



Periodic Review Report

presented by:

University of Pittsburgh
Patrick D. Gallagher, Chancellor

presented to:

Middle States
Commission on Higher Education

June 1, 2017

Reaffirmation of Accreditation
Evaluation Site Visit: April 11–14, 2012

TABLE OF CONTENTS

Contents

List of Figures	iii
List of Appendices	iii
Members of the Periodic Review Report Steering Committee.....	iv
Chapter One: Executive Summary.....	1
Introductory Overview of the Institution	1
Approach to the Preparation of the Periodic Review Report.....	2
Summary of Major Changes and Developments	2
Abstract of Highlights.....	4
PRR Certification Statement.....	6
Chapter Two: Response to Recommendations and Commission Actions.....	7
Chapter Three: Accomplishments, Challenges and Opportunities.....	9
Summary of Major Accomplishments	9
Mission and Goals: The Plan for Pitt.....	10
The Undergraduate Experience	15
The Graduate and Post-Doctoral Experience.....	18
The Research Environment.....	22
Diversity and Inclusion.....	24
Faculty and Curricular Diversity	25
Challenges and Opportunities	26
Chapter Four: Enrollment and Finance Trends and Projections	31
Enrollment Trends and Projections.....	31
Finance Trends and Projections	31
Chapter Five: Assessment of Institutional Effectiveness and Student Learning	35
Assessment of Institutional Effectiveness	35
Assessment of Student Learning.....	36
Student Satisfaction Surveys	39
Gallup-Purdue Index: University of Pittsburgh	42
Chapter Six: Linked Planning and Budgeting Processes	45
Structure of the Planning and Budgeting System	45

List of Figures

Figure 1: Planning Framework	13
Figure 2: Fall Full-Time Equivalent Current and Projected Enrollments.....	31
Figure 3: Current Budget and Projected Educational and General Operating Budgets in \$1,000s ..	33
Figure 4: Employment Status of College Graduates (source Gallup 2016 Report).....	43

List of Appendices

1. MSCHE Final Report to the University of Pittsburgh, 2012
2. Supplemental Information Report, MSCHE, 2016
3. Board of Trustees Statement of Aspiration and Strategic Priorities, February 28, 2014
4. Substantive Change Requests, MSCHE, 2016
5. The Plan for Pitt: Making a Difference Together, Academic Years 2016–2020
6. Summary of Environmental Scans
7. SERU and UCSUR Tables
8. Undergraduate Student Withdrawal 2007–2016
9. Gallup-Purdue Index: University of Pittsburgh, 2016 Report
10. University Rankings
11. *Embracing the World: A Global Plan* for Pitt 2016–2020
12. Graduate Placement Data, Research Scholarship Degrees
13. Planning and Budgeting System, Review and Survey, 2016
14. Planning and Budgeting System, Final Document, May 2016
15. Guidelines for Documenting the Assessment of Student Learning Outcomes at the University of Pittsburgh
16. Combined Agendas for Assessment Conferences
17. Featured Matrices from Assessment Conferences
 - BA in History
 - Master of Public Health in Behavioral and Community Health
 - BA in Communications at Johnstown
 - Memo to Division Chairs Re Assessment Report 2015, Johnstown
18. Ithaca S+R Case Study: *Making Assessment Work at the University of Pittsburgh*
19. IPEDS Finance Submissions FY 2014
20. IPEDS Finance Submissions FY 2015
21. IPEDS Finance Submissions FY 2016
22. School of Computing and Information Review and Approvals

Separate files to be uploaded with the report and compliance template

1. FinancialReportFY2014
2. FinancialReportFY2015
3. FinancialReportFY2016

Members of the Periodic Review Report Steering Committee

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Dr. Livingston Alexander	President, University of Pittsburgh at Bradford and University of Pittsburgh at Titusville
Mr. Kenyon Bonner	Vice Provost for Student Affairs and Dean of Students
Dr. David DeJong	Executive Vice Provost
Dr. Bonnie Falcione	Co-chair, Senate Educational Policies Committee Associate Professor, Pharmacy and Therapeutics
Dr. Janet Grady	Vice President for Academic Affairs, University of Pittsburgh at Johnstown
Mr. Robert Goga	Director, Institutional Research
Dr. Zsuzsa Horvath	Director of Faculty Development, School of Dental Medicine
Dr. Kathleen Kelly	Vice-Chair, Department of Physical Therapy
Dr. Robert Parker	Professor, Chemical and Petroleum Engineering
Dr. Lara Putnam	Chair, Department of History
Dr. Mark Redfern	Vice Provost for Research
Dr. Hidenori Yamatani	Professor of Social Work
Ms. Stephanie Hoogendoorn	Senior Assistant to the Provost for Academic Affairs

Chapter One: Executive Summary

Introductory Overview of the Institution

The University of Pittsburgh — Of the Commonwealth System of Higher Education is a nonsectarian, coeducational, state-related public research university comprising five campuses located throughout Western Pennsylvania. The Pittsburgh campus, located in the cultural and medical center of the city of Pittsburgh, is within a one-hour commuting distance of the metropolitan area's 2.4 million people. The Johnstown campus, a four-year undergraduate college in Cambria County, serves the region at the foothills of the Allegheny Mountains. The Bradford campus, a four-year undergraduate college located in the Allegheny Mountains at the Pennsylvania/ New York border, serves the predominantly rural areas of Western Pennsylvania and Western New York. The Titusville campus, a two-year college offering associate degree programs, is located in northwestern Pennsylvania and is ascribed administratively to the Bradford campus. The Greensburg campus is a four-year undergraduate college located east of Pittsburgh that serves Westmoreland County and the eastern Pittsburgh areas.

The University was founded in 1787 as a small private school named the Pittsburgh Academy. In 1819, it was renamed the Western University of Pennsylvania and then renamed again, in 1908, as the University of Pittsburgh. The Johnstown campus was established in 1927, while the Bradford, Greensburg, and Titusville campuses were established in 1963. The University of Pittsburgh remained private until 1966, when it became a public state-related institution and was renamed the University of Pittsburgh — Of the Commonwealth System of Higher Education.

The University is the most comprehensive educational institution in Western Pennsylvania. Through its five campuses, the University is able to fulfill its commitment to student access by offering an excellent undergraduate experience across a range of aspirations, abilities, and interests. The Pittsburgh campus, located in Allegheny County, offers certificate, associate's, baccalaureate, master's, and doctoral programs. The campuses in Johnstown and Bradford offer certificate, associate's, and baccalaureate programs. The Greensburg campus offers certificate and baccalaureate programs, while the Titusville campus offers certificate and associate's degree programs. In total, the University offers more than 657 distinct degree and certificate programs and numerous dual, joint, and cooperative degree programs.

The total student enrollment at the University is approximately 35,000, of which more than 25,000 are undergraduate students and approximately 9,500 are graduate and professional students. The University employs a total of 4,522 full-time and 835 part-time faculty. Approximately 90% of the total full-time faculty have doctoral or professional practice degrees. The University also employs 7,289 staff and 796 research associates and postdoctoral associates.

The University Board of Trustees is responsible for advancing the purposes of the University; promoting and protecting its independence, academic freedom, and integrity; and enhancing and preserving its assets for the benefit of future generations of students and society at large. The Board

of Trustees includes 36 voting members, 24 of whom are elected and 12 of whom are appointed by officials of the Commonwealth of Pennsylvania. The Governor of the Commonwealth of Pennsylvania, the Secretary of Education of the Commonwealth of Pennsylvania, the Chief Executive of the County of Allegheny, and the Mayor of the City of Pittsburgh serve as ex-officio non-voting members of the Board. In addition, the Board membership includes Special and Emeritus Trustees, who serve as non-voting members.

The Board of Trustees delegates general administrative, academic, and managerial authority to the Chancellor of the University. The Provost and Senior Vice Chancellor is responsible for general academic policies and standards, and for overall academic matters in all schools and colleges, regional campuses, and centers. Schools of the health sciences report to the Senior Vice Chancellor for the Health Sciences.

The Commonwealth of Pennsylvania uses a model of financing for state-related universities that relies heavily on tuition revenues offset by direct state aid to students. The University receives an appropriation from the Commonwealth of Pennsylvania each year that accounts for close to one twelfth of total revenues. While this model of state support necessitates a tuition rate that is among the highest in the country among public institutions, it is still far below typical tuition rates at private universities. Total actual FY 2016 University expenditures were just over \$2.1 billion.

Approach to the Preparation of the Periodic Review Report

This report was drafted by the members of the Periodic Review Committee, posted for comments by the University community during the month of March, revised accordingly, and submitted to the Provost and Chancellor for their approval. The report focuses on assessment and continuous improvement and it is inspired by the University's strategic plan *The Plan for Pitt: Making a Difference Together, Academic Years 2016–2020*, endorsed by the Board of Trustees on October 23, 2015 and detailed below in Chapter 3.

Summary of Major Changes and Developments

As the University completed and launched its institution-wide strategic plan, *The Plan for Pitt: Making a Difference Together*, it proceeded from a position of strength, as recognized by its accomplishments and reputation as a major research university and by the 2012 MSCHE review. Pitt seeks to advance human understanding and achievement and to build community strength by pursuing educational excellence and research of impact, and by strengthening communities, promoting diversity and inclusion, embracing the world, and building foundational strength (See Chapter 3 below for more details on the established goals of the university and the major elements of *The Plan for Pitt*).

In support of the goals of the institution, Pitt is developing a 10-year facilities capital plan that will ensure adequate facilities for advancing *The Plan for Pitt*. The major elements of this upcoming facilities plan are summarized in Chapter 6.

The Provost has established a campus-wide interdisciplinary theme for each academic year. Starting in 2014–2015, special efforts were dedicated to Sustainability, followed in the academic year 2015–2016 to the Humanities, and in the current academic year 2016–2017 to Diversity. These themes have helped to implement activities and initiatives within the schools and academic support units of the university.

Culminating a planning process that started in 2014, the Department of Computer Science in the Kenneth P. Dietrich School of Arts and Sciences and the School of Information Sciences faculty submitted a proposal to create a new School of Computing and Information, which will open its doors on July 1 of this year.

Pitt also has restructured a unit devoted to instructional development to create the University Center for Teaching and Learning, making it the hub for teaching innovation at Pitt. The center is charged with creating needs-based, timely faculty development programs and with providing resources to support teaching and student learning in accord with identified priorities: Innovation in Teaching, Research-based Effective Practices, Emerging Technologies, and Professional Support. Initiatives started this academic year address Diversity in the Curriculum, Communication, and Mentoring.

Since 2013, the Provost has sponsored an annual assessment conference for faculty, staff, and advisors from all campuses. This conference serves to disseminate best practices in assessment of student learning outcomes throughout the University. Invited speakers include experts in evidence-based learning, assessment, and alumni surveys.

The University also has continued to work on increasing experiential learning offerings. An internship now is guaranteed to all students who complete the Internship Prep Program. About 70% of our students participate in undergraduate research and creative activities, and an increasing number of undergraduate students (about 1,000 in the 2015–2016 Academic Year) participate in innovation and entrepreneurship activities organized by our new Innovation Institute.

The University continues to participate in the Student Experience at the Research University (SERU) student satisfaction survey which, combined with our own survey run by the University Center for Social and Urban Research (UCSUR), provides us with detailed information on the undergraduate experience that we offer to our students, including benchmarking with our SERU peers. Since 2015, the University now participates in the Gallup-Purdue survey of college graduates, which provides very good information on how well our alumni are doing including benchmarking with our peers.

The Pitt-Bradford, Pitt-Greensburg and Pitt-Johnstown regional baccalaureate campuses are implementing innovative and creative initiatives to address unfavorable demographic trends and intense competition for fewer students in Western Pennsylvania and the Mid-Atlantic region. The regional campuses have assessed programmatic needs in their service regions and are making

appropriate adjustments in their academic program offerings. Pitt-Bradford added new majors in Computer Information Systems and Technology and International Affairs and will add new majors in Engineering Technology and Forensic Science. Pitt-Johnstown restructured its Business major, added the Bachelor of Science in Nursing, and replaced its Engineering Technology majors with majors in Engineering. Pitt-Greensburg added a certificate in Manufacturing Management and will soon begin offering a Bachelor of Science in Nursing. Graduates from Pitt-Bradford, Pitt-Greensburg, and Pitt-Johnstown now have greater access to graduate programs on the Pittsburgh campus after agreements for guaranteed admission to the majority of the graduate programs were established.

The above are some of the major developments at Pitt since its last review in 2012. The following abstract synthesizes these and other significant changes and developments during that time period, some of which are elaborated as appropriate in later chapters.

Abstract of Highlights

Regarding undergraduate education, the University has:

- Substantially expanded opportunities for undergraduate research and creative activities
- Implemented a guaranteed internship program
- Established the Engineering Education Research Center, the Discipline-Based Science Education Research Center, and the Innovative Design for Education and Assessment Laboratory to support the implementation of and conduct research in discipline-based approaches to teaching and learning
- Established interdisciplinary maker spaces: the Center for Creativity, *The Art of Making* classroom in Engineering, and in the Hillman Library

In graduate and professional education, the University has:

- Joined the Center for the Integration of Research, Teaching, and Learning
- Established the Center for Doctoral and Postdoctoral Career Development
- Added several accelerated bachelors to graduate school programs (e.g. Bachelor of Science in Business Administration / JD) as well as joint graduate programs (e.g., joint MSW / MBA) designed to save our students time and money.

