

School of Information Sciences
FY 2015 Annual Report
of Long-Range Strategic Plan (FY 2013—2018)

submitted: February 28, 2014

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Executive Summary

A. Mission and Vision

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

This mission is achieved through specific actions:

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

Long-Range Goals (from FY 2013 Strategic Plan)

- Educate 21st Century Informationists
- Foster an Inclusive Profession
- Enhance the University of Pittsburgh's Reputation for Research
- Build the Pitt iSchool Community

B. Summary of strategic priorities, key initiatives and long-term goals

RESULTS OF 2012-2013 LONG-RANGE STRATEGIC PLANNING UPDATED FOR FY 2014

The process to review, refine and convey the mission statement and vision of SIS began in FY 2012-13. While these efforts were productive in spurring several key endeavors the school will pursue between FY 2013-18, it was determined that direction from an external agency was necessary to synthesize and communicate this vision. As reported in previous years, the refined mission and vision of SIS will continue to guide the development and assessment of more specific goals, plans and strategies.

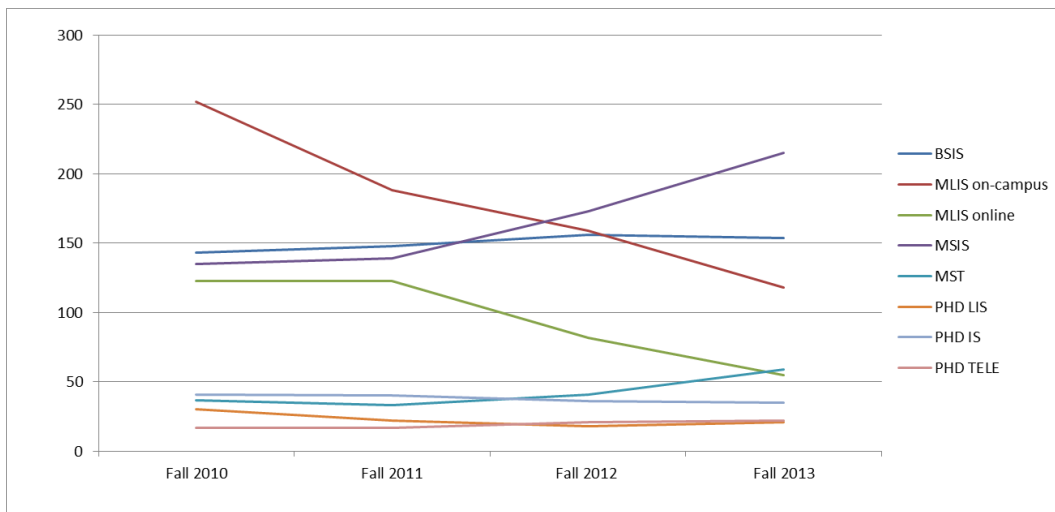
Rebranding initiative. In July 2013 SIS retained digital marketing agency Elliance, and working with their research partner, Campos, Inc., Elliance will assist the school in establishing a unified, confident brand that resonates internally and in creating a multifaceted strategy to communicate this unified brand to external audiences. Throughout the Fall 2013 and Spring 2014 terms, consultants from Elliance have been determining how the school is perceived.

Build a robust financial model. Several events of the past year highlighted the fragility of the economy, reinforcing the need for a more robust financial model to guide iSchool resource allocation. Prominent among these events was the flat funding in Commonwealth appropriation to Pitt and the continued softness in LIS enrollments for specializations in the public sector. The School remains fundamentally dependent on tuition revenue; although external research funding continues to be relatively strong, these funds are designated to specific projects and do not significantly contribute to the operating budget. These revenue sources are subject to economic and political forces beyond the School's control. In anticipation of continuing economic challenges, the School is enhancing its fundraising efforts and abilities, directing research initiatives into areas of growing national priority, increasing efforts to attract funding from a more diverse pool of potential donors, and working actively to optimize the experience of the large numbers of international students in the MSIS and MST programs.

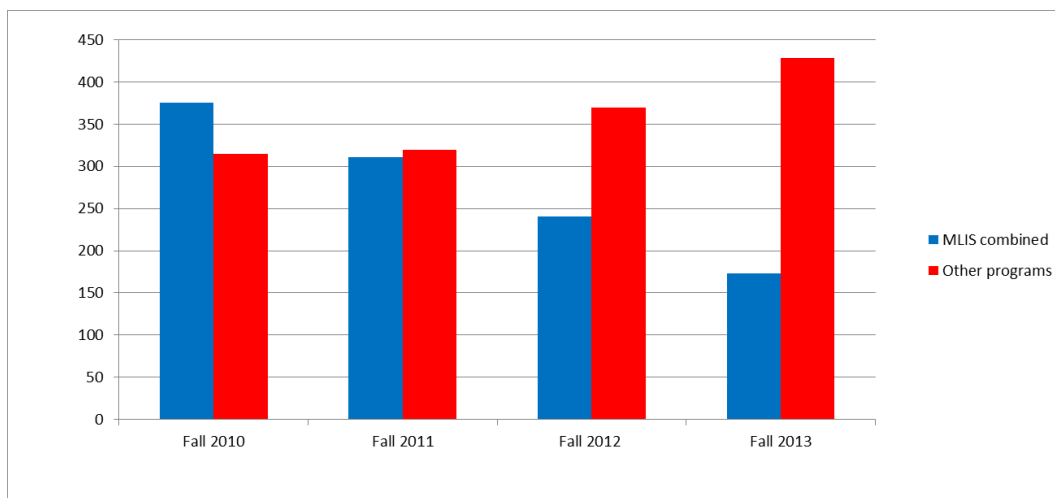
This also includes adapting enrollments across programs to changing conditions. As job markets fluctuate, enrollment shifts, overloading some areas and leaving excess capacity in others. It is critical for future planning and effective long-term resource utilization that the School balance enrollments across the school. The headcount in the MLIS program continues to decline, due to external factors such as the drop in funding for public and school libraries. However, this drop was not without its benefits in that class sizes were reduced to a more manageable level. A slight increase in enrollments for the BSIS program and a more significant increase in enrollment in the MSIS program have partially offset the decline in MLIS headcount. The School is working to ensure that tuition revenue is maintained in spite of declines in enrollments in specific programs; this is done through judicious growth in certain degree programs, the development of Certificates of Advanced Study (CAS) in high-demand specializations, and increased enrollments of full-time, out-of-state and international students. New faculty with teaching interests and abilities in more than one program enable further flexibility.

Enrollments in SIS. Applications to the MLIS program (both on-campus and online) have been declining since Fall 2010; this was an anticipated outcome of continuing budget cuts to traditional public and school libraries. For Fall 2014, MLIS applications are down 17%, MSIS applications are up 16%, and MST applications are up 28% at this point in time (although this will change). As can be seen in the chart below, enrollments are following a similar pattern: student headcount in the MLIS programs is declining, while the other programs are seeing increased enrollment.

Enrolled Students



Enrolled Masters Students by Degree Program



This chart clearly shows that the other degree programs (BSIS, MSIS, and MST) are making up for much of the loss in MLIS. However, the School cannot depend upon the continued growth in international applications which can be impacted by many external factors including visa limitations or declines in the economy of the country of origin. Therefore, the School must look to increasing enrollments of domestic students and of students from a broader range of countries.

Enhance academic offerings and increase student satisfaction. To address the Provost’s interest in raising the quality of upper-division courses and to enhance opportunities for BSIS students to participate in practical research via course projects, the school hired Professor of Practice Dmitry Babichenko. Babichenko has taught six courses and supervised undergraduate students as they completed a number of innovative projects, both in the classroom and out (e.g., creation of a data standard for Obstetrics and Gynecology at Magee (4 students), collaboration with the business school on a website for Pittsburgh Riverhounds (2 students)), etc. Dr. Yu-Ru Lin introduced a well-received course on Data Mining (e.g., Testimonial from a PhD student in Public and International Affairs: “Thank you for contacting me about this, and thank you for a great class: I really, really enjoyed it and learned more useful skills than I learn in just about any other class I’ve taken at any university.”)

Four additional Certificates of Advanced Study (CAS) geared toward post-graduate and post-baccalaureate students are underway. The post-grad and post-bacc CAS in Big Data Analytics was submitted to the Office of the Provost in June 2013 and received a letter of support from the Department of Computer Science in December 2013. The post-grad and post-bacc CAS in Security Assured Information Systems have been developed by SIS faculty and the proposals were submitted to the Office of the Provost in February 2014.

The Director of Distance Education, eLearning Partnerships and Outreach continues to guide the transition of the online MLIS program to *PittOnline* begun in January 2012 to enhance the program, attract new students and offer substantial long-term cost efficiencies.

Dr. Beth Fischer joined the faculty in Fall 2013 to provide training in ethics and the responsible conduct of research and professional development to students. Dr. Fischer specializes in trainer-of-trainers models for information dissemination and capacity-building in developing nations. Stephen Griffin was renewed for an additional year as the Cyberscholar researcher, funded by a grant from the A.W. Mellon Foundation, and Dr. Liz Lyon joined the faculty as a visiting professor in January 2014. Dr. Lyon is an internationally recognized

scholar in digital curation, and is contributing to the development of new and revised courses that will enable the launch of a specialization and possibly a post-grad CAS in that area.

Foster collaborative and applied research. SIS has been committed to fostering both collaborative and applied research since FY 2010 with the hire of visiting research scholars. Additions to the faculty in both tenure and non-tenure stream have been undertaken with consideration of the cross-disciplinary teaching and research interests of candidates. Dr. Vladimir Zadorozhny collaborates with the Graduate School of Public Health (GSPH) and the World-Historical Dataverse project with the Department of History. The Community Informatics Research Group (CIRG), led by SIS faculty Drs. Brian Beaton, Rosta Farzan, Yu-Ru Lin and Jung Sun Oh focuses on the information needs and problems of the nonprofit and civil society sectors. Since 2011, eight faculty members have served on 18 doctoral committees for Pitt students outside of SIS. In FY 2013, 31 collaborative proposals were submitted (FY 2014 to date, 23).

