

iCaucus meeting held at the iConference 2010
February 5, 2010
1:30-5:00 PM
Boardroom, iHotel
Minutes

1. Welcome and introduction to the agenda – Harry Bruce

Welcome to new deans and first-timers.

Attendees:

Harry Bruce, Chair, Washington
Chuanfu Chen, Wuhan
Larry Dennis, Florida State
Andy Dillon, Texas (one the phone)
Aimee Dorr, UCLA
David Fenske, Drexel
Jim Foley, Georgia Tech
Dave Hall, Penn State
Per Hasle, Royal-Copenhagen
Ron Larsen, Pittsburgh
Liz Liddy, Syracuse
Ramayya Krishnan, Carnegie Mellon
Gary Marchionini, North Carolina
Martha Pollack, Michigan
Debra Richardson, UC Irvine
Seamus Ross, Toronto
Bobby Schnabel, Indiana, Informatics (on the phone)
Michael Seadle, Humboldt
Herman Totten, iSchools Rep, North Texas
John Unsworth, Illinois

Absent:

Blaise Cronin, Indiana (LIS)
Janny Preece, Maryland
Jorgte Reina Schment, Rutgers
AnnaLee Saxenian, Berkeley

2. Enhancing the iSchools doctoral experience – Liz Liddy

- a. Preparation – Deans are asked to reflect on the fact that a key criterion for membership in the iSchools is an active PhD program, thus suggesting that as an organization we recognize doctoral study as critical for achieving our goal of advancing the information field.
- b. Activity – Deans will be asked to share specifics of their school's efforts to enhance the doctoral experience at their school in one or more of the following areas:
 - i. Attracting the best students.
 - ii. Conveying the message of what is distinctive / unique about an iSchool PhD.
 - iii. Addressing the special challenges of PhD curriculum planning in an iSchool – e.g. diverse expectations from faculty supervisors e.g. HCI; computing; LIS; MIS.

- iv. Sharing where our PhD students go upon graduation, and if this is changing.
- c. Goals:
 - i. Provide useful suggestions of tested methods whereby iSchools can enhance the doctoral experience in their iSchools.
 - ii. Enlist a group of individual deans interested in compiling, extending, or implementing shared ideas and reporting back on their outcomes.
- d. **Notes from discussion: Where are the students going after graduation? What have we been doing that is working, not working? Suggestions, tested methods? What can we learn from each other? How can we enhance the doctoral experience in the iSchools?**
 - **Where are the students going after graduation?** Examples of information gathered for NSF on where graduates are going:
 - We have collected information from iSchools about the placement of their recent graduates (since 2005). Despite the general job market, we find that nearly all graduates have positions (185 out of 188 known about), although some may have secured positions that are not what they would have preferred.
 - We do see graduates taking up faculty positions in other iSchools (15% of all known positions), as might be expected. However, that is clearly a distinct minority of all positions. Very substantial numbers (37%) take faculty positions in non-iSchool departments across North America including Library and Information Science, Business, Communication, Management Information Systems, Public Affairs, Education, Computer Science, Law, Health Management and Informatics, and Information Studies. Some graduates take up faculty positions abroad (7%), particularly foreign students returning home. Opportunities for postdocs (11%) seem to be growing, (sometimes caused by the current recession, but also part of a longer trend for postdocs in topic areas where such positions have previously been very rare), and again graduates are securing such positions in many different kinds of department. Some students also secure other academic positions such as research scientist (5%). Finally, a substantial number work in corporations (18%) and also non-profits (6%), both in research and managerial appointments.
 - This diversity of appointment opportunities creates a challenge of explaining to potential employers the contribution of an iSchool research perspective, and can lead our graduates to be pioneers in introducing interdisciplinary approaches to understanding information uses to other institutional settings. "
 - We should count this as success!
 - Humboldt is the only university that has the right to give out doctorates in this field in Germany, and cannot just hire their own PhDs, so most of their graduates must leave the country to have university-level professorships in the LIS field; employment among doctoral graduates is essentially 100%.
 - Because the Royal School of Library and Information Science is the only doctoral college in Denmark, we've employed all the students we've graduated.
 - There is a trend of graduates heading into postdocs.
 - We got over 400 applicants for a postdoc position.
 - Graduates are not able to get the jobs they want. In the current economic climate students may have to do postdocs for awhile.
 - The economic slowdown will have a lot of effects in the future; postdocs are more immediately productive. Perhaps we're heading to a place where postdocs or industrial jobs are more common.
 - Students feel awkward when they take a postdoc and then are offered a tenure-track position, but the deans feel that it is ethical to take the tenure track. Some schools resolve this by telling them ahead of time that this is okay.