In the fields of research and scholarship, the University has:

- Greatly expanded our Center for Energy, which is the hub of our energy research efforts across campus. This includes developing an off-campus Energy Innovation Center to work with industry in this area.
- Expanded transdisciplinary biomedical research through new centers (Center for Medical Innovation, Coulter Program, expansion of our Clinical and Translational Science Institute) that link clinicians with engineering, science and social science
- Completed major renovations in laboratories across campus, including chemistry, engineering, public health, imaging and physics
- Expanded the translational impact of our research by establishing the University of

Pittsburgh Innovation Institute as the University's hub for innovation and entrepreneurship

- Celebrated the 2014–2015 academic year as the Year of Sustainability
- Celebrated the 2015–2016 academic year as the Year of the Humanities in the University
- Established the Brain Institute
- Established the Center for Research Computing recognizing the increased centrality of advanced computing to many areas of research
- Established the Center for African American Poetry and Poetics
- Established the Institute of Cyber Law, Policy, and Security
- Formed the Pittsburgh Health Data Alliance along with Carnegie Mellon University and the University of Pittsburgh Medical Center

In promoting diversity and inclusion, the University has:

- Established the Office of Diversity and Inclusion to provide leadership, partnership, support and resources for many diversity initiatives
- Faculty development programs focused on curricular materials and instruction that reflect a diverse environment
- Celebrated the 2016–2017 academic year as the Year of Diversity

In promoting a more globally aware and engaged campus, the University has:

- Completed *Embracing the World: A Global Plan for Pitt* and is working on its implementation, including the development of global course offerings and Global Operations
- Expanded curricular and co-curricular offerings and study abroad programs

Continuing its traditional commitment to open and participative planning and budgeting, the University has:

- Updated the Planning and Budgeting System

Other, the University has:

- Joined the Atlantic Coast Conference (ACC), providing both new athletic and academic opportunities

PRR Certification Statement



Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement:
Compliance with MSCHE Requirements of Affiliation
[For use by institutions addressing the Accreditation Standards in Characteristics of Excellence: *Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)* Effective August 1, 2015]

UNIVERSITY OF PITTSBURGH

(Name of Institution)

is seeking (*Check one*): Initial Accreditation
 Reaffirmation of Accreditation through Self Study
 Reaffirmation of Accreditation through Periodic Review

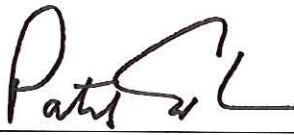
An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*.

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (*Check if applicable*)



Patrick D. Gallagher, Chancellor and CEO

5/26/17
Date



Eva Tansky Blum, Chair of the Board of Trustees

5/26/17
Date

Chapter Two: Response to Recommendations and Commission Actions

The University received no recommendations in the 2012 MSCHE Report (see [Appendix 1](#)). There were several suggestions that we have considered and addressed in this report.

Suggestion on Standard 7: Institutional Assessment¹

The University may wish to consider conducting a comprehensive review of the Planning and Budget System in the near future to confirm its effectiveness and identify areas that may need modification.

The University Planning and Budgeting System (UPBS) was reviewed and revised in 2016. An overview of the review process is presented in Chapter 5, while a description of the Planning and Budgeting System (PBS) is in Chapter 6. Full details of the review process can be found in [Appendix 13](#) and the final PBS document is included in [Appendix 14](#).

Suggestion on Standard 14: Assessment of Student Learning²

The University may wish to consider:

1. *A possible alignment of assessment processes, including documentation of student learning outcomes, with the periodic comprehensive program review process.*
2. *Possible inclusion of learning outcomes assessment efforts by the faculty into their dossiers for promotion and tenure.*
3. *Continued analysis of student learning outcomes assessments that might identify critical factors or characteristics associated with student attrition or academic success.*
4. *Expanded offerings of freshman experience or engagement courses (e.g. exploration seminars, University orientation, etc.) to foster higher retention of entering students.*

Chapter 5 provides detailed evidence on how the culture of assessment has become an integral part of our institutional practices. Each year since 2013, the Provost's Office has organized an annual Assessment Conference that has raised the visibility and profile of our assessment processes and has solidified our assessment culture. The conference opens with an external key-note speaker of national prominence and follows with internal examples of best practices in assessment of undergraduate, graduate, and professional programs. At the University of Pittsburgh assessment is a faculty-driven process, which has resulted in numerous programmatic improvements. Our efforts have been showcased in the independent report *Making Assessment Work: Lessons from the University of Pittsburgh* (see [Appendix 18](#)), produced by Ithaka S+R.

Commission Actions

We were asked to submit a Supplemental Information Report (SIR) to address the possible impact

¹ Page 9 in the 2012 MSCHE Report, [Appendix 1](#)

² Page 10 in the 2012 MSCHE Report, [Appendix 1](#)

of the Commonwealth of Pennsylvania budget impasse on institutional operations and our ability to remain in compliance with Standard 3 (Institutional Resources). The report (see [Appendix 2](#)) was accepted by the Commission on June 23, 2016.

The Commission accepted the following substantive change requests (see [Appendix 4](#)) on October 31, 2016:

(1) To acknowledge receipt of the substantive change request. To include within the scope of the institution's accreditation the relocation of the additional location from Katz Graduate School of Business, Rua Umberto Capoti, 65- Chacara Sto Antonio, Sao Paulo, Brazil to EMBA Worldwide Sao Paulo, Brazil, Avenida das Nações Unidas 12.551, 4º andar salas 1 e, Sao Paulo, Brazil 04578-903 and to include the new location. The Commission requires written notification within thirty days of the commencement of operations at the new location and the closure of the old location. Operations at the additional location must commence within one calendar year from the date of this action. The Periodic Review Report is due June 1, 2017.

Notification was sent as requested via e-mail on November 29, 2016.

(2) To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at International Executive MBA Program, Rohanské Nábřeží 671/15a, Prague, Czech Republic. The Commission requires notification within thirty days of the closure of this additional location.

Notification was sent as requested via e-mail on November 29, 2016.

Chapter Three: Accomplishments, Challenges and Opportunities

Summary of Major Accomplishments

During the past five years, the University of Pittsburgh has continued to advance its reputation as a world-class public research university. Pitt has been ranked in the top 25 among public research universities in U.S. News & World Report for the past five years. In international rankings, Pitt has been ranked as a top 20 public university in the United States for the five consecutive recent years by the Times Higher Education World University Rankings, the Quacquarelli Symonds (QS) World University Rankings, and the Shanghai Jiao Tong Academic Rankings of World Universities.

Pitt consistently ranks in the top 10 among research universities in federally financed research and development expenditures. In addition, Pitt consistently ranks in the top 20 among public research universities in the number of national awards and honors bestowed on its faculty, according to the Center for Measuring University Performance. According to U.S. News & World Report, a number of Pitt's graduate programs have made great progress over the past five years, including business, clinical psychology, engineering, nursing, pharmacy, physical therapy, and social work. Pitt's philosophy program has continued its tradition of excellence, being ranked #1 in the world according to the 2017 QS World University Rankings.

Pitt also excels on rankings that focus on student success and learning, being ranked 13th among all public, and 59th among all universities in the Wall Street Journal/Times Higher Education ranking and being ranked first among public universities in the Northeast according to the Wall Street Journal/Times Higher Education College Rankings. Pitt's campus in Pittsburgh has the highest scores in three of the four categories of the overall rankings: student outcomes, academic resources, and student engagement. A summary of recent rankings is in [Appendix 10](#).

The University of Pittsburgh enhanced its position as the institution of choice for many students during this period, drawing from an increasingly talented and accomplished applicant pool and thereby profoundly changing the profile of undergraduate students enrolling on all campuses. On the Pittsburgh campus, for example, the midpoint of freshman SAT scores rose from 1280 in 2012 to 1309 in 2016, and the average GPA of incoming freshmen increased from 3.93 to 4.01 in that same period. Pitt's educational programs have regularly produced students earning the very highest forms of national and international recognition in this period, including seven Rhodes Scholarships (one since 2012), a Gates Cambridge Scholarship, a Thomas R. Pickering Foreign Affairs Fellowship, two Churchill Scholarships (one since 2012), four David L. Boren Scholarships, nine Udall Scholarships (four since 2012), nine Marshall Scholarships, 12 Truman Scholarships (one since 2012), and 56 Goldwater Scholarships (13 since 2012). Among alumni, Pitt graduates have been recognized with such prestigious awards as the Nobel Peace Prize, the Nobel Prize in Medicine, the National Medal of Science, and the Pulitzer Prize.

Pitt also continues to excel in its mission as a public research institution. In the past 10 years, the university's research expenditures totaled over \$6 billion, a level of funding that reflects the groundbreaking, cutting-edge research being performed. Pitt now ranks 18th in the country in overall R&D expenditures and 9th in federal funding. Pitt's deep research expertise in biomedical science and engineering ranks them in the country's top five institutions in medical science expenditures, along with the University of California at San Francisco, Duke University, Johns Hopkins University, and the University of Washington. There is a breadth of research expertise at the University, including outstanding programs in: Bioengineering, Biomedical Informatics, History and Philosophy of Science, Neuroscience, Nursing, Regenerative Medicine, Power Engineering, Philosophy, Psychology, and Psychiatry.

To further enhance the preeminence of its research, the University has created the position of Senior Vice Chancellor of Research (SVCR). Reporting directly to the Chancellor, the SVCR will direct the University's research efforts, and will be responsible for providing effective research operations, administration, economic development, and innovation support services into a synergized, sustainable model that promotes high-quality research initiatives, supports innovation and entrepreneurial endeavors. The SVCR will ensure that the University's research and innovation programs work effectively to enrich the University's quality and impact. The SVCR will establish and implement a long-term plan for research infrastructure; serving as a strategic resource for research planning and development as well as building partnerships and collaborations with community and business leaders, government officials and federal agencies, donors and other key stakeholders.

Translation of research into action is also an expanding strength at the University, with 73 new companies formed or purchased based upon Pitt research in 2016 alone. In addition, 314 invention disclosures and 80 patents were obtained. Students are participating in this process at increasing rates with the support of our Innovation Institute, created to encourage student creativity and entrepreneurship. This past year, for example, there were 10 start-up companies formed by students.

Construction, renovation, and restoration on all five campuses have enhanced the Pitt environment in instruction, research, recreation, student life, campus living, and virtually every other area in which people of the University are engaged. Working from a forthcoming long term facilities plan, the University plans to make capital investments in many areas of critical importance. Examples of this commitment to facilities include a full renovation and reinvention of the Hillman Library. Existing facilities will be significantly renovated to support new programs, campus utility and network infrastructures will be modernized, much needed new facilities will be constructed, and additional student housing and recreational facilities will be added to all campuses.

Mission and Goals: The Plan for Pitt

The University has benefited from stable leadership, flourishing under the guidance of Chancellor Mark A. Nordenberg who retired in 2014, after 19 years of service, and Dr. Patricia E. Beeson,

who has been Provost and Senior Vice Chancellor since 2010. On February 28, 2014, the Board of Trustees articulated a Statement of Aspiration and Strategic Priorities (see [Appendix 3](#)) and announced the appointment of Dr. Patrick D. Gallagher as the University's 18th Chancellor (who was officially elected by the Board on February 8, 2014). The Board of Trustees affirmed that the University will continue to be driven by the following statement of aspiration first adopted in February 2000:

Our overarching goal is to be among the best in all that we do. We will add significantly, measurably, and visibly to institutional quality and reputation through the accomplishments of our people, the strength of our programs, and the regional, national, and international impact of our work. By aggressively supporting the advancement of the University of Pittsburgh's academic mission, we will clearly and consistently demonstrate that this is one of the finest and most productive universities in the world.

Goals of the Current Plan

In pursuit of excellence, the Board identified in this 2014 Statement six strategic priorities that serve as the base for *The Plan for Pitt, Making a Difference Together, Academic Years 2016–2020* (The Plan) see [Appendix 5](#).

GOAL 1: ADVANCE EDUCATIONAL EXCELLENCE: Prepares students to lead lives of impact through a supportive environment focused on a holistic and individualized approach to learning inside and outside the classroom.

GOAL 2: ENGAGE IN RESEARCH OF IMPACT: Advances the frontiers of knowledge and makes a positive impact on the world through collaborative and multidisciplinary approaches to research that focus on areas of great societal need.

GOAL 3: STRENGTHEN COMMUNITIES: Strengthens our communities—from the Pitt community, to our region and the world around us—by expanding engagements, supporting collaborations, and embracing a global perspective.

GOAL 4: PROMOTE DIVERSITY AND INCLUSION: Embodies diversity and inclusion as core values that enrich learning, scholarship, and the communities we serve.

GOAL 5: EMBRACE THE WORLD: Engages with the world to explore and address global issues that improve life in the world's local communities.

GOAL 6: BUILD FOUNDATIONAL STRENGTH: Supports success through a foundation of strong internal culture, a robust capacity to partner, outstanding infrastructure, and effective operations.

The University is experiencing the transition of several long-serving deans who are stepping down from their administrative roles, opening opportunities for a new generation of academic leaders. We expect to recruit deans for the Dietrich School of Arts and Sciences, the University Honors

College, and the recently created School of Computing and Information. Recently we successfully appointed new leaders of the Joseph M. Katz Graduate School of Business and the College of Business Administration, the School of Education, the School of Health and Rehabilitation Sciences, the University Center for International Studies, and the University Library System.

