MSCHE
MIDDLE STATES COMMISSION
ON HIGHER EDUCATION

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Self-Study Design Template

Fall 2020
Tool for Institutions in Self-Study

I.   Institutional Overview

This section provides contextual information about the institution. Include a brief relevant history, the institution's mission statement and institutional goals, key environmental factors, main programs of study, and descriptions of the student populations served by the institution.

Founded in 1787, the University of Pittsburgh is a state-related research university and is comprised of five campuses. As a state-related university (since 1962), Pitt receives an annual, non-preferred, financial appropriation from the Commonwealth of Pennsylvania in exchange for offering discounted tuition to residents of the Commonwealth. At the same time, the University retains much of its own autonomy as the Board of Trustees of the University is empowered to make all academic and operational decisions regarding its governance. This public-private hybrid system of higher education is unique to Pennsylvania.

The 132-acre Pittsburgh Campus is located in the City of Pittsburgh's educational and medical center neighborhood. The University has four regional campuses located in the following areas of western Pennsylvania: Johnstown, Greensburg, Titusville, and Bradford. Each of the regional campuses is governed by a campus president (Titusville and Bradford have one president) who reports to the provost. The budget of the campuses as well as matters regarding academic and faculty affairs are administered under this organizational relationship.

The Pittsburgh Campus comprises 16 undergraduate, graduate and professional schools including: the Kenneth P. Dietrich School of Arts and Sciences; School of Computing and Information; School of Dental Medicine; School of Education; College of General Studies; School of Health and Rehabilitation Sciences; University Honors College; Joseph M. Katz Graduate School of Business and College of Business Administration; School of Law; School of Medicine; School of Nursing; School of Pharmacy; Graduate School of Public Health; Graduate School of Public and International Affairs; School of Social Work; and the Swanson School of Engineering. The University is affiliated with the University of Pittsburgh Medical Center (UPMC) an integrated global health enterprise and one of the nation's leading academic health care systems.

Student enrollment on all five campuses totals approximately 25,000 undergraduate students and 9,000 graduate and professional students. There are more than 4,000 full-time, and about 800 part-time, faculty members and more than 7,000 staff members who support the work of the University. The University's alumni number more than 330,000.

The Board of Trustees oversees the affairs of the University and promotes its charitable, scientific and educational purposes. Specific responsibilities include the approval of the University mission; the recruitment, appointment and evaluation of the chancellor; and stewardship of the University's resources and assets. The board consists of 36 voting members, including 12 who are appointed by Commonwealth of Pennsylvania officials, as well as ex officio, special, and emeritus trustees. General administrative, academic and management

authority is delegated to the Chancellor. The Provost and Senior Vice Chancellor has primary responsibility for the University's academic mission.

The University of Pittsburgh is strongly committed to educating students, advancing knowledge and creativity, and contributing to the community and world. The University champions a progressive, inclusive, and collaborative culture; fosters the lasting affinity of individuals to one another; values agility in operational excellence; ensures outstanding infrastructure; and nurtures and achieves a financially secured future. The University of Pittsburgh's mission is to:

- provide high-quality undergraduate programs in the arts and sciences and professional fields, with emphasis upon those of special benefit to the citizens of Pennsylvania;

- offer superior graduate programs in the arts and sciences and the professions that respond to the needs of Pennsylvania, as well as to the broader needs of the nation and the world;

- engage in research, artistic, and scholarly activities that advance learning through the extension of the frontiers of knowledge and creative endeavor;

- cooperate with industrial and governmental institutions to transfer knowledge in science, technology, and health care;

- offer continuing education programs adapted to the personal enrichment, professional upgrading, and career advancement interests and needs of adult Pennsylvanians; and

- make available to local communities and public agencies the expertise of the University in ways that are consistent with the primary teaching and research functions and contribute to social, intellectual, and economic development in the Commonwealth, the nation, and the world.

A member of the Association of American Universities, the University ranks in the very top cluster of U.S. public research universities, according to The Center for Measuring University Performance. The University is ranked No. 18 among the nation's top public colleges and universities in the 2020 U.S. News & World Report Best Colleges rankings.

The University ranks 9th nationally in federal science and engineering funding, attracting on average roughly $800 million annually and was among the top five in National Institutes of Health funding in 2019.

The University is in the last year of its' five-year strategic plan, *The Plan for Pitt*. The six goals in *The Plan for Pitt* are:

- Advance educational excellence;

- Engage in research of impact;

- Strengthen communities;

- Promote diversity and inclusion;

- Embrace the world;

- Build foundational strength.

These goals will be the foundation for the next strategic plan currently under development, *The Plan for Pitt 2025*.

There are a number of challenges facing the University. The COVID-19 pandemic challenged the way the University works, educates its' students and conducts research. Racial injustice and inequity are great challenges for society and for the University of Pittsburgh. Since July, concrete steps have been taken to help address the issues of equity and justice on all Pitt campuses to make Pitt a more inclusive environment, with a specific emphasis on equity for Black people. Funding from the Commonwealth of Pennsylvania remains flat which has resulted in an increase in student debt. Also, a series of reports describing a 'demographic cliff' or a

drop in the number of traditional college-age population especially in the northeast and Midwest is an ongoing concern, particularly for the University's regional campuses.

There have been a number of initiatives and notable changes since the last successful Middle States accreditation in 2012. Examples include:

- The University has undergone a substantial change in leadership. Patrick D. Gallagher was appointed Chancellor in 2014 following the retirement of long-term Chancellor Mark A. Nordenberg. Ann E. Cudd became the Provost and Senior Vice Chancellor in the fall of 2018. Since 2012, twelve of the 15 schools on the Pittsburgh campus have welcomed new deans. Three of the four regional campus have appointed new Presidents.

- Each year, the Chronicle of Higher Education releases names of the colleges and universities that produce the most award recipients in the Fulbright U.S. Scholar and the Fulbright U.S. Student Programs. In 2020 it is the ninth time in 10 years that the publication listed Pitt as a top producer in the U.S. Student Program category.

The University was awarded the Carnegie Foundation's Classification for Community Engagement in January 2020. This classification is known as the country's most visible and selective recognition of community engagement efforts in higher education. This designation recognizes the hard work of the University's students, faculty and staff who invest their service, research and teaching in the community. The establishment of two Community Engagement Centers, located in neighborhoods surrounding the Pittsburgh campus, is an example of the University's focus to improve engagement with local communities through long-term partnerships.

- In February 2019, the University launched its Pitt Success Pell Match Program, the largest-ever restructuring of financial aid in the University's history. Under this program, the University matches federal Pell Grant funds, dollar for dollar, up to the cost of attendance for qualified students across all five Pitt campuses. In its first year, the program has virtually closed the retention gap for students eligible for the U.S. Department of Education's Pell Grant program.

- Launched in 2018, the Office of Sustainability was established to centralize campus-wide sustainability activities, strategies, and partnerships. driving toward aggressive sustainability commitments including being carbon neutral on the Pittsburgh campus by 2037.

- The School of Computing and Information, formed in 2017, was created by combining the university's School of Information Sciences and he Department of Computer Science. It was the University's first new school in two decades.

- In 2013, the University founded the Innovation Institute to advance Pitt's successes in entrepreneurship, commercialization, and economic development. The U.S. Small Business Administration named Pitt's Small Business Development Center (SBDC) the national SBDC Excellence and Innovation Award winner of 2020 out of more than 1,000 small business development centers across the nation.