- The iSchools should adopt a code of best practices for offering positions to postdocs. One thing would be a common offer letter that states that taking a tenure-track when offered is fine.
- Postdocs are more of a problem for women, though, because of the disruption of family life caused by moving from one place to another, and this is felt more strongly in a dual-career family.
- Number of applicants is growing, and the quality of the applicant pool is higher than in many years.
- **The challenge is to convey the message – what is unique for each of us.**
 - Our program is not CS nor is it high-tech; we have a people emphasis, our PR says it's a unique approach.
 - Elevator Speeches:

Since the advent of the Internet, there's been an explosion in the influence of information. The information revolution changed everything: the way businesses and governments work, the way we do science and provide health care, the way we educate our children and entertain ourselves. There are all kinds of important questions involved in understanding and improving the ways in which we generate, collect, analyze, store, preserve, and disseminate information in the modern world. That's what we study at SI, where our slogan is 'Connecting People, Information, and Technology in More Valuable Ways.' ~Martha Pollack

We argue that the principle goal is to make information accessible in an increasingly global world. We emphasize pluralism and multi-culturalism, interdisciplinarity, etc.

- The diversity of responses for what makes us unique is interesting. Library and Information Science is strong about interdisciplinarity of information science related to libraries and the public. However, some faculty feel that interdisciplinarity is a weakness, because students should be getting this kind of breadth as an undergraduate.
- We should not be apologetic about this field! We should talk about it as the human side of computing. We need to come up with a theme that says that we're in an "I" universe. Information, telecommunication, etc. is pervasive in our society and what we do is one of the three keys to the 21st century: nano, bio, and info.
- Distinctiveness: we've got just one doctoral program, but a diverse faculty who have different models in how they engage the students – LIS and MS faculty model it all differently. We have a whole cohort of students doing tremendously different and unique work.
- The explosion of info tech has changed the world – all the problems in that space are in need of our help – gaming, telecommuting...
- Part of the challenge in putting together an expertise in technology, information studies, management, organization and individual behavior and communication is trying to figure out how people see themselves in this puzzle. The things we study are fundamental in helping us function in society. As technology changes, our society changes, and our job is to help people thrive in this new environment, and make sure everyone is included (has access).
- **How do we promote this kind of diversity in our doctoral students?**
 - Applicants come with very unique backgrounds (artists, philosophers, psychiatrists, etc.). How do we encourage them to stay? We need to encourage an exchange with other doctoral students; perhaps this will help them to feel that diversity needed to make them feel included.
- **What have we been doing that is working, not working? Suggestions, tested methods? What can we learn from each other?**
 - We need to hear more from the doctoral students themselves. Our School covers their travel to come to the iConference, if they report back upon their return what they liked about the conference, their sense of the field and of themselves and how they fit. They're still developing the field. The experience expands them, but they could help us understand this.

- Harry: Please ask your doctoral students when they get back from the iConference what they learned from other doctoral students at the iConference. Then we deans can share these notes with each other, and with the doctoral students as well.
 - This will help us with the justification necessary for funding from NSF for the future iConference doctoral colloquium, as the NSF program officer said that they needed more of those kinds of feedback on outcomes and consequences.
- Penn State has built a set of resources to accepted students, a starter kit on how to do research and writing, etc., which they would be glad to share with each of the other iCaucus schools, so we could in turn share it with our doctoral students.
- **How can we enhance the doctoral experience in the iSchools?**
 - We could leverage our discussions and get a much broader acceptance from places like NSF – do something really big!
 - We could suggest a charge to the research deans on this idea.
 - We need to think about international agencies – NSF is not available to non-us citizens.
 - Information retrieval is an area of research collaboration—this could be a very large activity that could also be international in nature, and is already going forward in EU.
 - Think of the large information utilities (MS, Google, etc.) do they have any funding available? They're looking to hire, in the same way they're supportive of conferences, could they be funders of research?
 - Maybe a few of us could talk to some of the people we know in these organizations to see if funding is available for support for the conference, doctoral students, research projects for faculty & doctoral students.
 - Yes, but usually you go to an agency with a research project in hand; but this is about asking for support for PhD students. How would that work?
 - There are things called training grounds (IMLS) – but these are competitive – and some of us would not be willing to do this as a consortium.
 - IMLS would welcome a consortium approach. IGERTS & NSF might support an agenda-setting workshop, this would work for this group.
 - We had individual proposals that were integrated and presented as one package to NSF, and when we got the push back, we refused to separate them, and in the end they were funded.
 - Practically speaking, we may be able to talk not as one group, but as subsets of cohesive groups. If our plan is to find a way that all of us are equally represented that would not work. IGERT is a potential – establish something to NSF that is novel and inclusive, and a set of problems that they want to reward. Something that is distinctive about the doctoral programs – a subset of us.
 - What about a more inclusive idea for the funding agencies at the conference – an agenda-setting workshop for half a day or something?
 - We should have an ongoing, parallel discussion with concrete proposals such as when and where to apply. .
 - We should give an award for the best doctoral dissertation and the best proposal within the iSchools. Most organizations have this sort of thing – it is prestigious for the students, and is low cost. We have to put the work into it (the judging), but we'd be making a statement about rewarding excellence.
 - There is currently a best paper award at the iConference. It would be nice to get those funded – and give the title to the company funding it. The tech industry gives best papers with a prize competition and peer review for the papers.
- **Phone calls agendas: get the ideas like dissertation awards done in small groups/task forces, not on the phone calls. Maybe a subset of the leaders of the doctoral programs could lead the dissertation awards, for instance.**

