Humanities
- Bradley Kuykendall – Lincoln University, Business Administration and Library Information Sciences
- Paris Smith – North Carolina State University, Business Administration
- Randel Tomina – Michigan State University, Computer Science and Finance

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- Alejandra Mendoza – Carnegie Mellon University, Civil and Environmental Engineering *(unable to attend Concluding Institute)*
- Justin Grayman – University of Tennessee at Knoxville, Computer Science *(unable to attend Concluding Institute)*

Advisor: Ms. Alexia Hudson – Reference Librarian, Pennsylvania State University at Abington, Abington Library

Team Six Sigma may have undergone the most difficult year-long project of all the teams. From the beginning of their project, the team had difficulty selecting a research topic that generated enthusiasm among all members. The team would eventually settle on investigating undergraduate student financial issues. Challenges pertaining to leadership and group cohesion also existed. Team Six Sigma's research Advisor, Ms. Alexia Hudson, offered support and guidance; however, like the other i3 research teams, Six Sigma often moved forward independently. This tendency among the i3 research teams points to the need for the i3 Director to establish more regular communication and structure for the teams and advisors. Two members of Team Six Sigma were unable to attend the Concluding Institute and had lesser roles in the project.

Despite the numerous challenges that Team Six Sigma encountered over their year of work, the team put together a project that exhibited creativity, critical thinking, and most notably, perseverance. Team Six Sigma compiled an extensive literature review, considering factors such as student demographics and financial literacy, the effects of widespread loan availability, and the usefulness of financial management resources. The team also explored the creation of a geospatial application for smartphones that would assist students in tracking and managing their daily finances while in college. In its conclusions, Six Sigma successfully categorized and analyzed the financial management resources available to undergraduate students and attempted to expand that discussion with valuable insights. Figure 5 includes the team's research poster.

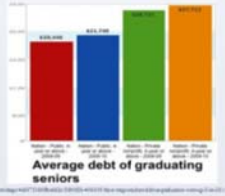
Undergraduate Student Financial Managers: Improving college students' ability to manage their debt and money

Twanna Hodge, Bradley Kuykendall,Paris Smith, Randel Tomina
Team Six Sigma

iSchool Inclusion Institute of Information Sciences
IMAGINE. IMMERSE. INSPIRE.

Abstract

Students are graduating with an average of $23,000 in debt. Through identifying current resources and implementing new ones students can become proficient financial managers.



We interviewed several students; we gathered information from financial institutions, as well as, statistics and trends from higher education's departments across the country to get results. We found that there is a surplus of information out there that a minimal amount of people is aware of and actually utilize.

Websites and applications like Buxfer and Excel spreadsheets can help students by combining student discounts into an application that is student input based will help tremendously. We realized that there are many tools that are not just for students but everyone as a whole could use to control debt.

Problem Statement

The average credit card balance for undergraduate students is $3,173 (Sallie Mae, 2010). Similarly, students are borrowing more for their college education, an average of $23,000 for their bachelor's degree (Hinze-Pifer and Fry).

Regardless of the rising cost of higher education students are staying in school longer, turning four year degrees into five or six year degrees (National Center for Education Statistics). A poll by Twentysomething Inc also found that 85% of college seniors in 2010 were planning on returning home after graduation (Dickler). Our group will be focusing on undergraduate students financial management.

Literature Review

- ***Demographics of debt and financial literacy***

a) First generation and minority students are more likely to have debt than the general student population.

b) The higher percent of first generation and minority students with debt has been attributed to a lack of financial knowledge and experience.

c) Murphy (2005) examined the correlation between race and financial literacy of college students. She modeled a linear regression to data collected from a sample of 277 undergraduates, and found that 10.8% of the variability in financial knowledge scores was accounted for by variation in race.

- ***Effects on loan accessibility***

a) Borrowing accelerated the rise in the cost of college (Chakar).

b) Loans can give colleges an artificial sense of a family's ability to pay tuition.

c) Schools build the assumption that students will be able to borrow to pay; and as a result, universities change their model for setting prices.

- ***Focus of available resources***

a) Financial literacy problem broken down into three areas: prioritizing, budgeting, and respecting the value of money.

b) The ability to "stretch" a dollar is a skill, and as such must be cultivated prior to becoming a financially independent college student.

c) The Chatzky article suggests that financial literacy, and consequently student's ability to avoid debt, mostly depends on the financial values and skills parents teach their children.

Course of Action

Three areas that need to be addressed in order to lighten student's financial burden.

- *Accessibility to the best purchases*
- *Financial literacy*
- *Cost of a college education*

Our solution is to create an application that helps students identify nearby discounts offered expressly to students.

Discounts through a mobile application:

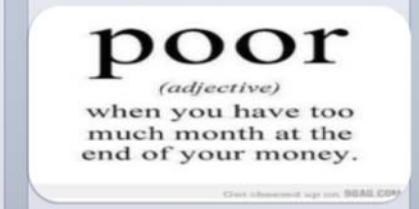
Six Sigma is exploring the possibility of creating a geospatial application that tells students where they can find student discounts, filtered by topic.

This proposed solution is based on the convergence of two fundamental needs college students desire in any financial application: timely service and real economic value. By mapping and providing directions to businesses offering student discounts, Six Sigma's application will provide real economic value to students in the form of targeted clearances. Users' accumulated savings will also be quantified within the application to convey its economic value, and create a feedback loop that encourages its continued use.

This proposed application takes a university's fragmented market for student discounts and turns it into a well-organized information system, allowing students to easily make the best possible spending decisions while in college.

Summary of Conclusion

We have found that the average rise in tuition, graduation delays, and ironically, borrowing, has normalized excessive student debt in the U.S. In addition, we have found that college students' financial ineptness in the areas of prioritizing, budgeting, and respecting the value of their money also attributes to the waste and mismanagement of their day-to-day finances. The resources we have found to help college students lower their spending and debt can be categorized as follows: online banking tools, mobile apps, websites, and spreadsheet software programs. And the degree to which we instill them in students early is also the degree to which we may curb the current student financial crisis.



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Special Acknowledgments

Special thanks goes to Michael Depew, Courtney Loder, Kip Currier , and the Andrew W. Mellon Foundation.

Figure 5: Team Six Sigma's Research Poster

2012 TEAM RESEARCH PROJECTS & MODIFICATIONS

While viewed as an overall success, the first year of programming provided valuable lessons for improving the team research projects. The following questions were originally put forth in the 2011 Interim Report and can be revisited now with a clearer sense of program challenges:

Should team sizes be made smaller?

Due primarily to the experiences of Team Six Sigma, it was determined that a group of six students was indeed too large for successful collaboration and compromise. Conversely, reasonable assumptions regarding student attrition from the program and/or research projects necessarily require teams to be composed of not less than four students. As a result of those two confining limits, each research team should be made up of 4 or 5 i3 Scholars.

Should teams be assigned a topic?

Research topics should not be assigned to teams, for fear of stifling enthusiasm and continued participation. If a team is unable to select a topic through mutual compromise, the i3 Director should consider allowing the group to split. The experience of Team 4.5 in changing its research topic supports the notion that when a team is enthusiastic about its research, the quality of its work will likely improve. Encouraging the development of that enthusiasm should remain a high priority for the i3 Director and research advisors.

Should students be allowed to work independently instead of on a team?

The i3 Director received two requests from students to develop research projects independently. Both requests came when the students' research teams were experiencing difficulties or delays in progress. Although independent research projects would likely provide additional flexibility for the higher achieving i3 Scholars, valuable opportunities for learning how to function in a group setting, manage team dynamics, and collaborate remotely would all be lost. The research project should be team based and continue to be shaped as an opportunity to develop critical interpersonal and teamwork skills, in addition to basic research skills. The i3 Director must also play an active role in assisting each team, actively communicating with the entire cohort, and helping stem personnel and group management issues before they evolve into significant problems. Routine communication is paramount to the long-term success of these projects.

In 2012, the i3 Scholars were not immediately assigned into research teams during the Introductory Institute. Instead, several discussions were held, led by the i3 Director and Assistant Director, exploring various research topics and the i3 Scholars' specific interests. An online survey was also distributed, asking the i3 Scholars to list their top three broad areas/topics of research (e.g. gaming, politics, privacy, or others) as well as three members of the cohort they would like to work with over the next year. Using the results from the survey, as well as

observations made during the first two weeks of workshops and seminars, the i3 Director and Assistant Director then grouped the i3 Scholars into research teams. Teams were announced on the first day of the third week, leaving each research team two full weeks to develop their proposal. The 2012 cohort consists of 19 scholars, which were assigned to three teams of five, and one team of four. Table 6 provides a full listing of each research team, its topic, and advisor.

Table 6: 2012 i3 Research Teams, Topics, & Faculty Advisers

Dream Team	**Xavier Dillahunt** – North Carolina A&T State University **Denzel McCollum** – University of North Carolina at Chapel Hill **Kevin Murray** – University of Pittsburgh **Austyn Shaner** – University of Texas at Austin **Kara Vogelbacker** – University of Pittsburgh Research Topic – Creation, sharing, and distribution of viral videos through social media channels Advisor – Rosta Farzan, University of Pittsburgh, School of Information Sciences
Team G.A.M.E.R.S. *(Gaming Alliance Maintaining Equality Regardless of Sex)*	**Elaine Gomez** – Rutgers University **Armanda Gonzalez** – University of North Carolina at Chapel Hill **Sam Jacobs** – North Carolina State University **Maria Rebeca Orozco** – Washington State University Research Topic – Console games and gendering issues Advisor – Joe Sanchez, Rutgers University, School of Communication and Information
Team W.O.R.C. *(Will Overcome Research Challenges)*	**Kristen Bowen** – University of North Carolina at Chapel Hill **Josh Cabrera** – Wake Forest University **Amana Kaskazi** – Pennsylvania State University **Fatia Kasumu** – Temple University **James Muller** – University of Pittsburgh Research Topic – Identify in online social media environments Advisor – Lynette Kvasny, Pennsylvania State University, College of Information Sciences & Technology
Time Zone Scholars	**Raul Corral** – East Los Angeles College **Sook Yee Leung** – Chatham University

	Ryan Pink – The College of Westchester **Gregory Roper** – Oakwood University **Jamar Smith** – University of New Mexico Research Topic – Effects of social media on political involvement Advisor – Marisa Ramirez, California Polytechnic State University, Robert E. Kennedy Library

In addition to delaying the creation of research teams, the i3 Director also made changes to the project description/outline. Deadlines were moved slightly earlier in the year with the intention of forcing the teams to start early and avoid the tendency to procrastinate. The 'Creative Deliverable' portion of the project, which was optional for the 2011 cohort, was made mandatory. Raising expectations and project requirements for each cohort of i3 Scholars is an important element to developing i3 into a highly competitive, nationally recognized program. Most importantly, the i3 Director has taken a more active role in the management and oversight of each team, promoting regular communication between team members and their advisor. The research project description, including milestones and deadlines, is included in the appendix.