C. AY 2014 Outcomes

FACULTY

The faculty at SIS continues to evolve in accord with our long-range goals and to balance our disciplinary diversity across both teaching and our signature areas of research. In FY 2014, we hired two assistant professors in Web Science (Yu-Ru Lin) and Information Assurance (Balaji Palanisamy). We also recruited Dmitriy Babichenko as our first Professor of Practice (non-tenure stream) for the undergraduate program. We are currently engaged in a search for the next holder of the endowed Boyce Chair professorship. In Spring 2014 we interviewed four candidates for a non-tenure stream Archives and Information Science position, including two female candidates and one diversity candidate, resulting in the successful recruitment of Amelia Acker, a PhD candidate at UCLA.

Dmitriy Babichenko joined the faculty as our first Professor of Practice. His hire was a direct result of our goal to adapt the composition of iSchool faculty for research-centered and professional education. Babichenko comes to SIS with years of experience in the corporate IT arena, including prior experience as an adjunct faculty member at SIS.

Yu-Ru Lin also joined the faculty as Assistant Professor and recently served as a Postdoctoral Research Fellow at the College of Computer and Information Sciences at Northeastern University and the Institute for Quantitative Social Science at Harvard University. In 2010, she was awarded her PhD in Computer Science (with a concentration in Arts, Media and Engineering) by Arizona State University.

Balaji Palanisamy joined the faculty as Assistant Professor upon completion of his doctoral studies at the Georgia Institute of Technology. Palanisamy earned his PhD in Computer Science in August 2013. Palanisamy's research program focuses on developing new systems, techniques and models to address the emerging challenges of performance, cost-efficiency and privacy in distributed and Cloud computing systems. In December 2013, Palanisamy represented the University on the WTAE-TV evening news, commenting on the data security breach at Target.

Martin Weiss was promoted to full Professor in October 2013 in recognition of his many accomplishments in research, teaching and administration. Weiss continues to serve as Associate Dean for Academic Affairs and Research in addition to his faculty appointment.

Succession planning. Several LIS faculty who are lead experts for important MLIS specializations are expected to retire during the timeframe of this plan. Strategies for dealing with the gaps created by their retirements will be progressed during the planning period, in line with the advice received from the External Review Panel of the American Library Association Committee on Accreditation in the latter part of 2012-13.

DIVERSITY

SIS has hosted the iSchool Inclusion Institute (i3) in June since 2011 at the University of Pittsburgh. The i3 project was designed to introduce undergraduate students from underrepresented groups to graduate study at information schools and to consider an academic career in the Information Sciences. With the support of the Andrew W. Mellon Foundation, the school hosted 60 students in three cohorts from 2011-13. The i3 project has achieved early success along multiple metrics of assessment: 60 students have participated in the program since its inception, 10 are currently enrolled in Masters programs, one in a PhD program and 15 scholars have applied for admission to one or more iSchools. In addition, 19 of the 27 US-based iSchools have supported the program either by supplying instructors or research project mentors or by offering scholarships to applicants who have completed the i3 program. In June 2013, SIS received an additional award from the Andrew W. Mellon Foundation to continue to develop and host the i3 program.

Per the recommendations of the Diversity Task Force, we have formed the recommended standing diversity committee to include Ron Larsen, Kip Currier (Co-Chairs), Ellen Detlefsen, Kostas Pelechrinis, Rosta Farzan (faculty members), Sandy Brandon, Alyx Cole (staff members), and Lynette Kvasny (BOV member). This committee will meet throughout 2014-2015 to set goals and track the progress of the recommendations set forth by the Diversity Task Force with a particular focus on the recruitment of Black and African American faculty. Additionally, SIS will create an award for contributing to the enhancement of faculty diversity with criteria to be established by the committee during 2014 and the first award to be announced in Spring 2015.

Four PhD Teaching Fellowship positions were funded by the Andrew W. Mellon Foundation, as a part of the 2013 grant renewal for the iSchool Inclusion Institute. Candidates from underrepresented populations are encouraged to apply. Teaching Fellows will spend two weeks in June at the University of Pittsburgh, instructing students in the i3 program and collaborating with iSchool faculty and graduate

students. To date we have received 13 applications for 4 positions; 8 applicants self-identify as minority or underrepresented populations and 9 universities are represented (8 of which are iSchools).

iSchool Inclusion Institute (i3) Program Student Backgrounds				
Year	Students	Home Institutions	States	Disciplinary Background
2011	21	18	14	Information Technology, Computer Science, Engineering, Economics, Public Health, Journalism, Humanities, Business, English Literature, Sociology, Media Culture & Communications
2012	19	16	9	Information Science, Education, History, Sociology, Engineering, Journalism, Psychology, Business, Applied Mathematics, Statistics, Interdisciplinary Research
2013	20	15	13	English Literature, Marketing, Media & Communication Studies, Social Interaction & New Media, Cognitive & Behavioral Neuroscience, Political Science & Public Policy, Information Science, Engineering, Information Technology & Informatics, Business Administration, Computer Science, Psychology & Biology

PROGRESS ON FY 2014 OBJECTIVES/GOALS

Educate 21st Century Informationists

Complete

- The special topics course on research methodology first offered in Spring 2013 became a permanent course in Spring 2014 (two sections, 23 students currently enrolled). The required Telecommunications Seminar series is well-attended even above the 29 students enrolled in this course between Summer 2013 and Spring 2014. During this same time period, 47 MSIS students (up from 35 the previous year) registered for independent studies with faculty and 1 registered for optional thesis credits.
- Received continuing and unconditional accreditation through 2020 from American Library Association (ALA) in July 2013.

Ongoing

- Undergraduate (BSIS) program: a Research Experience Portal, funded by the Provost's Innovation in Education Award is in development to serve as an online marketplace for faculty to post short-term research projects for students to select, complete and receive feedback from faculty. This project is closely related to the increasing emphasis on applied research projects for BSIS students fostered by our Professor of Practice Dmitry Babichenko.
- Masters programs: the Research Experience Portal will be available to Masters students as well as BSIS students, with projects appropriate to both groups. Students have demonstrated significant interest in outside the classroom events related to the signature areas of research (e.g., Data Analytics Day in September 2013 was attended by 120 students).
- Doctoral programs: Faculty have given cross-program presentations and the Community Informatics Research Group (CIRG) is led by junior faculty from the LIS and IST programs. SIS continues to provide placements for doctoral students as teaching fellows and in FY 2014 8 PhD students have graduated to date.

New

- SIS is working to improve student satisfaction in upper-division courses and in courses taught by graduate students per recommendation of the Provost in the response to last year's plan
- SIS is preparing to welcome up to ten students from the Wuhan University iSchool in Fall 2014 to launch the 3+2 program between SIS and Wuhan. Two MOUs were signed with Nanjing University and with Nanjing University of Science and Technology in Fall 2013.

Foster an Inclusive Profession

Ongoing

- Hosted third i3 residency program in June 2013 with 20 scholars.
- Domestic applicants who self-identify as a diversity candidate have increased as a percentage of total applicant numbers. The prior average over the last three fall terms was approximately 11%, but Fall 2014 are approximately 19%.

New

- Received additional funding from the Andrew W. Mellon Foundation to continue to develop and host the i3 program.

Enhance the University of Pittsburgh's Reputation for Research

Complete

- Four CAS proposals were submitted to the Office of the Provost; 2 post-grad and 2 post-bacc in Big Data Analytics and Security Assured Information Systems.
- SIS hosted two visiting professors from the iSchool at Wuhan University and Nanjing University of Science and Technology.

Ongoing

- Faculty members received recognition for their contributions to the field: Dr. Peter Brusilovsky received "Fulbright-Nokia Distinguished Chair in Information and Communications Technologies" and was named Editor-in-Chief of IEEE Transactions on

Learning Technologies; Dr. Daqing He was a faculty honoree for Faculty Convocation for his Honorable Mention paper at iConference 2013; Dr. Brian Beaton was named Interim Director of the Sara Fine Institute.

- SIS is working with Elliance to develop a visioning plan to increase the profile of the school and its signature areas of research.
- Collaborative research proposals submitted by faculty: 23 (FY 2014 to date), 31 (FY 2013).
- Dr. Hassan Karimi has expanded his development of navigational aids for those with special needs on campus to partner with Carnegie Mellon University, Pitt's School of Education and Community and Governmental Relations, as well as several local nonprofits.

Build the Pitt iSchool Community

Complete

- Renovations of the 8th floor completed in August 2013; the 3rd floor completed in March 2013.

Ongoing

- SIS continues to host well-attended extracurricular events for students from each of our programs. From January to December 2013, 1000+ student attendances at 56 events.

New

- Preliminary discussions regarding 1st floor renovations have begun.

FUNDRAISING

In FY 2014 the Andrew W. Mellon Foundation awarded a three-year grant of \$819,000 to SIS to support the i3 diversity initiative. This is the third grant from the Andrew W. Mellon Foundation to support the development and hosting of the i3 program, bringing the total support to more than \$1.5 million.

	Individual	Foundation	Corporate	Other Organizations	Total
2010	299,529	600,000	27,357	74,128	\$1,001,014
2011	136,787	10,000	94,146	0	\$240,933
2012	474,915	0	41,425	0	\$516,340
2013	763,978	819,000	113,088	0	\$1,696,066
2014	223,729	5,000	26,540	0	\$255,269

Notable gifts

Year	Donor Type	Amount	Donor	Program
2010:	Foundation	600,000	A. W. Mellon Foundation	iSchool Inclusion Institute (i3)
2010:	Other Orgs.	62,128	Full Service Network	Gift In-Kind: Telephone Switching System
2011:	Corporate	55,000	Google, Inc.	Grant to Peter Brusilovsky
2012:	Individual	250,000	Bernadette Callery	Planned Giving for an Archives Lecture Series
2013:	Individual	600,000*	Joseph C. Lang	Planned Giving for Scholarships
	Foundation	819,000	A. W. Mellon Foundation	iSchool Inclusion Institute (i3)

*The FY 2014 annual report noted this gift as effective 2012. Due to accounting issues from the donor side, funding began in 2013.