3. Current challenges – identification and discussion – Harry Bruce

- a. Preparation – each dean is asked to prepare a one-minute statement identifying a key issue that she or he is facing at this time (except state budget crisis – this applies to all).
- b. Activity - Deans will be called upon to identify their challenge, issue or concern. Caucus members will be polled to find out who else faces this challenge, and who has dealt with this challenge in the past. Challenges, issues, concerns and solutions will be discussed
- c. Goals
 - i. Identify common challenges, issues or concerns
 - ii. Build agenda for future meetings – for iDeans and iCaucus
 - iii. Demonstrate the value and purpose of iSchools affiliation – seeking solutions and support for shared challenges and issues
- d. **Challenges and how we might resolve them--who's got the biggest challenge?**
 - Challenge: motivating faculty to get external funding: Faculty usually take the position that the faculty of the whole should evidence external funding, which translates to one or two work horses. Other faculty that they can't teach, advise, attend committees, and then take the time to do a research proposal, especially when there is no guarantee that it will be funded.
 - We've got different cultures merged together that do active research, and communication between these cultures is not good. We have set up incentives for being funded: course reductions. If you get funding that supports at least two graduate students, we'll reduce your teaching load by one course. So now we have a fully-engaged faculty; however, we now need to figure out who will do the teaching.
 - One solution is to give the research dean some staff to help with administrative requirements of running the grants, to reduce the time faculty need to spend on this.
 - The funding opportunities are not the same for all of the faculty's fields, so what's important is the support of doctoral students, the ability of students to work on projects in collaborative setting, not the amount.
 - We set up a program where they get a percentage of the indirect cost recovery for themselves, and support in the form of a PhD-level writer and fiscal specialists to prepare the budget.
 - In our school, if faculty bring in funds to the school, 20% of their activity goes to the School to pay for other things, and the rest goes into an account to buy things they need for research (data, equipment, student time, etc.)
 - Challenge: When collaborating with other units on campus, how do we articulate and clearly state our focus on campus, how do we stay distinct? Our vision and strategy is to see what we do differently from CSE. Delineating what we do and communicating the specific sets of things we bring to the table, like ecological computing and information with focus on design and how the pieces come together. We've been quite successful with some leadership from senior faculty, for instance, we were able to get an IGERT on data privacy, which is cross-cutting; however, how do we collaborate with CSE and HCI lab?
 - This is the opportunity overload problem – everyone on campus wants to collaborate with us. Of course we want to collaborate, but it seems that we're rarely the PI, and mostly in a supporting role. We need to define what our discipline is and articulate that well. We need to prioritize which projects are the most beneficial to collaborate on.
 - It's not the mechanics, it's the prioritizing that is difficult – so many opportunities. We'd be fascinated to do computational journalism, for instance, but need to stay focused.
 - Is the product going to result in new knowledge that will be published? If not, then we're just applying what we already know to their research, which doesn't help us.