HOUSING

i3 Scholars were again housed in Ruskin Hall, which is located directly next to the School of Information Sciences building. The i3 Director and Assistant Director served as Resident Assistants (RAs) throughout the Introductory and Concluding Institutes. i3 Scholars were paired together within their cohorts and mostly resided in double-occupancy rooms. Significant cost savings were achieved due to a reduction in summer housing rates at the University of Pittsburgh. In 2011 housing rates were $35.00 and $50.00 per person per day for double and single occupancy rooms, respectively. In 2012 double occupancy room rates were reduced to $28.00 per person per day. Single occupancy room rates remained the same. Further reducing housing expenditures was the fact that several of the 2011 i3 Scholars were unable to attend the entire Concluding Institute. Therefore, 2012 housing costs were considerably lower than initially budgeted. Total 2012 housing costs for i3 Scholars and two resident assistants totaled $19,804.00, as compared to the revised budgeted amount of $28,000.00.

Although both the 2011 and 2012 i3 cohorts were able to stay on the same floor of Ruskin Hall, concerns arose regarding the socialization and bonding between cohorts. The Office of Housing Services assigned the i3 Scholars to rooms, locating the two cohorts on different sides of the building. As a result, cross-cohort socialization was unfortunately diminished. To combat this issue, the i3 Director and Assistant Director routinely encouraged the i3

Scholars to spend free time with members of the other cohort. In future years the i3 Director should request housing assignments so that cohorts are mingled throughout the building.

TRAVEL & TRANSPORTATION

Travel and transportation expenses were also impacted by the number of returning i3 Scholars from the 2011 cohort. An initial allocation of $14,132.00 was budgeted for student travel, based on an average cost per person of approximately $350.00. In 2012, however, total expenditures for i3 Scholar travel to/from Pittsburgh amounted to $12,077.08. Airline prices were slightly higher, on average per person, than in the previous year. Future budgeting projections should take into account the likelihood of price volatility in airfare. People's Travel Agency, one of the University of Pittsburgh's official travel agencies, was used to make travel arrangements for most of the i3 Scholars and guest lecturers/speakers.

Arranging for local travel within the city of Pittsburgh proved relatively straight-forward due to last year's experience. Monthly bus passes were purchased for each of the 2012 i3 Scholars, at a cost of $90.00 per ticket. One or two weekly bus passes were purchased for each of the 2011 i3 Scholars, depending on their duration of stay at the Concluding Institute. Weekly bus passes cost $22.50 each. A total of $1,777.50 was spent to purchase city bus passes.

MEALS

After receiving feedback from the 2011 i3 Scholars concerning their desire to have more flexibility and choice in dining options, the i3 Director responded by adjusting the schedule to include more independent, non-group meals. In order to offer more flexibility and choice, while also fulfilling the program's commitment to providing meals for the i3 Scholars, dining funds were distributed using the University of Pittsburgh's WePay cards. WePay cards are anonymous, instant issue, reloadable, MasterCard branded debit cards used by the University of Pittsburgh to compensate research study participants. The WePay cards could be used exactly like a debit card to make purchases or withdraw funds from an ATM. The i3 Director worked with the School of Information Sciences' financial management team to process the cards in the WePay system and load funds to each card. A small setup fee (~$1.25) was associated with the issuance of each card. i3 Scholars received $22.00 per day on their WePay card, which could be used for meals or other personal expenses. A total of $14,300.00 was distributed to i3 Scholars for dining funds using the WePay cards (not including setup and miscellaneous fees).

Group lunches and dinners were provided by Campus Catering or a local venue. A mixture of breakfasts, lunches, and dinners were provided to the i3 Scholars in an effort to maximize variety and offer group meals as an

opportunity to socialize as a cohort (or across cohorts). Catered meals were also provided during the Opening and Closing Ceremonies with notable guest speakers. Those events were open to faculty and staff members of the University of Pittsburgh and friends of the program. A complete list of dining expenditures is provided in the '*Budget Analysis*' section.

SCHOLAR STIPENDS

Similar to last year, i3 Scholars were able to earn a daily stipend of $50.00 for continued attendance and participation in the program. The 2012 i3 Scholars were able to earn up to a total of $1,200.00 per person for meeting all requirements, which every member of the cohort accomplished. Stipend payments for the 2012 cohort were split between two checks awarded at the end of the first and third week. The 2011 i3 Scholars were able to earn up to a total of $600.00 for their two-week Concluding Institute. Because of the staggered nature of their arrival and departure dates, the 2011 i3 Scholars earned stipend totals ranging from $300.00 and $600.00 per person. Stipend funds for the 2011 i3 cohort were distributed via WePay cards in order to simplify payment processing and documentation.

Because Pittsburgh maintains a rather limited selection of banking options outside of PNC, the use of paper checks for scholar stipends will likely be discontinued in future years. The WePay cards offer a viable solution for transferring funds to the i3 Scholars in a safe and reliable manner. Furthermore, WePay cards can be used at a variety of institutions and at PNC ATMs without additional fees. Although utilizing the WePay system requires additional planning and setup time, the immediate benefits to the students are considerable and should take priority.

PROGRAM EVALUATION

The University of Pittsburgh's Collaborative for Evaluation and Assessment Capacity (CEAC) continued to provide evaluation services for i3 in its second year. The pre/post survey for the Introductory Institute was reviewed and approved with very minor changes. A pre/post survey for the Concluding Institute was designed and offered to the 2011 i3 Scholars. In order to maximize the number of i3 Scholars that complete each survey and provide thoughtful feedback, dedicated time for survey completion should be built into the curriculum of the Introductory and Concluding Institutes. CEAC's full summary reports are attached as separate documents. The complete payment schedule for CEAC's services is listed below:

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

iCONFERENCE 2012

As part of its programming efforts to build partnerships with the various iSchools, the i3 Director delivered a workshop titled '*Building the future iSchools: Visioning, diversity and i3'* at the 2012 iConference in Toronto, Canada. The conference was held in February and three of the 2011 i3 Scholars volunteered to attend and assist with the workshop by sharing with the audience their experiences as minority undergraduate students interested in the information sciences. The workshop was attended by mostly iSchool staff members, including professionals in student affairs and recruitment. The i3 Scholars were able to network with representatives from the iSchools at the University of Washington and the University of North Texas, among others.

Limited program funds were used to provide support to each of the i3 Scholars who were able to attend. The students expressed concerns over the high cost of conference registration and travel expenses and shared rooms in order to minimize personal costs. Nevertheless, the experience was highly informative for those students able to attend. None of the i3 Scholars had attended an academic conference previously. The students were able to observe poster sessions, research paper presentations, fish-bowl discussions, and professional networking. A total of $3,583.71 was spent attending the iConference; that figure includes expenditures for the i3 Director and the i3 Scholars. The i3 Director has already received numerous inquiries from the 2011 and 2012 i3 Scholars regarding the upcoming 2013 iConference and will continue to encourage the students to attend academic and research-oriented conferences.

BUDGET ANALYSIS

Table 7 provides a brief overview of the 2012 budget and expenditures. Because several expenditures in year two were expensed in August and September, 2012, year-end budget reports provided by the University of Pittsburgh's Office of Research Accounting differ in subtotals and totals.

Individual, line-item expenditures were less varied in 2012 after initial budget allocations included in the original grant proposal were reevaluated. Additional savings achieved in year 1 from exhausting the $100,000.00 planning grant under a no-cost extension also reduced year 2 supply costs (large bulk purchases in year 1). Salaries and benefits were slightly over budget, due to the introduction of the temporary Assistant Director position fulfilled by Ms. Courtney Loder. The redesign of the i3 website was completed for an economical total of roughly $400.00. Career fairs and email marketing were prioritized over long-distance travel and conference attendance to reduce administrative expenditures throughout the year.

Large, favorable budget variances were again experienced in Institute expenses. Combined with lower housing rates for double-occupancy rooms, the inability of some 2011 i3 Scholars to attend the Concluding Institute

resulted in significant savings in housing and transportation costs. Spending for guest speakers and guest lecturers was also an area of considerable program savings. The i3 Director utilized a relatively well developed network of professionals interested in volunteering or providing their services for minimum costs to deliver a comprehensive curriculum over four weeks. Faculty and staff from the University of Pittsburgh and Carnegie Mellon University were used extensively to minimize expenditures for travel and honorariums. And for those brief recruitment sessions during the Introductory Institute, Skype videoconferencing was used to connect with iSchool recruiters from across the country. These actions largely resulted in Institute savings of over $20,000.00.

The partnership developed with colleagues at Carnegie Mellon University proved to be very beneficial for i3. Over $6,300.00 was donated to i3 from the Information Systems in the Community project headed by Dr. Weinberg. Ultimately, 2012 expenditures were under budget by $21,218.12 (9.8% of Year 2 annual budget). Future program planning should continue to prioritize value, however, after two years of frugal budgetary planning, i3 is well positioned to increase its marketing and programming expenditures. Year 3 will likely see cautious expansions in recruitment and curriculum, in an effort to further develop the program and its reputation.