Planning Development

The development and implementation of *The Plan for Pitt* was a dynamic process, with working groups from across the University helping to move strategies from concepts to operational plans. The development and implementation of the plan was based on a set of environmental scans_(See [Appendix 6](#)) conducted with constituents from throughout the University and the community. The purpose of the scans was to prioritize key opportunities and threats to be addressed through the design and implementation of the plan. The constituents consulted span all five campuses and included:

- Board of Trustees
- Chancellor’s Senior Leadership Team
- Council of Deans
- Planning and Budgeting Committee Members
- Faculty Assembly
- Student Leaders
- Staff Association Council
- Allegheny Conference on Community Development

Four major themes emerged from the scans:

1. Financial Stability
2. Operational Effectiveness
3. Technology
4. Diversity (in race, ethnicity, thought, background, perspective, expertise, etc.)

Benefitting from input obtained through the scans, conversations between the Chancellor’s Senior Leadership Team and the Council of Deans led to the identification of the drivers and values featured in the strategic planning framework. The framework was presented to the Board of Trustees on February 27, 2015.

Planning Framework

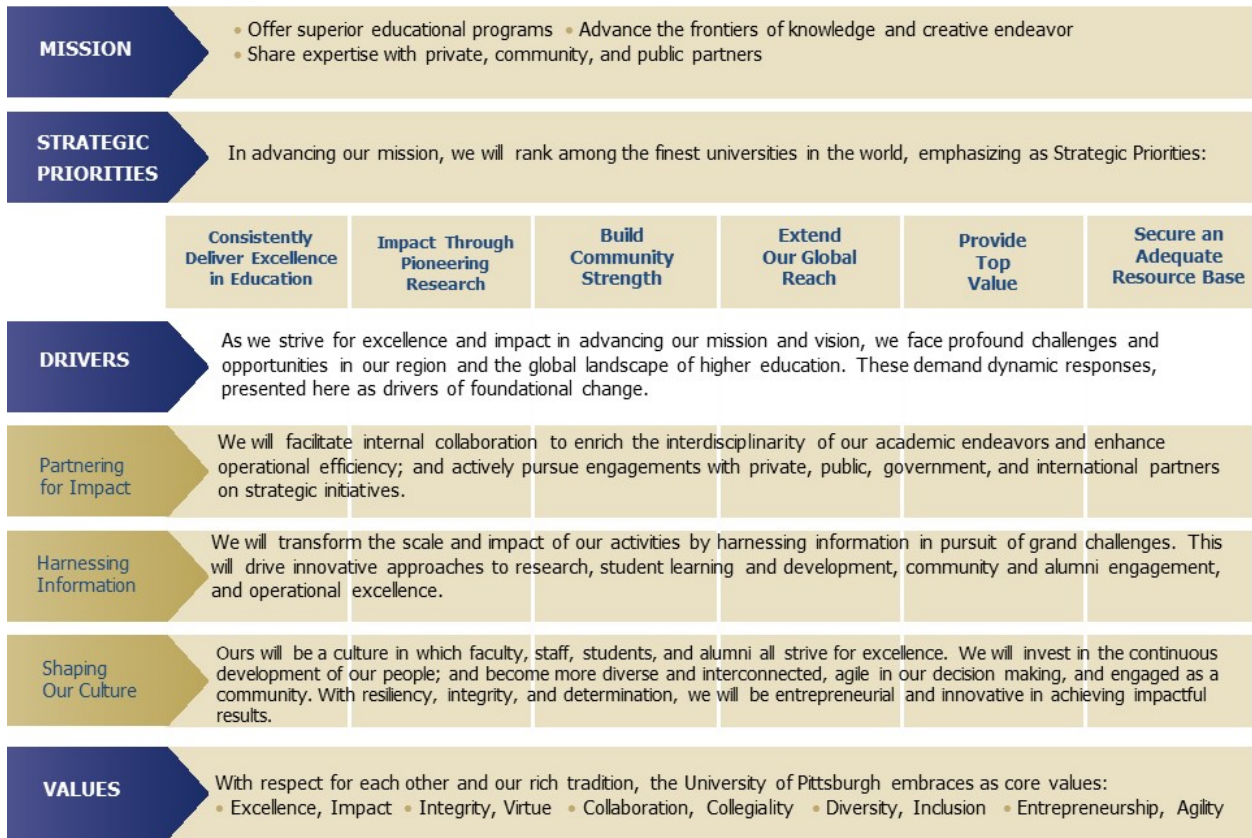


Figure 1: Planning Framework

Input on the strategic planning framework from the University community was gathered and used to inform discussion of strategic goals and initiatives by the Chancellor’s strategic leadership team and the Council of Deans. *The Plan for Pitt: Making a Difference Together, Academic Years 2016–2020* was presented to the Board of Trustees on June 2015. The November 3rd, 2016 updated version in [Appendix 5](#) elevated the Embrace the World global plan, formerly part of Goal 3, to a distinct goal (Goal 5.)

The Plan for Pitt: Implementation

The academic units have aligned their unit goals and activities with the *Plan for Pitt* in their annual plans. As planning has proceeded, Pitt has aligned institutional and unit-level plans with the goals and initiatives of the institutional strategic plan, working in the context of the University Planning and Budgeting System.

The remainder of this chapter will focus on Goals 1, 4, and 5, which are the goals centrally related to the Commission standards.

Highlights of the initiatives to be implemented include:

Pitt will become a Laboratory for the Development, Testing, and Implementation of Innovative, Discipline-Based Approaches to Teaching and Learning:

Among Pitt's faculty we have some of the country's leading researchers in the science of learning at the Discipline-Based Science Education Research Center (dB-SERC), Engineering Education Research Center (EERC), the Innovative Design for Education and Assessment (IDEA Lab), the Learning Research and Development Center (LRDC), and the Peter M. Winter Institute for Simulation, Education, and Research (WISER).

The teaching and learning support unit, formerly known as the Center for Instructional Development and Distance Education, has been transformed, expanded, and given additional resources, and renamed as the University Center for Teaching and Learning (the Teaching Center).

New initiatives of the Teaching Center starting in the Fall of 2017 include:

- **Center for Diversity in the Curriculum:** This resource will ensure that the University's curricula, inside and outside the classroom, offers diverse perspectives, inclusive of the world's multidimensional fabric and thinking.
- **Mentoring Center:** The Mentoring Center will serve as a central resource to support professional excellence by encouraging growth and development of faculty as teachers and scholars.
- **Center for Communication:** This resource will help faculty communicate the significance of their work succinctly, not only for their students, but also for the media, the general public, and other audiences.
- **Teaching and Learning Exchange:** The exchange will draw upon faculty research and expertise, as well as advance it, by sharing best practices, engaging more faculty, and communicating widely. This work will build upon the success of existing Pitt models (EERC, dB-SERC, IDEA Lab, and WISER).
- **Course Incubator:** This resource will bring together small teams of experts to transform the curriculum in targeted courses. The task will be to innovate based on the latest research on teaching and learning.
- **Credentials in Pedagogy:** This program will enable faculty, post-docs, and graduate students to pursue additional knowledge-unit credentials that enhance teaching skills.

Enriching the On-campus Learning Environment through a More Personalized Approach to the Student Experience.

We have in place an extensive set of experiential opportunities, many mapped to outcomes, and a culture that values them, as well as extensive data on all aspects of student experience, particularly for undergraduates on the Pittsburgh Campus, some analysis of student progress, and an early warning system to identify students at risk.

Plans are underway to expand and implement the IT infrastructure to track student engagement and to strengthen the student-centric advising process focusing on helping students identify and reach their individual personal, professional, and academic goals. These expansion plans will be informed by research and data analytics to help guide students and to help their advisors/ mentors

support students in pursuing their goals.

We are at the beginning stages in the implementation of an enterprise Customer Relations Management (CRM) system that will organize communications among the different University constituents. The Office of Admissions and Financial Aid will be the first unit to take advantage of the CRM.

In the fall of 2016, the University created the new position of Vice Provost for Data and Information who will lead the new Business Intelligence initiative for analysis, research, and improvement of the student experience at the University of Pittsburgh.

Next we will summarize developments and achievements in the undergraduate experience, the graduate and post-doctoral experience, the research environment, diversity and inclusion, and challenges and opportunities.

The Undergraduate Experience

Our undergraduate programs across all campuses have key experiential learning components involving undergraduate research, creative activities, internships, service opportunities, and the University Honors College. The Outside of the Classroom Curriculum provides a well-rounded education, guided by 10 unique goal areas aimed at giving our students a competitive edge after graduation. The Innovation Institute is Pitt's hub for innovation and entrepreneurship and provides training resources and mentoring for all Pitt students. The Pitt Arts and the Pitt Program Council provide opportunities for students to participate in cultural activities in the city of Pittsburgh (Pitt Arts) or to bring interesting programming to campus (Pitt Program Council).

Undergraduate Research and Creative Activities

Over the past five years, we have increased the opportunities for participation in undergraduate research and creative activities both within the units and centrally funded by the Office of the Provost. While in 2011 approximately 56% of graduating seniors participated in research or creative activities, that number grew to 70% in 2015, an increase of 25%, according to our SERU³ survey. The challenge is to provide enough opportunities, including funding, for all students to participate.

Examples of activities include:

- Nearly 500 freshmen and sophomore students participate in First Experiences in Research and Continuing Experiences in Research
- A new Undergraduate Certificate in Life Sciences Research
- Undergraduate participation in the University of Pittsburgh annual celebration of Science and Technology each Fall: Every year between 86 to 124 undergraduates present their research at this event
- Nearly 25 poster, capstone, and undergraduate research presentations are held as part of

³ See SERU in Chapter 5

the Spring Board to Insight and Discovery in April of every year

- Participation in the National Conference on Undergraduate Research at the Capitol in Harrisburg, Pennsylvania
- ACC Meeting of the Minds: This meeting brings a select group of undergraduate researchers together from the 15 ACC member schools to interact with one another as they present their research.

Global Education

Over the years, the University has cultivated globally capable students through our ever-expanding curricular and co-curricular offerings and study abroad programs. By providing all students with the necessary skills to succeed in today's world, we guide them toward expanding their perspectives through global awareness, cultural empathy, and understanding of real-world issues. Each year we train nearly 250 students who graduate with an interdisciplinary certificate in global or regional/area studies and prepare over 1,800 students to study abroad. The University offers more than 250 courses per semester that focus on international, global, transnational or regional/area studies. We also support students' language learning in over 35 world languages. Students engage in a number of high-impact educational practices in global learning, such as living learning communities, freshman seminars, undergraduate research projects, internships, service learning projects and civic engagement opportunities.

For our efforts, Pitt is one of four institutions nationwide to receive NAFSA's 2017 Senator Paul Simon Award for Comprehensive Internationalization. This prestigious honor is granted by a committee of our peers through NAFSA: Association of International Educators and "recognizes U.S. colleges and universities that are making significant, well-planned, well-executed, and well-documented progress toward comprehensive internationalization—especially those using innovative and creative approaches."

Internship Guarantee

The Office of Career Development and Placement Assistance administers the Internship Guarantee: a promise that any student who completes the Internship Prep Program is guaranteed placement in at least one experiential learning opportunity prior to graduation. The Internship Prep Program consists of a series of workshops, individual appointments, and online tracking to coach students to develop the best possible tools to market themselves successfully throughout an internship search.

PittServes

The Office of PittServes connects students to local, national, and international service opportunities to enhance their experience and connection to communities. Students have the opportunity to utilize the PittServes Portal to identify service projects of interest and track service hours to provide to potential employers or for scholarship opportunities. In the 2015–2016 academic year, the University logged more than 450,000 hours of service to the community among faculty, staff, and students.

The Outside of the Classroom Curriculum

The Outside the Classroom Curriculum (OCC) is a key tool to align student experiences inside and outside the classroom in the University's effort to provide a more well-rounded education. Built upon the goals established by the Council of Deans in 2006, today's OCC promotes a personalized education guided by 10 unique goal areas aimed at giving our students a competitive edge after graduation.

OCC Goal Areas

1. Appreciation of the Arts
2. Career Preparation
3. Communication Skills
4. Global and Cultural Awareness
5. Initiative and Drive
6. Leadership Development
7. Pitt Pride
8. Sense of Self
9. Service to Others
10. Wellness

As they work toward completion, students participate in programs and activities appropriate to the stages in their academic careers to develop attributes the University sees as important for their success. A key feature of the OCC program is a student's ability to customize his or her experiences and pursue a diverse array of interests. When students attend various programs, activities, or events, they scan a QR code that instantly awards them credit and records their attendance. These data are then added to the student's co-curricular record and incorporated into the University's central Data Warehouse for assessment, research, and analysis.

Innovation and Entrepreneurship

Established in 2013, the Innovation Institute is the University of Pittsburgh's hub for innovation and entrepreneurship. The mission of the Innovation Institute is to create, support and sustain a culture and environment of innovation, entrepreneurship and collaboration on-campus and off-campus for the benefit of the University community, the region and society.

A key component of the mission of the Innovation Institute is to encourage innovation and entrepreneurship across students at all levels and all schools within the University. The Institute provides a wealth of experiential educational programming, competitions, resources, mentoring, and networking for Pitt students. In Fiscal Year 2016, 55% of Institute event attendees participated in more than one event. Institute programming attracted approximately 1041 students, of which 65% were undergraduates. Twenty-nine percent (29%) of the student participants were from the Dietrich School of Arts and Sciences, 28% were from the Swanson School of Engineering, and 15% were from the College of Business Administration.