II. Institutional Priorities to be Addressed in the Self-Study

Provide a brief narrative about processes the institution employed to identify three to four specific institutional priorities. This section should include information about:
- How institutional stakeholders were consulted in identifying the priorities
- Alignment of the selected institutional priorities with the institution's mission and goals
- Alignment of the selected institutional priorities to the Standards for Accreditation.

The Self-Study will focus on four institutional priorities: (1) inclusive excellence in education, (2) research and innovation, (3) embracing today's world: local to global, and (4) foundational strength: a commitment to sustainable excellence. These priorities reflect the institution's goals in the current strategic plan and the goals of the current plan under development.

In 2015, the University's first five-year strategic plan (Plan for Pitt 2106-2020) was developed following several town hall discussions with stakeholders from across the University. The resulting plan identified six goals reflecting the University's priorities: 1) advance educational excellence, 2) engage in research of impact, 3) strengthen communities, 4) promote diversity and inclusion, 5) embrace the world, and 6) building foundational strength. When undertaking the development of the next five-year strategy – the Plan for Pitt 2025 – University leadership expanded the stakeholder engagement process significantly. The University conducted more than 50 in-person information gathering sessions (workshops, focus groups) with more than 700 participants across all five campuses to identify priorities, desired outcomes, and areas of focus for the strategy. A university-wide survey about priorities and desired outcomes also yielded over 800 responses.

Following the conclusion of the initial information gathering phase, six separate committees comprised of diverse representation of faculty, staff, administrators and a handful of students convened to synthesize the information. They developed concrete goal statements and prioritized outcome-oriented objectives for the University's plan. Additionally, the University's strategic planning steering committee conducted an environmental scan and an analysis of strengths, weaknesses, opportunities, and threats, and incorporated both of these analyses into their review and revision of the goals and objectives developed by the goal committees. The initial draft submitted by the steering committee to the University's senior leadership team will be further revised by the senior administrators before sharing a more complete draft with the broad University community for feedback.

Due to the operational impacts of the COVID-19 pandemic and the continuing national civil crisis, and in the wake of several very public and jarring examples of social injustice, Pitt decided to put our nearly complete strategic planning process on hold. In order to reshape the University to be more diverse, inclusive and just— while also expanding our reach and impact in promoting social justice— Pitt recognized that we will need to resource and sustain this transformation over time. Thus, social justice must become embedded within all that we do. In response to this, while our Self-Study priorities remain focused on the ongoing goals of the Plan for Pitt, it was decided that "promoting diversity and inclusion" would become a cross-cutting, rather than isolated and individual, goal and it would become a key component of all of the priorities of our study. As such, the priorities to be examined in the current Self-Study include:

1. Inclusive Excellence in Education – the University aims to foster a supportive and inclusive educational environment that is focused on holistic and individualized approaches to learning both inside and outside the classroom that empowers our students to lead lives of impact.
2. Research and Innovation – the University aims to extend the boundaries of knowledge and drive new areas of inquiry; to address complex problems and great societal challenges; and to positively impact the world through collaboration within and across disciplines as well as advancing research, innovation, and creative expression.
3. Embracing Today's World: Local to Global – the University strives to build and sustain the capacity to partner with communities, based on mutual trust and reciprocity, to expand knowledge, economic growth, equity, and justice. The University aspires to embody diversity and inclusion by continually assessing our broad community and attuning efforts accordingly; to creating and maintaining space for open dialogue on our varied perspectives, embracing a culture of belonging for persons of all identities and abilities, and conducting all aspects of our education, research, hiring, and business practices in a

just and equitable manner. The University is committed to fostering a campus culture with a global mindset; to convening bright and creative minds to address global challenges and improve life in the world's local communities.

4. Foundational Strength: A Commitment to Sustainable Excellence – the University leverages its physical and human infrastructure to support its mission, including enhancing the student experience. The University values and ensures operational excellence and agility, and achieves this by creating and sustaining outstanding technology, information, and physical plant infrastructure that aligns with our sustainability goals while achieving a financially secure future.

The tables below demonstrate the alignment of the institution's priorities with Pitt's mission statement and Middle States Standards of Accreditation.

Table 1. Mapping the Self-Study priorities to the mission statement of the University.

Elements of the Mission Statement	**Priorities**			
	Inclusive Excellence in Education	Research and Innovation	Embracing Today's World: Local to Global	Foundational Strength: A Commitment to Sustainable Excellence
Provide high-quality undergraduate programs	X			
Offer superior graduate programs	X			
Engage in research, artistic, and scholarly activities		X		
Transfer knowledge in science, technology, and health care with industrial and governmental institutions		X	X	X
Contribute to social, intellectual, and economic development in the Commonwealth, the nation, and the world.	X	X	X	X

Table 2. Mapping of the Self-Study priorities to the Standards for Accreditation

Standards for Accreditation	Priorities			
	Inclusive Excellence in Education	Research and Innovation	Embracing Today's World: Local to Global	Foundational Strength: A Commitment to Sustainable Excellence
I. Mission and Goals	X	X	X	
II. Ethics and Integrity	X	X	X	X
III. Design and Delivery of the Student Learning Experience	X	X	X	
IV. Support of the Student Experience	X	X	X	X
V. Educational Effectiveness Assessment	X			
VI. Planning, Resources, and Institutional Improvement		X		X
VII. Governance, Leadership, and Administration				X

III.   Intended Outcomes of the Self-Study

Provide a list of outcomes the institution intends to achieve as a result of engaging in the self-study process. Consider how the self-study process can help the institution's meet its mission, assist it in meeting key institutional goals, and enhance its overall effectiveness.

By engaging in the Self-Study process, the Steering Committee intends to help the institution by achieving the following over-arching outcomes:

1. Demonstrate how the University of Pittsburgh meets the Middle States accreditation standards, requirements of affiliation and verification of compliance with accreditation-relevant federal regulations.
2. Reduce barriers to intercampus collaborations by engaging all campuses in an inclusive and transparent self-appraisal process.
3. Translate best practices across the University in focusing on continuous improvement in the attainment of its institutional priorities.
4. Enhance the University's efficiency by increasing alignment between resource allocation and the goals and priorities of the strategic plan.
5. Establish a well-defined baseline of attainment of our priorities as well as aspirational, but realistic targets for the path forward.

After the Self-Study process has been completed, the Executive Committee will compile an internal assessment report of the process to help inform future work of the University, including its next reaccreditation. The Steering Committee will review how the Self-Study was developed as well as the process by which the Steering Committee and the six Working Groups carried out the Self-Study and the compilation of the Evidence

Inventory. In particular, the Steering Committee will discuss how effectively the process was able to engage the University community at large.

IV. Self-Study Approach

Identify one of the following self-study approaches to be used to organize the Self-Study Report:
☐ Standards-Based Approach
☒ Priorities-Based Approach

Provide a brief rationale for using either of the two approaches.

The University of Pittsburgh has chosen a priorities-based approach. This approach was initially proposed by three members of the Executive Committee after they attended the Self-Study Institute in fall 2019. In Pitt's last successful Self-Study in 2012 a topic-based approach – focusing on assessment – was used and it was decided that it would be effective for Pitt to build on that experience. The proposed, priorities-based approach was positively received and approved by the Provost. Similarly, the Steering Committee affirmed the approach during its discussion of the draft Self-Study Design. A priorities-based approach will allow the institution to address all of the accreditation standards while engaging the University community in focused reflection on priorities for which they have a deep and abiding passion. By concentrating on an authentic and in-depth assessment of the current state of the University with respect to these four priorities we will not only provide a measure of the institutional advancement achieved during the first Plan for Pitt period, but also will set a baseline for and inform best practice in both formative and summative evaluation of our progress during the next strategic phase. Finally, by enlisting a wide range of University stakeholders in the process of Self-Study, we will establish the broad participation that is necessary to instill collective ownership while also empowering champions/stewards of our shared vision across the University. In this way, the Self-Study process becomes, not a chore or even a measuring stick, but instead a launching pad to accelerated attainment of impact in these areas and across these units.