Table 7: 2012 (Year 2) Budget & Expenditures

University of Pittsburgh, School of Information Sciences **iSchool Inclusion Institute, Annual Budget & Expenses** **Year 2: 2011 – 2012**			
	Year 2: 2011 - 2012		
EXPENDITURES	**REVISED BUDGET**	**ACTUAL EXPENSES**	**VARIANCE**
Salaries			
James Currier, Co-PI, 15% effort	$ 9,548.00	$ 9,409.62	$ 138.38
Michael Depew, Project Director	$ 40,800.00	$ 40,800.12	$ (0.12)
Courtney Loder, Assistant Director (Temporary)	$ -	$ 2,000.00	$ (2,000.00)
Subtotal Salaries	**$ 50,348.00**	**$ 52,209.74**	**$ (1,861.74)**
Benefits			
Fringe Benefits - Faculty (31.2%)	$ 2,979.00	$ 2,992.71	$ (13.71)
Fringe Benefits - Staff (33.6%)	$ 11,368.00	$ 13,831.24	$ (2,463.24)
FICA - Graduate Student Mentors	$ -	$ 225.24	$ (225.24)
Subtotal Benefits	**$ 14,347.00**	**$ 17,049.19**	**$ (2,702.19)**
Administrative			
Mailing Lists	$ -	$ -	$ -
Regular Mail	$ -	$ 71.56	$ (71.56)
Website Redesign	$ -	$ 399.90	$ (399.90)
General Travel for Project Team			$ -
University Car Rentals	$ 444.00	$ 444.00	$ -
iConference Presentation w/ i3 Scholars	$ 3,500.00	$ 3,583.71	$ (83.71)
Recruitment at Career Fairs			$ -
University of Pittsburgh	$ 250.00	$ 250.00	$ -
University of Maryland, Baltimore County	$ 475.00	$ 475.00	$ -
Carnegie Mellon University	$ 250.00	$ 250.00	$ -
Chatham University	$ -	$ -	$ -
Temple University	$ 325.00	$ 325.00	$ -
Bulletin Boards	$ 290.00	$ 290.00	$ -
Conference Phone	$ 114.38	$ -	$ 114.38
Telephone/Telecommunications	$ 720.00	$ 360.00	$ 360.00
General Office Supplies	$ -	$ 1,193.74	$ (1,193.74)
Campus Parking Pass for June	$ 95.00	$ 95.00	$ -
Subtotal Administrative	**$ 6,463.38**	**$ 7,737.91**	**$ (1,274.53)**
Institute Expense			
Student Stipends ($50/day for 24 days)			
Cohort 1	$ 12,600.00	$ 11,200.00	$ 1,400.00
Cohort 2	$ 25,200.00	$ 22,800.00	$ 2,400.00
Cohort 3	$ -	$ -	$ -
Subtotal Stipends	**$ 37,800.00**	**$ 34,000.00**	**$ 3,800.00**
Student Meals			$ -
Catered Meals & Pitt Funds Card	$ 20,000.00	$ 21,106.75	$ (1,106.75)
Facilities Setups for Meals	$ 100.00	$ 100.00	$ -
Opening/Closing Meals	$ 4,000.00	$ 4,738.44	$ (738.44)
Subtotal Meals	**$ 24,100.00**	**$ 25,945.19**	**$ (1,845.19)**

Student Housing			
Resident Assistants	$ -	$ 2,500.00	$ (2,500.00)
Cohort 1	$ 8,000.00	$ 4,172.00	$ 3,828.00
Cohort 2	$ 20,000.00	$ 13,132.00	$ 6,868.00
Cohort 3	$ -	$ -	$ -
Subtotal Housing	**$ 28,000.00**	**$ 19,804.00**	**$ 8,196.00**
			$ -
Travel, Transportation, & Entertainment			$ -
Student Travel to/from Pittsburgh	$ 14,132.00	$ 12,077.08	$ 2,054.92
Local Travel & Entertainment	$ 4,000.00	$ 2,772.50	$ 1,227.50
Subtotal Travel	**$ 18,132.00**	**$ 14,849.58**	**$ 3,282.42**
			$ -
Speakers/Lecturers			$ -
Guest Speaker Honorarium	$ 1,000.00	$ -	$ 1,000.00
Guest Speaker Travel & Housing	$ 1,000.00	$ 1,032.64	$ (32.64)
Lecturers Honorarium, Travel & Housing	$ 10,000.00	$ 4,471.86	$ 5,528.14
Mentors	$ 2,400.00	$ 637.40	$ 1,762.60
Opening/Closing Speakers	$ 8,000.00	$ 9,235.20	$ (1,235.20)
William Pitt Union Tech Charges	$ 600.00	$ 220.00	$ 380.00
Subtotal Speakers/Lecturers	**$ 23,000.00**	**$ 15,597.10**	**$ 7,402.90**
			$ -
Supplies & Materials	$ 1,000.00	$ 873.55	$ 126.45
Project Evaluation	$ 13,000.00	$ 13,000.00	$ -
Subtotal Institute	**$ 145,032.00**	**$ 124,069.42**	**$ 20,962.58**
External Funding/Expenses			
External Funding/Sponsors	$ (5,000.00)	$ (6,317.00)	$ 1,317.00
Graduate School Application Fees	$ 5,000.00	$ 223.00	$ 4,777.00
Subtotal External Funding/Expenses	**$ -**	**$ (6,094.00)**	**$ 6,094.00**
Total Budgeted Amount	**$ 216,190.38**	**$ 194,972.26**	**$ 21,218.12**

CONCLUSIONS & RECOMMENDATIONS FOR MOVING FORWARD

In its second year, i3 has continued to develop as a competitive, nationally recognized program. The 2012 i3 Scholars proved to be a highly capable cohort of diverse students interested in graduate studies. A second round of recruitment and marketing allowed the i3 Director to effectively narrow the recruitment window to late fall and early spring semesters. Relationships with the iSchools continue to build, as new guest lecturers and speakers are recruited and participate in the program. Furthermore, the dedicated scholarship offerings put forth by a select group of iSchools thus far indicates long-term buy-in from these organizations. The i3 Director will be able to utilize those scholarship offerings as a tool to drive future growth in applications. The 2012 i3 cohort is fully immersed in its research projects. Research teams and advisors are communicating more often due to additional structure provided by the i3 Director. Cautious financial planning combined with fortuitous cost-saving events

resulted in Year 2 expenditures well under budget. Moving forward, improvements will continue to be made for Year 3. Key lessons identified in 2011 are listed below, and are expanded with a set of new 2012 insights:

2011 Key Lessons

1. *Prioritize quality over quantity in curriculum and scheduling development*
2. *Avoid high-cost items when possible and emphasize value*
3. *Develop the recruitment pipeline through strategic partnerships with other organizations*
4. *Increase iSchool support by recruiting new guest lecturers and speakers and pursuing iSchool scholarship offerings*
5. *Search for and increase external funding from a variety of sources*

2012 Key Lessons

1. *Expanding iSchool scholarship offerings for i3 Scholars must remain a high priority moving forward. Scholarship offerings will drive applicant recruitment, reduce i3 Scholar attrition, and build long-term connections between the program and iSchools.*
2. *Student recruitment for summer programs peaks in the late fall, and early spring semester. Recruitment efforts made before that are largely wasted.*
3. *Group meals and activities serve as the best opportunities for socialization and integration. Curriculum modifications should prioritize group downtime events.*
4. *Communication and structure from the i3 Director is paramount to the early development and long-term success of the team research projects.*
5. *The Assistant Director position is critically important to multi-cohort management and should be filled by a candidate possessing mentoring experience and a strong educational background in the information sciences.*

The 2011 and 2012 key lessons will continue to serve as guidelines for future program development. The second year of operations was marked by significant accomplishments and highlights—namely, the start of graduate school for two i3 Scholars. Thus far, i3 has provided 40 students with an introduction to the information sciences and its many exciting research and career opportunities. The long-term goals and objectives of the program continue to move closer to reality with each successful year of revision, modification, and implementation. i3 will continue to grow over the next year and expand its relationship with the iSchools. With the continued support of the Andrew W. Mellon Foundation, future i3 Scholars will have the opportunity to become transformative leaders in the information field.

APPENDICES

Appendix 1: Advisory Board Members

Dr. Camila Alire	Simmons College, Graduate School of Library and Information Science *Professor of Practice*
Dr. Linda Berardi-Demo	Commonwealth Medical College *Associate Dean of Admissions and Student Affairs and Assistant Professor of Community Science*
Dr. Christine Borgman	University of California, Los Angeles, Graduate School of Education and Information Studies *Presidential Chair and Professor of Information Studies*
Dr. Toni Carbo	Drexel University, Sacramento, Drexel University Center for Graduate Study *Teaching Professor and iSchool Program Leader*
Dr. James 'Kip' Currier	University of Pittsburgh, School of Information Sciences *Assistant Professor and i3 Co-Principal Investigator*
Dr. Aimee Dorr	University of California, Los Angeles, Graduate School of Education and Information Studies *Dean and Professor*
Dr. Carla Hayden	Enoch Pratt Free Library *Executive Director*
Mr. Robert Hill	University of Pittsburgh, Office of Public Affairs *Vice Chancellor for Public Affairs*
Dr. Kathy Humphrey	University of Pittsburgh, Office of the Provost *Vice Provost and Dean of Students*
Mr. Robert Jordan	ARINC *Principal Systems Architect*
Dr. Ronald Larsen	University of Pittsburgh, School of Information Sciences *Dean, Professor, and i3 Principal Investigator*

Dr. Gary Marchionini	University of North Carolina at Chapel Hill, School of Information and Library Science *Dean and Cary C. Boshamer Distinguished Professor*
Dr. Robert Schnabel	Indiana University, School of Informatics and Computing *Dean and Professor*
Dr. Linda Smith	University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science *Associate Dean and Professor*

Appendix 2: Recruitment Working Committee Members

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

Appendix 3: Evaluation Working Committee Members

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

Appendix 4: Curriculum Working Committee Members

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

Appendix 5: Assistant Director Resume – Courtney Loder

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Courtney Loder

6211 Kentucky Ave #2, Pittsburgh, PA 15206
510.304.2305
courtney.loder@gmail.com

Skills

Mac OS X | Windows XP/Vista/7 | Wordpress | Dreamweaver | HTML, CSS, XML | Salesforce.com Administration | FilemakerPro 10 | Advanced Excel | Google Apps Administration | CollectiveAccess

Professional Experience

University of Pittsburgh School of Information Sciences, Pittsburgh, PA
Graduate Research Assistant – Visual Media Workshop, January – May 2012

- Developed interfaces for the Art History department's digitized collections
- Engaged in development community of CollectiveAccess, an open source collection management system

Web Developer—iSchool Inclusion Institute (i3), August – September 2011

- Designed information architecture and built new website from the ground up

Graduate Student Assistant – iSchool Student Services, October 2010 – August 2011

- Communicated with current and incoming students about program requirements, administrative deadlines, etc.
- Developed a redesign of the student services website
- Coordinated several large mailing projects

Galileo Learning, Oakland, CA
Salesforce Administrator, September 2009 – July 2010

- Managed transition of separate customer, marketing and recruiting databases to Salesforce.com
- Prepared data for migration
- Trained 24 local users, across all business functions
- Worked closely with remote Agile Development Team to build customer facing registration wizard
- Built automated workflows and customized page layouts to support business processes

IT Manager, October 2008 – July 2010

- Created budget for all technology spending at home office, warehouse, and 26 camp locations
- Administered Windows Server Domain network
- Purchased computers, printers and other equipment as needed
- Technical lead on search committee for new customer database system

Enrollment Manager, December 2008 – August 2009

- Supervised team of four customer service specialists
- Administered customer database and enrollment, creating all products and managing session capacity
- Built database in FilemakerPro 10 for camp staff to assign camp teams and create rosters

Enrollment Team Leader, December 2006 – December 2008

- Supervised day-to-day customer service operations
- Produced regular enrollment and revenue reports
- Led daily team huddles to set short term goals and clarify priorities

ELS Language Center, San Francisco, CA
TEFL Instructor, September – December 2006

- Taught English usage and grammar to international students at all skill levels, from zero beginners to advanced.