SPONSORED PROJECTS

SIS faculty have actively pursued both external and internal funding to support their research. A few notable grants include: a \$623,000 award to Dr. Brusilovsky from the US Army Contracting Command to participate in the Advanced Distributed Learning (ADL) Initiative; a \$282,000 grant to Dr. Zadorozhny from the National Science Foundation (NSF) to study social patterns over time; and a \$484,962 award to Drs. Weiss, Tipper and Krishnamurthy from NSF to study Dynamic Spectrum Access. Drs. Bowler, Oh and He received a high-profile OCLC/ALISE research grant (\$14,405) to investigate teen health information behavior in an online context. Dr. Joshi received a grant for \$54,000 from CISCO to create a distributed collaborative traffic monitoring system, and, in collaboration with Drs. Spring, Krishnamurthy, and Tipper, Dr. Joshi also received \$1.5M from NSF for the Scholarship Program for Security Assured Information Systems Track. Dr. Farzan received a \$37,684 award from Google for her proposal "Hyperlocal online communities as 'third places.'"

D. Key strategies for FY 2015

- Improve the professional development and research experience for undergraduate and Masters programs
- Strengthen the connection with our industrial partners
- Promote junior faculty development by organizing events to engage successful senior faculty with their junior counterparts
- Continue to expand our pipelining efforts in the recruitment of more diverse faculty and students
- Ensure our curriculum produces innovative, creative problem solvers with a broad skill set and determine a set of standards by which this can be measured

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
Educate 21st Century Informationists			
Educate undergraduate students for life-long information careers	Continue to increase the technical depth and theoretical rigor in advanced undergraduate courses. Foster an undergraduate culture and curriculum where students can experiment and develop practical experience.	Display undergraduate student projects in the student common areas of the renovated third floor in order to (1) showcase creative work; (2) encourage and guide students to engage in a pilot, exploratory creative project; and (3) attract the interest of local industry. Feature students' projects on a specially-designed website to encourage more students to participate in hands-on, practical development and to showcase students' skills for potential employers. During Summer 2014, a new graduate-level software quality assurance course will be opened to undergraduate students.	FY 2014: The renovated third floor opened in March 2013 and undergraduate student projects are featured among displays of student projects. Further development of hands-on, experimental projects for undergraduate students is ongoing.
		[New for FY 2015] Further develop a strategy by which undergraduate students are offered a meaningful, technically challenging curriculum through which they can complete these applied research and practical experience projects and decide upon standards by which success can be measured.	FY 2013: New for 2014; the renovated third floor will be opened for students in March 2013.
		Incorporate an introduction to research methods in at least one undergraduate course and introduce opportunities for students to practice research methods learned.	FY 2014: New for 2015 plan.
	FY 2014: Research Experience Portal , funded by the Provost's Innovation in Education Award: once implemented, this online system will serve as a marketplace for faculty to post short-term research-related tasks (from a few hours to a few weeks of labor) for students to select, complete, and receive feedback from faculty. This system will be built iteratively, with the first draft of the interface being mocked up and tested by <u>faculty and students during FY 2014</u> . FY 2013: New for 2014 plan.		

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
	Expand opportunities for undergraduate students to acquire experience in applied research.	Expand opportunities for undergraduate students to engage in research through independent study, course projects, volunteer work, and work for hire.	<p>FY 2014: The hiring of the School's first Professor of Practice has enhanced opportunities for undergraduate students to participate in practical research via course projects (e.g., developing a data standard for Obstetrics and Gynecology at Magee Hospital (4 students), an intelligent database/SQL tutor (1 student), collaboration with business school on website for Pittsburgh Riverhounds (2 students), and feedback collection and processing application for the WISER simulation center at UPMC (1 student)). Planning is underway to develop the pool of undergraduate students who participate in independent study into a "consulting" source for SIS, the University, and external stakeholders.</p> <p>FY 2013: New for 2014 plan.</p>
		Host research-based co-curricular events to expose undergraduate students to cutting edge issues and research programs related to the information sciences.	<p>FY 2014: Ten outside the classroom, research-related events were held from September 2013 to February 2014. A minimum of five more are planned from March 2014 to July 2014. The variety of events has expanded to include: interdisciplinary faculty panels to expose students to the full spectrum of research interests throughout the school and workshops facilitated by speakers from local industry or meetup groups on topics such as Content Management Systems (CMS), HTML5 & CSS3, and other relevant areas of interest.</p> <p>FY 2013: Currently host ten per year for the entire school. Will increase (and vary type of event) in 2014 to 15 per year. SIS has arranged with OCC to have research-related events at the School to count for OCC credit.</p>

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
	Provide opportunities for students to gain professional-level practical experience.	Engage employers and faculty to ascertain market and employer needs in order to shape internship and related opportunities.	<p>FY 2014: Introduced annual career fair exclusively for SIS students (21 undergraduate students attended). Two undergraduate students partnered with the College of Business Administration (CBA) on a project for Mazda in Fall 2013 (volunteer basis, 60 hours). SIS continues to seek out additional professional experience opportunities for undergraduate students.</p> <p>FY 2013: In progress. Companies interviewed for input on opportunities: Alcoa, PPG, US Steel, FedEx Ground, Dell, Deloitte.</p>
		Place 80% of graduates in appropriate professional positions or related graduate school programs within six months of graduation.	<p>FY 2014: Most recent Career Development and Placement Assistance (CDPA) data of Class of 2012 indicates nearly 100% placement rate (60% response rate). We will continue to track this metric and encourage a higher percentage of recent graduates to complete the survey.</p> <p>FY 2013: SIS has partnered with CDPA to survey all graduating students six months after graduation. First results due in Spring 2013; this relationship will enable the School to track post-graduation employment and satisfaction more effectively.</p>
	Reinforce Pitt's goal to create globally-aware undergraduates.	SIS has a significant international student population. The School is committed to hosting an increasing number of school-wide events to foster interaction among all students, exposing undergraduate students to the cultural and professional mores of students from other countries.	<p>FY 2014: SIS continues to expand its extracurricular events. From January 2013 to December 2013, there were 1000+ student attendances at 56 events. Of those, 40 either included undergraduate students or were targeted to them exclusively. In addition, SIS has a signed Memorandum of Understanding (MOU) with Wuhan University to offer an exchange between upper-level undergraduate students at Wuhan and SIS. In the Fall 2013 term, two more MOUs were signed: with Nanjing University and with Nanjing University of Science and Technology.</p>
			<p>FY 2013: SIS has created a vibrant program of events for all students; these can be grouped into professional development, intellectual development, and social events. From Jan 2012 to December 2012, there were 930 student attendances at 23 events.</p>

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
<p>Educate master's students for preparation as innovators, creative problem solvers and leaders in the information professions</p>	<p>Offer curricular specializations that leverage faculty strengths in areas of professional need and workforce demand.</p>	<p>Periodically review and refine each master's program in light of need and demand.</p>	<p>FY 2014: Big Data Analytics specialization added to MSIS program; MST program increased focus on mobile wireless and security; Archives and Records Management specialization in MLIS program changed to Archives and Information Science.</p>
		<p>Expand opportunities for master's students to learn of the importance of the curricular specializations in the professional sphere, with the result that an increasing proportion of master's students select specializations.</p>	<p>FY 2014: Students have demonstrated significant interest in outside the classroom events correlated with research and specializations (e.g., Data Analytics Day in September 2013 was attended by 120 students).</p>

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
	Provide opportunities for master's students to engage in research in areas that align with faculty strength.	Include opportunities for research experience and/or inquiry-based learning in the coursework of each master's program.	<p>FY 2014: 13 MLIS students enrolled in the newly-offered Research Methods course in Spring 2013 (instituted as a special topics course). It became a permanent course in Spring 2014 (on-campus and online) with two sections offered and 23 total students enrolled. The new Academic Libraries course requires all students to engage in two empirical research projects: a multi-site evaluation of library spaces (group project) and an interview-based investigation of professional roles and skills (individual project). It enrolls 20 on-campus and 20 online students. The Telecomm Seminar series is well-attended, required of all MST students (29 students enrolled from Summer 2013 to Spring 2014; some students not registered for the seminar attend, depending on the topic). From Summer 2013 to Spring 2014, 47 MSIS students registered for independent studies with faculty and one registered for optional thesis credits.</p>
			<p>FY 2014: Many faculty incorporate peer-reviewed journal articles as required readings in their coursework to demonstrate the importance of research in professional practice. SIS sponsors several well-attended colloquium series with visiting lecturers speaking on the frontiers of research in the information sciences.</p>
			<p>FY 2013: New Research Methods course for MLIS students designed and offered in the Spring 2013 term; Research Design course is already offered to MSIS and MST students.</p>
		An increasing proportion of master's students will participate in a research project.	<p>FY 2014: Research Experience Portal, funded by the Provost's Innovation in Education Award: once implemented, this online system will serve as a marketplace for faculty to post short-term research-related tasks (from a few hours to a few weeks of labor) for students to select, complete, and receive feedback from faculty. This system will be built iteratively, with the first draft of the interface being mocked up and tested by faculty and students during FY 2014.</p>

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
	Expand opportunities for master's students to gain practical, professional experience.	In order to better accommodate the visa limitations on international students, extend the scope of professional experience to include internships, practica, and OPT; hire a career development professional to expand and enhance our professional experience programs.	FY 2014: MSIS and MST students participate in internships and practica and our international students participate in optional practical training (OPT); to this end SIS plans to hire a career development professional. Position description developed in collaboration with the Office of Human Resources for a Coordinator of Internships, Field Experiences, and Practica.
	Sustain regular engagement with employers of master's students in the review of existing curricula and proposed changes.	Maintain relevance of each master's program through systematic engagement with current and potential employers, maintenance of accreditation, and benchmarking with peers.	<p>FY 2014: Received continuing and unconditional accreditation of MLIS through 2020 from the American Library Association (ALA) in July 2013. The LIS Program has built on activities in the run-up to re-accreditation by using booths at state and national professional conference to interact with alumni, employers, and potential master's and PhD students (PaLA and ALA Midwinter Conferences). Student Services has directly engaged with over 15 employers (seven which represent new connections) to match their needs with student talent and connect employers with select faculty members within the school. Industrial Advisory Committee meets quarterly; self-study underway for MSIS and MST for 2015 external review.</p> <p>FY 2013: Began meeting with industry partners and advisors. Initiated process to have MLIS program re-accredited by the ALA.</p>