V. Organizational Structure of the Steering Committee and Working Groups

Provide information about the membership of the Steering Committee and Working Groups.

Include the following about the **Steering Committee**:

- Names and titles of chairpersons of the Steering Committee and its members, with their positions of responsibility at the institution;

- Information about strategies the Steering Committee will use to encourage Working Groups to interact with one another in the interest of engaging in common areas of inquiry and reducing undue duplication of effort;

- A description of how the Steering Committee will provide oversight to ensure that Working Groups will receive appropriate support for evaluation and assessment of Commission Standards and the priorities selected for analysis in the self-study document; and

- An initial description for how the Steering Committee will ensure that institutional mission, the 3 to 4 selected priorities, and the Commission's Standards will be analyzed in the Self-Study Report utilizing the institution's existing evaluation and assessment information.

The Steering Committee will have general oversight of the preparation of the Self-Study, oversee the process and progress of the Working Groups, facilitate the sharing of the document across the University community, moderate the University-wide discussion of the draft report, be responsible for the final Self-Study report, and host the evaluation team visit. As needed to ensure engagement across all five campuses and from all of our stakeholders, the Executive Committee will hold open forums for targeted audiences.

Four Working Groups will be charged to review the institutional priorities and a fifth Working Group will focus on compiling the Evidence Inventory. To facilitate communication with the Steering Committee as well as across Working Groups and to minimize the duplication of effort, one of the Co-Chairs of each of the priority Working Groups will be a member of the Steering Committee, while another will be a member of the Evidence Inventory Working Group. The priority Working Groups are expected to identify the critical issues for the University and to propose possible courses of action that will lead to improvement. When a Working Group identifies a gap in stakeholder representation, they will invite a content expert to talk to the group to share their perspective. The Evidence Inventory Working Group will oversee how the standards are being documented across the Self-Study and throughout the institutional priorities. Periodic reports from the Working Groups to the entire Steering Committee will allow oversight and guidance in completing the evaluation and assessment of the relevant Commission Standards.

[*] denotes Executive Committee membership

Co-Chairs

Kenyon Bonner[*]	Vice Provost and Dean of Students and Assistant Professor of Practice, School of Education
Joseph McCarthy[*]	Vice Provost for Undergraduate Studies; William Kepler Whiteford Professor, Department of Chemical and Petroleum Engineering, Swanson School of Engineering; and Accreditation Liaison Officer

Members

Rabi Chatterjee	Gulf Oil Foundation Professor of Business, Joseph M. Katz Graduate School of Business and College of Business Administration
N. John Cooper	Deputy Vice Chancellor for Research, Office of Research, and Distinguished Service Professor of Chemistry
James Earle	Associate Dean for Strategic Development and Operations, and Assistant Professor of Dental Public Health, School of Dental Medicine
Eleanor Feingold	Interim Chair and Professor, Human Genetics, Professor, Biostatistics, and Executive Associate Dean, Graduate School of Public Health
Janet Grady	Nursing and Health Sciences Division Chair, Professor of Nursing, and Vice President for Academic Affairs, University of Pittsburgh at Johnstown
Malena Hirsch	Graduate student, Graduate School of Public Health and Joseph M. Katz Graduate School of Business, and President, Graduate and Professional Student Government
Stephanie Hoogendoorn[*]	Director of Academic Affairs, Office of the Provost

Valerie Kinloch	Renée and Richard Goldman Dean and Professor of Education, School of Education
Catherine Koverola	President, University of Pittsburgh at Bradford and Titusville, and Professor of Psychology
Kate Ledger	Assistant Vice Chancellor for Marketing, Office of University Communications and Marketing
Eric Macadangdang	Undergraduate student, Urban Studies and History and Philosophy of Science, and President, Student Government Board
Audrey Murrell	Acting Dean, University Honors College, and Professor of Business Administration, Joseph M. Katz Graduate School of Business and College of Business Administration
Melissa Schild	Assistant Vice Chancellor for Strategic Planning and Performance, Office of the Chief Financial Officer
John Stoner	Senior Lecturer, Department of History, Dietrich School of Arts and Sciences, Executive Director for Academic Affairs, University Center for International Studies, and Co-chair, University Senate Educational Policies Committee
Nancy Tannery[*]	Assistant Provost, Office of the Provost
Frank Wilson	Assistant Vice President for Academic Affairs, and Assistant Professor of Administration of Justice, University of Pittsburgh at Greensburg, and immediate past chair of the University Senate

For each **Working Group**, this section should include the following:

- Names and title of chairperson(s) and members of the Working Group with their positions of responsibility at the institution;

- A description of which institutional priorities will be addressed (if it is a standards-based design); or, a description of which Standards will be addressed by each Working Group (if it is a priorities-based design);

- The Working Group charge and specific lines of inquiry;

- A brief discussion about how relevant assessment information will be gathered, reviewed, summarized, and used by the Working Group to accomplish its work; and,

- Strategies for how the Working Groups will interact with one another in the interest of engaging in common areas of inquiry and reducing undue duplication of effort.

The Co-Chairs of the Priority Working Groups, in consultation with the Steering Committee, will address lines of inquiry for each working group. These are included at the end of this section, along with the membership.

The Priority Working Groups are charged to probe the lines of inquiry in order to identify the critical issues for the University and to propose possible courses of action that will lead to improvement. To do this, each group should

- review relevant planning documents and policies;
- review and analyze existing outcome data;
- review and analyze relevant elements of the University mission statement and the criterion of the Standards for Accreditation, as specified generally in Tables 1 and 2 of the Institutional Priorities to be Addressed;
- identify how criterion of the Standards for Accreditation are being accessed;
- consult with University stakeholders as needed to fill gaps in knowledge and to ensure diverse representation; and
- connect planning to the institutional priorities.

The Co-Chairs of the Evidence Inventory Working Group will work with the Co-Chairs of each Priority Working Group to ensure that they have all the data and documents that are needed to fulfill their charges. Requests for additional data and documents for new research should be made by the Chairs to the Office of the Provost. Using the University Box folder system, Working Groups will be able to access all data and documents. Initially, the broad categories of documentation to be examined will include:

- Institutional Mission and Goals Statement
- Strategic Plan, including recent stakeholder feedback
- Facilities Plans
- Information Technology Plan
- International Plan
- Description of the Planning and Budgeting System
- Annual Benchmark Reports
- Student Surveys
- Accreditation Reports for Schools and Programs
- Annual Reports on Assessment Activities
- Charter and Bylaws
- Organizational Charts
- Catalogs
- Handbooks for Students, Faculty, and Staff
- Policies
- Annual Budget Reports
- Audited Financial Statements
- Enrollment Management Studies and Reports
- Admissions Resources
- Financial Aid Resources
- Annual Institutional Research reports including information on enrollment, retention and graduation
- University Fact Book
- Middle States Documents including the most recent Periodic Review Report and Self-Study

Inclusive Excellence in Education Working Group

Co-Chairs

Mary Besterfield-Sacre   Associate Dean for Academic Affairs, Nickolas A. DeCecco Professor, Department of Industrial Engineering, and Director, Engineering Education Research Center, Swanson School of Engineering