Merritt College, Oakland, CA
Assessment Coordinator, July 2005 – April 2006

- Served as co-chair of campus Technology Committee
- Scheduled and proctored all assessment testing for matriculating students
- Member of successful grant writing team for Title III funding to initiate organized learning communities and retool remedial math and English curricula

Barnes & Noble Booksellers, Inc.
Fiction Department Lead, October 2004 – June 2005

Girls Scouts of Northern California
Resident Camp Program Director, Summer 2004 – 2006

Humboldt Orientation Program, Arcata, CA
Director of Communications, September 2002 – September 2003

- Recruited and trained staff of 35 undergrads to serve as Peer Counselors to new students
- TA for LEAD 250, Orientation Training
- Worked with several campus offices to manage logistics and itineraries for four orientation sessions, including student registration

Education

University of California, Irvine
PhD in Informatics, 2012 - present

University of Pittsburgh
Master of Library and Information Science, 2012

Humboldt State University
B.A. in History, 2004

St. Giles International
Cambridge CELTA Certification, 2006

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Appendix 6: 2012 Application for Admission

DIRECTIONS TO COMPLETE THE APPLICATION FOR ADMISSION

The 2012 application includes the following:

1. A completed application form with responses to essay questions
2. Two letters of recommendation
3. An official undergraduate transcript

**Please note that unofficial transcripts are not acceptable.*

Applications for admission will not be considered until all items have been submitted. Applicants are encouraged to submit their applications early. Please submit application materials to i3info@pitt.edu by no later than **March 2, 2012**. You may also submit your application by mail to:

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

ESSAY QUESTIONS

Please type your answers and limit your response to each question to 300 words maximum. Be sure to label each of your responses (e.g. Essay 1).

1. Graduate school programs often provide students with unique opportunities to work on projects that require a high level of planning, collaboration, and attention to detail. Describe a challenge you have faced in your life that has prepared you for such projects.

2. Discuss when it is appropriate – or not appropriate – to use Wikipedia as a source for academic research.

3. One of the goals of i3 is to increase the number of graduate students and faculty members who reflect the diversity of the overall population and who can serve as role models for future generations. Please tell us why you think this is important and how you could contribute to this effort.

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APPLICATION FOR ADMISSION

CONTACT INFORMATION

LAST NAME: FIRST NAME: M.I.:

PERMANENT ADDRESS:

CITY: STATE: ZIP CODE:

PHONE NUMBER: (CELL) (HOME)

EMAIL ADDRESS:

ARE YOU A U.S. CITIZEN OR PERMANENT RESIDENT? ☐ YES ☐ NO

EDUCATION

COLLEGE/UNIVERSITY:

DECLARED OR INTENDED MAJOR:

CURRENT CLASS STANDING: IF 'OTHER':

EXPECTED DATE OF GRADUATION (Month, Year): OVERALL GPA/QPA:

ADDRESS WHILE AT COLLEGE:

CITY: STATE: ZIP CODE:

ADDITIONAL INFORMATION (OPTIONAL)

WHAT ARE YOUR PLANS AFTER GRADUATION?

IF 'OTHER':

LIST ANY TECHNICAL SKILLS:

EXTRACURRICULUAR ACTIVITES:

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INSTRUCTIONS FOR COMPLETING LETTERS OF RECOMMENDATION

For more information about the iSchool Inclusion Institute (i3), which may help you in writing a letter of recommendation for this applicant, please visit **www.ischool-inclusion.org**.

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

- Applicant's name
- Your relationship with the applicant
- Your name, title, and institution
- Your contact information
- Signature and date

Please address the following questions:

1. *Why do you think that this applicant will benefit from participating in i3?*

2. *Discuss the attributes and abilities that make this student an attractive candidate to participate in i3, an intensive undergraduate research program? Please provide your assessment of the applicant's maturity level and motivation to successfully navigate the academic and social dimensions of this experiential program.*

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

Attn: Michael Depew
iSchool Inclusion Institute (i3)
School of Information Sciences
University of Pittsburgh
135 North Bellefield Avenue, #603
Pittsburgh, PA 15260

Thank you for your time and commitment,

Michael Depew
Director, i3

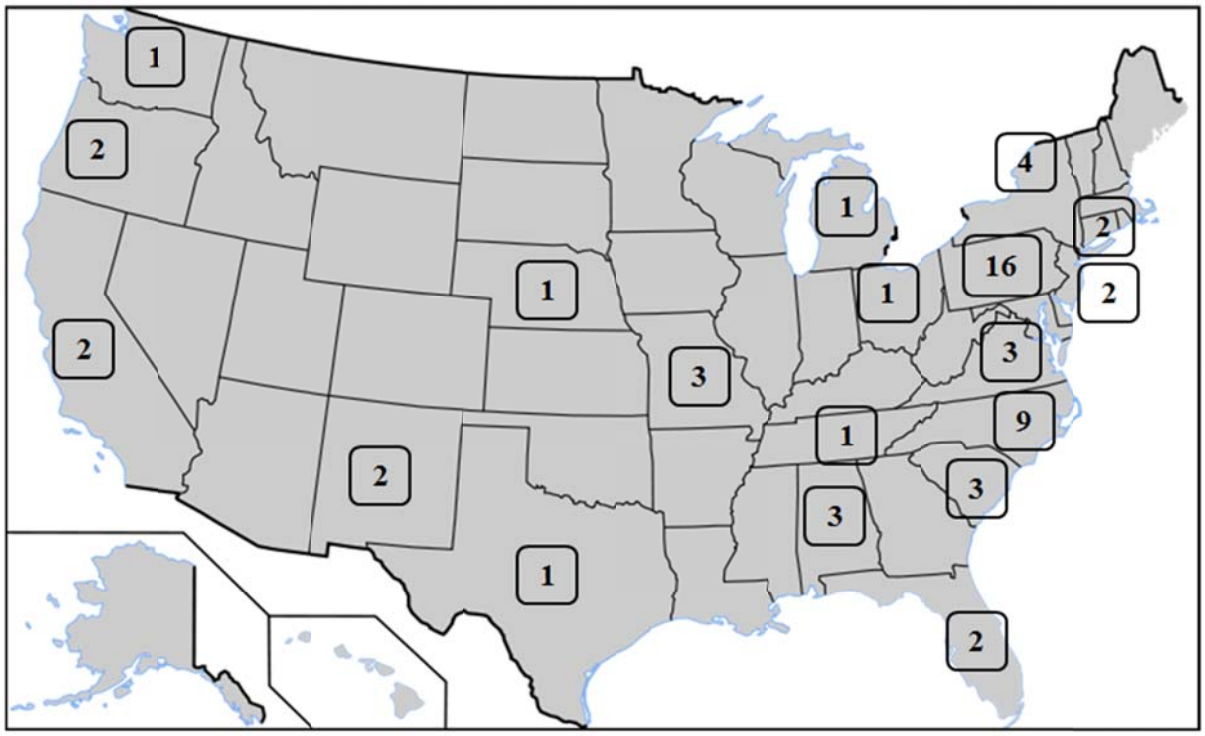
Appendix 7: 2012 Complete Applications by State

College/University	State	Class	Major	GPA
Oakwood University	AL	Freshman	Applied Mathematics & Biomedical Engineering	3.65
Tuskegee University	AL	Junior	Psychology	3.26
University of Alabama, Birmingham	AL	2nd BS	Computer Science	3.10
East Los Angeles College	CA	Sophomore	Sociology	3.75
Merritt College	CA	Sophomore	Psychology	3.89
Wesleyan University	CT	Freshman	Physics	2.34
Yale University	CT	Freshman	Mechanical Engineering	3.30
Saint Augustine College	FL	Junior	Criminal Justice	3.00
Saint Augustine College	FL	Senior	Business Administration	2.40
University of Michigan	MI	Sophomore	Life Sciences Informatics	3.29
Lincoln University	MO	Graduated	Library Sciences	2.65
Lincoln University	MO	Sophomore	Business Administration	3.20
Lincoln University	MO	Senior	Liberal Arts & Library Science	2.69
North Carolina A&T State University	NC	Junior	Economics	3.20
North Carolina Central University	NC	Senior	Computer Information Systems	2.76
North Carolina State University	NC	Freshman	Mechanical Engineering	3.51
University of North Carolina, Chapel Hill	NC	Junior	Information Sciences & English	2.83
University of North Carolina, Chapel Hill	NC	Sophomore	Information Sciences	3.38
University of North Carolina, Chapel Hill	NC	Junior	Information Sciences & Political Science	2.86
University of North Carolina, Chapel Hill	NC	Junior	Information Sciences	2.35

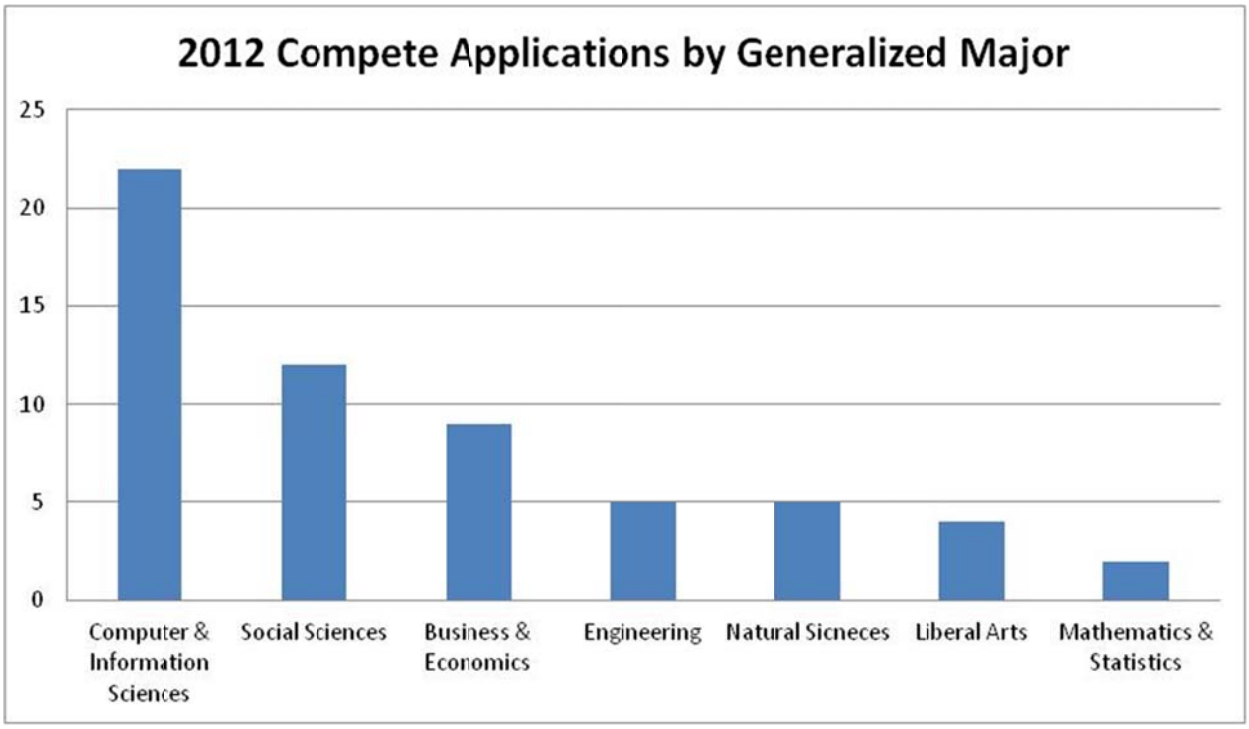
University of North Carolina, Chapel Hill	NC	Junior	Information Sciences	2.61
Wake Forest University	NC	Junior	History; Minor in Secondary Education	2.75
Creighton University	NE	Freshman	Biology	3.21
Centenary College	NJ	Sophomore	Business Administration	3.23
Rutgers University	NJ	Junior	Information Technology	2.65
Southwestern Indian Polytechnic Institute	NM	Freshman	Accounting	3.55
University of New Mexico	NM	Senior	Statistics & Africana Studies	3.37
Syracuse University	NY	Junior	Information Technology	2.81
Syracuse University	NY	Sophomore	Information Management & Technology	3.33
The College of Westchester	NY	Sophomore	Business Management	3.50
The College of Westchester	NY	Senior	Business Administration	2.62
University of Cincinnati	OH	Junior	Neuropsychology	2.98
Oregon State University	OR	Freshman	Computer Science	3.06
Oregon State University	OR	Sophomore	Construction Engineering Management	1.81
Carnegie Mellon University	PA	Sophomore	Economics & Policy Management	2.67
Chatham University	PA	Sophomore	Psychology, International Studies, & Music	3.94
Pennsylvania State University	PA	Junior	Broadcast Journalism	2.91
Pennsylvania State University, Erie	PA	Senior	Software Engineering	2.61
Temple University	PA	Junior	Journalism & Public Health	3.28
Temple University	PA	Junior	Economics & Health Care Risk Management	3.08