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
	Educate master's students to be competent to function effectively in the increasingly globalized economy and academic disciplines.	Over this period, SIS will continue to offer and emphasize opportunities for master's students to interact academically and socially with those from other countries.	FY 2014: The number of students attending the monthly iSchool Social Hour and other events has continued to grow. From January 2013 to December 2013, there were 1000+ student attendances at 56 events. SIS plans to host additional events focused on global competence in 2014-2015, add an international dimension to iFest, and sponsor a "National Month" where our International Student Organization will make presentations and host events related to the cultures represented in SIS.
			FY 2014: Three MLIS students undertook virtual internships with Credo Reference (multi-national aggregator of online reference resources) and worked on projects for libraries in other countries (reported in award-winning presentation at ALISE Conference).
		FY 2013: Increase the number of events hosted as part of the iSchool community-building program.	
		Ensure that each curriculum reflects the skills and sensitivity necessary to work effectively in a global and diverse society.	FY 2014: The MLIS program received continuing, unconditional accreditation, confirming that the curriculum conforms to all professional standards, including those related to globalization. As the great majority of MSIS and MST students are international students, the emphasis of globalization is to enable these students to have a true American educational experience and to engage them with American culture.
			FY 2013: The MLIS program is mandated by its accrediting agency (ALA) to ensure that graduates have the skills to provide services to a global, diverse society. The MLIS program faculty are currently reviewing curriculum to ensure conformance to all standards, including those related to globalization.

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
<p>Adapt the composition of iSchool faculty for research-centered and professional education</p>	<p>Hire premier faculty who balance our disciplinary diversity across both teaching and research and can contribute to the growth of an inclusive profession; include broad international representation to express global competence through an international faculty.</p>	<p>Focus tenure stream faculty recruitment on signature areas of research. Attract non-tenure stream faculty to complement these areas and fill gaps in knowledge and expertise.</p>	<p>FY 2014: Yu-Ru Lin (web science) and Balaji Palanisamy (information assurance) hired as tenure stream assistant professors. Recruitment continues for the Doreen E. Boyce chair. In Spring 2014, 4 candidates were interviewed (1 diversity, 2 female) for the non-tenure stream position in Archives and Information Science. Negotiations successfully completed with top candidate in February 2014.</p>
		<p>FY 2014: Due to the large cohort of junior faculty hired in recent years, SIS plans to organize some events to engage junior faculty with successful senior faculty to discuss proposal applications, tenure-track life, publications, student advising, etc. These plans currently include faculty development by visiting assistant professor Beth Fischer and monthly lunch meetings with junior faculty.</p>	
		<p>FY 2013: Recruitment is underway for two tenure stream assistant professors in signature areas of research (information assurance and web science); recruitment is also underway for a non-tenure stream faculty member in Archives and Information Science.</p>	
		<p>Include Professors of Practice to address best practices in industry and professions. Use adjuncts on an ad hoc basis to offer niche, specialized courses.</p>	<p>FY 2014: Dmitriy Babichenko hired as Professor of Practice. Taught three courses in Fall 2013 and three courses in Spring 2014. Plans for a new special topics course to give students hands-on experience in team-based software engineering are underway.</p>
			<p>FY 2013: Recruitment is underway for a Professor of Practice for the undergraduate program to teach in areas of web programming, mobile application development, or user-centered design.</p>

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
<p>Prepare PhD students to become the next generation of academics and researchers in the information professions</p>	<p>Recruit PhD students to build and sustain SIS's reputation for research in its identified signature areas of research.</p>	<p>Retain differentiated PhD programs that encourage collaboration across programs and explore new interdisciplinary opportunities.</p>	<p>FY 2014: Faculty have given cross-program presentations (e.g., LIS faculty spoke on qualitative research in Telecomm doctoral seminar). We plan to continue and expand upon such interactions. The Community Informatics Research Group (CIRG) promotes cross-disciplinary research and is led by junior faculty from LIS and IST programs.</p> <p>FY 2013: New for 2014 plan.</p>
		<p>Consistent and well-articulated requirements and expectations for PhD students that establish a reputation for excellence to attract an increasing number of highly-qualified candidates.</p>	<p>FY 2014: In progress. A review of the GRE, GPA, and number of papers published by current graduate students. This data will be collected and compared across years to strive for a rising standard of excellence in our PhD recruits. A written set of requirements and expectations is being developed by faculty. PhD students attend and present posters at academic conferences; female PhD students have attended the Grace Hopper Celebration of Women in Computing for several years.</p> <p>FY 2013: Financial aid (tuition and stipend) will be reallocated to increase support for PhD students beginning in Fall 2013 and to assure stable funding over four years, contingent on satisfactory student progress.</p>
		<p>Provide opportunities for PhD students as Teaching Fellows, enabling them to gain classroom experience that positions them for academic careers.</p>	<p>FY 2014: In progress. 25 PhD students were appointed to Teaching Fellow positions from FY 2014 to present. A total of 22 were appointed in FY 2013. PhD students acquire teaching experience and many receive training from CIDDE to enhance their presentation skills.</p> <p>FY 2013: In progress. 12 PhD students were appointed to Teaching Fellow positions in FY 2013 (may increase after summer term assignments).</p>
	<p>PhD students will become known and recognized for their areas of research.</p>	<p>The majority of PhD graduates will be offered appropriate positions within 12 months.</p>	<p>FY 2014: 8 PhD students graduated: (4) tenure stream positions; (2) industry; (1) still looking; (1) no placement information.</p> <p>FY 2013: 11 PhD students graduated: (3) tenure stream positions; (1) non-tenure stream position; (2) post-doctoral; (2) industry; (1) non-profit research institute; (1) private practice; (1) no placement information.</p>

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
Foster an Inclusive Profession			
Foster the development of an inclusive profession	Develop pipeline approaches to expand the number of diversity students attracted to the information sciences.	Recruit diverse undergraduate students to graduate study in the information sciences through targeted initiatives such as the iSchool Inclusion Institute (i3). Ultimate goal is to have i3 scholars go on to become faculty at iSchools.	<p>FY 2014: Hosted third i3 residency program in June 2013, with 20 scholars (13 female, 7 male) from 15 different universities/colleges in 13 states. Average GPA of 3.35. Of the 60 students who have participated in i3: 10 will attend and present research posters at the 2014 iConference, 7 applied to master's programs (of those, 1 student has also applied to PhD programs), 10 currently enrolled in master's programs, 1 currently enrolled in a PhD program. 6 iSchools offer 50-100% scholarships to i3 scholars.</p> <p>FY 2013: Hosted second i3 event in June 2012 with 19 scholars (9 female, 10 male) from 16 different universities/colleges in 9 states. Average GPA 3.20. Of the 40 students who have participated in i3: 9 attended the 2013 iConference, 3 presented research posters at the iConference, 8 applied to master's programs, 2 currently enrolled in master's programs, 2 have applied for PhD programs. 6 iSchools offer 50-100% scholarships to i3 scholars.</p>

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
	Expand traditional student recruitment activities to include more venues that attract diversity students.	Increase proportion of applicants and enrolled students from under-represented segments of the population.	<p>FY 2014: Domestic applications from those who self-identify as a diversity candidate have increased as a percentage of total applicant numbers. The prior average over the last three Fall terms was appx. 11% self-reported diverse, but Fall 2014 domestic applicants are appx. 19%. SIS recruitment staff are attending 4 diversity-related recruitment events: HACU, NSBE national, McNair and the Grace Hopper conference. This is down from FY 2013 due to the cessation of previously-attended diversity-related recruitment events. Diverse domestic enrollment continues to show modest increase: the undergraduate program comprised 22% diverse enrollment (Fall 2013) and 21% diverse enrollment (Fall 2012). The master's programs comprised appx 12.5% domestic diverse enrollment (Fall 2012) and this rose to 15% diverse enrollment (Fall 2013).</p> <p>FY 2013: Domestic applications from those who self-identified as a diversity candidate have stabilized at approximately 11% for Fall 2010-2012. The iSchool recruitment staff have increased their presence at diversity-related recruitment events (4 events in 2011; 6 in 2012; 6 in 2013). The School has seen a slight (almost 5%) increase in diverse domestic student enrollment from 2010-2012.</p>

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
	<p>Expand traditional faculty recruitment activities to include more venues that attract diversity faculty, including starting earlier in the faculty recruitment process (e.g., hosting diversity PhD students at Pitt to gain teaching or research experience while highlighting what Pitt has to offer).</p>	<p>Attract more diverse faculty.</p> <p>[New for FY 2015] Four PhD Teaching Fellowship positions were funded by the Andrew W. Mellon Foundation as part of the 2013 grant renewal for the iSchool Inclusion Institute (i3). Candidates from underrepresented populations are encouraged to apply. Teaching Fellows will spend two weeks in June at Pitt, instructing students in the i3 program and collaborating with iSchool faculty and graduate students.</p>	<p>FY 2014: The school continues to expand advertising for faculty positions in diversity-related publications and venues. In FY 2013 AIS search, one diversity and two female candidates were interviewed on campus and negotiations with top candidate concluded successfully. The School will host the AERI conference in July 2014; within this program there is a strong emphasis on diversity and an "emerging scholars" session with eight to ten African American archival scholars set to attend.</p> <p>FY 2013: Expanded advertising for faculty positions in diversity-related publications and venues. In the FY 2012 search, two diversity candidates interviewed on campus and an offer was extended to one. The candidate declined the Pitt offer. In the IST program, the School hired a female junior faculty member. While not a diversity candidate in the formal sense, she enhances the gender diversity of a fundamentally STEM-oriented program.</p> <p>FY 2014: New for FY 2015. To date: received 13 applications for four positions (eight applicants self-identify as minority or underrepresented populations). A total of nine universities are represented (eight of which are iSchools).</p>