- We try to handle these interactions with subcontracts across schools. The GSR are lodged with our school, so we get credit. When these things come up, faculty need to talk to me early enough to give me time to make it clear to the other dean how we work, so that we're not stuck in a supporting role.
- We also talk to people and get seed money to try to write the grants, that helps.
- Another problem with these kinds of collaborations is that the places that the research is published matter; some disciplines publish in highly referenced conferences, and others choose other venues.
 - We won that battle by everyone buying into the publishing.
 - In order to make it clear for all, get email from leaders in the field to say that this is what we do in this field.
- Challenge: legacy loyalty to their own traditions: We have embarked on an exercise to rethink our curriculum, but when we started to document expectations for research, what would be the core classes, people still have a lot of legacy loyalty to their own traditions. The worry is will we get someplace that is actionable? Where will we be when we're done?
 - This happened in our school with Phd program requirements: people were taking sides. We come from about eight different doctoral backgrounds, and they didn't realize the extent to which they had internalized them. What I did was to ask them what parts of their experiences they liked, which parts they didn't want to replicate, and so on. This led to a more granular conversation, which got everything out in the open and helped us face the situation.
 - Cultural differences in faculty. These conversations are difficult and awkward – this suggestion is very useful, and I feel it would lead to rich and elaborate conversations.
 - The process of making a school of CSE and Informatics collection into one unified unit has been very challenging. The problems are more with personalities than with disciplinary backgrounds.
 - Wuhan was founded in 1920 by American missionaries. This school has a long tradition of library science, but now we have a PhD program, and LIS, ecommerce, publishing, informatics, etc., which are similar to the programs in the States. The biggest challenge for us now is how to make the LIS field compatible with the industry economy and society. Since we have a LIS BA, MS, and PhD programs, students study there for a long time. Many students go to the library, and others are employed in industry. The question is how to mix the library science with the business world. Information is power – must work with the other powers.
 - This kind of problem is cross-cultural and global. Two major traditions: culture and information orientations. We study information in cultural contexts. Interweaving the two traditions helps. But our students come from lots of different places, and they have established that they have to have a dual identity, and are dealing with that in a number of different ways.
 - We've tried is common courses. An interim course that they all take, where that have common projects. This is the place where they learn some respect for each other and the different disciplines.
 - We also have common courses, but this year we began a re-mastering of the PhD program. Our mantra is that if we're an iSchool, we should have an iCore that gives us the identity we need. This is the question that we're addressing this year.
 - The challenge of our identity is the most compelling and interesting for the iSchools, and at a level of abstraction we agree, but when we get to details, we start to disagree. We've established a School of one. We started with a smaller faculty, and have grown; however, they all believe in it, because we don't ask them to give up their background disciplines.
- Challenge: creating an informatics major on UCIC campus: We take part in a number of campus-wide education programs. We have a campus-wide informatics minor, our PhD is multi-unit but resides in informatics; we've worked out the mechanics of these. We've been unable to advance a proposal for an undergraduate in informatics. Majors need to be owned by colleges, but graduate degrees are granted by the graduate school. We think the biggest problem is with the name,

“informatics,” because a cross-cultural undergraduate degree with the same name in multiple colleges won’t work.

- We dealt with it by changing the rules—our computational media is owned by two colleges.
- We just got approval for a BA degree by working with other colleges; we wooed them by saying that they’d be able to send their students to us for lots of courses.
- We created a program that sits in the enormous College of Arts & Sciences. We called it informatics (this was at a time when CS enrollments were way down), but courses can’t have names that overlap with CSE (like computing...)
- We found a place on one campus that had enrollment space for students, and collaborated with them. These old universities have a status quo that is tough to fight. There is a limit of students we can admit at the graduate level, so we have to have undergrads to make it financially viable.
- Information is such a very important but also a very abstract concept that so many different disciplines can participate in. This breadth must be there, but it would be useful to compare with logic, for instance, which is a meta-discipline. I see our discipline as a meta-discipline, which can be applied in various ways to other disciplines. Perhaps this would help in framing your argument.
- We have a shared degree program with Engineering and Business. The business degrees are given by us, and courses are split. Engineering grants the degree, but students are admitted 50/50. There is a problem, because they like our counseling better; however, we’re negotiating that we’ll do all the student work, and Engineering can take over ABET ☺.
- We get credit for having all of the computational students, but have a dedicated advisor for all students.
- The tuition model has been a bit of a problem, but the battle is about the name.
- Challenge: Attracting high-quality doctoral students: last year and this year have been the best job market ever, so we have very high-quality faculty, but unfortunately we can’t seem to attract the high-quality doctoral students. We’ve decided to go out on the road to places to seek them out, and have chosen elite colleges in the Mid-west, or Cornell, for example.
 - I see this in our information security and network security program –high-quality faculty spending too much of his time recruiting students.
 - We’ve asked the informatics faculty to pick up doctoral candidates for the PhD in informatics, to differentiate the candidates from those who would pursue the computer science PhD.