Temple University	PA	Senior	Economics & Political Science	2.83
University of Pittsburgh	PA	Sophomore	Information Sciences	3.36
University of Pittsburgh	PA	Sophomore	Information Sciences	3.22
University of Pittsburgh	PA	Sophomore	Information Sciences	2.38
University of Pittsburgh	PA	Freshman	Health Information Management	2.84
University of Pittsburgh	PA	Junior	Psychology; Minor in Neuroscience	2.74
University of Pittsburgh	PA	Junior	Information Sciences & Computer Science	2.57
University of Pittsburgh	PA	Senior	Psychology	3.17
University of Pittsburgh	PA	Freshman	Chemical Engineering	2.80
University of Pittsburgh	PA	Senior	Health Information Management	3.40
Claflin University	SC	Senior	Biology	3.00
Claflin University	SC	Sophomore	Biotechnology	2.96
South Carolina State University	SC	Sophomore	Computer Science	3.41
University of Tennessee	TN	Junior	Anthropology; Minor in Information Sciences	3.48
University of Texas, Austin	TX	Junior	Interdisciplinary Studies	3.00
Virginia Commonwealth University	VA	Freshman	Political Science	4.00
Virginia Tech	VA	Sophomore	Food Science & Technology	2.90
Virginia Tech	VA	Sophomore	Interdisciplinary Studies	2.50
Washington State University	WA	Freshman	Undecided	3.61
Unique Colleges/Universities: 37	***Total States: 19***		***Average GPA (All Applicants)***	***3.04***

Appendix 8: 2012 Complete Applications by Geographic Distribution



Appendix 9: 2012 Complete Applications by Generalized Major



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Appendix 10: Sample Admissions Letter – Offer of Admission

March 22, 2012

Dear _____,

Congratulations! You have been selected for admission to the 2012 iSchool Inclusion Institute (i3) at the University of Pittsburgh. We are confident you will make a valuable contribution to i3 and demonstrate a commitment to exploring the numerous opportunities in the information sciences.

Enclosed you will find an enrollment contract, along with instructions for accepting our offer of admission and completing the enrollment process. You must submit the enrollment contract on or before **April 10, 2012**. When you return your form, our staff will contact you and assist you in arranging travel to and from Pittsburgh. At that time our staff will also provide you details of your housing accommodations. I, therefore, encourage an early response.

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

Sincerely,

Michael Depew
Director, iSchool Inclusion Institute (i3)

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Appendix 11: Sample Admissions Letter – Waitlisted

March 22, 2012

Dear _____:

Thank you for applying to the iSchool Inclusion Institute (i3) at the University of Pittsburgh. The Admissions Committee has carefully reviewed your application and has decided to place you on the waitlist for admission to the 2012 i3 program. This year's pool of applicants was exceptionally strong, resulting in many students being placed on the wait list.

The Admissions Committee will make a final decision regarding your application by April 13, 2012. We appreciate your interest in i3 and will keep you updated of any changes in your application status. Should you have any questions, please do not hesitate to ask.

Sincerely,

Michael Depew
Director, iSchool Inclusion Institute (i3)

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Appendix 12: Sample Admissions Letter – Not Admitted

March 22, 2012

Dear _____:

Thank you for applying to the iSchool Inclusion Institute (i3) at the University of Pittsburgh. The Admissions Committee has carefully reviewed your application. After much consideration, I regret to inform you that we are unable to offer you a place in the 2013 i3 cohort. This year's pool of applicants was exceptionally strong; in light of this, we were unable to offer admission to every worthy applicant.

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

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

Sincerely,

Michael Depew
Director, iSchool Inclusion Institute (i3)

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Appendix 13: 2012 Enrollment Contract

INSTRUCTIONS FOR ENROLLMENT

Congratulations on your offer of admission to the iSchool Inclusion Institute (i3). In order to accept our offer and be fully admitted to the 2012 i3 cohort, you must complete and return the enrollment contract (pages 3 and 4) and proof of medical insurance no later than **APRIL 10, 2012**.

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

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

- Scanned and emailed to i3info@pitt.edu

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

If your enrollment contract is not received by April 10, 2012 you will not be admitted to the Institute. Should you have any questions regarding the enrollment contract, please call 412-624-3981.

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2012 Enrollment Contract

PROOF OF MEDICAL INSURANCE

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

STUDENT ATTENDANCE & WITHDRAW POLICY

A student that attends a majority of the scheduled events each day and completes a majority of daily activities will be paid a stipend of US $50.00 per day. Students will be eligible to earn the stipend for a total of 24 days (June 4-27, 2012). Stipend payments will be made on a schedule determined by the Director of the Institute.

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

A student choosing to withdraw from the Institute after June 3, 2012 must provide a written notice to the Director of the Institute. The notice must include the expected last date of attendance and be signed and dated by the student. A student will be determined to be withdrawn from the Institute if the student misses two or more consecutive instructional days and all of the days are unexcused. Students that withdraw from the Institute must arrange and pay for their transportation from the University of Pittsburgh.

ACADEMIC INTEGRITY AND STUDENT MISCONDUCT POLICY

Students admitted to the Institute are expected to adhere to the University of Pittsburgh's Student Code of Conduct and the School of Information Sciences' Academic Integrity Policy throughout the duration of the Institute (June 3-28, 2012). Students that fail to adhere to the Student Code of Conduct and Academic Integrity Policy as determined solely by the Director of the Institute may be asked to leave the Institute. If a student is asked to leave the Institute because of failure to adhere to the Student Code of Conduct or Academic Integrity Policy, the Institute reserves the right to notify the University or College at which the student is currently enrolled.

To read the behavioral expectations in the Student Code of Conduct, please visit the link below:
http://catalog.proemags.com/publication/8537e2fd#/8537e2fd/1

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

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2012 Enrollment Contract: PLEASE RETURN THIS FORM

STUDENT INFORMATION

FIRST NAME: LAST NAME: BIRTHDATE:

ADDRESS:

CITY: STATE: ZIP CODE:

PHONE # (H): PHONE # (C):

SOCIAL SEC #: GENDER: ☐ FEMALE ☐ MALE ☐ OTHER

DIETARY RESTRICTIONS (Please be specific):

ARE YOU A US CITIZEN OR PERMANENT RESIDENT? ☐ YES ☐ NO

EMERGENCY CONTACT:

RELATIONSHIP: TELEPHONE #:

PROGRAM INFORMATION

ARRIVAL DATE: **June 3, 2012** DEPARTURE DATE: **June 28, 2012**

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

PLEASE LIST ANY OTHER COMMITMENTS THAT WILL PREVENT YOU FROM ATTENDING i3 ACTIVITIES & EVENTS BETWEEN THE DATES LISTED ABOVE: (Please include dates/times)

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2012 Enrollment Contract: PLEASE RETURN THIS FORM