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
	<p>Institutionalize and incentivize the School's efforts to enhance faculty diversity, as recommended by the University's Diversity Task Force recommendations approved by the Council of Deans.</p>	<p>[New for FY 2015] Form a standing Diversity Committee following the recommendations of the Diversity Task Force.</p>	<p>FY 2014: New for 2015 plan. In January 2014 a standing diversity committee was formed to include: Ron Larsen, Kip Currier (Co-Chairs), Ellen Detlefsen, Kostas Pelechrinis, Rosta Farzan (faculty members), Sandy Brandon, Alyx Cole (staff members), and Lynette Kvasny (BOV member). This committee will meet throughout 2014-2015 to set goals and track the progress of the recommendations set forth by the Diversity Task Force with a particular focus on faculty recruitment of Black and African American faculty. Additionally, SIS will create an award for contributing to the enhancement of faculty diversity, with criteria to be established by the committee during 2014 and the first award to be announced in Spring 2015.</p>

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
Enhance the University of Pittsburgh's Reputation for Research			
Position and differentiate SIS among other iSchools		An increase in collaborative research between SIS faculty, other units on campus (e.g., current work with the Historical Dataverse project and with GSPH), and with other universities.	<p>FY 2014: Collaborative proposals submitted: 23 (FY 2014 to date); 31 (FY 2013). Since 2011, eight SIS faculty have served on 18 doctoral committees at Pitt (outside SIS). SIS worked with Pitt Law to attract new faculty member in cybersecurity (David Thaw) with a secondary appointment in SIS.</p> <p>FY 2013: Collaborative research has been actively pursued by SIS faculty. Collaborative proposals submitted: 36 (FY 2012); 27 (FY 2011); 39 (FY 2010); 32 (FY 2009).</p>
	Establish an international identity among the iSchools for our signature areas of research and attributes.	Focus on four signature areas of research: (1) Big Data (building community around big data, not simply having big data); (2) Spatial Information (not limited to geospatial); (3) Information Assurance (e.g., security assured information systems); and (4) Web Science (including topics such as social network analysis).	<p>FY 2014: In progress. A total of four proposals for certificates of advanced study (CAS) have been proposed and approved by SIS faculty: (1) Graduate and post-bacc CAS in Big Data Analytics submitted to Office of the Provost (June 2013). The Department of Computer Science offered a letter of support for proposed CAS which was forwarded to Office of the Provost (December 2013). (2) Proposals for a graduate and a post-bacc CAS in Security Assured Information Systems were submitted to the Office of the Provost in February 2014.</p> <p>FY 2014: A Digital Curation specialization is under discussion in LIS following appointment of visiting professor Liz Lyon, who is launching new courses in Research Data Management (2014) and Data Infrastructures (2015).</p> <p>FY 2013: Areas have been recommended by Visioning Task Force and endorsed by Industrial Advisory Council and Board of Visitors. Approved by faculty. There are currently ongoing explorations of how to include digital stewardship and data curation.</p>

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
	<p>Articulate SIS's distinction of excellence in both technological and humanistic endeavors, emphasizing its signature areas of research and specialization.</p>	<p>Particularly among the iSchools, Pitt will be widely recognized for its research and education in these signature areas. Faculty at other iSchools will routinely refer students to Pitt for study in these areas and visiting faculty will come to Pitt to collaborate on related topics. By 2017 we aspire to receive appx. five student referrals per year from other iSchools and to host appx. five collaborating visitors affiliated with other iSchools. In the same timeframe, we would strive for 50% of surveyed iSchool tenured faculty to consider Pitt to be among the top schools integrating technological and humanistic elements and 80% to consider it among the top five schools with these characteristics.</p>	<p>FY 2014: SIS hosted a visiting professor from the iSchool at Wuhan University and will be hosting a second one in 2015.</p> <p>FY 2014: SIS is working with Elliance to develop a branding and visioning plan to increase the profile of the school and its signature areas of research. Preliminary qualitative findings were presented by Elliance in February 2014 with deliverables expected for the Spring 2014 Board of Visitors meeting. SIS Communications is increasing awareness of faculty research by positioning faculty as experts in the local and national media on relevant topics of interest.</p> <p>FY 2013: The school established a goal that it will be widely recognized among the iSchools as the predominant institution whose iSchool combines the highly technological with the humanistic elements of large scale information management in a coherent manner. Its Telecommunications and Networking program is currently widely recognized as the most technically rigorous among the iSchools worldwide.</p>

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
<p>Serve as a resource of knowledge and expertise to the University community on issues relating to information and the systems that provide information services</p>	<p>Foster a community of collaborators across the University that identifies and contributes to information-based opportunities that advance the University's mission and enhance its reputation.</p>	<p>Promote broader understanding within the University community of contemporary issues and opportunities in areas such as data-driven science. Collaboratively address University challenges in data management, including educating LIS students as consultants for Data Management Plans (required for research proposals to NSF and NIH) and "embedded informationists" as stewards of data from research projects in other disciplines.</p>	<p>FY 2014: In progress. SIS and Dr. Karimi have expanded his development of navigational aids for those with special needs on campus to partner with Carnegie Mellon University, Pitt's School of Education and Community and Governmental Relations, as well as several local nonprofits. In February 2014, SIS sponsored its inaugural Technology, Entrepreneurship, Creativity (TEC) Conference, open exclusively to University of Pittsburgh students, alumni, faculty and staff. In future years we will consider opening this event to the greater Pittsburgh community.</p> <p>FY 2013: Two MLIS students have been placed in a new Partners Program placement with the University Marketing Group; experience has been successful and well-received as an example of partnering in a major project across the university. Dr. Hassan Karimi is working with the Office of Disability Resources and Services to develop navigational aids for those with special needs on campus and through this research, SIS is a partner in the Oakland Business Improvement District's "Discover Oakland" project. Dr. Brusilovsky has developed a Web-based social networking system (CoMeT) for sharing information about research talks and seminars at Pitt, CMU and other insitutions in Pittsburgh. SIS has also engaged with the Vice Provost and Dean of Students in an exploration of the feasibility of an information-immersive theme floor in the residence halls.</p>

iSchool Goal	Strategy to be implemented	Targeted, measurable outcomes: FY 2013--FY 2018	Outcomes from FY 2014
Build the Pitt iSchool Community			
Renovate iSchool facilities and upgrade the infrastructure to foster community among students, faculty, staff, professional partners and employers	Repurpose the 3rd and 8th floors to support a flexible array of interaction styles from informal to formal and social to professional.	3rd and 8th floor spaces are made more suitable for collaborative work and supporting students in professional development.	<p>FY 2014: Renovation of the 3rd floor was completed in March 2013 and the space has been used for a multitude of professional, educational and social events. Renovation of the 8th floor was completed in August 2013 and the space has been used by PhD students and to host meetings with distinguished visitors including our Board of Visitors and faculty from the Beijing University of Posts and Telecommunications and Nanjing University of Science and Technology.</p> <p>FY 2013: Renovation of the 3rd floor will be completed in March 2013; renovation of the 8th floor is to be completed during the summer of 2013.</p>
	Adapt layout of offices, labs and student spaces for enhanced collaboration and informal interaction.	The home of the iSchool becomes environmentally suited to information research, is secure, and provides a safe environment for students, faculty and staff.	<p>FY 2014: 8th floor renovations completed in August 2013. Preliminary discussions regarding 1st floor renovations have begun. Possible renovations to include coffee cart/café, new floor and ceiling, furniture, digital signage, as well as external improvements to include a new 'store front,' painting, concrete repairs, etc.</p> <p>FY 2013: The iSchool has arranged for the building to be locked in non-class/lab hours, entrance permitted to swipe card holders only at that time.</p>

Reallocation Narrative

Briefly reiterate the five-year plan in executive summary format

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

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

Over the past year, the number of tuition scholarships offered to students participating in the Partners Program (Masters-level internships) was further reduced, as was financial aid to students in all professional Masters Programs. Several additional courses with chronically low enrollment were also trimmed from the course schedule. Reallocation enabled hiring a Professor of Practice for the undergraduate program, offsetting some of the need for adjunct instructors. This year, the annual iConference (among the iSchools) is being held in Berlin, making it the first time the conference has been held outside of North America. The budget reallocation steps SIS has taken are providing some of the resources needed to assure that SIS has a strong presence at the iConference this year. Seventeen faculty members and PhD students are presenting papers, posters, workshops, or related program events. The savings from the reductions are also being applied to enhance doctoral student support, to enhance startup packages for new faculty, and to fund two visiting faculty members who bring expertise in ethics and digital curation to the School.

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

Curriculum trimming and further reductions in financial aid and Partners Program tuition credits should provide a bit more than \$200K of re-allocatable resources. The carry-forward of one-time reallocations from the prior year is expected to provide nearly \$250K more, enabling a reallocation of approximately \$450K in FY 2015. This will be directed to staff support for field experiences and internships, for NTS faculty teaching in the Archives & Information Science specialization, and for further enhanced PhD student support. Additional equity adjustments to faculty compensation are anticipated, as are continuation of the two visiting faculty positions launched in FY 2014.

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

The plan as submitted last year remains largely in force, with the modifications noted above. Last year's narrative stated (somewhat prematurely) that market adjustments for faculty salaries had been removed from the reallocation plan due to the complexity inherent in addressing such concerns. Subsequent negotiations with the Provost identified steps that could be taken, and these are now reflected in the reallocation plan.