The Institute offers a number of programs for students, including the following:

- Blast Furnace student accelerator, an eight-week program for students to advance their projects
- Entrepreneurs in Residence for Student Programs providing coaching and mentoring to students
- Innovation and Entrepreneurship Living Learning Community for Arts and Sciences, Business, and Engineering freshmen
- Startup Open, a networking event kicking off the academic year
- Student innovation and entrepreneurship competitions, including:

- Kuzneski Cup Competition, offering \$18,000 in research awards
- Randall Family Big Idea Competition, offering \$100,000 in prize money
- She Innovates, an all-women hackathon
- Startup Blitz, an idea competition offered twice per year
- The Money Table, where students are the investors
- Wells Healthcare Competition, offering \$36,000 in research awards
- Team Finder, an online resource for students to find teammates for project development and entrepreneur competitions

Pitt Arts

For the past two decades, Pitt Arts has provided free museum visits for students and deeply discounted tickets to a variety of cultural events for the entire University community via the Cheap Seats program. In addition, Pitt Arts continues to sponsor a unique and highly popular program, Arts Encounters, through which students enjoy free meals and tickets to the most sought-after arts events in the city. Students also enjoy the chance to meet artists and dive deeper into the experience, further taking advantage of an urban campus.

In addition, Pitt Arts sponsors Artful Wednesdays, free lunchtime performances held each Wednesday—along with the annual Arts Festival. In the academic year 2015–2016 a total of 71,285 students, faculty, and staff (including repeaters), were engaged in arts and culture via Pitt Arts programming, with more than 800,000 individuals engaged since its inception.

Pitt Program Council

Students who become involved in Pitt Program Council (PCC) receive one-on-one mentorship from Student Affairs staff, and enjoy the chance to take lead roles in coordinating PPC-sponsored events. In fact, 98% of PPC programs come directly from students' ideas. Students gain invaluable experience in such areas as contract negotiation and event production. Such experience often provides a competitive edge for students upon graduation.

University Honors College

The University Honors College (UHC) sponsors about 90 honors courses per academic year available in virtually all the disciplines on campus. The UHC provides fellowships to students for scholarship, creative activities, and undergraduate research. In addition to conducting an independent research project under the guidance of a faculty supervisor, the Fellows meet as a group for several hours weekly throughout the semester and present their research to one another, describing what they have found and explaining why it is worth doing to an audience outside their discipline. A separate summer fellowship program has identical multidisciplinary aims within the health sciences. Approximately 100–125 undergraduate students participate in these or other fellowship programs each year.

The Honors Baccalaureate degree (Bachelor of Philosophy), completed by 30–40 undergraduate students each year, includes a faculty-supervised independent project of research or scholarship in any discipline and culminates in a written thesis presented in public and defended before a faculty committee that includes an examiner from outside the University of Pittsburgh.

The Graduate and Post-Doctoral Experience

The University is one of the country's leading educators of graduate students and postdoctoral scholars. In 2016, 461 students received research doctoral degrees, 2,309 received master's degrees, and 626 received professional doctoral degrees. In 2016, there were 674 postdoctoral scholars training with University faculty. According to the most recent study by The Center for Measuring University Performance in 2014, this places the University in the top 20 public institutions nationally in the number of research doctoral degrees awarded and in the top 10 in the number of postdoctoral researchers in training.

Graduate and Professional Students

Overall, graduate and professional students made up 29% of the University's total student body on the Pittsburgh Campus in 2012 (based on headcount); in 2016, they made up 27%. Within the graduate and professional student body, both the number of women and the number of international students has increased. In 2012, 54% of the University's graduate and professional students were women, increasing to 56% in 2016. In 2012, 20% were international students, increasing to 24% in 2016.

The ability to successfully recruit new, highly qualified students is crucial to the continued success of our graduate and professional programs. To attract and retain top students, the University offers financial assistance through teaching assistantships, graduate student assistantships, graduate student researcher positions, fellowships, and other scholarships. Stipends for assistantships are competitive in comparison to peer institutions, and students on assistantships receive tuition waivers, including all fees except the student activity fee. Annual raises to the stipends are made based on the overall University salary pool. Students on assistantships and University fellowships receive full health benefits covered by the University at 100% for individuals. If the graduate student medical plan were available on the Affordable Care Act Marketplace, it would be categorized as a platinum level plan according to federal standards. Students have the option of purchasing family health benefits as well as dental and vision benefits.

In the health sciences, professional societies and licensing bodies are continuing to increase requirements for entry-level degrees into advanced practice from master's to doctoral preparation. A new Doctor of Occupational Therapy (OTD) was approved in spring 2016. The School of Nursing designed programs in 2013 to provide new pathways for working registered nurses to complete up to the Doctor of Nursing Practice Degree, including an online option as part of Pitt Online offerings.

The School of Education completed an extended review of its doctoral offerings, which led to the approval of modifications to the existing PhD and Doctor of Education (EdD) programs in spring 2013. The modified PhD programs will prepare scholar researchers who will be the next generation of research university faculty or top scholars in major research institutes. The modified EdD will be the terminal professional doctoral degree that prepares educators for leadership positions in school systems and in higher education management. The EdD is structured as a 3-year part-time program delivered in cohort style, including some online courses, to accommodate working professionals.

There has been a recent expansion of joint degree programs where students can earn two graduate degrees as a cohesive program of study. Besides the benefits of an integrated curriculum, joint programs typically can be completed in a shorter time than if each degree was completed separately, resulting in saved tuition and time. New programs include the Master of Business Administration degree and the Master of Health Administration degree (from the Graduate School of Public Health), the Master of Business Administration and Master of Social Work, and Master of Pharmacy Sciences (from the School of Pharmacy and Katz Graduate School of Business). More programs in are various stages of development and review.

Online Access to Graduate Programs

Pitt Online is the result of recommendations from a Council of Dean's working group who identified the need for a collection of professional master's programs to be offered in an online format. The mission of Pitt Online, a division of the University Center for Teaching and Learning, is to coordinate the offering of graduate professional programs commensurate with those offered to students on the Pittsburgh Campus in terms of quality, faculty, and level of support services. Faculty selected for Pitt Online teach courses both on and off-campus, and provide the same commitment to quality, rigor, and adherence to the highest professional standards.

Pitt Online currently offers 17 programs and certificates from seven schools/centers. In 2009, Pitt Online offered 9 courses and had 19 student enrollments. Showing steady growth, in 2016 Pitt Online offered 72 courses and had 511 student enrollments.

Four courses developed through Pitt Online, one in each year from 2011 to 2014, have received a Blackboard Exemplary Course Award, which recognizes high-quality online courses that excel in design, student and faculty interaction and collaboration, assessment, and learning support.

Career Preparation

The University has had a longstanding commitment to providing support beyond the classroom and laboratories to develop the next generation of academic scholars and leaders. In 2011, Pitt adopted Graduate Student Parental Accommodation Guidelines to help students who become new parents learn to successfully integrate their academic and personal pursuits. To continue to attract and retain the best students, programs must address post-graduation career opportunities for graduate and professional students. Also in 2011, Pitt joined the National Science Foundation-funded Center for the Integration of Research, Teaching and Learning network to provide opportunities for graduate students and post-doctoral fellows to develop skills they will need as future faculty members. Since 2015, approximately 125 certificates spanning three levels of accomplishment in teaching-as-research have been awarded to students from nine schools. In recognition of our responsibility for expanding our doctoral students' and postdoctoral trainees' world-views beyond academia, Pitt began subscribing to *Versatile PhD* in 2012. All of our graduate students have full access to this professional development online resource designed to help them identify, prepare for, and excel in non-academic careers.

In 2012, the Pitt Career Services Consortium was founded to focus on the career development and employer relations for undergraduate, graduate and postdoctoral students by sharing information, best practices, relationships, and partnerships. The percentage of Career Fair employers recruiting graduate students has steadily increased since this collaboration began, with the Fall 2016 Career Fair featuring 134 employers recruiting graduate students, or 54% of employers present.

In 2013, the Provost and the Senior Vice Chancellor for the Health Sciences jointly funded the establishment of the Center for Doctoral and Postdoctoral Career Development to maximize our institutional capacity for supporting the professional development of our graduate students and postdoctoral trainees. The investment facilitated a transition from our current extracurricular approach to professional development, to a developmental and comprehensive strategy integrated within our institution's graduate curriculum.

The Humanities Center houses the Public Humanities Fellows Program, a new opportunity for Pitt PhD students beginning in the summer term, 2017. Up to three fellows will work in one of three local institutions (City of Asylum, the Kelly Strayhorn Theater, and the Pittsburgh Parks Conservancy) in positions designed to benefit from both their discipline-specific knowledge and their skills as creative thinkers, researchers, and writers.

Our professional schools have longstanding, successful programs that provide students with career development and placement services. Across the University, these schools have been providing their students with new opportunities inside and outside the classroom to explore both academic and non-academic careers. While some skills can be taught independent of the academic discipline, others are best integrated into the programs themselves where the culture and the subtleties can be considered. The School of Education has implemented a series of workshops offered to the Master of Arts in Teaching students which are designed to help students prepare for their career search after graduation. The workshops include developing e-portfolios of their work, resume writing tips, and mock interview sessions. The Dietrich School of Arts and Sciences since 2013 has offered a series of professional development workshops on topics such as resources for parents, 3-Minute Thesis Competition, fellowship application preparation, interviewing for academic jobs, and legal and ethical issues in research. The workshops are planned with feedback from the school's Graduate Student Organization to ensure relevance to students. The school provides additional networking, mentoring, and professional development for underrepresented minority students as well as for LGBTQIA+ students.

Entrepreneurial students have created new opportunities to apply their graduate studies. For example, highly-motivated graduate students from the Swanson School of Engineering founded in 2014 a non-profit consulting organization, Fourth River Solutions, to provide students in STEM fields with experiential learning opportunities to partner with local businesses from the vibrant Pittsburgh startup economy. Other student organizations have been formed, and the University's Innovation Institute, founded in 2013, supports these student organizations.

Benchmarking the Graduate Student Experience

The Office of the Provost has collected graduate placement data for many years. In 2012, templates were developed and then refined to allow for a University-wide analysis by terminal master's degrees, professional practice degrees, and research-scholarship degrees. During this time, the schools also improved their collection processes. [Appendix 12](#) provides a summary of the research-scholarship degrees (i.e. the PhD degrees) from FY2013 to FY2016.

The schools and programs evaluate the progress and success of their students through their student learning assessment, program review and, in the professional programs, specialized accreditation processes. The structure variability of graduate and professional programs makes it challenging to develop university-wide benchmarking tools useful for comparisons. The last major graduate survey administered was the National Research Council (NRC) assessment of research-doctorate programs, released in 2010. The Student Experience in the Research University Consortium has developed a new Graduate Student Survey (gradSERU) to measure the graduate student experience for students in doctoral, master's and professional degree programs through the different stages of their studies. In Spring 2017, the University of Pittsburgh will join five U.S. institutions and six international institutions for the first administration of the gradSERU.

Postdoctoral Scholars

The University has an excellent record of attracting postdoctoral scholars from around the world and has made efforts to ensure that their experience is beneficial and continually improving. In 2011, the Center for Postdoctoral Affairs in the Health Sciences was established to provide oversight to postdoctoral training in the six schools of the health sciences, which support 75% of the postdoctoral scholars. In particular, the Center guides postdocs in the health sciences through the following requirements: the development of a career development plan, the establishment of a mentoring team, and participation in an annual assessment process. In the non-Health Sciences Schools, postdocs in the Swanson School of Engineering and the Dietrich School of Arts and Sciences participate in similar career development planning.

The University of Pittsburgh Post-Doctoral Association, active since 2005, supports all postdoctoral scholars. The association participated in the 2016 National Postdoc Survey executed by the University of Chicago's National Postdoc Survey Research Team. At the University of Pittsburgh, 35% of the postdocs participated. Preliminary results at the University of Pittsburgh indicate that 87% of postdocs are satisfied with the professional development offerings and 65% of postdocs have mentors that are either supportive or very supportive of their career plans. However, 42% of postdocs have not received a performance evaluation while working as a postdoc. When the national findings are published, the Post-Doctoral Association will address the concerns indicated by the survey. The initial data has helped inform planning of programming and services.

The Research Environment

The University of Pittsburgh is one of the leading research institutions in the country. We strive for excellence and impact within disciplines. There is a breadth of research expertise at the

University with many outstanding programs in health sciences, engineering, public policy, philosophy and others. However, what sets Pitt apart is a tradition of reaching beyond traditional academic boundaries to create exciting new research collaborations to engage in activities that advance learning by extending the frontiers of knowledge and creative endeavor. The focus of our new strategic plan reinforces this approach for research, stating Pitt will aspire to be a university that “advances the frontiers of knowledge and makes a positive impact on the world through collaborative and multidisciplinary approaches to research that focus on areas of great societal need.”

The research strength of the Pitt community contributes to its rich intellectual environment. This strength is reflected in the books and articles published by researchers, the awards and honors recognizing their accomplishments, the funding that their research attracts to the University and the impact that our research has through translation to action. Pitt now ranks in the country’s top 20 in overall R&D expenditures and 9th in federal funding. Pitt’s deep research expertise in biomedical science and bioengineering has resulted in ranking 6th in the country in medical science expenditures. Translation of research into action is a growing strength at the University that is highlighted in the new strategic plan. There were 73 companies formed or purchased based upon Pitt research and 80 patents obtained in this last year. Students are participating in this process at increasing rates with the support of our Innovation Institute. This past year, for example, there were 10 start-up companies formed by students.