4. New initiatives – identification and discussion – Harry Bruce

- a. Preparation – Deans who wish to contribute are asked to prepare a two-minute description of a research or academic initiative being launched at their institution that they think will be enhanced by leveraging their affiliation with the iSchools caucus. The description must include a proposal for involving other iSchools or a plan for next steps that will include other caucus members. (note: Deans who wish to contribute to this discussion are asked to send a three-bullet summary describing the initiative to the iCaucus coordinator by Friday, January 29, 2010.)
- b. Activity –Deans who have submitted a brief outline of their initiative will be called upon to describe it, and then each initiative will be discussed. Potential partners, contributors or collaborators will be identified. Possible next steps will be discussed.
- c. Goals:
 - i. Identify a set of iSchool initiatives that have potential to be enhanced through the participation of several member schools
 - ii. Discuss strategies for leveraging the participation of member schools, achieving the goals of these initiatives and identification of next steps.
 - iii. Demonstrate the value and purpose of iSchools affiliation

- 1) Enable agile and more effective responses to strategic research and academic initiatives
- 2) Leverage the collaboration of member iSchools to enhance an individual school's capacity to achieve its goals
- 3) Leading and promoting the information field
- 4) Growing and strengthening doctoral study in the information field

d. Five-minute introductions of initiatives:

- Julia from Wuhan: International Students contest July 13 2010 at Wuhan University in China.
 - This is an information literacy contest scheduled by our University and on our website called, "information communicates the world." The target is to promote communication. 2 parts: knowledge and treasure hunt in the outdoors around the University, and a week-long communications camp, which has many workshops.
 - Wuhan Univ. is the sponsor and is responsible for all low-cost events, transportation, insurance, hotel, and excursions are covered. But students need to pay their way to Wuhan to compete.
 - How to apply. For less than 20 participants, all will be accepted, after that, there will be a review panel for up to 30 more participants, which means that no more than 50 total from all applicants world wide. Applicants should be undergraduate or graduate students studying information and have knowledge and interest in information field. Deadline 3/19/10
 - Why are iSchools involved and how? This would be an opportunity for iSchools to have a better and bigger image worldwide. We would suggest our iSchools to be working as a co-organizer if possible. Perhaps each iSchool could nominate one or two students to participate.
 - Should iSchools participate? There was a resounding YES in response to this question.
 - Should we send a small number of students with iCaucus funds? Should we set aside travel support from our funds? Yes – it was decided that iSchools Caucus would provide some level of funding to be matched by the institution from which the student comes. This would make manifest to our students at home what it means to become a member of the Caucus.
- Liz: Syracuse's new initiative to teach professors in other schools how to teach online courses.
 - National studies report 400% increase of grad students in online programs (2.5M) in the last 5 years & predict an ever-increasing proportion of students in the future will choose an online mode.
 - The iSchool @ Syracuse has been offering a sizeable number of online courses for 15 years, with between 40 & 50% of the grad courses taught online & 50% of our faculty having online experience.
 - Based on a half-day Online Pedagogy Workshop we ran for 100 faculty from 9 schools across campus to test their interest in learning how to teach online, the iSchool proposed to the Provost to offer a semester-long course to interested faculty in the Fall in conjunction with the ITS Department, where participants will develop their own online course, that they would offer in the Spring semester.
 - The proposed business model is to charge faculty, but use faculty remitted tuition (part of the fringe benefit package) which will be charged to the fringe benefit pool and not to the individual schools.
 - I would like to ask the other iCaucus deans if they have: 1) relative experience in teaching how to teach online; 2) willingness to share Best Practices in teaching online, as is done by WISE members, and; 3) reactions to the proposed business model, as well as alternative ideas.
- Comments:
 - Liz: We've been teaching online in masters program for 17 years and about 45% of courses are online. We are proposing a workshop for ½ day as an introduction to online teaching. Our faculty would teach a course on on-line instruction. Work for a quarter with one or two faculty, and by spring have a course that they can teach online. We have met with the provost and the