Audrey Murrell	Acting Dean, University Honors College and Professor of Business Administration, Joseph M. Katz Graduate School of Business and College of Business Administration
Crystal McCormick Ware, *Deputy Chair*	Coordinator of Diversity and Inclusion Initiatives, University of Pittsburgh Library System

Members

April Belback	Director of Advising, Office of the Provost
Michael Bridges	Director, Teaching Commons, University Center for Teaching and Learning
Mario Browne	Director of Diversity, Schools of the Health Sciences
Lori Delale-O'Connor	Assistant Professor of Education, Center for Urban Education, School of Education
Breanne Donohue	Interim Director, Office of New Student Programs, Student Affairs
Claire Guth	Doctoral Student, Graduate School of Public and International Affairs
Adam Lee	Associate Dean for Academic Programs and Associate Professor, Department of Computer Science, School of Computing and Information
Melissa Marks	Associate Professor of Education, University of Pittsburgh at Greensburg
Megan McCarthy	Undergraduate Student, College of Business Administration
Hunter McDermot	Undergraduate Student, Mechanical Engineering, the University of Pittsburgh at Johnstown
Chandralekha Singh	Professor of Physics and Director of Discipline-Based Science Education Research Center, Kenneth P. Dietrich School of Arts and Sciences

Inclusive Excellence in Education Lines of Inquiry

The Inclusive Excellence in Education working group will focus on the University's aim to *foster a supportive and inclusive educational environment* that is focused on *holistic and individualized approaches* to *learning both inside and outside the classroom* that empowers our students to *lead lives of impact*. The following framing and lines of inquiry are posed in order to identify the critical issues for the University and to propose possible courses of action that will lead to improvement across four key areas: design, delivery, assessment, and support.

The Inclusive Excellence in Education Working Group has two overarching questions:

- How do we define what we mean by "inclusive excellence" within our current context such that we come to consensus on how we recognize, measure, and enhance inclusive excellence across the educational portfolio of the University of Pittsburgh?
- What systems, processes, and mechanisms are in place to retain lessons learned and address issues encountered with recent challenges, disruptions and innovations caused by the dual impact of the health pandemic and the racial pandemic of 2020 that may have exposed unique vulnerabilities and/or opportunities within our learning community?

Lines of Inquiry Questions

Design
1. In what ways is our process for both the design and re-design of curricular, co-curricular, and extra-curricular learning experiences intentional and effective in meeting the needs of our diverse learning community?
2. How do our processes and methods for curriculum review, development, and innovation provide inclusive input across our stakeholders?

Delivery
3. How are student learning experiences balanced and inclusive across our array of pedagogical approaches, including (but not limited to), research, clinical, global, community, professional and other out-of-classroom experiences?
4. In what ways do we balance the need for individualized/personalized education with the need for consistency of standards in the creation and delivery of our educational content?

Assessment
5. How do our assessments of student learning focus on demonstrating the effectiveness of our efforts to foster a supportive and inclusive educational environment for diverse student populations?
6. In what way can methods of assessment be diversified to ensure that the tools used are able to capture both holistic and individualized approaches to learning that take place inside and outside of the classroom among diverse student learners?
7. How effective and inclusive are our methods for communicating the impact of the learning experience and its outcomes across our diverse communities?

Support
8. In what ways do our methods of support provide inclusive opportunities both inside and outside the classroom as we seek to empower our students to lead lives of impact?
9. How do our resources, systems and infrastructure support inclusive definitions of "lives of impact" in ways that help students toward their self-defined "first destination" upon graduation?
10. In what ways do academic and student support services operate in a coordinated, inclusive and integrated manner toward co-creating excellence in student education?

In addition, the working group will address relevant criterion from the following Standards:

I. Mission and Goals
II. Ethics and Integrity
III. Design and Delivery of the Student Learning Experience

IV. Support of the Student Experience
V. Educational Effectiveness Assessment

Research and Innovation Working Group

Co-Chairs

Jeremy Berg	Associate Senior Vice Chancellor for Science Strategy and Planning, Health Sciences, Professor of Computational and Systems Biology, School of Medicine
N. John Cooper	Deputy Vice Chancellor for Research, Office of Research, and Distinguished Service Professor of Chemistry
Frits Pil, *Deputy Chair*	Professor of Organizations and Entrepreneurship, and Director of Instructional Innovation and Faculty Development, Joseph M. Katz Graduate School of Business; and Provost Fellow for Faculty, Office of the Provost

Members

Derek Angus	Distinguished Professor and Mitchell P. Fink Endowed Chair, Department of Critical Care Medicine, School of Medicine
Eleanor Feingold	Professor, Human Genetics, Executive Associate Dean, Graduate School of Public Health
Adam Leibovich	Professor of Physics and Astronomy, Associate Dean for Faculty Recruitment and Research Development, Kenneth P. Dietrich School of Arts and Sciences
David Gau	Postdoctoral Associate, Department of Bioengineering, Swanson School of Engineering
Shelome Gooden	Professor of Linguistics, Assistant Vice Chancellor for Research in the Humanities, Arts, Social Sciences and Related Fields
Malena Hirsch	Graduate Student, Graduate School of Public Health and Joseph M. Katz Graduate School of Business, and President, Graduate and Professional Student Government
Steven Stern	Chair, Division of Natural Sciences; Professor of Psychology, University of Pittsburgh at Johnstown
Cynthia Sweet	Associate Vice Chancellor for Economic Partnerships, Office of Economic Partnerships

Research and Innovation Lines of Inquiry

The Research and Innovation Working Group will use lines of inquiry that are framed as prompts to ensure a rich conversation that fleshes out everything needed to get into and sets us up to ask for facts and data in various

areas. The key will be persuading the members of the working group to both talk and listen to each other, and that means opening their minds to areas of research and innovation that they currently are unfamiliar with.

To do this, the lines of inquiry will be used to frame four to eight meeting conversations. That would let the members of the working group to then get the data to frame the self-study and let us see what conclusions the members want to draw. The prompts are intended to make sure that the members cover key areas over a series of meetings without being prescriptive or putting the conclusions ahead of the facts—except, of course, for the conclusion that Pitt faculty do amazing work across an extraordinary range of knowledge domain and that the work impacts the world.

Lines of Inquiry Questions

1. In what domains of knowledge and practice does the University of Pittsburgh generate new knowledge or creative expression?
2. What do we do in each of these domains, and how do we measure that both internally and comparatively?
3. In what ways does innovation go beyond research, and what innovation takes place at the University in various knowledge domains?
4. What is the national and global impact of the new knowledge generated and the innovation taking place at the University?
5. How have research and innovation at the University changed since we were last reaccredited?
6. What has driven and empowered that change?

These broad questions will empower every member of the working group to think about research from STEM and basic bioscience to business, law, translational medicine, poetry, and philosophy.