Our students continue to win very prestigious scholarships for their research and academic accomplishments. For example, three students won Barry M. Goldwater Scholarships, the highest honor for undergraduates who intend to pursue research careers in science, math or engineering. Another undergraduate won the Josephine de Karman Fellowship, recognizing U.S. and Canadian students who demonstrate high scholastic achievement. Three engineering students were named Whitaker Fellows and were awarded funding to spend one to two years abroad for research, coursework or an internship. In total, our students won over 20 highly prestigious national and international awards since 2012.

The research programs of the University are supported by one of the country’s top research libraries, with state-of-the-art information technology infrastructure and strong administrative support. This University investment has been critical to all research at the University, but particularly so for the humanities and social sciences. The University of Pittsburgh libraries, University Library System and Health Sciences Library System, rank in the top third of the library systems ranked by the Association of Research Libraries.

In summary, the University has maintained and continues to enhance its international reputation for research excellence. This accomplishment has been made possible by highlighting key areas of multidisciplinary research, building upon established discipline-based strengths, and by assembling a world-class research library, facilities, information technology infrastructure, and administration to support research activities.

Diversity and Inclusion

Goal 4 of *The Plan for Pitt* is: Promote Diversity and Inclusion: We aspire to be a university community that embodies diversity and inclusion as core values that enrich learning, scholarship, and the communities we serve. The Plan identifies three strategies to achieve this goal:

- **Transform the campus climate** to reinforce the value of diversity and inclusion as essential to advancing our teaching, research, community engagement and to enriching the student experience
- **Enrich the student experience** through engagement with diverse cultures and perspectives, expanded opportunities for study abroad, and by integrating global perspectives in the curriculum
- **Help to attract and retain a diverse regional population and University community** through the recruitment and retention of a diverse student body, faculty, and staff

As detailed in Chapter 5 below, our student satisfaction surveys include questions to assess student perceptions of diversity, satisfaction with diversity, and perception that diverse subgroups are respected on campus. Trends in recent years show that these perceptions are decreasing, echoing the national discussion on diversity. We are committed to reversing this trend and to making our campuses respectful and inclusive environments where all students can thrive and succeed.

The Dietrich School of Arts and Sciences recently revised its General Education requirements to include diversity. Each student must complete one course that is designated as a Diversity Course. Students may take this course within their major field of study. Diversity courses focus centrally and intensively on issues of diversity, and do so in a manner that promotes understanding of difference. They provide the student with analytical skills by which to understand structural inequities, and the knowledge to be able to participate more effectively in our increasingly diverse and multicultural society. The courses may address, though not be limited to, such issues as race, gender, ethnicity, sexuality, religious difference, ability difference, and/or economic disparity. The new requirements will be in effect for the 2018–2019 Academic Year.

Pitt schools with sizable graduate programs have Offices of Diversity that focus on access of underrepresented populations to advanced graduate programs. For example, The Hot Metal Bridge Program (named after a well-known bridge in Pittsburgh) at the Dietrich School of Arts and Sciences is a two-semester post-baccalaureate fellowship program for students from underrepresented groups.

The Provost designated Academic Year 2016–2017 the Year of Diversity and provided matching funds for events and programs that focused on Diversity in all of its forms. Pitt student groups, faculty, and staff submitted event proposals to the Year of Diversity Steering Committee throughout the 2016–17 academic year. The Office of the Provost provided matching funds of as much as \$5,000 to qualifying proposals. More than 100 events have taken place on campuses, including movie presentations, plays, and talks from community leaders.

Since 2013, schools have formed Diversity Committees to increase faculty diversity by developing and implementing best practices, procedures, and policies for recruiting, mentoring, and retaining women and underrepresented minority faculty who reflect the breadth of our student body and society at large.

The Office of Diversity and Inclusion (ODI) was established in 2015 to help build the University into a world-class model of diversity and inclusion defined by inclusive excellence and an environment that allows everyone to thrive. It provides leadership, partnership, support and resources for many diversity initiatives here at Pitt. ODI supports affinity groups of faculty and staff linked by a common purpose, ideology, or interest. Equipoise started in 1960 and its stated purpose is to facilitate the unique goals and objectives related to Black faculty and staff. The Chinese and Chinese American Employee Group at University of Pittsburgh provides a platform for social networking and career development, as well as for work improvement and balance in life. The Hispanic and Latino Professional Association (HLPAs) is a professional network for Hispanic Latino Faculty and Staff at Pitt. Pitt's LGBTQIA+ Affinity Group's mission is to promote the professional and social development of LGBTQIA+ staff and faculty and advocate for the needs of our community.

Faculty and Curricular Diversity

The Office of the Provost focuses on two major diversity initiatives for faculty. One is the recruitment and retention of a diverse and excellent faculty. The second is to strengthen and enhance the capacity of faculty to create curricular materials and classroom environments that reflect diversity and inclusion.

(i) Faculty Recruitment and Retention

Over the past five years, a major focus of the University has been to create and retain a more diverse faculty. To this end, the University has undertaken a number of measures. In collaboration with the Office of Diversity and Inclusion and the faculty Diversity Chairs from the academic units, the University has developed a packet of resources for faculty search committees, including tips for increasing the diversity of the candidate pool, ways to ensure a fair review of candidates, and use of behavioral questions in the interview.

Another effort involves offering workshops and lectures on implicit and unconscious bias, and how these biases can negatively impact decision-making including decisions related to faculty recruiting. This programming is offered throughout the academic year.

In an effort focused on retention, the University of Pittsburgh has joined as a partner institution with Case Western Reserve University in an ADVANCE grant from the National Science Foundation to seed and institutionalize gender equity among faculty. The specific focus of Pitt's effort is to build a culture that encourages and supports the professional development and career progression of mid-career women faculty.

The Office of the Provost continues to monitor gender distribution in key areas of the University,

including full professors, deans and department chairs. Every five years, the Office of the Provost produces a report examining the gender equity of faculty salaries.

Finally, the University of Pittsburgh joined the Collaborative on Academic Careers in Higher Education (COACHE), based at Harvard University. In spring 2016 the COACHE Faculty Job Satisfaction Survey of full-time faculty was launched. The dissemination of results is currently ongoing.

(ii) Curricular Materials and Classroom Environment

The Office of the Provost, in conjunction with the University's Center for Teaching and Learning, has developed a growing number of faculty development programs aimed at building faculty awareness and capacity to develop curricular materials that reflect a diverse environment, and to foster a classroom environment that is inclusive, respectful and welcoming to all. These programs include workshops, lectures, and film viewings discussions. Programs of differing lengths (from half day to an extended experience involving meetings throughout fall term) and of differing formats (interactive theater, traditional workshop, and movie viewing and discussion) are offered throughout the year, including the annual Provost's Diversity Institute in the summer. The programming addresses issues such as race relations in the classroom, the role of unconscious bias in classroom pedagogy, constructing an open learning environment for LGBTQIA+ students, and understanding the diversity of the student population. In addition, each school offers similar programming through the Year of Diversity initiatives. Through this opportunity, units, centers and departments often form collaborations that otherwise would not have taken place.

Challenges and Opportunities

While the academic reputation of the University has been advancing, state support has been diminishing. In fiscal year 2011, the Commonwealth appropriation was approximately 10% of Pitt's annual budget, and by this fiscal year (2017) it was less than 8%. For the upcoming fiscal year (2018), the Governor's preliminary proposed University of Pittsburgh's appropriation is .6% lower than the current fiscal year budget. In response to this situation, the University had already made operational efficiency a long-term priority, which is reflected in staged actions over recent years such as budget cuts, the redesign of benefits plans, cost-reduction initiatives, successful efforts to increase productivity, and the imposition of university-wide salary freezes.

Unfortunately, due to the decline in Commonwealth support, a greater share of the burden has had to be carried by students, their parents, and private donors. Their support for the University has demonstrated that the value of a Pitt education and the contributions that Pitt makes to the people of the Commonwealth are widely recognized. Despite higher-than-hoped-for tuition levels necessitated largely by disproportionate cuts in Commonwealth support, both the number of applications and the qualifications of the students who enroll have improved greatly. Pitt's funded research base, in a highly competitive environment, also has increased significantly. Similarly, the University's successful capital campaign attracted tens of thousands of donors who contributed at record levels because of the high level of confidence they have in the University.

Through its structured process of goal setting, reallocation of resources, and assessment of results, Pitt has put in place a culture of accountability that ensures the effective utilization of resources. The University is clear in its goals, has definitive strategies by which to attain those goals, and carefully measures its effectiveness in all of its efforts. Based on this culture, the University is well positioned to make the most effective use of its resources.

Challenges

- **Student debt and college affordability:** Our tuition makes us one of the most expensive public universities in the country for in-state residents. Adding the delicate fiscal situation of the Commonwealth of Pennsylvania and the unclear picture at the Federal level poses a challenge to make the University of Pittsburgh accessible. This challenge is addressed in the *Plan for Pitt* as a key strategy in Goal 1: Advancing Educational Excellence. We have joined the Coalition Application, launched the Raise.me micro-scholarship program, and partnered with the Community College of Allegheny County and the Pittsburgh Public Schools to build a pipeline to Pitt starting as early as in middle school.
- **Demographic challenges:** About 80% of our students come from the Mid-Atlantic area, which is experiencing a decrease in the number of high-school graduates. We have added regional recruiters in the Washington DC/Maryland/Virginia area, Illinois, New Jersey, and Texas, with plans to add recruiters in California, New York and New England to address this challenge. We have increased the out-of-state freshman students from 32% to 39% in the last five years. This trend is likely to continue as our students have better qualifications.
- **Titusville campus:** Although our baccalaureate regional campuses (in Bradford, Greensburg and Johnstown) are well-positioned for success and sustainability, our two-year campus in Titusville is confronting a myriad of challenges that threaten its long-term viability. Over the last 6 years, enrollment has fallen by 35%, reflecting trends among public universities in western PA. Further, the graduation rate is below the national average and below the Council of Regional Accrediting Commissions benchmark. The University is assessing a variety of options to determine whether it can provide educational opportunities better aligned with the needs of the Pitt-Titusville region.
- **Slower progress in diversity than desired:** The University established the Office of Diversity and Inclusion (ODI) under the leadership of a Vice Chancellor, with a team of experienced specialists. ODI works with the Office of the Provost to strengthen recruitment and retention of diverse faculty and to ensure equal opportunity and compliance with related governmental requirements and anti-discrimination laws. The ODI investigates discrimination, harassment, and accommodation complaints and grievances.

- **Campus Climate and Title IX:** The University voluntarily participated in the *Campus Climate Survey on Sexual Assault and Sexual Misconduct* conducted by the Association of American Universities. Pitt was one of 27 institutions who administered the survey at the end of the Spring 2015 semester to all its students on all campuses. The University has established a Title IX office, within the ODI, to assist the University community with issues related to sexual harassment, gender-based discrimination, and sexual violence. The sexual harassment policy has been revised to more clearly address the needs of current student populations, and is now called the Sexual Misconduct Policy. In addition, a new Sexual Misconduct Procedure has been adopted. Also, the Faculty-Student Relationship policy has been updated and approved, is now called the Consensual Relationships Policy, and covers consensual relationships between faculty, staff, and students, and between employees.
- **Student Wellness:** Increasing need for mental health care is impacting both the academic progress of our students and the demand for psychologists, social workers, psychiatrists, and advanced graduate trainees in various mental health disciplines to serve our students at the University Counseling Centers in all of our campuses.
- **Curricular demand shifts:** The shift in undergraduate majors towards STEM+Economics disciplines is impacting faculty and facilities. An increase of 30% over past five years in declared STEM+ Economics majors and of 16% in STEM+Economics credit hours has put pressure on our ability to provide adequate space and laboratory resources and to recruit qualified faculty. The space needs are addressed in the forthcoming Facilities Plan, which envisions a significant addition of laboratory and classroom space over its 10-year horizon. The Provost has charged the deans to address faculty needs as part of a plan to replace visiting faculty with full-time non-tenure-stream faculty; this plan will be implemented in Fall 2017.

Opportunities

Every challenge above can be turned into an opportunity. The *Plan for Pitt* specifically addresses affordability and access, diversity and inclusion, and the student experience, including wellness. It also calls for the development of an enrollment plan to address the demographic and curricular shifts challenges that are currently in progress.

- **The City is our campus:** The city of Pittsburgh has reinvented itself into a high-tech center based on the presence of two-major research universities, a major medical center, a world-class symphony, and a number of museums and cultural attractions. Iconic modern companies have established their presence in the city (Uber, Google, Facebook, Apple, Microsoft) replacing companies that have reduced their presence (Gulf, Westinghouse, Heinz). The City is truly our campus. It provides a great number of experiential learning opportunities for our students. In response to Goal 3 of the *Plan for Pitt*, Strengthen Communities, Community Engagement Centers are being created in order to build alliances within urban neighborhoods. Leadership for this initiative has been established and target communities for two of the proposed five centers have been identified.