School of Information Sciences

Graduate Rankings

US News Ranking¹

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

Undergraduate Student Benchmarks

Placement

% placed after graduation ²	Class of 2010	Class of 2011	Class of 2012
	79.0%	94%	100%
	(34% response rate)	(49% response rate)	(65% response rate)

Satisfaction based on SERU data

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

Graduate Student Benchmarks

of degrees granted³

	2011	2012	2013
Masters:	309	283	255
PhDs:	13	13	5

% placed after graduation (among those whose placement status is known)

	Class of 2013
	95%
Masters:	(59% with known placement status)
	86%
PhDs:	(88% with known placement status)

Diversity

% of full-time faculty who are under-represented minorities⁴

	2011	2012	2013
All:	4.9%	3.8%	0%
T/Ts:	4.5%	4.3%	0%
NTS:	5.9%	0%	0%

Faculty Scholarly Productivity⁵

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

		Awards/Faculty Member			Books/Faculty Member			Grants/Faculty Member			Grant \$/Faculty Member			Journals/Faculty Member			Citations/Faculty Member			Conf. Proceedings/Faculty Member		
		AY10	AY11	AY12	AY10	AY11	AY12	AY10	AY11	AY12	AY10	AY11	AY12	AY10	AY11	AY12	AY10	AY11	AY12	AY10	AY11	AY12
Information Science	Raw	0.1	0.1	0.1	0.4	0.6	0.7	1.1	1.0	1.1	\$122,368	\$115,888	\$110,880	10.7	7.5	5.7	43.6	40.1	22.6		6.1	4.4
	% Rank	25%	33%	22%	84%	85%	80%	70%	67%	67%	68%	56%	54%	91%	96%	87%	73%	60%	61%		98%	89%
Library & Info Science	Raw	0.7	0.7	0.4	0.9	0.8	0.7	0.9	0.9	0.3	\$51,621	\$57,377	\$11,145	3.7	4.5	4.2	7.6	16.9	8.6		1.4	0.8
	% Rank	95%	94%	83%	98%	96%	85%	65%	63%	28%	43%	46%	24%	39%	63%	63%	25%	29%	30%		42%	37%
Telecommunications*	Raw	0.0	0.0	0.0	1.3	1.0	1.2	1.0	0.7	1.0	\$44,339	\$36,300	\$64,081	14.0	7.2	5.0	20.7	43.0	12.0		5.8	6.2
	% Rank	2%	6%	6%	95%	88%	89%	57%	44%	67%	48%	31%	33%	90%	75%	61%	67%	63%	50%		81%	83%

* Compared among Computer and Information Sciences PhD programs

Sources: ¹ US News & World Report (2014 Ed.), ² Class of 2012 Post-Graduation Status Report, ³ 2014 Fact Book, ⁴ Fall 2013 Faculty Census, ⁵ Academic Analytics

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

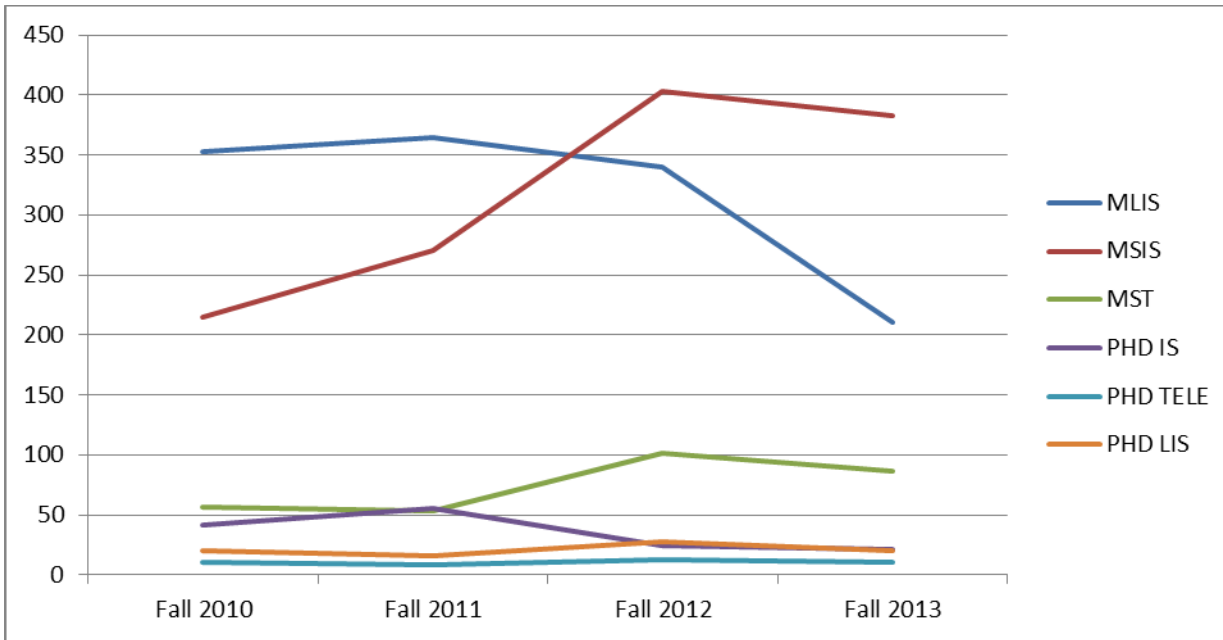
Aspiration Peers: Illinois, Michigan, Minnesota, Virginia, Wisconsin, North Carolina-Chapel Hill

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

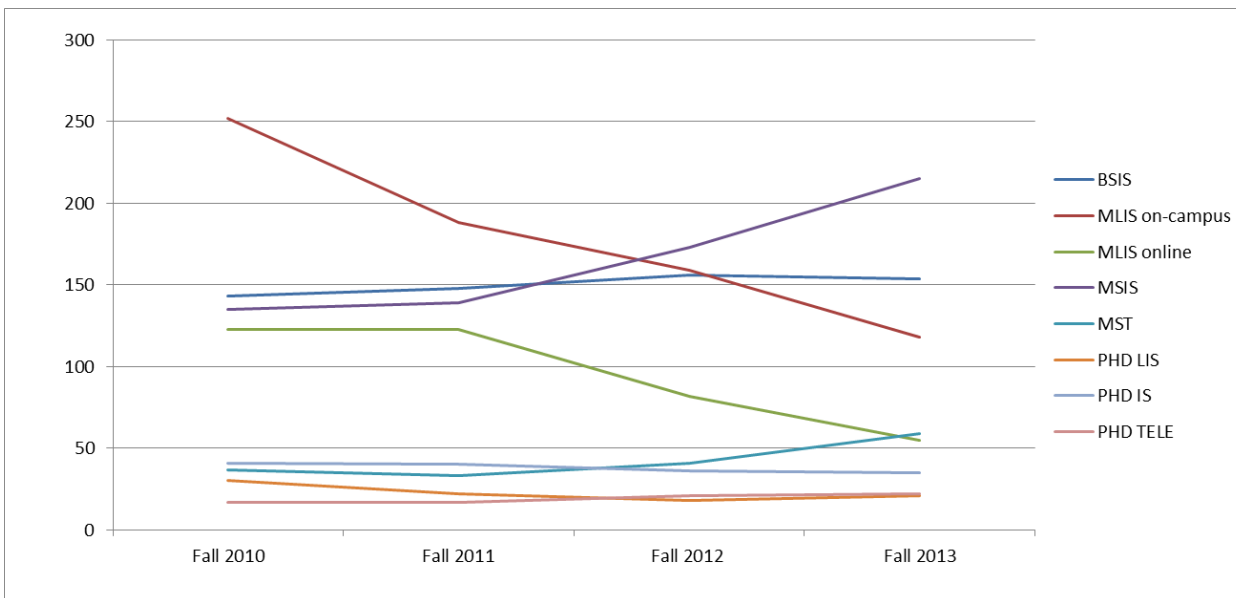
2012 SERU Peer: Irvine

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

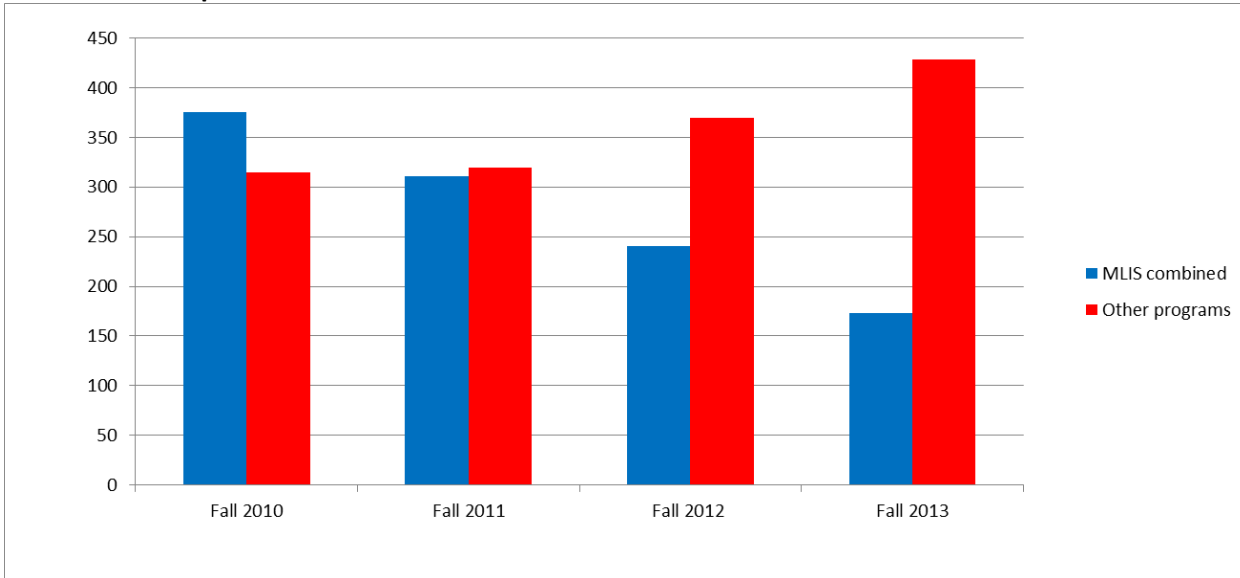
Total number of applications over time



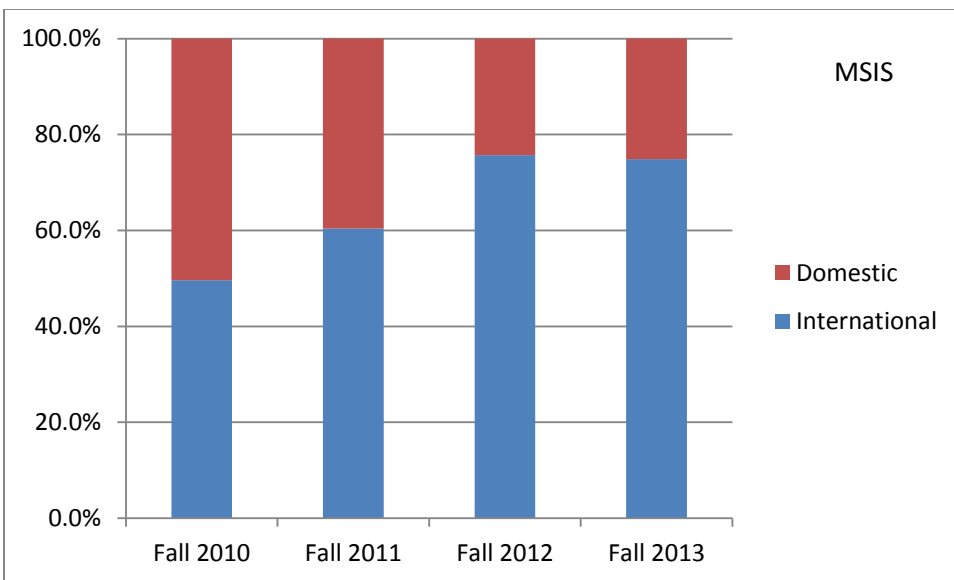
Enrolled students, by program, over time