Then, the working group will impose discipline and thought about measuring both production and impact and generate a lite historical narrative since the last accreditation cycle. In addition, the working group will address relevant criterion from the following Standards:

I. Mission and Goals
II. Ethics and Integrity
III. Design and Delivery of the Student Learning Experience
IV. Support of the Student Experience
VI. Planning, Resources, and Institutional Improvement

Embracing Today's World: Local to Global Working Group

Co-Chairs

Catherine Koverola	President, University of Pittsburgh at Bradford and Titusville, and Professor of Psychology
Belkys Torres	Executive Director of Global Engagement, University Center for International Studies

Members

Patricia Documet	Associate Professor and Director of the Doctoral Program, Behavioral and Community Health Sciences and Director of Latinx Research and Outreach, Center for Health Equity, Graduate School of Public Health

Lina Dostilio	Associate Vice Chancellor, Community Engagement, Office of Community and Governmental Relations, and Professor of Practice, Department of Educational Foundations, Organizations and Policy, School of Education
Sirish Nama	Graduate Student, Health Policy and Management, Graduate School of Public Health
Summer Rothrock	Director, Office of Cross Cultural and Leadership Development, Student Affairs
John Wallace	Vice Provost for Faculty Diversity and Development; and David E. Epperson Chair and Professor, and Center on Race and Social Problems Senior Fellow for Research and Community Engagement, School of Social Work
Brett Wells	Senior Lecturer and Director of French Undergraduate Studies, Department of French and Italian, Kenneth P. Dietrich School of Arts and Sciences
Clyde Wilson Pickett	Vice Chancellor for Diversity and Inclusion, Office of Diversity and Inclusion
Oliver Yao	Undergraduate Student, Finance and Economics

Embracing Today's World: Local to Global Lines of Inquiry

The Embracing Today's World: Local to Global Working Group has three overall goal/domains:

- Diversity, Inclusion, Equity, Access (DIEA)
- Global Engagement and International Studies
- Community Engagement

Lines of Inquiry Questions

Mission (addresses Standard I. Mission and Goals: Criteria: 1a-1g and 3)
1. Does the Pitt community know and embrace these three goals? What is the evidence?
2. How have we transferred knowledge in science/tech/health care with industrial and governmental institutions? In light of Diversity, Inclusion, Equity, Access?
3. How have we contributed to social, intellectual and economic development in the Commonwealth, the nation and the world?
4. How is this reflected in:
   o recruitment and retention of faculty, staff and students of diverse backgrounds and experiences?
   o offerings of professional development workshops for faculty and staff; career development for students?
   o entrepreneurship, commercialization, corporate engagement, and mutually beneficial public and private partnerships?
   o knowledge exchange directly and through collaboration with other institutions, organizations, and government agencies?
   o outreach opportunities for faculty, staff, students and alumni?

Ethics and Integrity (addresses Standard II. Ethics and Integrity: Criteria: 2-5, 7-8)
5. What is the evidence that we operate with ethics and integrity specific to Diversity, Inclusion, Equity, Access?

Student Learning (addresses Standard III. Design and Delivery of the Student Learning Experience: Criteria: 1-4, 5a, 5b, 6-8)

6. How are the 3 domains woven into the student learning experience, what is impact, what are barriers, how to move forward?
7. How are we integrating local and international perspectives that advance new knowledge and ground-breaking innovation while fostering cultural awareness, world-wide partnerships, life-changing research and students services and support? How is this evident in the credentials, programs, offices, leadership and partnerships meant to:
   o cultivate globally-ready and engaged students toward lives of impact in their communities and beyond?
   o develop a community of global researchers that advances our frontiers of knowledge and solves real-world problems?
   o strengthen our communities by taking Pitt to the world while bringing the world to Pitt?
   o rewire and improve our infrastructure to streamline, facilitate, and support the University's engagement with the world?

Student Experience (addresses Standard IV. Support of Pittsburgh the Student Experience: Criteria: 1c, 2-5)
8. How are the three domains woven in the student overall experience, and again what is impact, what are barriers and how to move forward?
9. How is this reflected in:
   o curriculum and within student/faculty ongoing community-based research and volunteer activities?
   o university-wide structure or mechanism that fosters a culture of mentoring?
   o assessment processes and tools that encompass students, faculty, and staff on all campuses?

Foundational Strength: A Commitment to Sustainable Excellence Working Group

Co-Chairs

Julie Bannister	Assistant Vice Chancellor for Auxiliary Services, Office of Business and Auxiliary Services
James Earle	Associate Dean for Strategic Development and Operations, and Assistant Professor of Dental Public Health, School of Dental Medicine

Members

Jamie Ducar	Director, Community Engagement, Office of Community and Government Relations
Heather Howe	Director of Visitor Engagement, Office of Admissions and Financial Aid
Maureen Lazar	Director of Workforce Effectiveness, Kenneth P. Dietrich School of Arts and Sciences
Sarah McMullen	Director, Alumni Relations Health Sciences
Susan Mesick	Department Administrator, Senior Vice Chancellor Business and Operations
Louis Passarello	Director, Information Technology Support

Penny Semaia	Senior Associate Athletic Director for Student Life
Megan Soltesz	Director of Administration, School of Social Work
Christian Stumpf	Vice President, Student Affairs, University of Pittsburgh at Johnstown
Susan Ronczka	Project Manager, Office of the Controller
DaVaughn Vincent-Bryan	Interim Associate Director, Residential Experience, Division of Student Affairs

Foundational Strength: A Commitment to Sustainable Excellence Lines of Inquiry

The Foundational Strength: A Commitment to Sustainable Excellence Working Group has three themes, which have emerged from our discussions and speak to the power of Pitt and the University's commitment to sustainable excellence. The three themes are:

- Culture – The People of Pitt and How They Work Together
- Place – The Physical Infrastructure of Campus
- The Intersection of People and Place – The Structure, Processes, and Policies that Allow People and Place to Combine for a Synergistic Impact

Lines of Inquiry Questions

Culture
1. How does the University promote and develop a culture of collaboration, inclusivity, and integrity? (Standard II: Ethics and Integrity)
2. How does the culture at Pitt and our human infrastructure support the student experience? (Standard IV: Support the Student Experience)
3. When and how do students have a voice to shape their experience? (Standard IV: Support the Student Experience)
4. What evidence is there of a commitment to sustainable excellence by the leadership and administration? (Standard VII: Governance, Leadership, and Administration)

Place
5. How does the physical infrastructure align with an excellent student experience? (Standard IV: Support the Student Experience)
6. What procedures and programs are in place to ensure that the quality of this infrastructure can be maintained to support this level of excellence of the student experience going forward? (Standard IV: Support the Student Experience)
7. How are resources allocated appropriately to align with the mission and plans of the institution? (Standard VI: Planning, Resources, and Institutional Improvement)

The Intersection of People and Place
8. How does the new process for establishing University policies support the culture and the integrity of the institution? (Standard II: Ethics and Integrity)
9. What are the planning processes that are in place to ensure sustainable excellence? (Standard VI: Planning, Resources, and Institutional Improvement)

10. What is the evidence of a commitment to continual improvement by the institution? (Standard VI: Planning, Resources, and Institutional Improvement)
11. How does the governance and leadership structure help the University achieve its mission? (Standard VII: Governance, Leadership, and Administration)
12. What processes are in place to monitor the performance of the University with regards to achieving excellence in education, research, and service? (Standard VII: Governance, Leadership, and Administration)

Evidence Inventory Working Group

Co-Chairs

Stephanie Hoogendoorn	Director of Academic Affairs, Office of the Provost
Nancy Tannery	Assistant Provost, Office of the Provost

Members

Julie Bannister	Assistant Vice Chancellor for Auxiliary Services, Office of Business and Auxiliary Services, and Co-Chair of the Foundational Strength: A Commitment to Sustainable Excellence Working Group
Frits Pil	Professor of Organizations and Entrepreneurship, and Director of Instructional Innovation and Faculty Development, Joseph M. Katz Graduate School of Business; Provost Fellow for Faculty; and Deputy Chair of the Research and Innovation Working Group
Belkys Torres	Executive Director of Global Engagement, University Center for International Studies, and Co-Chair of the Embracing Today's World: Local to Global Working Group
Crystal McCormick Ware	Coordinator of Diversity and Inclusion Initiatives, University of Pittsburgh Library System, and Deputy Chair of the Inclusive Excellence in Education Working Group

VI. Guidelines for Reporting

To guide the efforts of the Working Groups, include a description of the processes the Steering Committee will use to ensure that they stay on task, such as scheduled discussions and updates within the Working Groups, with the Steering Committee, and among the Working Groups; the form and frequency of such interactions; and the format of interim and final reports. At a minimum, information in this section of the Design should include the following:

- A list or description of all products to be completed by the Working Groups and Steering Committee, such as initial outlines, inquiry plans, Working Group reports, preliminary drafts, and final reports.