STUDENT ACKNOWLEDGMENTS

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

_____ Student initials

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

_____ Student initials

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

_____ Student initials

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

_____ Student initials

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

_____ Student initials

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

_____ _____
Student Signature Date

_____ _____
Student Name (Printed) Date

Appendix 14: 2012 i3 Scholars

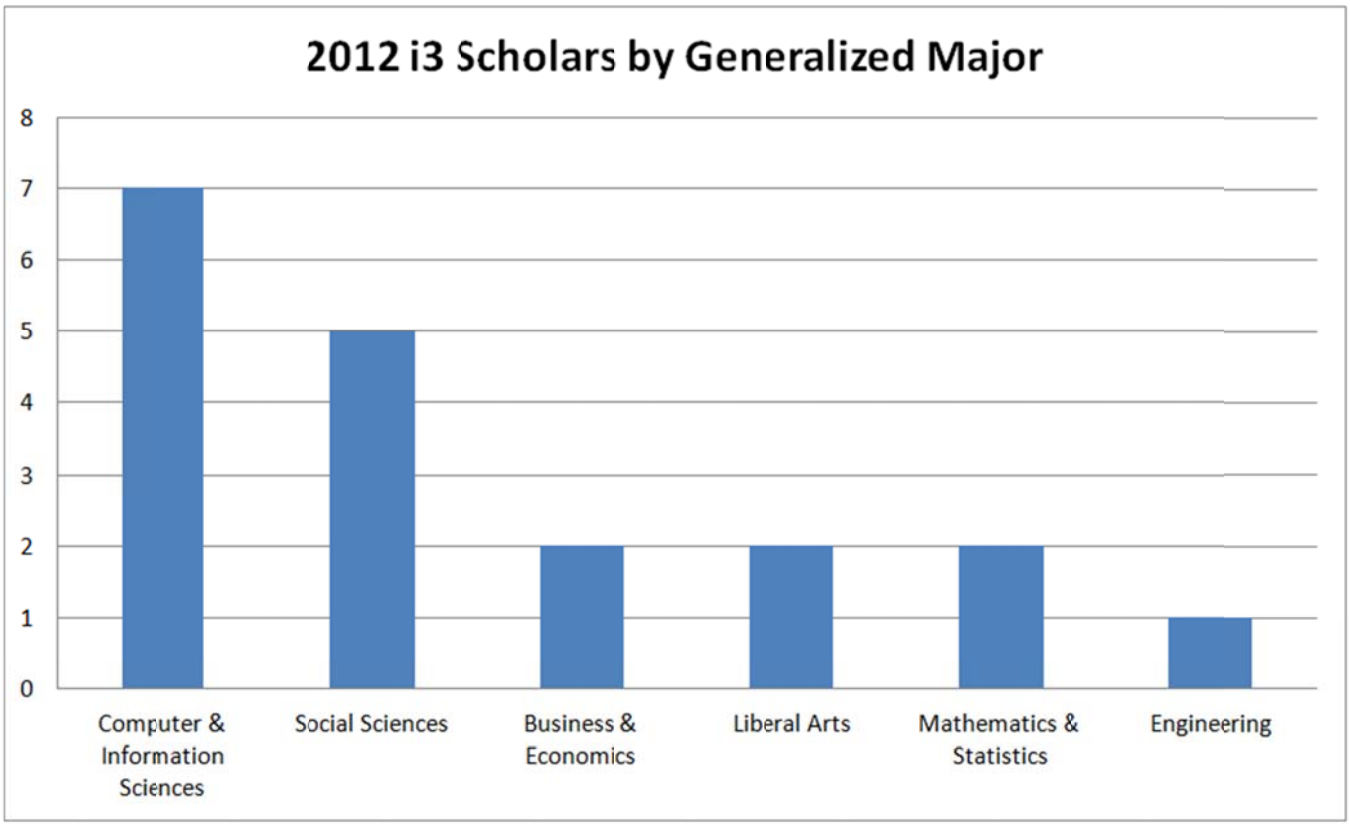
i3 Scholar	College/University & Academic Major
Kristen Bowen	University of North Carolina, Chapel Hill *Information Sciences*
Joshua Cabrera	Wake Forest University *History, Minor in Secondary Education*
Raul Corral	East Los Angeles College *Sociology*
Xavier Dillahunt	North Carolina A&T State University *Economics*
Elaine Gomez	Rutgers University *Information Technology*
Armanda Gonzalez	University of North Carolina, Chapel Hill *Information Sciences*
Samuel Jacobs	North Carolina State University *Mechanical Engineering*
Amana Kaskazi	Pennsylvania State University *Broadcast Journalism*
Fatia Kasumu	Temple University *Journalism & Public Health*
Sook Yee Leung	Chatham University *Psychology, International Studies, & Music*
Denzel McCollum	University of North Carolina, Chapel Hill *Information Sciences & Political Science*
James 'Jimmy' Muller	University of Pittsburgh *Information Sciences*

Kevin Murray	University of Pittsburgh *Information Sciences*
Maria Orozco	Washington State University *Undecided*
Ryan Pink	The College of Westchester *Business Management*
Gregory Roper	Oakwood University *Applied Mathematics & Biomedical Engineering*
Austyn Shaner	University of Texas, Austin *Interdisciplinary Studies*
Gerald 'Jamar' Smith	University of New Mexico *Statistics & Africana Studies*
Kathryn 'Kara' Vogelbacker	University of Pittsburgh *Information Sciences*

Appendix 15: Summary Statistics for 2012 i3 Scholars

- 19 Scholars, 9 female, 10 male
- Representing 15 different colleges and universities
- Average GPA: 3.20
- 8 Scholars are from a college/university with an iSchool
- 7 Scholars are actually enrolled/majoring at an iSchool

Appendix 16: 2012 i3 Scholars by Generalized Major



Appendix 17: 2012 Guest Lecturers and Workshops/Seminars

Dr. Leanne Bowler	University of Pittsburgh, School of Information Sciences *Assistant Professor* • Books You Can Play With and Games You Can Read: Children, Libraries, and Reading in the 21st Century
Dr. Brian Butler	University of Maryland, School of Information Studies *Associate Professor* • Crowdsourcing and Open Innovation: How Wikipedia Changes Everything (Without Changing Anything)
Dr. Fay Cobb Payton	North Carolina State University, Information Systems *Associate Professor* • Landmines in the Doctoral Process
Dr. James 'Kip' Currier	University of Pittsburgh, School of Information Sciences *Assistant Professor* • From Cave Paintings to Cloud Computing: 30,000 Years of Information Use • Copyright and Copy Rights in the Copy Age • The Edge of Right and Wrong: Peer-2-Peer File Sharing, Mash-Ups, Users, and the Law
Ms. Puja Dasari	California Academy of Sciences *Digital Learning Manager* • Design, Build, Play: Creating Mobile Games with ARIS
Ms. Cynthia del Rosario	University of Washington, Information School *Diversity Programs Advisor* • Finding the Right Program and Advisor
Mr. Michael Depew	University of Pittsburgh, School of Information Sciences *Director, i3* • What is an iSchool? A Brief Overview of iSchool Programs • Presentation Tips and Tricks • Real-World Problem Solving with Information Systems

Mr. David Fortna	University of Pittsburgh, Office of Career Services *Employment Development Specialist* • Mock Interviews and Resume Review
Dr. Juan Gilbert	Clemson University, School of Computing *IDEaS Professor & Chair, Division of Human-Centered Computing* • Conversation Design for Spoken Language Systems
Dr. Larry Heimann	Carnegie Mellon University, Department of Information Systems *Teaching Professor* • Web App Security
Dr. Stephen Hirtle	University of Pittsburgh, School of Information Sciences *Professor* • Are You Here? How New Technologies Can Support Geographic Knowledge • Panel Discussion with PhD Students
Ms. Alexia Hudson	Pennsylvania State University at Abington, Abington College Library *Assistant Librarian* • Digital Mosaic: Information Needs of Diverse Peoples in the Internet Age
Mr. Trisha Hyatt	University of Pittsburgh, Office of Career Services *Employment Development Specialist* • Mock Interviews and Resume Review
Dr. Patrick Keilty	University of Pittsburgh, School of Information Sciences *Visiting Professor* • What is Information? What are the Information Sciences? • Gender, Sexuality, and Information
Dr. Diane Kelly	University of North Carolina at Chapel Hill, School of Information & Library Science *Associate Professor* • Web Metrics and Analytics

Dr. Cory Knobel	University of California at Irvine, School of Information and Computer Sciences *Assistant Adjunct Professor* • *Systems Trek*: Exploring Strange, New Systems and Boldly Going Where No Users Have Gone Before
Dr. Lynette Kvasny	Pennsylvania State University, College of Information Sciences and Technology *Associate Professor* • A Tale of Two Mediums: Blogging and New Media's Impact on Traditional Media and Business Models
Mr. Wesley Lipschultz	University of Pittsburgh, School of Information Sciences *Manager, Student Services* • From Archives and Avatars To Webinars and YouTube: An A-Z Alphabet of Job Opportunities in the Information Professions
Ms. Courtney Loder	University of Pittsburgh, School of Information Sciences *Assistant Director (i3) and MLIS Alum* • Design, Build, Play: Creating Mobile Games with ARIS • Building Digital Portfolios • This Website Sucks: Introduction to Information Architecture • Decoding Scholarly Literature: A Crash Course in Academic Reading
Mr. Jim McCarthy	University of Pittsburgh, Career Development Office *Career Consultant for Technical Majors* • Mock Interviews and Resume Review
Mr. Robert Perkoski	University of Pittsburgh, School of Information Sciences *Director of Undergraduate Programs* • ATM: Art, Technology, and Media
Dr. Jeria Quesenberry	Carnegie Mellon University, Department of Information Systems *Assistant Teaching Professor* • Team and Project Management

Ms. Marisa Ramirez	California Polytechnic State University, Robert E. Kennedy Library *Digital Repository Librarian* • Information For All? Access as a Civil Right, and Dangers of the Digital Divide • Sharpening Your Skill Sets for Success in Graduate School and Beyond
Ms. Shabana Reza	University of Pittsburgh, School of Information Sciences *Enrollment Manager* • Getting to Graduate School – Applications, GREs, and Recommendation Letters • Mock Interviews and Resume Review
Ms. Kelly Shaffer	University of Pittsburgh, School of Information Sciences *Director of External Relations* • Panel Discussion with PhD Students
Dr. Randy Weinberg	Carnegie Mellon University, Department of Information Systems *Chair & Professor* • Information Technology and Sustainability

2012 i3 Scholars – Introductory Institute: June 3 – 28, 2012

Last Updated: June 1, 2012

Sunday June 3	Monday June 4	Tuesday June 5	Wednesday June 6	Thursday June 7	Friday June 8	Saturday June 9
i3 Scholars Arrive at the University of Pittsburgh **Check-in at Ruskin Hall**	**Breakfast** **Meet and Greet** 9:30AM – 10:30AM IS 501		**Breakfast** 9:30AM – 10:30AM IS 501		**Meet Outside Ruskin Hall** 9:30AM *Formal Attire*	
	Orientation 10:30AM – 11:30PM IS 501	**Workshop** *From Cave Paintings to Cloud Computing: 30,000 Years of Information Use* **Dr. Kip Currier** 10:30AM – 12:00PM IS 501	**Workshop** *From Archives and Avatars To Webinars and YouTube: Job Opportunities in the Info. Professions* **Wes Lipschultz** 10:30AM – 12:00PM IS 501	**Workshop** *Conversation Design for Spoken Language Systems* **Dr. Juan Gilbert** 10:30AM – 12:00PM Alumni Hall 532	**2012 Summit on Diversity in the Information Sciences** 10:00AM – 12:00PM Carnegie Mellon University Baker Hall A53	**Workshop** *Design, Build, Play: Creating Mobile Games with ARIS* **Puja Dasari** **Courtney Loder** 10:30AM – 4:00PM IS 501 & Outside
	Tour of Campus 11:30PM – 1:00PM	**Group Lunch & Discussion of June 8 Summit on Diversity** 12:00PM – 1:30pm IS 1A04 & Lobby	**Independent Lunch & Break** 12:00PM – 1:30PM	**Independent Lunch & Break** 12:00PM – 1:30PM	**Group Lunch at 2012 Summit** 12:00PM – 1:00PM Carnegie Mellon University Baker Hall A53	
	Group Lunch & Icebreaker 1:00PM – 2:30PM IS 501					
	Workshop *What are the Information Sciences? What is Information?* **Dr. Patrick Keilty** 2:30PM – 4:00PM IS 501	**Off-Site Visit** *Pittsburgh Supercomputing Center* **Cheryl Begandy** **Nathan Stone** **Deb Nigra** 1:30PM – 3:30PM Meet Outside IS	**Workshop** *Books You Can Play With and Games You Can Read* **Dr. Leanne Bowler** 1:30PM – 3:00PM IS 501	**Workshop** *Systems Trek: Exploring Strange, New Systems* **Dr. Cory Knobel** 1:30PM – 3:00PM IS 406	**Off-Site Visit** *Tour of Carnegie Mellon University* 1:30PM – 2:30PM	
					Guest Speaker *Robert Jordan* 3:30PM – 5:00PM Alumni Hall 532	
		Activity *iSchool SWAG Giveaway* **Michael Depew** **Courtney Loder** 4:00PM – 5:00PM IS 501	**Opening Ceremony & Keynote Address:** **Dr. Freeman Hrabowski** 5:00PM – 8:00PM O'Hara Student Center *Formal Attire*			
	OPTIONAL **Mario Kart Tournament** 8:00PM – 10:00PM Ruskin Hall Commons	**OPTIONAL** **TED Talks Movie Night** 8:00PM – 10:00PM Ruskin Hall Commons			**OPTIONAL** **Three Rivers Arts Festival** 8:00PM – 10:00PM Cultural District	