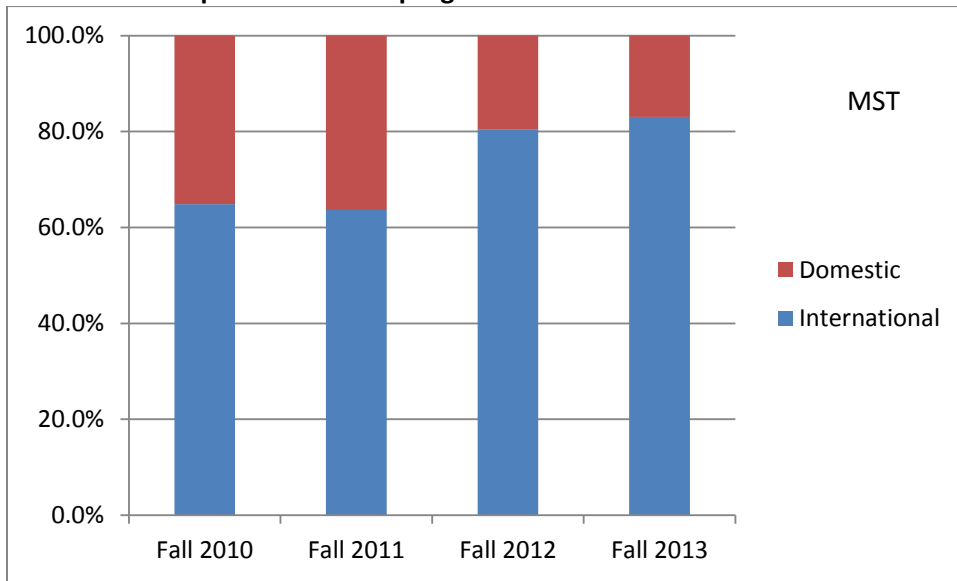
Enrollment Composition of SIS



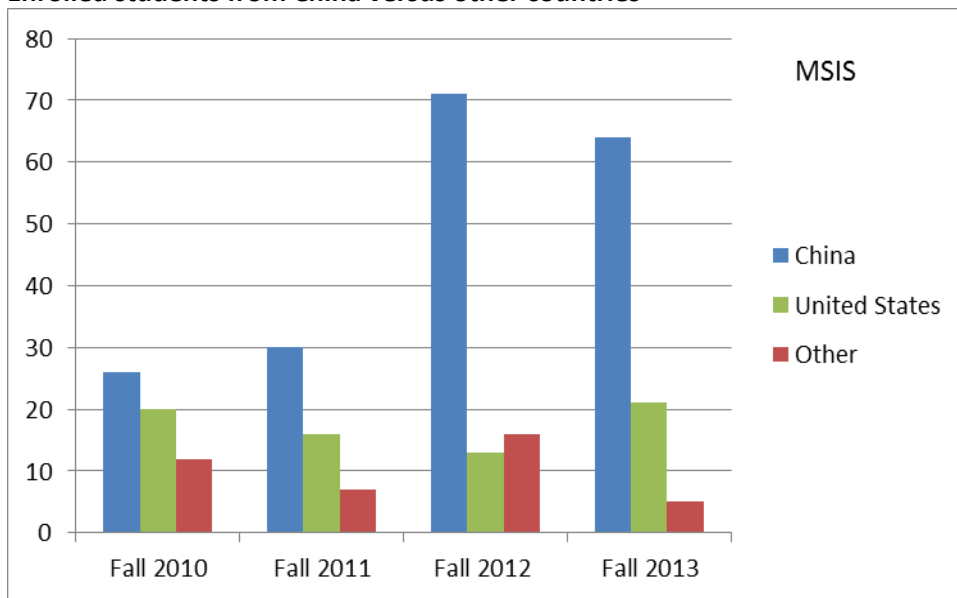
Enrollment composition of MSIS program



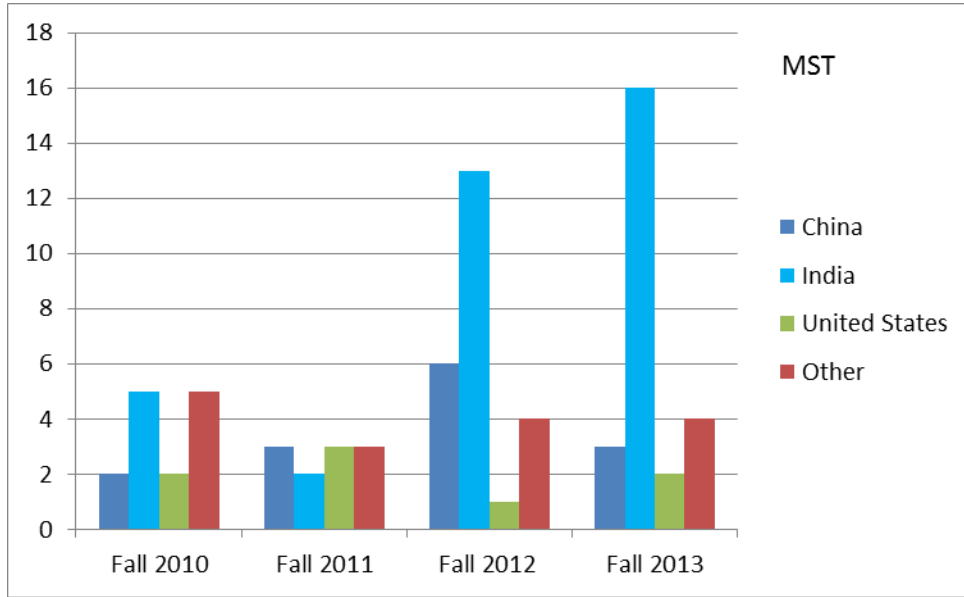
Enrollment composition of MST program



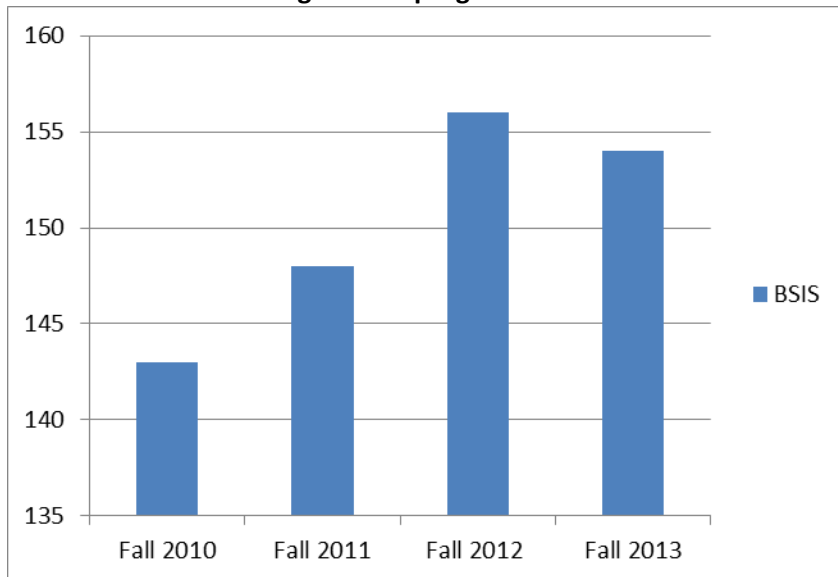
Enrolled students from China versus other countries