- Deadlines for the submission of various draft documents and reports

- A template for the preparation of Working Group Reports.

Working Groups will begin their work in October 2020 following a kick-off meeting held on October 9, 2020. Chairs will provide monthly updates to the Steering Committee. They will also meet with the Steering Committee once a semester at a minimum. This will allow the Steering Committee to provide feedback and guidance as well as identify gaps in the process. Working Group reports will be due to the Steering Committee in February 2021.

Working Group Template
- Provide an overview of the Working Group topic and charge
- Identify the critical issues
- Address the key lines of inquiry
- Summarize strengths of the University
- Identify opportunities and propose recommendations
- Explain how the findings and conclusions relate to MSCHE standards
- Discuss any collaboration between groups that took place.

The working groups will make preliminary recommendations, those recommendations would then be vetted by the Steering Committee, and a final version would be settled upon by the Executive Committee. The Executive Committee is qualified to do this, as its four members are Office of the Provost administrators and one is the Middle States Accreditation Liaison Officer. No recommendation would become final without being thoroughly vetted. The Provost has affirmed this process.

VII. Organization of the Final Self-Study Report

Include an outline of the organization, format and structure of the final Self-Study Report, including information that will be found in the document's introduction and conclusion, and initial indications of the focus of each chapter. In cases where the institution employs the priorities-based approach, this section contains a description of which Commission Standards will be addressed in a separate chapter of the Self-Study Report.

The University of Pittsburgh anticipates that all Commission Standards, as well as the Requirements for Affiliation, will be addressed within the respective sections focused on each of the four priority areas of our Self-Study. If necessary, additional chapter(s) will be added to the final Self Study document to account for any aspects of the Standards and/or Requirements that are not suitably discussed elsewhere. Barring that need, our final report is expected to have 8 sections organized as follows.

1. *Executive Summary*

2. *Institutional Overview*

3. *Inclusive Excellence in Education* – this section will address how the University's aim to foster a supportive and inclusive educational environment that is focused on holistic and individualized approaches to learning both inside and outside the classroom empowers our students to lead lives of impact. In this way, the institution can address inequities in student success (access, affordability) and ensure that pedagogy in all disciplines engages and meets the needs of all students, irrespective of their identity, etc. This aim is rooted in our University's Mission and Goals (Standard I); and must be undertaken with integrity and structured with adherence to strict ethical principles (Standard II). In examining and describing the University's pursuit of this priority we will expound on the Design and Delivery of the Student Learning Experience (Standard III); on the myriad of systems in place in

Support of the Student Experience (Standard IV); and on the method by which we track and guide our progress through both formative and summative Educational Effectiveness Assessment (Standard V).

4. *Research and Innovation* – this section will address progress in the University's research and innovation activities as they contribute to the growth of knowledge and as they impact society. It is expected that this section will illustrate how research and innovation at Pitt align with the University's Mission and Goals (Standard I); comply with the Commission's Standard II on Ethics and Integrity; inform the Design and Delivery of the Student Learning Experience (Standard III); support the Student Experience (Standard IV) through experiences unique to the research university environment; and achieve improvement through planning, resource allocation, and institutional improvement (Standard VI).

5. *Embracing Today's World: Local to Global* – this section will address how the University strives to build and sustain the capacity to partner with communities, based on mutual trust and reciprocity, to expand knowledge, economic growth, equity, and justice. It will explore how the institution is creating and maintaining space for open dialogue on our varied perspectives, embracing a culture of belonging for persons of all identities and abilities. Moreover, this section will address how the University has worked to foster a campus culture with a global mindset to address global challenges and improve life in the world's local communities and to open the door to global citizenship; how the University is committed to expanding its global research presence and furthering its commitment to Take Pitt to the World and Bring the World to Pitt by expanded academic partnerships to advance collaborative global research and degree programs; establishing innovative new programs to provide high-impact and accessible experiences abroad for students; increasing, when appropriate, the recruitment of international students; and working towards a global network of universities committed to thinking about how their research interacts and benefits their local communities. It is expected that this section will explore how these ideals are consistent with the University's Mission and Goals (Standard I), how they are a necessary part of an institution of integrity and sound ethics (Standard II), how these ideals are infused within the Design and Delivery of the Student Learning Experience (Standard III); and are central to the equitable Support of the Student Experience (Standard IV).

6. *Foundational Strength: A Commitment to Sustainable Excellence* – this section will address how the University is a champion of a progressive, inclusive, and collaborative culture (and addresses Standard II Ethics and Integrity); how the physical and human infrastructure supports the student experience (Standard IV); how the institution values and ensures operational excellence and agility, as well as outstanding technology, information, and physical plant infrastructure that aligns with our sustainability goals while achieving a financially secure future (and addresses Standard VI Planning, Resources, and Institutional Improvement). This section will include a summary of the strategic reinvention of the governing policy and processes for establishing University policies, and examples of its successful use to begin overhauling our policies for today's world. Finally, this section will explore how the structure of our Governance, Leadership, and Administration (Standard VII) acts in support and facilitates the achievement of this objectives.

7. *Findings and Recommendations*

8. *Conclusion* – this section will summarize the most pertinent findings and recommendations as well as discuss the expected changes that will facilitate continuous improvement in the level of our attainment of the University's mission.

VIII. Verification of Compliance Strategy

Each institution is required to complete a Verification of Compliance process. Include a description of what strategy(ies) the institution will employ to successfully complete this process, including:

- What groups, offices or individuals will be responsible for the process. In cases where a separate Working Group has been organized to lead the institution through this process, include a listing of the members of this group.

- How those responsible for the Verification of Compliance process will communicate with the Working Groups and Steering Committee.

The separate Verification of Compliance Working Group will oversee the process of determining compliance and the preparation of the Institutional Federal Compliance Report. The Co-Chairs and members of this Working Group are as follows:

Co-Chairs

Janet Grady	Nursing and Health Sciences Division Chair, Professor of Nursing, and Vice President for Academic Affairs, University of Pittsburgh at Johnstown
Paula Janikowski	Academic Affairs Coordinator, Office of the Provost

To ensure proper communication between this Working Group and the Steering Committee (and other Working Groups), one of the Co-Chairs (Janet Grady) will serve as a member of the Steering Committee. Additional members of the Working Group include:

Members

James Baldwin	Vice President for Enrollment Management, University of Pittsburgh at Bradford
Sue Crain	Director, Office of Student Records, Kenneth P. Dietrich School of Arts and Sciences
Patti Mathay	University Registrar
Randy McCready	Executive Director of Financial Aid, Office of Admissions and Financial Aid
Rob Rogers	Institutional Research, Office of the Chief Financial Officer

The following strategies will be used to complete a Verification of Compliance process:

A. October 2020–January 2021: The working group will make an initial assessment of compliance with federal regulations by first reviewing the June 2020 Verification of Compliance with Accreditation-Relevant Federal Regulations, with the understanding that regulations and requirements can change. In particular, the working group shall review the referenced policies to ensure that the University of Pittsburgh's policies are

compliant, administered through documented process, easily accessible to our constituents, and reflect current practice.