- **Interdisciplinary Research and Collaboration:** With 16 schools, thriving multidisciplinary centers, and close ties to the University of Pittsburgh Medical Center, Pitt research reaches across disciplines. Pitt researchers also collaborate with colleagues from 80-plus other universities—including nearby Carnegie Mellon University—and corporate partners near Pitt's urban campus. The following are multidisciplinary research areas where Pitt is a current or emerging leader. Aging, Bioengineering, Computer Modeling, Drug Discovery, Energy, Global Health, Humanities, International Studies, Nanoscience, National Preparedness, Neuroscience, Philosophy, Translational Medicine, Biochemistry, and Organ Transplantation. The new School of Computing and Information (SCI) formed by combining the Department of Computer Science, from the Dietrich School of Arts and Sciences, and the School of Information Sciences will open its doors on July 1, 2017. Computing-in-context and providing a new environment for collaboration are the guiding principles of SCI. SCI is born to capitalize on a unique opportunity for a Smart Data-in-Healthcare Ecosystem in Pittsburgh. The recent announcement from Microsoft and UPMC to create a strategic research partnership will provide a fertile ground for SCI to achieve its goals.
- **Innovative Curriculum:** In 2013 we introduced a program to guarantee admission to graduate and professional programs on the Pittsburgh campus to students from the regional campuses that satisfy a set of requirements. We are also working to increase the number of programs that combine an undergraduate and a graduate program resulting in savings of time and money for our students. For example, the Dietrich School of Arts and Sciences and the School of Law are now offering a combined Bachelor's degree and J.D. degree in a total of six years.
- **Innovative Pedagogy:** We are working to develop, test, and implement discipline-based approaches to teaching and learning. The University Center for Teaching and Learning will serve as a pedagogical innovation hub, where faculty will receive training and support. Plans are underway to extend the network of discipline-based centers of pedagogy (EERC, dB-SERC, WISER, IDEA Lab) to the Humanities and Social Sciences.
- **Global Plan:** The 2016 Global Plan *Embracing the World - A Global Plan for Pitt 2016–2020* (See [Appendix 11](#)) reflects the University's response to the need for global engagement. We are a world coming closer together, so we need to engage and connect more than ever before. We believe that the world at its healthiest is an exchange of ideas and values, and our responsibility is to keep this exchange flowing. Heeding the demand for vastly improved coordination and communication, the Global Plan proposes a strategic approach to international partnerships, encourages concerted decision making that leads to transformational action, and guides Pitt toward real-world impact through global learning.
- **ACC membership – much more than athletics:** The University of Pittsburgh joined the Atlantic Coast Conference (ACC) in 2013. In addition to the well-known athletic activities,

the ACC sponsors an Academic Collaborative (ACCAC), which directly supports various academic activities that benefit all students. This approach reinforces the conviction that strong academics and strong athletics go together. In addition to the ACC Meeting of the Minds and the ACC Academic Consortium Fellows Program in Creativity, the ACCAC organizes an annual Conference for student leaders, the InVenture Prize Competition for students, and an annual Debate Championship, among other activities. We also participate in an ACC initiative to explore a collaborative Academic Leadership program.

- **Redesigning Learning Spaces:** The University has started to renovate and redesign the learning spaces that serve our students. In order to utilize these classrooms to their full potential, the Provost's Advisory Council on Instructional Excellence (ACIE) called for proposals to include the following as one of the criteria for faculty to receive funding: Make effective use of one of Pitt's new learning spaces (such as the flexible classrooms in David Lawrence Hall or other new campus classrooms).

Chapter Four: Enrollment and Finance Trends and Projections

Enrollment Trends and Projections

Figure 2 displays recent fall full-time equivalent enrollments at the University. Modest enrollment growth is projected for the planning horizon.

Fall Term	Undergraduate	Graduate and Doctorate-Professional Practice	University Total
Actual:			
2012	24,021.6	8,759.6	32,781.2
2013	24,066.8	8,565.2	32,632.0
2014	24,217.2	8,497.4	32,714.6
2015	24,272.0	8,442.6	32,714.6
2016	24,442.2	8,281.0	32,723.2
Projected:			
2017	24,813.1	8,281.0	33,094.1
2018	25,191.5	8,281.0	33,472.5
2019	25,577.4	8,281.0	33,858.4

Figure 2: Fall Full-Time Equivalent Current and Projected Enrollments

Finance Trends and Projections

The University of Pittsburgh continues to make dramatic progress in its drive to ever-higher quality in academic excellence, path-breaking research, community outreach, and all other aspects of this major public research university—even as it has controlled its expenses by creating efficiencies, cutting costs, raising revenues from federal research grants and private fundraising, and tightening its overall budget. Pitt is a primary driver of the Western Pennsylvania economy.

All this has been accomplished in spite of continuing dwindling state support—the University now receives less than 8% of its budget from the state compared to more than 30% in the mid-1970s.

Pitt has done the best it could in the face of state budgets that have severely eroded the Commonwealth’s original commitment to the University since it became state-related in 1966. Pitt’s record of doing more with less is equal to any University in the country. The sound financial management of the University has been recognized by a number of independent resources, including the Middle States Review team.

Both rating firms (Standard & Poor's and Moody's Investors Service) have affirmed the University's long-term and short-term ratings (AA+/A-1+; Aa1/VMIG1, respectively) and stable outlooks, concurrent with the issuance of the Series 2017 A/B/C Taxable Bonds. The Series 2017 Bonds generated interest cost savings and eliminated costs and requirements related to federal post-issuance compliance. Standard & Poor's commented in their April 24, 2017 credit report "We assessed Pitt's enterprise profile as extremely strong, based on the comprehensive research-based university's strong demand and enrollment measures as well as its solid and stable senior management team. We assessed the university's financial profile as very strong, characterized by good revenue diversity, strong financial operating performance, and solid available resource ratios for the rating category." Positive factors cited within the Standard & Poor's credit report included: "stable enrollment, solid student demand, and strong student quality; good revenue diversity from student tuition and fees, research grants, gifts, endowment income, and state operating appropriations." The stable outlook by Standard & Poor's is accredited to the university's ability to "sustain its strong demand characteristics, diversified revenues, and timely implementation of budget adjustments, and solid financial resource ratios." In addition, the April 19, 2017 Moody's credit report noted that the long-term rating reflects the University's "significant scale of operations and strong financial resources, with consistently healthy operating performance and manageable debt levels. The rating favorably considers Pitt's excellent strategic positioning as a premier urban academic and research institution with a strong student market." Moody's further expounds: "Pitt's strong academic reputation, diversified programs, and urban location will continue to translate into excellent strategic positioning and overall consistent student demand despite the competitive landscape." In regards to continuing challenges facing the University, Standard & Poor's noted: "a continued strained federal funding environment for research; declining number of high school graduates in the region, mitigated by Pitt's national draw and; significant other postemployment benefits." Pitt's long-term credit ratings are just one notch shy of the highest AAA/Aaa long-term rating level.

Figure 3 displays current budgeted and projected operating budgets at the University for the duration of the planning horizon. Note that this is about half of the total University expenditures as indicated in the Executive Summary, which include research and other items. These projections include no increase in the Commonwealth appropriation each year and planned increases in student tuition and fees of 4% on average.

	<i>FY 2017 Budget</i>	<i>FY 2018 Projection</i>	<i>FY 2019 Projection</i>	<i>FY 2020 Projection</i>
REVENUES				
	\$	\$	\$	\$
Student Tuition/Fees	724,843	753,837	783,990	815,350
Commonwealth Appropriation	143,650	143,650	143,650	143,650
Grants & Contracts	40,815	41,631	42,464	43,313
Investment Income	47,866	48,345	48,828	49,316
Sales & Services/Other	73,150	75,345	77,605	79,933
	<u>1,030,324</u>	<u>1,062,807</u>	<u>1,096,537</u>	<u>1,131,562</u>
EXPENSES				
Salaries & Wages	460,838	472,359	484,168	496,272
Fringe Benefits	144,302	147,910	151,607	155,397
Financial Aid	148,595	154,539	160,720	167,149
Student Life/Program Enhancements	3,358	3,392	3,425	3,460
Other	217,247	219,419	221,614	223,830
	<u>974,340</u>	<u>997,618</u>	<u>1,021,535</u>	<u>1,046,108</u>
TRANSFERS	55,984	65,189	75,002	85,454
Net	<u><u>0</u></u>	<u><u>0</u></u>	<u><u>0</u></u>	<u><u>0</u></u>

Figure 3: Current Budget and Projected Educational and General Operating Budgets in \$1,000s

The audited financial statements for FY2014, FY2015, and FY2016 have been submitted as separate files. The University's external auditors have not issued a management letter in several years.

Endowment

The University of Pittsburgh's Consolidated Endowment Fund (the "Endowment") has a market value in excess of \$3.8 billion, as of March 31, 2017, and consists of more than 2,500 individual funds, mostly from endowed gifts. The Endowment is intended to provide the University with a permanent source of funding by collectively investing the gifts and making available the investment income they generate to provide financial support for scholarships, fellowships, faculty chairs, instruction, and other important University programs and services. The amount of Endowment "income" that is distributed each year is determined by the Investment Committee of the Board of Trustees and governed by Pennsylvania Law. The Endowment distributed over \$146 million in fiscal year 2016 and is on pace to distribute approximately \$156 million in fiscal year 2017, an increase of nearly 6.5%. Endowment distributions have grown in their significance to the University operating budget and are a vital source of programmatic funding; they enable the University to curb escalating student tuition by providing a much needed offset to waning Commonwealth support. The Endowment's fundamental objective is to perpetually provide a reliable stream of meaningful income to University beneficiaries while preserving its real (inflation-adjusted) asset value. To achieve this, the Endowment is invested in a diversified, risk-controlled manner that optimizes long-term total return potential without sacrificing the integrity of the assets or the ability to meet ongoing spending obligations. Over the twenty-year period ended March 31, 2017, the Endowment earned an annualized return of 7.7% (net of fees), while distributing approximately 4.25% per annum. Current asset allocation targets consist of 37% global equities, 20% marketable alternatives, 18% non-marketable alternatives, 16% real assets, and 9% fixed income. According to the fiscal year 2016 NACUBO-Commonfund Study of Endowments, the University of Pittsburgh's Endowment is the 26th largest among more than 800 college and university endowments and 8th largest among public institution endowments.

Chapter Five: Assessment of Institutional Effectiveness and Student Learning

Assessment of Institutional Effectiveness

As mentioned in Chapter 2, the 2012 MSCHE Report in [Appendix 1](#), included a suggestion on Standard 7: Institutional Assessment⁴:

The University may wish to consider conducting a comprehensive review of the Planning and Budget System in the near future to confirm its effectiveness and identify areas that may need modification.

Overview of the 2016 Review of the Planning and Budgeting System

The Planning and Budgeting System (PBS) at the University of Pittsburgh calls for periodic evaluations “... to determine, for example, whether and how the PBS document should be amended, and whether and how the PBS process can be improved.” The last evaluation was conducted in 2002 and yielded the 2003 version of the document. Partly in response to the suggestion mentioned above from the MSCHE Report, the Senate Budget Policies Committee (SBPC), which is the group responsible for ensuring that PBS processes are followed, called for an evaluation and potential revision of the PBS in a meeting held on January 15, 2016.

In response to this directive, an ad hoc committee was convened on January 20, 2016 to administer the evaluation process. The committee consisted of four members of the Council of Deans and three members from the University Senate—the two groups responsible for modifications of the PBS. The list of committee members is provided in [Appendix 13](#).

As dictated by the PBS, the ad hoc committee in collaboration with the SBPC developed a survey of faculty, staff, students, and administrators regarding the PBS. The survey was launched on February 23, 2016 and closed on March 16, 2016. The SBPC reviewed a draft report of the survey results in their March 25, 2016 meeting, and a final report reflecting input from the SBPC dated March 28, 2016 was produced. The report is provided in [Appendix 14](#).

As the survey was being developed and administered, the ad hoc committee reviewed the 2003 version of the PBS and proposed modifications, which fell into three broad categories: generalize the very specific directives outlined in that version; eliminate or update practices that are no longer followed; and eliminate redundancies. The proposed revisions were shared with the Council of Deans and the SBPC, and were then further modified to reflect comments received along with input gleaned from the survey. The finalized draft revision of the PBS document was then submitted for approval to the Council of Deans and the University Senate. The Faculty Assembly of the Senate recommended approval of the draft revision in a meeting held on April 12, 2016; the Senate Council then voted to approve the document in a meeting held on April 20, 2016; and the

⁴ Page 9 in the 2012 MSCHE Report, [Appendix 1](#)

Council of Deans approved the document via an electronic ballot that concluded on May 2, 2016. All recommendations and votes of approval were unanimous. The approved document is dated as May 2016. In the next chapter we will summarize the main aspects of the revised PBS.

Assessment of Student Learning

As mentioned in Chapter 2, the 2012 MSCHE Report (see [Appendix 1](#)), included a suggestion on Standard 14: Assessment of Student Learning:

The University may wish to consider:

- 1. A possible alignment of assessment processes, including documentation of student learning outcomes, with the periodic comprehensive program review process.*
- 2. Possible inclusion of learning outcomes assessment efforts by the faculty into their dossiers for promotion and tenure.*
- 3. Continued analysis of student learning outcomes assessments that might identify critical factors or characteristics associated with student attrition or academic success.*
- 4. Expanded offerings of freshman experience or engagement courses (e.g. exploration seminars, University orientation, etc.) to foster higher retention of entering students.*

The strategic use of planning and ongoing assessments to advance the University's ambitions for undergraduate education moved to a new level starting in the mid-1990s with the introduction of the Planning and Budgeting System in 1992 and the passage of Board of Trustees resolution in 1996 that established the University's goals for pursuing excellence in undergraduate education, reinforced in the position statement (see [Appendix 3](#)) adopted by the board in 2000.