- CIO of technology. Faculty will use the tuition credits they have, and the funds would come from a central pool (below the amount set for central tax). The concern in the beginning was that we were stepping into the College of Education, but now the Dean of Education is working with us. One meeting will be face-to-face and the rest online, and they've got a plan to throw some problems at them (like unruly students). We've never taught faculty, so I'm nervous about that. Also concerned about a business model for it – need to make sure that I've got alternatives, if possible.
- Herman: UNT has a college that teaches online teaching, and the faculty can't teach until they've taken the course.
 - John: have new faculty coming in all the time, and we don't put them through a course, but they are given a lot of staff support for online development. They get a lot of consultation – support, understand what their needs are, help to prepare materials, etc. The dynamic is that they're getting “assisted” and not “instructed.” Also – build graduate student assistance into the model. This would help in the long run.
 - David F: we share in the shells for our courses communally, and you're expected to share the shell for a course – that's how we teach the teachers, within my school. Drexel e-learning provides the seed money for multiple colleges to engage in entrepreneurship. Question: Why do you want to do this? Is it because you're developing an undergraduate degree program where the students must be 5 years to degree? We're trying to get other colleges to do this so that they can help us do our thing.
 - Liz: it's something to be known for, to show that we contribute, that we can be central; it gives us lots of other connections for our school, the smallest school on campus.
 - Do you use it as a test-bed for research? Liz: yes, we have doctoral students working in this area.
 - In Canada all of the library schools have clubbed together to offer distance education to our students, so that we don't lose them to other schools. I worry about faculty wanting to be virtual, because we need to have them in the building contributing 20% to the learning admin, and sharing research ideas, etc.
 - On agenda for further discussion: faculty engagement in research and sharing ideas.
 - Mainly this is asynchronous learning (a mix of media). Jim likes to experiment with blended learning. In the years ahead, courses will be like textbooks, allowing them to be used widely.
- Bobby Schnabel: Standing in for Blaize Cronin: The Center for Research on Mediated Interaction at IU is directed by Dr. Hamid Ekbia (hekbia@indiana.edu) and is collaborating with a number of inter- and extra-mural partners. Indiana University is one of the first campuses to release a Personal Health Record (PHR) to its students.
 - We are conducting research to develop a College PHR that would be particularly useful for college students -- a critical population for future health reform. This is part of a bigger initiative for engaging and empowering students in the management of their health by informing and equipping them with the right data and technology. iSchools can play a central role in this effort on their respective campuses through research collaboration. We know of researchers in Michigan, Georgia Tech, UNC, elsewhere with similar interests, and we would be happy to share our findings with them in expanding our initiative. We'd be happy to organize a workshop at IU to introduce our project and to foster collaboration among iSchools. Are other places doing similar things?
 - There is an initiative underway to launch a new ACM SIG for Health Informatics. iSchools can support this by sponsoring the initiative – which of us have faculty that are closely involved? Health informatics is a big priority on our campus – lots of grants given lately in this area. Where are all the iSchools working in this area, and where are some opportunities for collaboration?
 - Martha: based on a report from a task force, we will probably be offering a masters degree in Health Informatics, with a certificate for students from medical or nursing. The term is HI --

- not bioinformatics, not clinical informatics per se (that's very dominated by large corps.) We're focusing on personal health informatics.
- Bobby: we have a masters in health informatics – on Bloomington campus.
 - John: in GISLIS we're interested in a unit of analysis for health, external funding for research rather than degree programs. I'm director for the informatics institute, and we've been asked to look at a partnership around patient-based information.
 - Gary: We have a bioinformatics PhD program, new health informatics program that Javed Mustafa is going to lead. ACM SIG – many of us have already signed on. If you get asked, this is a good thing, and we should be involved in that as a Caucus.
 - David: we have an institute for health informatics and we work with other units; in the context with CRA, we used this idea as a challenge idea. Are we missing the boat here? We laid the ground work here – I still think it's a good idea.
 - Larry: we have an undergraduate health IT certificate, are working with nursing to develop a masters degree in health informatics.
 - Jim: we're talking about a new school in health informatics. Bobby and I tried to get a CCC task force together on health informatics. In the spirit of agenda setting, this is one place where the iCaucus could take a leadership role.
- Ron Larsen brought handouts for his two initiatives:
 - iSchools workshop at JCDL-ICADL
 - SCUBA university – a consortium of 18 universities in the Pacific islands and Australia [Shigeo Sugimoto (Tsukuba), Jane Hunter (Queensland), Gobinda Chowdhury (U Tech Sidney) and Chris Khoo (Nanyang)] are proposing a half- or full-day workshop at JCDL-ICADL (Gold Coast, Australia, June 21-25)
 - Draft topics as of now include characterizing iSchools (core courses and core competencies of iSchools), identifying issues unique to the Asia-Pacific and differences with the North American model, exploring the transformative nature of iSchools, and showcasing notable research and education activities.
 - The organizers seek feedback on topics and identification of potential participants.
 - Ron would like to encourage a consortium of iSchools of the Pacific and our iSchools here. How many of us are interested in going to Australia in June?
 - Michael: not planning to go, but reminds me of a similar opportunity. The ECDL (European Conference on Digital Libraries) will be in Berlin in October 2011. Note: ECDL has been renamed "TPDL" ("Theory and Practice of Digital Libraries"). This would be another place for such a collaboration.
 - Chuanfu Chen and Ron Larsen will work together on this one.