B. February–May 2021: The working group will work to identify any issues with compliance and then take steps to correct any issues. Any policies and/or their administration previously found to need revision will be revised through the appropriate University review process. Current catalogs, public websites, and internal files will be reviewed and updated as needed to ensure that required information such as licensure pass rates, articulation agreements, specialized accreditation, placement rates, etc. are accurate, current, and accessible.

C. June 2021–early Spring 2022: After the release of the updated Verification of Compliance with Accreditation-Relevant Federal Regulations, the Working Group will collect all documentation supporting compliance and combine it into a single, bookmarked PDF file. The Institutional Federal Compliance Report will be uploaded to the portal with the Self-Study.

D. Ongoing: The co-chairs will provide updates at regular meetings of the Steering Committee. Also, the co-chairs can take any concerns that arise directly to the Executive Committee of the Steering Committee for additional review and referral to a working group as needed.

The major areas of the Verification of Compliance Report overlap with current responsibilities of the members of the Working Group as follows. When needed, the Working Groups will consult with the schools/campuses and additional units.

Table 3. Mapping of the Areas of the Verification of Compliance Report with Offices Overseeing These Areas

Major Area	Working Group Members	Additional Units
Student identity verification in distance and correspondence education	Registrar Office	Center for Teaching
Transfer of credit policies and articulation agreements	Office of Records, Registrar Office, Vice President for Academic Affairs, and Provost Office	Schools/Campuses, Veteran's Services
Title IV program responsibilities	Financial Aid	
Institutional record of student complaints	Vice President for Academic Affairs and Provost Office	Schools/Campuses, Student Affairs
Major Area	**Working Group Members**	**Additional Units**
Required information for students and the public	Institutional Research, Financial Aid, Registrar Office, Vice President for Academic Affairs, and Provost Office	Schools/Campuses
Standing with State and other accrediting agencies	Vice President for Academic Affairs and Provost Office	Schools/Campuses
Written arrangements	Provost Office	
Assignment of credit hours	Registrar Office and Office of Records	Schools/Campuses

IX.   Self-Study Timetable

Include a timeline for each major step in the process, beginning with early preparation to completion of the process. In this section, indicate whether you prefer a Fall or Spring visit by the Evaluation Team, list major milestones in the self-study process, and when they will be achieved.

The Self-Study timetable begins with the formation of the Steering Committee and Working Groups in the summer of 2020 through the Evaluation Team visit and reaffirmation of accreditation in the spring of 2022. Major steps through this process are outlined below.

August–September 2020

- Steering Committee and Working Groups formed
- Self-Study Design developed and reviewed

September–October 2020

- Steering Committee meets to discuss and approve Self-Study Design
- Self-Study Design submitted to Middle States
- MSCHE liaison conducts Self-Study preparation visit
- Self-Study Design accepted

- Fall 2020-Spring 2021Working Groups meet
- Working Group Chairs update the Steering Committee monthly

Spring–Summer 2021

- Priorities Working Groups submit reports to the Steering Committee
- MSCHE selects Evaluation Team Chair
- Team Chair and Pitt select dates for the Evaluation Team Chair's preliminary visit and the Evaluation Team visit
- Pitt sends Self-Study Design to the Evaluation Team Chair

Summer–Fall 2021

- Steering Committee develops draft Self-Study
- Pitt community reviews draft Self-Study
- Board of Trustees Academic Affairs/Libraries Committee reviews draft Self-Study

Late Fall–Winter 2021

- Pitt submits draft Self-Study to Evaluation Team Chair prior to Chair's visit
- Evaluation Team Chair makes preliminary visit to Pitt
- Self-Study, Evidence Inventory, and Institutional Federal Compliance Report revised and finalized

Spring 2022

- Pitt submits final Self-Study, Evidence Inventory, and Institutional Federal Compliance Report via the portal for the review by the Evaluation Team and MSCHE liaison six weeks prior to visit
- Evaluation Team visits
- Receive the Evaluation Team report
- Reply to the Evaluation Team report

June 2022

- Receive Reaffirmation of Accreditation from MSCHE

X. Communication Plan

Include a Communication Plan with a listing of intended audiences, communication methods, and timing. This plan is used to guide the Steering Committee and its Working Groups in gathering feedback from institutional stakeholders and updating them about major developments related to the self-study process. The plan may be integrated with the Self-Study Timetable (Section IX) if desired.

The Communication Plan, described below, seeks to update and gather input throughout the Self-Study process. Various University members will be engaged including students, staff, faculty, Board of Trustees and alumni. A website to provide central site has been established on the Office of the Provost website at https://www.provost.pitt.edu/middle-states-accreditation.

Purpose	Audience	Methods	Timings
To share documents and data in a secure internal environment	Middle States Steering Committee and Working Groups	Middle States Box folder	September 2020–January 2022
To update the Pitt campuses about the Self-Study process	Students	- Middle States Self-Study web site - Presentations to Student Government Board and Graduate and Professional Students Government - Undergraduate and graduate student representation on the Steering Committee and Working Groups - Campus news sources Pittwire and Pitt News - Social media posts	- Continuous web site updates - Government boards updated at least once a semester - Vice Provosts' emails at least once a semester - News updates at least once a semester

Purpose	Audience	Methods	Timings
	Faculty	- Middle States Self-Study web site - Presentation to the University Senate - Updates through Provost emails to the University community - Updates to the Council of Deans - Faculty and University Senate representation on the Steering Committee - Campus news sources Pittwire and University Times - Social media posts	- Continuous web site updates - University Senate updated at least once a semester - Provost email at least once a semester - News updates at least once a semester
	Staff	- Middle States Self-Study web site - Presentation to the Staff Council - Updates through Provost emails to the University community - Staff representation on the Steering Committee - Campus news sources Pittwire and University Times - Social media posts	- Continuous web site updates - Provost email at least once a semester - News updates at least once a semester
	Board of Trustees	- Middle States Self-Study web site - Presentations at Board and Academic Affairs and Library Committee meetings	- Continuous web site updates - Periodic updates by Self-Study co-chairs at Board meetings
	Advisory Boards/Board of Visitors (i.e., stakeholder groups that represent schools and campuses across the University)	- Middle States Self-Study web site - Presentations at periodic Board meetings in each of the units	- Continuous web site updates - Periodic updates by Self-Study co-chairs at Board meetings
	Alumni	- Middle States Self-Study web site - Campus news sources Pittwire - Alumni Association's newsletter emails - Social media posts	- Continuous web site updates - News updates at least once a semester - Periodic newsletter updates
To update and gather feedback about the working group reports	Students	- Feedback from student representatives on the Steering Committee - Feedback form on website	Spring 2021
	Faculty	- Feedback from faculty representatives on the Steering Committee - Feedback from University Senate - Feedback form on website	Spring 2021
	Staff	- Feedback from staff representatives on the Steering Committee - Feedback from Staff Council - Feedback form on website	Spring 2021

Purpose	Audience	Methods	Timings
	Board of Trustees	• Feedback from Board members after Board presentations • Feedback form on website	Spring 2021
	Advisory Boards/Board of Visitors	• Feedback from Board members after Board presentations • Feedback form on website	Spring 2021
	Alumni	• Feedback form on website	Spring 2021

XI. Evaluation Team Profile

It is important that the Commission obtain sufficient information about the institution to organize an Evaluation Team to evaluate the institution's compliance with the Standards for Accreditation, Requirements of Affiliation, policies and procedures, and federal requirements, and provide meaningful feedback to the institution relating to the institution's compliance. Along these lines, provide the following information:

- Team Chair: Indicate the specific expertise desired in the Team Chair, such as experience at similar institutions, experience with the identified institutional priorities, or expertise in a program or process. The Team Chairs are usually chief executive officers, presidents, or chief academic officers. A preference for any of these will be helpful in identifying the appropriate person.
- Peer Evaluators: The team usually includes evaluators that have expertise/experience with academic affairs, assessment, student affairs, faculty issues, and financial issues. As with the Team Chair, outlining specific expertise desired in the evaluators, such as expertise in a discipline or process, or a background working with a certain type of institution, will be helpful in identifying appropriate potential team members. If the institution has distance education programs, a team member will be identified with that expertise.
- Institutions that are considered comparable peers, preferably within the Middle States region;
- Institutions that are considered aspirational peers, preferable within the Middle States region; and,
- If necessary, institutions whose representatives might present conflicts of interest should they serve on the self-study evaluation team, as outlined in the Commission's policy *Conflict of Interest: Commission Representatives*.
- A listing of the institution's top programs by enrollment would be helpful as well.