2012 i3 Scholars – Introductory Institute: June 3 – 28, 2012

Last Updated: June 1, 2012

Sunday June 10	Monday June 11	Tuesday June 12	Wednesday June 13	Thursday June 14	Friday June 15	Saturday June 16
	Breakfast 9:30AM – 10:30AM IS 501		**Breakfast** 9:30AM – 10:30AM IS 501		**Breakfast** 9:30AM – 10:30AM IS 501	
Kennywood Amusement Park Meet Outside Ruskin Hall at 10:30AM	**Workshop** *Gender, Sexuality, and Information* **Dr. Patrick Keilty** 10:30AM – 12:00PM IS 501	**Workshop** *Copyright and Copy Rights in the Copy Age* **Dr. Kip Currier** 10:30AM – 12:00PM IS 501	**Workshop** *ATM: Arts, Technology, and Media* **Bob Perkoski** 10:30AM – 12:00PM IS 501	**Workshop** *Landmines in the Doctoral Process* **Dr. Fay Cobb Payton** 10:30AM – 12:00PM IS 405	**iSchool Presentation** *UNC Chapel Hill* 10:30AM – 11:30AM IS 501	
					Watch Research Team Presentation *Team Solutions* 11:30AM – 12:30PM IS 501 *Formal Attire for Presenters*	
	Information Scavenger Hunt 12:00PM – 1:00PM IS 501	**Group Lunch** 12:00PM – 1:00PM IS 1A04 & Lobby	**Independent Lunch & Break** 12:00PM – 2:00PM	**Independent Lunch & Break** 12:00PM – 2:00PM	**Independent Lunch & Break** 12:30PM – 2:00PM	
	Independent Lunch & Break 1:00PM – 3:00PM	**Robot Obstacle Course** 1:00PM – 2:30PM IS 8th Floor				
	Workshop *Information Technology and Sustainability* **Dr. Randy Weinberg** 3:00PM – 4:30PM IS 501	**Workshop** *Digital Mosaic: Information Needs of Diverse Peoples in the Internet Age* **Alexia Hudson** 3:30PM – 5:00PM IS 501	**Watch Research Team Presentation** *Team 4.5* 2:00PM – 3:00PM IS 501 *Formal Attire for Presenters*	**Watch Research Team Presentation** *Team Six Sigma* 2:00PM – 3:00PM IS 406 *Formal Attire for Presenters*	**Watch Research Team Presentation** *Team Too Cool for Names* 2:00PM – 3:00PM IS 501 *Formal Attire for Presenters*	
			Workshop *Information For All? Access as a Civil Right, and Dangers of the Digital Divide* **Marisa Ramirez** 3:30PM – 5:00PM IS 404	**Workshop** *Sharpening Your Skill Sets for Success in Graduate School and Beyond* **Marisa Ramirez** 3:30PM – 5:00PM IS 406		
		Research Project Prep 8:00PM – 9:00PM Ruskin Hall Commons			**Graduation Dinner** 5:00PM – 7:00PM Cheesecake Factory in Southside Works	

2012 i3 Scholars – Introductory Institute: June 3 – 28, 2012

Last Updated: June 1, 2012

Sunday June 17	Monday June 18	Tuesday June 19	Wednesday June 20	Thursday June 21	Friday June 22	Saturday June 23
	Breakfast 9:30AM – 10:30AM IS 501		**Breakfast and iSchool Presentation** *University of Pitt.* 9:30AM – 10:30AM IS 501		**Breakfast with Graduate Students** 9:30AM – 10:30AM IS 501	
	iSchool Presentation *University of Syracuse* 10:30AM – 11:30PM IS 501	**Workshop** *Are You Here? How New Technologies Can Support Geographic Knowledge* **Dr. Stephen Hirtle** 10:30AM – 12:00PM IS 403	**Workshop** *Blogging and New Media* **Dr. Lynette Kvasny** 10:30AM – 12:00PM IS 501	**Workshop** *The Edge of Right and Wrong: Peer-2-Peer File Sharing and Mash-Ups* **Dr. Kip Currier** 10:30AM – 12:00PM IS 405	**Workshop** *Web App Security* **Dr. Larry Heimann** 10:30AM – 12:00PM IS 501	**Discussion/Activity** *Literature Review Prep* **Michael Depew** **Courtney Loder** 11:00AM – 12:00PM Ruskin Hall Commons
	Formation of Research Teams 11:30PM – 12:30PM IS 501 **Lunch & Speaker** *Sandra Brandon* 12:30PM – 2:00PM IS 501	**Group Lunch & Resume Review** 12:00PM – 1:30pm IS 501	**Group Lunch & Resume Review** 12:00PM – 1:30pm IS 501	**Independent Lunch & Break** 12:00PM – 1:30PM	**Independent Lunch & Break** 12:00PM – 1:30PM	
	Break 2:00PM – 4:00PM	**Workshop** *Team and Project Management* **Dr. Jeria Quesenberry** 1:30PM – 3:00PM IS 501	**Off-Site Visit** *Tour of Cathedral of Learning* 1:30PM – 3:30PM Meet Outside Ruskin Hall	**Workshop** *Crowdsourcing and Open Innovation: How Wikipedia Changes Everything (without changing anything)* **Dr. Brian Butler** 1:30PM – 3:00PM IS 405	**Workshop** *Letters of Intent and Cover Letters* **Shabana Reza** 1:30PM – 2:30PM IS 501 **Research Teams Meet** 2:30PM – 3:30PM IS 501	
	Workshop *Finding the Right Program and Advisor* **Cynthia del Rosario** 4:00PM – 5:00PM Via Skype	**iSchool Presentation** *University of British Columbia* 3:30PM – 4:30PM IS 501	**iSchool Presentation** *University of California Berkeley* 3:30PM – 4:30PM IS 522	**iSchool Presentation** *University of Washington* 3:30PM – 4:30PM IS 522		
	Research Teams Meet 5:00PM – 6:00PM Ruskin Hall Commons	**Research Teams Meet** *Group Contracts Due* 8:00PM – 9:30PM Ruskin Hall Commons	**OPTIONAL** **Pittsburgh Pirates Baseball Game** 6:30PM – 10:30PM PNC Park (Downtown)	**Activity** *Panel Discussions and a Night with PhD Students* 6:30PM – 8:30PM IS 8th Floor		

2012 i3 Scholars – Introductory Institute: June 3 – 28, 2012

Last Updated: June 1, 2012

Sunday June 24	Monday June 25	Tuesday June 26	Wednesday June 27	Thursday June 28	Friday June 29	Saturday June 30
	Breakfast 9:30AM – 10:30AM IS 501		**Breakfast** 9:30AM – 10:30AM IS 501	**i3 Scholars Depart from University of Pittsburgh** **Check-out of Ruskin Hall**		
	Workshop *Web Metrics and Analytics* **Dr. Diane Kelly** 10:30AM – 12:00PM IS 501	**Mock Interviews** *Guest Interviewers* 10:30AM – 12:30PM IS 501 *Formal Attire*	**Team Research Proposals** *All Teams Will Present* 10:30AM – 12:30PM IS 501			
	iSchool Presentation *Carnegie Mellon University* 12:00PM – 1:00PM IS 501	**Independent Lunch & Break** 12:00PM – 1:30PM	**Independent Lunch & Break** 12:00PM – 2:00PM			
	Group Lunch 1:00PM – 2:00PM IS 501	**OPTIONAL** **Off-Site Visit** *Kayaking* 1:30PM – 4:30PM Meet Outside Ruskin Hall				
	Research Teams Meet 2:00PM – 3:00PM IS 501					
	Workshop *Making It Rain: Paying for Grad School* **Michael Depew** **Courtney Loder** 3:00PM – 4:00PM IS 501					
			Closing Ceremony & Address: **Dr. Alfred Moye** 5:00PM – 7:00PM Location TBA *Formal Attire*			

2011 i3 Scholars – Concluding Institute: June 3 – 16, 2012

Last Updated: June 1, 2012

Sunday June 3	Monday June 4	Tuesday June 5	Wednesday June 6	Thursday June 7	Friday June 8	Saturday June 9
i3 Scholars Arrive at the University of Pittsburgh **Check-in at Ruskin Hall**	**Breakfast** **Meet and Greet** 9:30AM – 10:30AM IS 501		**Breakfast** 9:30AM – 10:30AM IS 501		**Meet Outside Ruskin Hall** 9:30AM *Formal Attire*	
	Orientation 10:30AM – 11:30PM IS 501	**Research Teams Work on Posters and Presentations** 10:30AM – 12:00PM IS 522	**Research Teams Work on Posters and Presentations** 10:30AM – 12:00PM IS 522	**Workshop** *Conversation Design for Spoken Language Systems* **Dr. Juan Gilbert** 10:30AM – 12:00PM Alumni Hall 532	**2012 Summit on Diversity in the Information Sciences** 10:00AM – 12:00PM Carnegie Mellon University Baker Hall A53	**Workshop** *Design, Build, Play: Creating Mobile Games with ARIS* **Puja Dasari** **Courtney Loder** 10:30AM – 4:00PM IS 501 & Outside
	Research Teams Work on Posters and Presentations 11:30PM – 1:00PM IS 501	**Group Lunch & Discussion of June 8 Summit on Diversity** 12:00PM – 1:30pm IS 1A04 & Lobby	**Independent Lunch & Break** 12:00PM – 1:30PM	**Independent Lunch & Break** 12:00PM – 1:30PM	**Group Lunch at 2012 Summit** 12:00PM – 1:00PM Carnegie Mellon University Baker Hall A53	
	Group Lunch & Icebreaker 1:00PM – 2:30PM IS 501					
	Workshop *Building Digital Portfolios* **Michael Depew** **Courtney Loder** 2:30PM – 4:00PM IS 522	**Workshop** *This Website Sucks: Introduction to Information Architecture* **Michael Depew** **Courtney Loder** 1:30PM – 3:00PM IS 501	**Workshop** *Presentation Tips and Tricks* **Michael Depew** **Courtney Loder** 1:30PM – 3:00PM IS 522	**Research Teams Finalize Poster Designs** 1:30PM – 3:00PM IS 522	**OPTIONAL** **2012 Summit** *Presentation and Panel Discussion* 1:00PM – 3:30PM Carnegie Mellon University Baker Hall A53	
			Opening Ceremony & Keynote Address: Dr. Freeman Hrabowski 5:00PM – 8:00PM O'Hara Student Center *Formal Attire*			
	OPTIONAL **Mario Kart Tournament** 8:00PM – 10:00PM Ruskin Hall Commons	**OPTIONAL** **TED Talks Movie Night** 8:00PM – 10:00PM Ruskin Hall Commons		**Deadline: Research Poster Designs Due at 11:59PM**	**OPTIONAL** **Three Rivers Arts Festival** 8:00PM – 10:00PM Cultural District	