Mellon-funded planning grant for increasing diversity among iSchool faculty (long term)

- Pitt, PSU, and Drexel are developing plans for a 3-year pilot program of residential summer institutes and academic year mentored projects with the objective of attracting undergraduate minorities to graduate study in iSchools, and eventually into our faculty.
- iSchool faculty participation is sought (from all iSchools) to introduce students to the information field, academic careers, and their schools, and to subsequently recruit participants to their graduate programs.
- Interested deans are invited to sign a letter of support for the proposal; a prospectus will be available at the iConference.
- The way this is proposed is that Drexel, Pitt, and Syracuse have agreed to recruit rising sophomores of color to come to a summer institute that would last two weeks, to inform them of opportunities in the ifield, give them some hands-on experiences, get them excited in the field and interested in pursuing graduate study. We would get them into a team/mentor for a small project throughout the junior year. At the end they'd come to a second summer institute and present to the new cohort. We'd anticipate that that second group would become rising seniors

from whom we could cherry-pick students for graduate study in our schools. We get them on the track, push them through PhDs and recruit them as faculty and then possibly some fraction of them would be faculty members in our schools.

- Martha: I'm in – I'd love to participate.
- Ron: Our proposal into the Melon foundation is due March 1, and we'd love to pad that with letters of support from all the deans.
- Dave: trying to engage projects like “digital divas” – interesting things that will last a whole year.
- Krishnan: we have a similar program, and can work with Ron to talk about what works for them.
- Bobby: Is there attention being paid to African-American alliance and Hispanic alliance? I serve on these and am willing to help.
- Liz: only 20 students each year? Is it possible to do more than that?
- Ron: initial pilot is set up to learn from and we will scale it, if possible.

5. Fundraising and relationship building – Debra Richardson and John Unsworth (30 minutes)

- a. How do we continue to raise funds and develop philanthropic relationships with donors in the current economy? (Presentations and discussion)

Debra Richardson:

- When Harry mentioned this to me, he said he was asking me because of my success with raising money for several endowed chairs. John is currently in the throws of a major fundraising campaign. I thought we would begin with 5 minutes from each of you and then open it up for discussion with our colleagues about strategy - how we manage alumni relationships, board memberships, fundraising goals etc.
- Specifically Harry asked me to talk about how I raised the money for the endowed chairs.
- Raised first endowed chair (\$1.5M) was gifted by the chair of my leadership council within about a year of becoming dean. He's become a good friend and early on recognized that the dean needed some discretionary funds to support faculty and student initiatives. He was founding CEO of the largest software company in Orange County so recognized how much ICS meant to his business.
- The \$20M started with talking to the CEO Roundtable, CEO of Irvine Company told his chairman/"boss" Donald Bren that he should keep an eye on me because I had a vision of where ICS should go, a few months later I got a call saying that Bren wanted to meet with me at the end of the month – so I had a month to make good on having this vision! - that is, to be able to present it at the level deserving of one of the richest men in the country! There's lots I could say about what I presented but needless to say I presented a picture of where we were now and a vision of where we'd like to be in five or so years – in two “booklets” of slides, one narrative which I spoke to (not with slides showing) and another backup of facts and figures. When I left that meeting, Bren came out and said he wanted a proposal for what help we needed to get there by the end of the next month.
- These things are always touchy, so another aspect of this was that I couldn't tell anyone on my faculty that I was talking to anyone about such a gift. But if we received such a gift, I obviously needed it to take on a form that the faculty would approve of in the end when I finally was able to tell them about the gift. So I had to gain consensus about what the faculty wanted supported a bit subversively. And then put together a proposal that provided Bren with multiple opportunities to help.
- Then it was almost eighteen months of back and forth, primarily with the Vice President of Bren's foundation, before we finally came to terms on a \$20M gift primarily made up of Endowed Chairs at the very senior level. That wasn't exactly what I had proposed to them in the beginning, nor was it exactly what the faculty wanted – in fact, I'd say most of us, myself included, wanted half of the chairs to be what I'd call “rising scholar” chairs, but Bren wasn't interested in that, and that became clear pretty early on.
- Advice:

1. It's important to find a commonality between your school and the donor's wishes. I suggest that you find out what the donor is interested in, and see if it matches with what you need. Present multiple options that you think the donor might be interested in and discover what strikes their interest most. I came up with a set of opportunities, and present them to the donor to see if any of it sparks their interests.
2. Negotiate with your own institution for whatever support you need to match that – we needed FTEs – and this took some commitment from the university when it's time to hire.

Q: How much did you personally do and how much was done by development person?

A: The real negotiation was done by me. Some details were done by development officer, but 1:1 were done by me.

- Yes – I've learned that "elephants talk to elephants" – the large donors want to talk to the dean.