Although the institution's expressed preferences will be given careful consideration, the final decision about team membership remains with the Commission and its staff.

The University of Pittsburgh suggests a visiting Evaluation Team comprised of team members from research universities with profiles similar to the University of Pittsburgh and includes some members who have experience with highly complex, decentralized institutions.

The Team Chair should be an experienced team chair who is serving or has recently served as provost, president or chancellor of a major research university.

The Peer Evaluators should be comprised of faculty members (possibly department chairs) from professional schools such as Law, Engineering, and Business, as well as the Arts and Sciences; Associate Deans from these same schools; and Vice Provost/Deans for Undergraduate Education. Since a key focus of the priorities within

our Self-Study are related to educational access and affordability, as well as enhancing diversity and fostering an inclusive environment, it will be important to also include individuals who value these priorities and can comment constructively on Pitt's progress and planning in this area.

The University of Pittsburgh periodically reviews university performance across a number of metrics that are publicly available. In so doing, the institution evaluations and updates its list of peer and aspirational peer universities. The most recent list – established in 2016 – is included below (**bold** represents Middle States institutions).

Aspiration Peers:

- University of Illinois, Urbana-Champaign
- University of Michigan
- University of Minnesota, Twin Cities
- University of North Carolina, Chapel Hill
- University of Virginia
- University of Wisconsin, Madison

Private Peers:

- Boston University
- **Cornell University**
- **George Washington University**
- **New York University**
- Northeastern University
- **Syracuse University**
- University of Miami
- **University of Pennsylvania**
- University of Southern California

Public Peers:

- University of Texas, Austin
- University of Florida
- University of Washington, Seattle
- Ohio State University
- **Rutgers University, New Brunswick**
- **University of Maryland, College Park**
- **Pennsylvania State University**

Over the past three years, the highest number of (undergraduate) degrees award were in the following programs:

1. Psychology
2. Nursing
3. Biological Sciences
4. Mechanical Engineering
5. Computer Science
6. Neuroscience
7. Finance

8. Chemical Engineering
9. Marketing

XII. Evidence Inventory

Describe the institution's strategies for populating and managing the Evidence Inventory, from the beginning of the self-study process forward. Strategies might include designating a separate Working Group, assigning the refinement of the Evidence Inventory to members of the Steering Committee, among others.

The Evidence Inventory will be collected and organized by a separate Working Group, which will be especially important as the Self-Study is organized as a priority-based approach. The Co-Chairs of the Evidence Inventory Working Group are also members of the Steering Committee. The two Co-Chairs will have the primary responsibility to find and collect evidence identified by the Steering Committee and Priority Working Groups. They are well-equipped to carry out these duties as one Co-Chair is a librarian with experience in referencing and annotating information effectively; and the other has extensive experience with the MSCHE Standards. Both have extensive university-wide knowledge.

In addition, a Co-Chair from each of the four Working Groups will also serve as members of the Evidence Inventory Working Group. These individuals will help to crosswalk the priorities and the evidence. Each such member has been carefully selected based on the fact that they possess knowledge of both the institutional priority area as well as policies, practices, and data supporting the priority area.
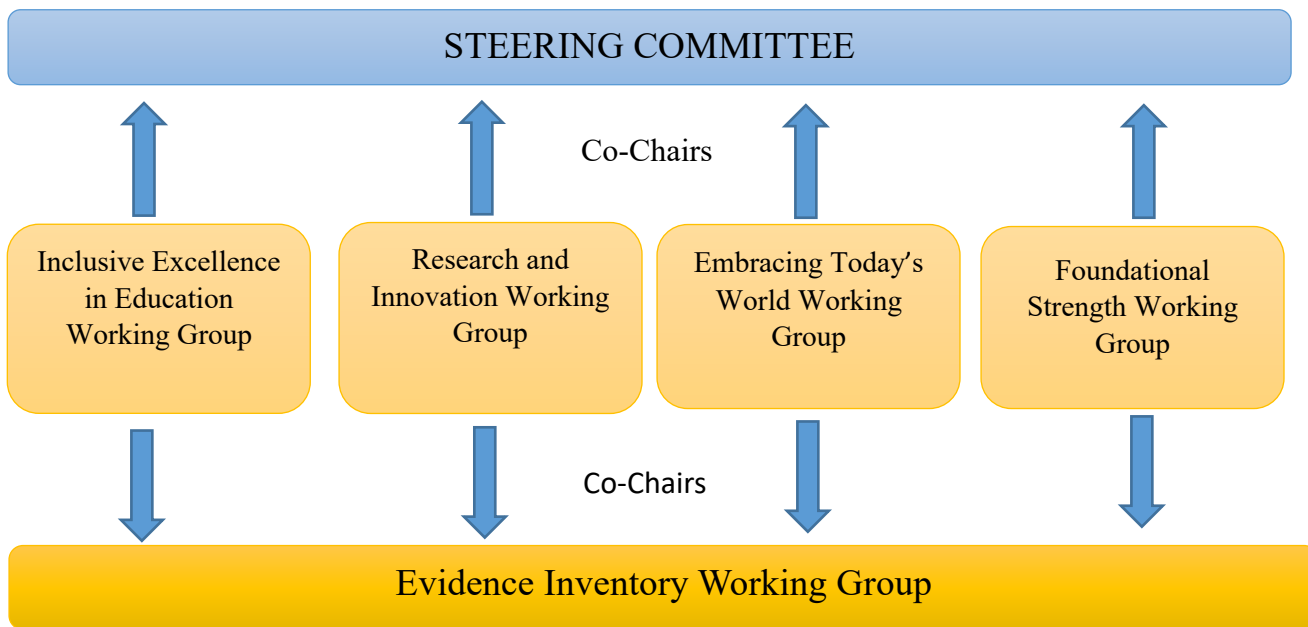
A separate Evidence Inventory Working Group provides a focused approach to organizing and updating the needed information as well as to identifying and correcting gaps and duplications in data. Initially the evidence inventory will be populated with documents suggested by the Steering Committee and Priority Working Groups. The Evidence Inventory Working Group will track to ensure that there is evidence for all the standards, criterion, and requirements of affiliation included in the Self-Study. They will also adapt MSCHE's Evidence Inventory Institutional Self-Evaluation Rubric to systematically make decisions about what evidence will be included in the inventory. As needed, evidence will be summarized for easy review by the readers. This Working Group will ensure compliance with all criteria and if any are not covered within the four chapters focused on the institutional priorities, another chapter will be included.

Documents and data will be made available to the Steering Committee and each of the Priority Working Groups through a University Box folder system. The Co-Chairs of the Evidence Inventory Working Group will upload the final evidence into the MSCHE portal.