Enrolled Students from China and India versus other countries



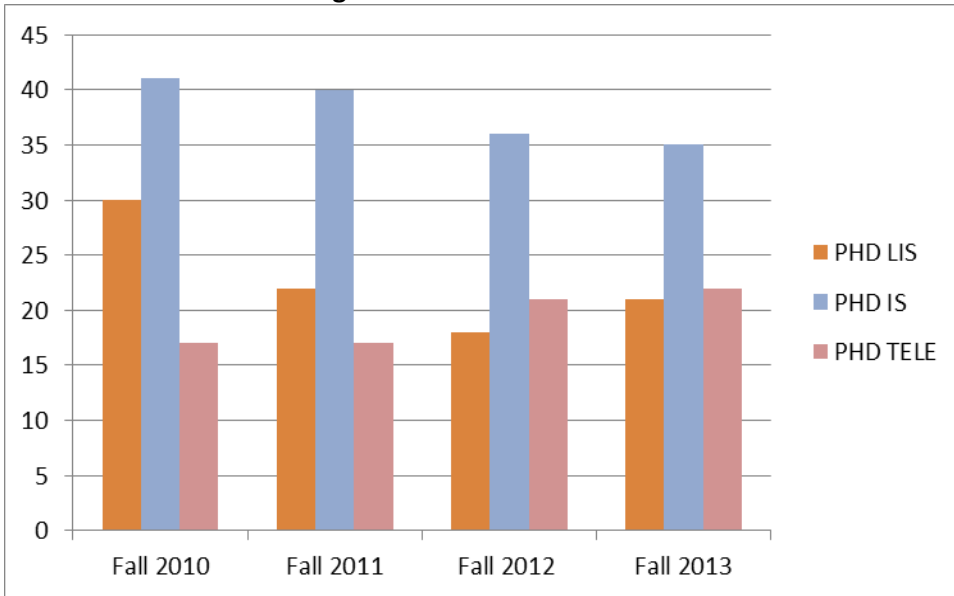
Enrollment in the undergraduate program



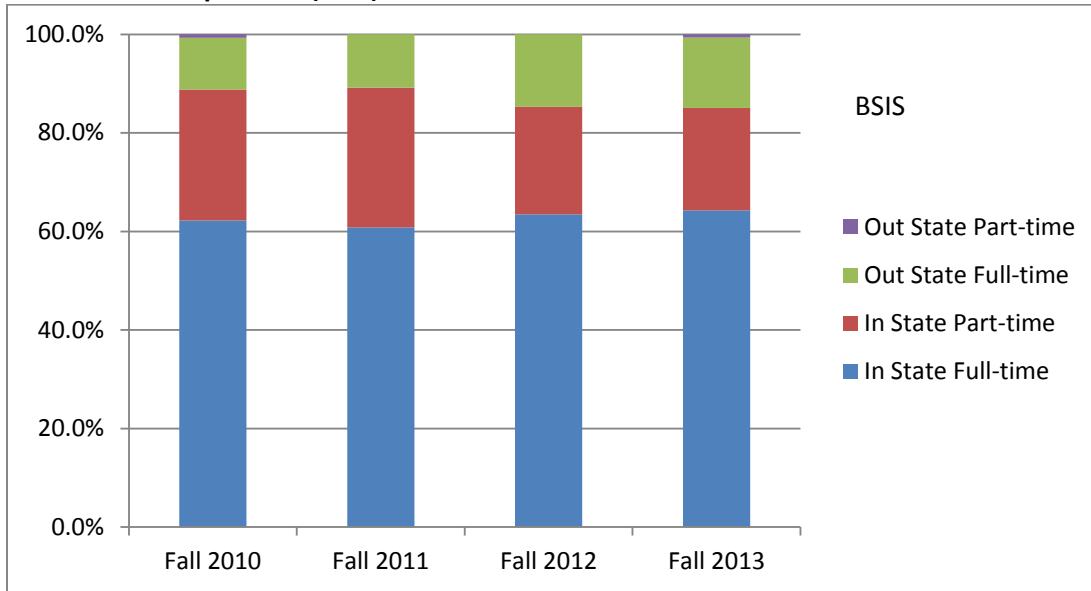
Enrollments in the Master's Programs



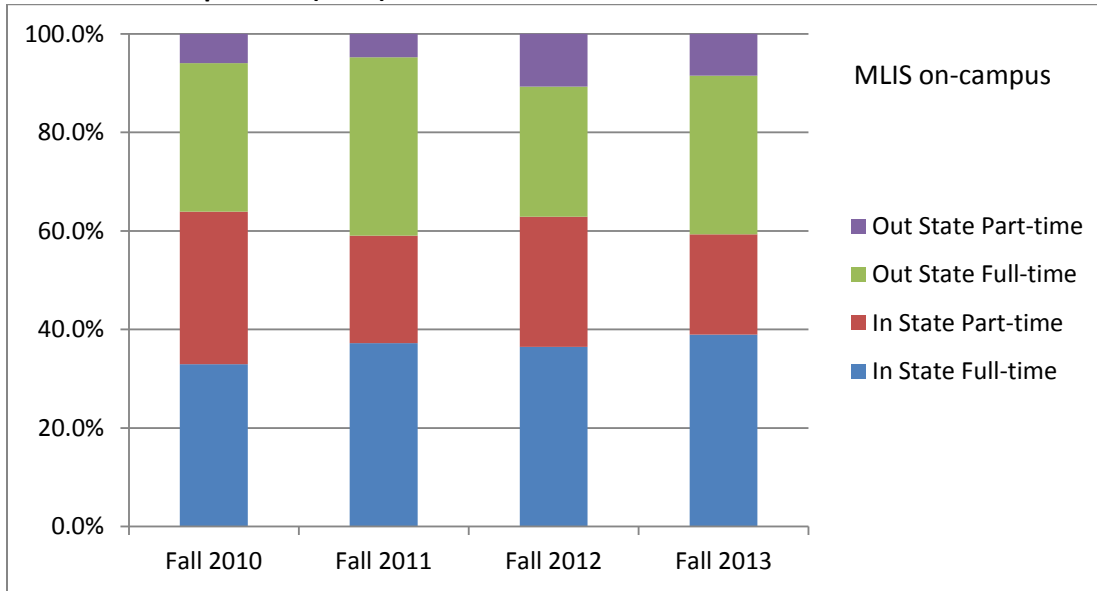
Enrollments in the PhD Programs



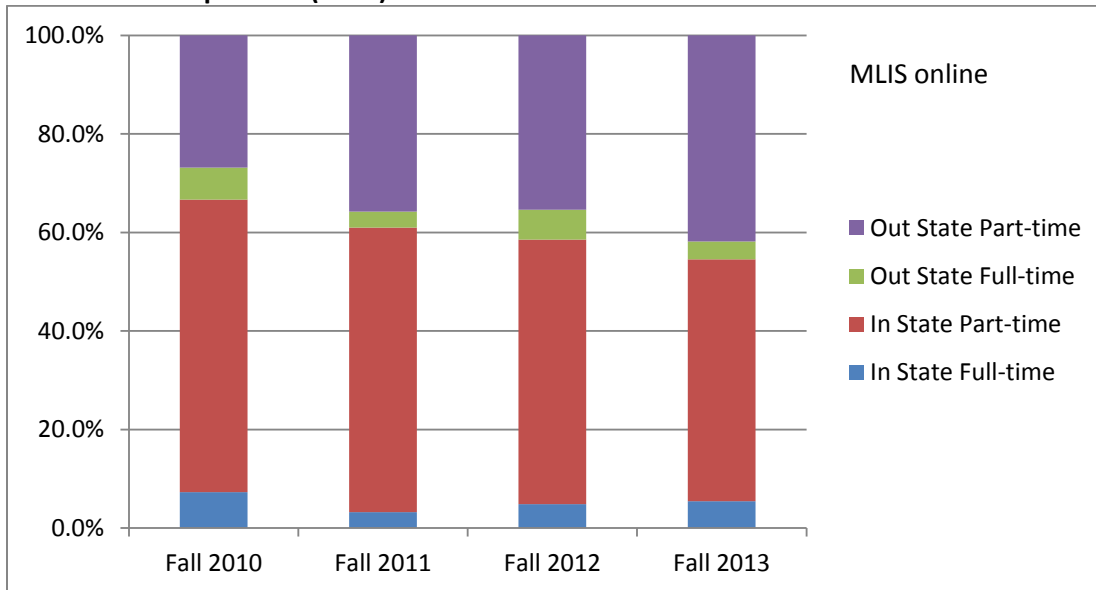
Composition of Enrollment by Degree Program
Enrollment Composition (BSIS)



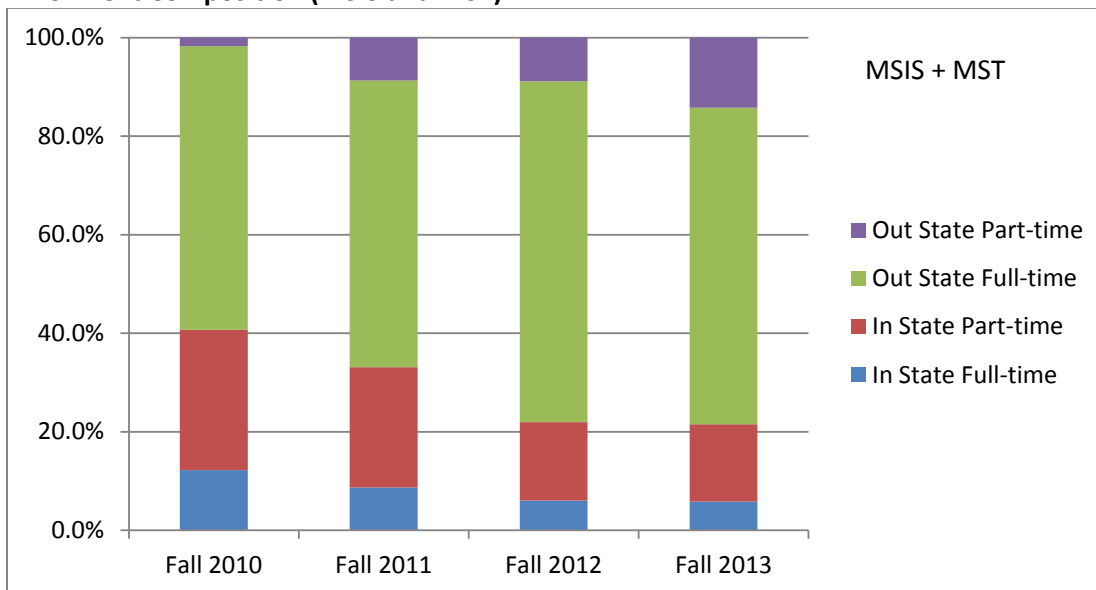
Enrollment Composition (MLIS)



Enrollment Composition (MLIS)



Enrollment Composition (MSIS and MST)



Diversity in domestic students

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
US Citizens				
American Indian/Alaska Native	1	1		
Asian	15	23	21	18
Black/African American	32	25	28	32
Hispanic/Latino	16	21	22	20
Multi-Racial	2	7	7	7
Not Specified	18	7	8	5
Other	2			
Subtotal diversity	86	84	86	82
Unknown	147	56	31	16
White	394	413	347	313
Total number of Domestic students	627	553	464	411
Percent	13.7%	15.2%	18.5%	20.0%