John Unsworth:

- The challenge for us is with 5,000 alumni most of whom are librarians, what's the strategy?
- Our campaign is supposed to end 2011, and the initial goals have been raised throughout as we encroached on each goal. We've done this in dribs and drabs. One goal on the table is one endowed chair (our first).
- Two powerful things that work in fundraising:
 1. the match (get them to put up money that others will match). Donors like to see their money doubled.
 2. planned giving – the best strategy for the mass of population because they put considerable money away and live forever. We send birthday cards to those over 75, and many are over 100!
- Another effective thing is to have my continuing education person to report up to my development officer – alumni are a core audience for both.
- We also connect alumni with graduating students for mentoring, to help them find a job, etc. We use Alternative Spring Break: students sign up and we find money for housing and transportations and have them shadow people in different kinds of jobs with alumni spread out all over the country.
- Martha: we do fundraising among our students which is a huge community builder. It is called "penny wars." Student groups each have a box, and to put a penny in a box is a plus, but anything more than a penny is a minus for that box.
- John: One problem for fundraising is not being a "library school". Removing the word Library from the college name is still a problem with some alumni.
- Debra: (in answer to a question) our donor work did have to go through advancement services to get permission, etc. But most of the real work was done by Debra and her development officer.
- David F: What is the number of development officers allotted to each iSchool and who pays for them? I'd like to know, because I am willing to pay for development officer part-time for a year to see how well they do. This number varies by school.
- Liz: our director of alumni relations is essential, she probably does as much or more than my development officer.

Agenda setting – please keep Harry informed of what your needs are for agendas. Please keep this in mind and send ideas to Harry and/or Karen.

6. Treasurer's Report - distributed in advance – Larry Dennis (10 minutes)

- a. Drexel administering the iCaucus accounts
 - i. Motion to approve another three-year term
- b. Reaffirm that the iCaucus coordinator is approved a discretionary budget of \$10K per year

- i. Motion - a report on expenditures from the iCaucus coordinator's discretionary budget be included in the annual Treasurer's Report at the iConference meeting of the iCaucus

Larry:

- We sent out a treasurer's report, and since then have found one error in accounting which was that we had not collected \$10,000 in dues this year. I have taken care of that by sending you all reminders to pay.
- I tried to project where we'll be at the end of the year after the iConference. We started about \$45,000 for Michigan, and we've never gotten to that high.
- Harry is interested in continuing what John started with a communications director, and this is about \$40,000/year.
- The other initiative we talked about a year ago was giving \$2000 to the chairman for initiatives, as a part of the caucus chair to deal with expenses, this discretionary budget comes with a requirement of reporting back at the end of the year.

Comments:

- What happened from 2008-09? Dues moved from 10,000 to 5,000.
- Aimee: the level of accounting makes us more sophisticated and mature.
- One member from 2008-09 who still hasn't paid dues – how long can you not pay dues and not belong?
- It does look like we're starting to build up reserves – do we want to decide what we do with the money?
- Using a business model, we should have 50% in reserve, and since we have more than that, we are under spent... We should have a reduction in dues, and also a formal approval of accounting/expenses.
- Martha: Should we consider reducing or eliminating dues for a year? We do have reserves, and we have a hard time coming up with \$5,000
- David F: Drexel is the "bank" and has the authority of the assistant vice teller (basically means manning the rubber stamp) at the local bank. We proposed Drexel being the bank for a limited period of time, and I think this was the end of 2010. I bring this up as a matter of clarity – no objection for Drexel continuing in this role, but should be for a limited term.
- Seamus: extremely important that our cooperative has a legal status, because I can show a trail of money going to an organization with valid accounts. Currently these funds are going to Drexel, but I don't have a good procedural trail for that. Also, it would be a huge mistake to suspend payment for a year, because once you get payment into a spending profile, it is easier to pay, but when you take it out, it's difficult to continue to pay the bill.
- Liz: we should not be cutting back on what we pay; we should decide what to do with the money.
- Martha: we may have to drop out, because we can't justify \$5,000 this year.
- Harry: we need to validate what we use the surplus for. Perhaps we're at a point where we need to readdress the question of what the dues are and what we do with the funds, but I'm concerned with the current situation coming to an end soon. I'd like to ask if we can continue to have Drexel do the job of banking, with the idea that we'd return to the question of what we do with our resources at a later time.
- Motion that the iCaucus approve Drexel continuing on as our bank, with provision that we'd reconsider this at a later point in time. Approved unanimously (with David F. abstaining).
- Seamus: I would like to look at getting the iCaucus on a more statutory footing, and this would be a way to step towards that.
- Dave H: from a new deans perspective it would be nice to have some sort of formalized paperwork that establishes the funds. Also, individual members should be able to ask for dues reduction or a continuance of a year or two, so that they're not faced with withdrawing from the caucus.

- John: re the iConference, we won't be needing that \$50,000 that was set aside – we're going to break even. 345 registrants, 89 from Illinois, others from all our schools, but also from all over the world. We got \$21,000 in government sponsorship, \$18,000 from NSF for the doctoral colloquium, \$11,000 for banquet. Registrations are covering funds in our local economy. Locals got the student rate \$100.