2011 i3 Scholars – Concluding Institute: June 3 – 16, 2012

Last Updated: June 1, 2012

Sunday June 10	Monday June 11	Tuesday June 12	Wednesday June 13	Thursday June 14	Friday June 15	Saturday June 16
	Breakfast 9:30AM – 10:30AM IS 501		**Breakfast** 9:30AM – 10:30AM IS 501		**Breakfast** 9:30AM – 10:30AM IS 501	**2011 i3 Scholars Depart from the University of Pittsburgh** **Check-out of Ruskin Hall**
Kennywood Amusement Park Meet Outside Ruskin Hall at 10:30AM	**Workshop** *Gender, Sexuality, and Information* **Dr. Patrick Keilty** 10:30AM – 12:00PM IS 501	**Workshop** *Decoding Scholarly Literature: A Crash Course in Academic Reading* **Michael Depew** **Courtney Loder** 10:30AM – 12:00PM IS 522	**Research Teams Work to Finalize Presentations** 10:30AM – 12:00PM IS 522	**Workshop** *Landmines in the Doctoral Process* **Dr. Fay Cobb Payton** 10:30AM – 12:00PM IS 405	**Research Teams Finalize Presentations** 10:30AM – 11:30AM IS 1A04	
					Research Team Presentation *Team Solutions* 11:30AM – 12:30PM IS 501 *Formal Attire for Presenters*	
	Information Scavenger Hunt 12:00PM – 1:00PM IS 501	**Group Lunch** 12:00PM – 1:00PM IS 1A04 & Lobby	**Independent Lunch & Break** 12:00PM – 2:00PM	**Independent Lunch & Break** 12:00PM – 2:00PM	**Independent Lunch & Break** 12:30PM – 2:00PM	
	Independent Lunch & Break 1:00PM – 3:00PM	**Robot Obstacle Course** 1:00PM – 2:30PM IS 8th Floor				
	Workshop *Real-World Problem Solving with Information Systems* **Michael Depew** **Courtney Loder** 3:00PM – 4:30PM IS 522	**Research Project Debriefing** 3:30PM – 5:00PM IS 1A04	**Research Team Presentation** *Team 4.5* 2:00PM – 3:00PM IS 501 *Formal Attire for Presenters*	**Research Team Presentation** *Team Six Sigma* 2:00PM – 3:00PM IS 406 *Formal Attire for Presenters*	**Research Team Presentation** *Team Too Cool for Names* 2:00PM – 3:00PM IS 501 *Formal Attire for Presenters*	
					Graduation Dinner 5:00PM – 7:00PM Cheesecake Factory in Southside Works	

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

Appendix 20: Team Research Project Description & Group Contract

TEAM RESEARCH PROJECT GUIDE

During the Introductory Institute, i3 Scholars will be challenged to think about many real-world scenarios that could benefit from information-driven improvements or solutions. Teams will then select a scenario and identify a research question that will direct the group's work over the upcoming year. With the assistance of the i3 Staff and Faculty, at the end of the Introductory Institute each team will develop and present a research proposal which articulates their research question and how they plan to investigate their topic.

Each team will be supported by a Research Advisor and the i3 Staff and Faculty. All official materials must be submitted through the i3 Wiki: https://sites.google.com/site/wikifori3/.

Proposal (1-2 pages)
Teams will have dedicated time throughout the Introductory Institute to explore potential research topics, conduct preliminary research, and write the proposal. Proposals should include a brief list of academic, peer-reviewed sources that will be used in the research process. Sample proposals will be provided for reference. Teams will present their proposals on June 27, 2012.

Research Paper (15-25 pages)
Teams will write a collaborative research paper, providing a detailed background of their topic and a critical analysis of the related issues and potential solutions. Research papers should use appropriate references, be cited correctly, and demonstrate the authors' thorough understanding of the material. Research papers should include the following sections:

1) *Abstract*
2) *Introduction and background of problem*
3) *Problem statement/research question*
4) *Literature review*
5) *Methodology (if appropriate)*
6) *Discussion and analysis of potential solutions/courses of action*
7) *Recommendations*
8) *Summary and conclusions*
9) *Works cited*

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Research Poster & Presentation

During the Concluding Institute, each team will create a research poster, highlighting the major points examined in their paper. The research poster should provide the audience with a clear explanation of the team's topic, investigation, and analysis. Teams will create and present their research posters during the two-week Concluding Institute, held in June 2013.

- *Sample Posters & Instructions: http://writing.engr.psu.edu/posters.html*
- *Additional Guidelines: http://www.rcjournal.com/contents/10.04/10.04.1213.pdf*
- *PowerPoint Template: http://office.microsoft.com/en-us/templates/TC100214271033.aspx*

Creative Deliverable

Teams should also demonstrate their creativity and technical prowess by including an additional component in their research presentations. The Creative Deliverable does not have to be highly polished; however, it does need to be functional and effectively illustrate a major component of your project. A brief list of suggested ideas is provided below:

- *Video, documentary, advertisement*
- *Interactive game, tutorial*
- *App for a smartphone or computer*
- *Device prototype*
- *Database or catalog*
- *Photographic collage, multimedia presentation*
- *Website, Facebook page, blog*
- *Business plan*
- *Information/date visualization*

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SCHEDULE AND DUE DATES

Project Component	Notes	Due Date
1. **Proposal**	1-2 pages typed Brief list of sources	**June 27, 2012**
2. **Research Paper**		
a) Problem Statement and Research Question	~1-2 pages	**July 31, 2012**
b) Introduction and Background of Problem	~2-4 pages	**September 14, 2012**
c) Literature Review	~4-6 pages	**November 30, 2012**
d) Discussion and Analysis of Potential Solutions/Courses of Action	~6-10 pages	**February 15, 2013**
e) Recommendations	~2-4 pages	**March 29, 2013**
f) Summary and Conclusions	~1-2 pages	**March 29, 2013**
g) Abstract	~0.5 page	**April 12, 2013**
3. **Final Draft (fully formatted)**	~15-25 pages	**May 31, 2013**
4. **Creative Deliverable**	Must be included in your team's presentation	**June 2013**
5. **Virtual Research Poster**	To be completed during the Concluding Institute	**June 2013**
6. **Presentation**	To be completed during the Concluding Institute	**June 2013**

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ROLE OF RESEARCH ADVISERS & i3 STAFF/FACULTY

Research Advisors

Each research team will be supported by a Research Adviser that will provide strategic guidance throughout the academic year. Research Advisors will have access to the i3 Wiki. Teams should check in with their Research Advisors via email on a monthly basis to maintain an ongoing dialogue about their project. In order to avoid overloading Research Advisors, teams are encouraged to consolidate their questions into one (or two) email conversation(s) each month. All team members should be copied on any communications with their Research Advisor.

Research Advisors reserve the right to redirect team members to the i3 Staff/Faculty for assistance.

Topics that should be discussed with your Research Advisor:

1. *Recommendations for resources, scholarly journals, articles, etc.*
2. *Assistance in further defining/narrowing research topic*
3. *Requesting feedback regarding a specific section of your paper (e.g. methodology)*
4. *Ideas for a creative deliverable*

i3 Staff/Faculty

The i3 Staff/Faculty will provide support to all research teams throughout the duration of the project and will have access to each team's posts in the i3 Wiki. Teams are expected to maintain communication with the i3 Staff/Faculty via email, conference call, or social media. All team members should be copied on any email communications with the i3 Staff/Faculty.

Topics that should be discussed with the i3 Staff/Faculty (NOT WITH YOUR RESEARCH ADVISOR):

1. *Proofing (spelling/grammar) research papers or posters*
2. *Organization of content for papers or posters*
3. *Checking for potential plagiarism*
4. *Group management issues or dynamics*
5. *Any other questions or issues*

When in doubt, direct the question to the i3 Staff/Faculty first.

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GROUP CONTRACT & MANAGEMENT

The ability to effectively work in teams is a vital skill set that organizations expect and require their employees to be able to perform at a high level of competency and productivity. To provide i3 Scholars with experience working in teams, the Team Research Project offers an opportunity to work together on a real-world, long-term project. To promote high-functioning teams, each team MUST complete and submit to the i3 Director a Group Contract no later than June 19th, 2012.

The purposes of this mandatory Group Contract are to:

- Set clear, mutually agreed-upon expectations for each team member at the outset of the project;
- Promote effective team interactions to achieve the goals and requirements of the project;
- Ensure that the team lays the groundwork for communicating with one another on a regular basis;
- Underscore that each team member understands the team's expectations and is accountable for breaches of those expectations;
- Protect each team member, by ensuring that the team develops an introductory plan for communicating with one another, in order to successfully complete the project;
- Provide the i3 Director with a written document to assist with addressing potential challenges with team members and/or the entire team; and
- Provide the Research Adviser and i3 Director with written documentation for holding individual team members and/or the team accountable

At a minimum the Group Contract must specify the following:

1. How often the team members will communicate

2. What means the team will use to communicate
   - e.g. the team's designated discussion board; email; email and Google Docs; email and conference-calls; email and Skype, etc. Teams may include other contract terms that they deem necessary. Any revisions and modifications to Group Contracts MUST be communicated to the i3 Director. The i3 Director reserves the right to NOT approve any terms that do not meet the Director's expectations and/or which may be contrary to Institute goals and guidelines.

Online resources for creating a highly productive team: https://online.ist.psu.edu/ist110s/teamwork