Structure of Assessment of Student Learning Process at Pitt

In November 2006, the Council of Deans formalized expectations for assessment by developing the Guidelines for Documenting the Assessment of Student Learning Outcomes at the University of Pittsburgh (see [Appendix 15](#)). These guidelines were purposefully designed to ensure that the process is useful, meaningful, and respectful of faculty time.

The guidelines require that student learning outcomes be assessed for all certificate and degree-granting programs and for the general education curricula offered at the University of Pittsburgh. Specifically, each program is required to articulate three-to-five learning outcomes tied to its mission and specific goals for each outcome. These learning outcomes must be assessed at least once every three to five years. These assessments must include some direct evidence of student learning and a feedback mechanism through which the assessments of student learning outcomes are used to improve the academic programs. In particular, the deans and the campus presidents are responsible for reviewing the annual assessments of their programs and for providing their department chairs or program administrators feedback about assessment and assessment matrices.

University of Pittsburgh Assessment Conferences

To maintain the momentum that followed implementation of these guidelines throughout the

University, the Office of the Provost organized an annual Assessment Conference that typically is held at the end of January. Participants come from all campuses of the University of Pittsburgh and include advisors, faculty members, and administrators.

The conference's welcome is given by the Provost, who is a key supporter of the assessment initiatives. The conference starts with keynote address given by an external speaker. We have invited experts in assessment, evidence-based teaching, and alumni surveys:

2013: Heather Kelly, Director Office of Institutional Research at the University Delaware

2014: Carl E. Wieman, Physics Nobel Laureate, Professor of Physics and Education,
Stanford University

2015: Marco Molinaro, Assistant Vice Provost for Undergraduate Education and iAMSTHub
Director, University of California at Davis

2016: Joan Hawthorne, Director of Assessment and Accreditation, University of North
Dakota

2017: Hellen Stubbs, Senior Consultant, Gallup Inc.

The keynote addresses are followed by three simultaneous sessions where selected undergraduate programs and selected graduate programs are presented in detail. These sessions are divided in two equal parts, each lasting 45 minutes. The presentation in the second part is followed by an extended Q&A. Complete agendas for the five conferences are in [Appendix 16](#).

The agendas, including biographical information about the speakers, are also available at the University of Pittsburgh public assessment page⁵. To maximize the impact of the conference, minutes are taken during the simultaneous sessions and posted in the University of Pittsburgh intranet, accessible only to members of the University community, providing access to the, at times candid, discussions during the Q&A sessions.

The following is briefly describes three examples of assessment programs featured at these conferences. The corresponding assessment matrices are in [Appendix 17](#).

Example 1: University of Pittsburgh at Johnstown (UPJ) – general education requirements and undergraduate BA in Communications

During the 2015 conference, Dr. Janet Grady and Dr. Patty Wharton-Michael explained how UPJ instituted a faculty-driven process for using assessment data to develop a new general education model. The process began in 2011 in the General Education committee. At this time, faculty were unsure about assessment because they did not have an assessment expert or a dean of general undergraduate education. In fall 2013 the campus-wide committee realized the need to restructure the model to provide a clearer rationale, identify learning outcomes, and implement assessment measures. To address this needed revision, Dr. Wharton-Michael formed a subcommittee of faculty who knew well the courses and course content. The bottom-up approach proved much

⁵ <http://www.academic.pitt.edu/assessment/index.html>

more productive and in fall 2014, the committee had drafted new general education requirements. These requirements went through the UPJ approval process and became effective in fall 2016.

The 2015 assessment matrix for the BA in Communications at Johnstown included in [Appendix 17c](#)⁶ is one of the set of assessments which helped the faculty to make decisions to strengthen the curriculum. In particular, the department has 1) implemented a new Communication Research Methods Course, 2) developed new guidelines for instructors of Public Speaking, 3) standardized the Persuasive speaking assignment—producing a better measurement for assessment, and 4) considered additional forms of analysis to observe the differences between majors’ and non-majors’ mastery of the subject.

Additionally, Dr. Grady, Vice President for Academic Affairs at Johnstown, annually communicates with the division chairs and faculty as part of her efforts to engage the campus in assessments. Her memos provide concrete feedback about common areas of improvement and reminds faculty of resources available to them both online from the Office of the Provost as well as through her office. She comments on the progress in her June 30, 2015 memo see [Appendix 17d](#):

You’ll recall it was not all that long ago when some faculty members questioned us as to their role in assessment, and were less than confident in their ability to make curricular improvements based on assessment data. Through your mentorship and leadership, we’ve come a long way! There is still, however, progress to be made as we continue to refine our teaching and learning processes.

Example 2: Dietrich School of Arts and Sciences – undergraduate BA in history

At the first Assessment Conference held in January 2013, Dr. Lara Putnam and Dr. John Stoner from the History Department described their department’s assessment process, using the undergraduate program as a concrete example. They reported that the faculty found that assessment provided useful information that they couldn’t provide otherwise. In particular, data collected through the assessment process helped to gather buy-in needed to carry out the revision of the undergraduate major. Faculty felt empowered as they were the ones assessing and making changes. The BA in History assessment matrix included in the [Appendix 17a](#)⁷ shows that in the 2012 assessment cycle, the program has met its proposed standard, however “[they] think [they] can do better” and proposed two new initiatives to improve instruction in writing seminars for majors.

Example 3: Graduate School of Public Health – Master of Public Health (MPH)

During the 2016 conference, Dr. Eleanor Feingold and Dr. Martha Terry from the Graduate School of Public Health discussed how their school blends the student-level assessments required for their accrediting body, the Council on Education for Public Health, with the program-level assessments that have been done at the University of Pittsburgh for many years. The 2015 assessment matrix for the Master of Public Health (MPH) in Behavioral and Community Health included in [Appendix 17b](#) is one of the newly-integrated matrices. In addition to annual assessment procedures, a review

⁶ See Student Learning Outcome #3a Use of results, [Appendix 17c](#)

⁷ See Student Learning Outcome #2 Use of results, [Appendix 17a](#)

by the MPH committee in 2015 led to two changes to the core curriculum for all MPH programs which were implemented for the fall 2016 incoming class. The changes are: 1) elimination of a one-credit course whose content was highly duplicative of other courses, and 2) revision of the biostatistics core curriculum to more clearly align the course options with the competencies of different programs.

Ithaka S+R (a strategic consulting and research services company) published a case study *Making Assessment Work: Lessons from the University of Pittsburgh* (see [Appendix 18](#)). This report was drafted following a two-day visit in October 2014, where Ithaka S+R representatives, including the main author of the report, Martin Kurzwel, interviewed members of the Pitt community. The report describes the faculty-driven assessment process at Pitt: “*Program faculty decide what the learning outcomes for the program should be, how to measure them, and how to respond to results....One faculty member explained that because so much responsibility is vested in program faculty, assessment “does not feel imposed, it feels useful and productive.”*”

The report also notes the impact of assessment on our academic programs: “The most salient evidence of the impact of assessment on education at Pitt is the large number of programmatic changes stemming from the assessment process.”

The report also included a warning about decentralization “In some ways, decentralization has tended toward atomization, with limited collaboration or sharing of information between programs that have similarities and would benefit from it...” The annual assessment conference’s main objective is precisely to address this concern by providing a venue to share assessment experiences within the Pitt community.

Student Satisfaction Surveys

Each campus has in place a system for assessing student satisfaction with various aspects of the student experience and using the results to guide strategic planning and investments. Student satisfaction is gauged through a combination of homegrown campus-level surveys, national surveys, and focus groups. In this section we first focus on the Student Experience in the Research University (SERU) survey, which allows for comparisons of student satisfaction and academic and social experiences with those at other participating institutions, including major-to-major comparisons, and on the home-grown annual satisfaction survey conducted by our own University Center for Social and Urban Research (UCSUR) since 1997. Both are surveys for undergraduate students in the Pittsburgh campus. We will then discuss a survey conducted by UCSUR via telephone interviews with undergraduate students who withdrew from the University for at least one term.

The Student Experience in the Research University (SERU) Survey

In 2009, the Pittsburgh campus joined a consortium of Association of American Universities institutions in administering a survey designed specifically for undergraduates at research universities. Each spring, degree-seeking undergraduate students are invited to complete the SERU survey via email invitations from members of the administration—chancellor, provost, deans, etc.

The survey is completed online and takes approximately 20 minutes. The response rate for the SERU survey is typically 30–35%, placing Pitt in the top quarter for response rates of participating institutions. Raw benchmarked data are delivered to the Provost’s Office by the SERU Consortium during the fall term. Benchmarked reports of key questions are provided to the schools (at the level of department or program) in the winter and feature in the annual planning process. In addition, raw data (at the level of department or program) are given to the schools.

The SERU survey provides feedback to individual departments on various aspects of their offerings, including student perceptions of faculty engagement, advising, and quality of program. Because many aspects of the academic experience are offered at the program level, this feedback has been valuable in closing the loop between student satisfaction and programmatic development.

Center for Social and Urban Research (UCSUR) Satisfaction Survey

The University Center for Social and Urban Research (UCSUR) has been conducting an annual undergraduate student satisfaction survey for the Office of the Provost since 1997. First-time, full-time freshmen are eligible for the survey, and data is collected during the spring term of the freshman, sophomore, and junior years. The survey covers general satisfaction, academic satisfaction, social experiences and satisfaction, diversity, satisfaction with University facilities, economic factors, and intentions to continue at the University. Prior to 2014, random samples of students were surveyed; beginning in 2015, the survey has been sent to all eligible freshmen, sophomore, and junior undergraduates. The survey consists of approximately 70 questions and takes about 10 minutes to complete. Since 2011, the survey has been conducted by web (telephone was used until 2007; and both phone and web surveys were conducted between 2008 and 2010). Response rates are typically 40% to 45%.

Surveying new cohorts annually and re-interviewing students during the first three years of attendance allows examination of changes in satisfaction over time. The UCSUR survey is used to inform University planning efforts and to evaluate the impact of student programs and initiatives.

Longitudinal Analysis of SERU and UCSUR Satisfaction and Diversity Data

The Provost’s Office and UCSUR recently collaborated on a longitudinal analysis of satisfaction and diversity questions included in the SERU survey and the UCSUR Satisfaction survey. Specifically, they examined change over time on a key set of satisfaction and diversity questions included in both surveys by conducting a series of regression analyses, with year of administration and key demographic variables (i.e., class, gender, race, residency, school of enrollment, test scores) as predictors. In addition, interaction terms were included in the model to determine if the effect of the key demographic variables changed over time. The results of these analyses are in [Appendix 7](#) and are summarized here.

Academic Satisfaction: Examining academic satisfaction in both surveys results revealed that female students are more satisfied than male students; white students are more satisfied than students of color; students from the Dietrich School of Arts and Sciences are less satisfied than students from other schools; and students with higher SAT scores are more satisfied than students

with lower SAT scores.

Sense of Belonging: Examining sense of belonging across both surveys results revealed students' sense of belonging has decreased over time. Female students have a higher sense of belonging than male students; students of color have a lower sense of belonging than white students, the difference between white and black students is getting larger; and students from the Dietrich School of Arts and Sciences have a lower sense of belonging than students from the other schools.

Choose to Enroll Again: Examining if students would choose to enroll again, results across both surveys revealed students' desire to choose Pitt again has decreased over time. Freshman are more likely to choose to enroll again compared to upperclassman; female students are more likely to choose to enroll again compared to male students; white students are more likely to choose to enroll again compared to students of color; engineering and nursing students are more likely to choose to enroll again compared to students in the Dietrich School of Arts and Sciences; and students with higher SAT scores are more likely to choose to enroll again compared to students with lower SAT scores.

Faculty Instruction: Examining satisfaction with faculty instruction across both surveys results revealed that white students are more satisfied than Asian students; Dietrich School of Arts and Sciences students are more satisfied than students in the Swanson School of Engineering or College of Business Administration; and students with higher SAT scores are more satisfied than those with lower SAT scores.

Diversity Perceptions: The questions on diversity in SERU and the UCSUR satisfaction surveys were quite different, but some consistent trends have emerged. Student perceptions of diversity, satisfaction with diversity, and perception that diverse subgroups are respected on campus have decreased over time. Upperclassmen have less positive views of diversity than freshman. Students of color have substantially less positive perceptions of diversity, satisfaction with diversity, and perception that diverse subgroups are respected on campus relative to white students. Unfortunately, these differences between students of color and white students appear to be getting larger over time.

Longitudinal Analysis of UCSUR Withdrawal Data

As with the satisfaction survey, the survey of withdrawers ([Appendix 8](#)) focuses on successive cohorts of first-time, full-time students during their freshmen, sophomore, and junior years, and interviews occur during the fall and spring terms of each academic year. The survey includes both structured questions and open-ended, unstructured questions intended to allow students to explain their reasons for withdrawing in their own words. The purpose of the survey is to understand why students withdraw, to monitor change over time, and to investigate whether there are ways the University can reduce withdrawal and increase retention.

Summarizing, the analysis show the reasons reported by undergraduate students for withdrawing are fairly consistent in content over time but have changed somewhat in their prevalence, and they

also vary by class. Eight general types of reason for withdrawing were identified through factor analysis of structured questions in the survey and these types of reasons were tracked through time. In addition, typical statements by students about withdrawing were presented.

For voluntary withdrawal, the most frequently cited reasons are financial problems, social or mental stress, and disliking the Pitt environment. Freshmen who withdrew from the University after their first term at Pitt most frequently cited the Pitt environment and experiencing social or mental stress, whereas freshmen who withdrew after their first year were more likely to have cited financial problems as well as the environment and stress. Among upper-class students who withdrew voluntarily, financial issues and stress related reasons predominated whereas disliking the environment was less prevalent. Other types of reasons frequently cited for voluntary withdrawal included uncertainty about goals, external factors (e.g., health or work-related issues) and academic performance. Racial and ethnic diversity and tension were very infrequently cited as an important reason for withdrawing. For withdrawal due to academic ineligibility (involuntary withdrawal), the most frequently reported reasons cited as contributing to poor academic performance included social or mental stress, uncertainty about goals, and external issues.

Over the nine years of the analysis, mentioning the Pitt environment as a reason for withdrawal decreased significantly as the University made significant efforts to improve the environment for undergraduates. At the same time, the reporting of social and mental stress, uncertainty about goals and, to a lesser extent, external issues increased significantly, both for voluntary and involuntary withdrawal. Over this period of time, as the University admitted better academically prepared students, poor academic performance (not resulting in academic ineligibility) also increased as a reason for voluntary withdrawal for all classes. Finally, with the exception of freshmen leaving after their first term, financial problems have been gradually mentioned more frequently as tuition increased and the economy has not fully recovered.

Student satisfaction data are regularly shared with Deans and Directors of the relevant units. They inform the recommendations of the Enrollment Management Committee of the Pittsburgh campus, the Council of Deans Undergraduate Task Force, and Student Affairs.

Gallup-Purdue Index: University of Pittsburgh

When the value of a college education is in doubt, and financial pressures are increasing, Pitt needs to find ways to quantify and to communicate to constituents, from the Commonwealth of Pennsylvania, to alumni, and students and their families, the value of a Pitt education. While many measures of success are based on initial job placement rates and salaries at graduation, the University of Pittsburgh partnered with the Gallup organization in 2015 to measure the long-term success of graduates as they pursue a good job and a better life (Gallup-Purdue index survey). Gallup uses the *Gallup-Healthways Well-Being 5 View™* to measure Purpose Well-Being, Social Well-Being, Financial Well-Being, Community Well-Being, and Physical Well-Being.

For the 2016 report (see [Appendix 9](#)), Gallup interviewed 4,196 adults who received degrees from

the University’s Pittsburgh campus between 2005 and 2015. The report’s Executive Summary stated:

Pitt’s recent alumni surpass either their [Association of American Universities] AAU or AAU public university counterparts (or both) in purpose, social, community and physical well-being, demonstrating that these Pitt graduates are already on the path toward balanced post-collegiate lives.

Perhaps the most striking finding of this report centers on recent graduates’ success in finding full-time employment. Eighty-two percent (82%) of Pitt’s recent alumni work full time for an employer, while only 6% find themselves unemployed or underemployed. Of these alumni who have secured full-time employment for an employer, 44% are engaged at work. Thus, not only are recent Pitt graduates successfully acquiring full-time employment, but many are thriving in those jobs as well.

	Pitt Alumni	AAU Alumni	AAU Public Alumni
Employed Full Time (Employer)	82%	72%	73%
Employed Full Time (Self)	1%	3%	3%
Employed Part Time, Do Not Want Full Time	3%	6%	6%
Unemployed	2%	3%	4%
Employed Part Time, Want Full Time	4%	7%	7%
Not in Workforce	9%	9%	7%

Figure 4: Employment Status of College Graduates (source Gallup 2016 Report)

In addition to workplace engagement, the report notes the following significant findings:

- **Well-Being:** Overall, about half of recent Pitt alumni thrive in their purpose (49%) and social (53%) well-being. However, among those who strongly agree that Pitt prepared them well for post-collegiate life, more than two-thirds (69% and 71%, respectively) thrive in their purpose and social well-being.
- **Internships:** Among recent Pitt alumni, 41% strongly agree they had an internship or job that allowed them to apply what they were learning in the classroom, surpassing their counterparts from both AAU (35%) and AAU public institutions (33%).
- **Student Debt:** Despite, on average, accruing more student loan debt than their comparison group peers, recent Pitt graduates earn a higher income, on average. Considering the difference between their average annual income and average student loan debt, recent Pitt alumni (+\$22,885) begin their post-collegiate lives at a relative financial advantage compared to their AAU and AAU public institution peers (+\$21,888 and +\$21,406, respectively).

The *Plan for Pitt* calls for improving Pitt’s impressive record of achievement in improving lives and in making the world better through knowledge. Among other goals, this plan strives

to “[Prepare] students to lead lives of impact through a supportive environment, focused on a holistic and individualized approach to learning inside and outside the classroom.” The Gallup-Purdue index survey is a great tool to learn how recent alumni believe the University has prepared them to lead meaningful and productive post-collegiate lives, giving Pitt a way to gauge the success of the *Plan for Pitt*.

Chapter Six: Linked Planning and Budgeting Processes

Structure of the Planning and Budgeting System

This chapter presents an overview of the Planning and Budgeting System (PBS) approved in May 2016 following the evaluation and review process described in Chapter 5.

Planning and budgeting are responsibilities shared by administrators, faculty, staff, students, and trustees, and are conducted as dictated by the PBS. The PBS combines within a single process all long-range planning and budgeting; creation of operational plans and budgets based on performance, personnel, capital, and financial budgets; budget modifications and augmentations; facilities management and development; and evaluation of all University programs and responsibility centers.

Long-range planning and budgeting identifies opportunities and forces that are expected to affect the institution and its programs in the long term, assesses the impact that such factors may have on performance, personnel, capital, and financial budgets, and articulates alternative strategies for achieving long-range missions and goals. *Operational planning and budgeting*, the more detailed annual plans and budgets, are developed within the context of the missions and goals articulated in the long-range plans and budgets. *Program evaluation* criteria are used to assess the achievement of long-range and operational plans and budgets. All plans and budgets must include criteria for evaluating the success of planning and budgeting activities.

Under PBS, the widest participation by administrators, faculty, staff, and students in planning and budgeting takes place at the level of the smallest significant organizational unit, usually the department (or equivalent administrative structure), where the University's missions of teaching, research, and public service are accomplished. Planning and budgeting at this level takes place in light of detailed information on past and projected enrollments, revenues and expenditures, etc., and in the context of long-range missions and goals. The faculty of each school or campus have primary responsibility in the areas of curriculum design, degree requirements, program content, methods of instruction, academic advising, and the conduct of research and public service. Proposals for new academic programs are subject to academic review by the University Council on Graduate Study and the Provost's Advisory Committee on Undergraduate Programs.

At the responsibility center level, representatives of faculty, staff, and students collaborate with relevant administrators in coordinating and prioritizing the plans and budgets of the constituent departments. At the senior vice chancellor level and at the University level, they participate in coordinating and prioritizing the plans and budgets of the responsibility centers. The aim is to create conditions which encourage each department and responsibility center to be as effective and efficient, and as inclusive, creative, and innovative, as possible in pursuing its mission, within the constraints imposed by its role within the total University.

Examples

The following are examples of recent planning initiatives:

School of Computing and Information (SCI)

In June of 2015, the Provost asked faculty in two areas—the School of Information Sciences (SIS) and the Department of Computer Science in the Dietrich School of Arts and Science —“to develop a proposal for a new unit that will incorporate both faculties into a single academic and administrative unit.”

The SIS Dean and the Chair of the Department of Computer Science led the formation of committees to begin studying the issue. Five faculty, and staff where appropriate, committees worked on plans for the new school:

- **Education and curriculum committee:** to develop undergraduate and graduate programs, joint degree programs, minors, service courses, certificates and possible structured degree sequences that combine bachelor’s and master’s degrees, typically across five years.
- **Organizational structure committee:** to create both administrative and academic structures for the school.
- **Administration and budget analysis committee:** to assess the space, staffing and budgetary needs of the proposed school.
- **Research and collaborations committee:** to discuss new opportunities with programs that share significant disciplinary interests with SIS and the computer science department, from regional corporations and nonprofits to Pitt units, centers and departments.
- **Vision and identity committee:** to craft a focus and identity for the new school and to provide the foundation for prioritizing faculty hiring, infrastructure investment and student recruiting.

The committees gathered input from the University community, including graduate and undergraduate students, the SIS Advisory Board, and the Computer Science Industrial Advisory Board. The committees’ initial reports were ready in the Spring of 2016. During the academic year 2015–2016, several distinguished computer and information scientists came to the University to give vision talks and to meet with the committees and provide feedback.

The proposal to establish the SCI was finalized during the Summer of 2016 and submitted to the Provost’s Advisory Committee on Undergraduate Programs and to the University Council on Graduate Programs. The committee and council reviewed and endorsed the undergraduate and graduate program respectively. The proposal was approved by UPBC, the Provost, and the Chancellor in October and submitted to the Board of Trustees for their October 28th, 2016 meeting. The Board enthusiastically endorsed the proposal. SCI will launch in July 1, 2017, and will enroll its first cohort of students in fall 2017. A search is underway for a founding dean for the school.

The two-year planning process from the start of planning to the opening of the school, with many hours of meetings and thousands of pages of drafts (see additional highlights of the approval process in [Appendix 22](#)), have culminated in what the Chancellor called “an incredible magnet”

for the University. He said “I think this school is going to be a vital hub within our University community—it’s not just going to enrich the faculty and students who are part of the school—but I think every school in this University is going to benefit from having a school like this...The most creative and talented people in the world are going to want to come here to be part of this effort because this creates a compelling, supportive, interdisciplinary environment that’s focused on challenging some of the most exciting topics that we face and then enabling it with the kind of environment where you can make real groundbreaking discoveries.”

Facilities Plan (in development)

The Pittsburgh campus is an integral part of the city of Pittsburgh, and we proudly embrace the “city is our campus” model of urban universities. As the university has grown, meeting the challenge of upgrading and expanding our academic facilities in an urban framework requires careful planning. We need to optimize the use of our existing facilities and carefully plan for new classrooms, laboratories, office space, athletic facilities and residence halls.

During the 2016 spring and summer the University conducted a comprehensive survey of all units in regards to their space needs. Units were asked to rank their space priorities and to align them with the *Plan for Pitt*. All the information was collected and analyzed, and units were consulted again to get their input of the proposed priorities.

The Facilities Plan will:

- Support major initiatives of the Plan for Pitt, including:
 - Innovation and partnerships
 - Computational and data-intensive research
 - Global Plan: Embrace the World
- Support program expansion in strategic areas
 - Business, Engineering, Sciences, Health Sciences
- Enhance Student Life
- Address critical maintenance needs by replacing and/or renovating outdated facilities
- Address other major unmet needs in Athletics, Center for Creativity and other maker spaces, and the new School of Computing and Information
- At the Bradford, Greensburg, and Johnstown, campuses, add space for new academic initiatives, classroom modernization, libraries modernization, and housing upgrades
- On the Titusville campus, maintenance projects will ensure functionality of existing facilities

The Office of the Provost and the University Registrar have established a system to optimize classroom allocations in terms of seats filled and hours used. The University Registrar used the capabilities of *25Live™* (a commercial software) to analyze the complete schedule of the Pittsburgh campus. This analysis demonstrated that the utilization of classrooms controlled by departments was not optimal. The analysis was complemented by a utilization analysis of our five largest classroom buildings, completed by an external consultant for the Facilities Plan. As a consequence, the University Registrar is working with schools to optimize their schedule using

25Live™. The College of Business Administration and the Katz Graduate School of Business are the first schools that have taken advantage of this service, and their average room utilization is almost 89% now. Other schools will follow in the near future.

Hillman Library Reinvention

The Hillman Library, built in 1968, is the main library on the Pittsburgh campus. It will undergo a total renovation starting this coming summer. The completely renovated building will serve to place the Hillman Library as *“the principal hub of intellectual activity on campus providing services, resources, and inspiring spaces—from vibrant to serene—that advance academic study, stimulate innovation in knowledge creation, encourage intellectual exploration and creativity, and foster energetic, collaborative exchange.”* (Mission of the Hillman Library)

The University has retained an external consultant (Brightspot Strategy) with expertise in academic library space use and design who will be charged with facilitating faculty and student engagement, and giving the University community opportunities to provide input on this process. The Library will widely publicize these opportunities. In addition, an advisory group consisting of library employees, Pitt faculty, representatives from various Pitt student groups, and architects has been charged with making recommendations to the Provost on various programmatic changes.

Armed with the new facility vision and building program, the aim is to:

- Make all base building improvements
- Deliver the Library of the Future
 - A place for people and collaboration
 - A range of new work environments, including extensive new collaborative space throughout
 - A dramatic and inviting new entry
 - Visible and intuitive new interior circulation
 - Significant improvement in daylighting

Design of Phase 1A, which will include the Penthouse (mechanical) and the 4th floor, is underway and set to begin construction in May 2017. The Hillman Library will remain open for the duration of the renovation and, because of this, the renovation will take longer than it otherwise might. Currently, a target of five years is in place. During the renovation, all library collections will remain accessible, whether relocated within Hillman Library or via the library off-site storage facility, and all library services will continue.

In conclusion, the University has continued to improve the undergraduate experience and its graduate and professional educational opportunities, sustained a thriving research enterprise, promoted diversity and inclusion, and expanded its global footprint to ensure achievement of the goals of the *Plan for Pitt*. Moreover, the University is on schedule to release a new comprehensive facilities plan that builds on previous success.