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Self-Study Evaluation Team Report

University of Pittsburgh
Self-Study Evaluation Team Visit: *April 3-6, 2022*

Section A: Institutional Representatives

Provide a list of the following institutional representatives at the time of the visit:

Chief Executive Officer (CEO)/President

Dr. Patrick D. Gallagher, 18th Chancellor, University of Pittsburgh

Chief Academic Officer

Dr. Ann E. Cudd, Provost and Senior Vice Chancellor

Chief Financial Officer

Mr. Hari Sastry, Senior Vice Chancellor and Chief Financial Officer

Chair of the Board of Trustees

Mary Ellen Callahan, Vice Chair, Exercising the Duties of the Chair

Section B: Institutional Context

The University of Pittsburgh, founded in 1787, is part of the Commonwealth System of Higher Education and is a nonsectarian, coeducational, state-related, public research university. The University is the most comprehensive educational institution in Western Pennsylvania, enrolling approximately 34,000 students across its five campuses (Pittsburgh campus, Johnstown campus, Bradford campus, Titusville campus, and Greensburg campus).

In total, the University offers more than 440 distinct degree programs and numerous dual, joint, and cooperative degree programs. Student enrollment on all five campuses totals more than 25,000 undergraduate students and approximately 9,000 graduate and professional students. More than 4,000 full-time and about 900 part-time faculty members, approximately 1,000 research associates and post-doctoral associates, and more than 7,000 staff members support the work of the University. The University's alumni number more than 340,000.

Pitt is a member of the Association of American Universities and ranks in the very top cluster of US public research universities and ranks 9th nationally in federal science and engineering funding, attracting approximately \$750 million annually and was among the top five in National Institutes of Health funding in 2019.

The University of Pittsburgh has chosen a priorities-based approach to the self-study. This approach to the self-study was chosen to “allow the institution to address all of the accreditation standards while engaging the University community in focused reflection on [their] priorities.”

The focus of the self-study is consistent with the priorities of the University and as articulated in the institution’s strategic plan, the Plan for Pitt:

- 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. 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 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.*
- 3. 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.*
- 4. 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.*

Additional Locations

Site	Date of Visit
Pitt-Bradford ¹	March 29, 2022
Pitt-Johnstown	April 1, 2022
Pitt-Greensburg	April 1, 2022
Pitt-Titusville	March 29, 2022
Dick's Sporting Goods	March 31, 2022

¹ Because Pitt-Bradford and Pitt-Titusville have a shared administrative structure, the Bradford and Titusville reports have been collapsed into one report.

Pitt-Bradford

Bradford. Pitt-Bradford is located in Bradford, PA in northwestern Pennsylvania. The campus sits at the foothills of the Allegheny Mountains and is close to the Alleghany State Park and Alleghany National Forest giving students a wide range of educational and recreational opportunities. Pitt-Bradford is a four-year regional campus and students can choose from more than 40 majors, minors, concentrations and pre-professional programs. They also can conduct research in any major, work on an internship or study abroad. Bradford enrolls approximately 1,305 undergraduate students.

Pitt-Bradford is defined by its mission as, "...an inclusive, student-focused community with outstanding faculty and staff who equip graduates to be engaged citizens who value and embrace diverse perspectives in a globally connected and sustainable world. Pitt-Bradford creates opportunities for innovation and transformation regionally, nationally, and globally through collaborations with key stakeholders and diverse communities.

Pitt-Titusville

Titusville. Pitt-Titusville is located on East Main Street in Titusville, PA. The Titusville training hub offers an Associate of Science degree in Nursing program. The nursing program is accredited by Accreditation Commission for Education in Nursing (ACEN) and prepares students for the State Board of Nursing examination to become a registered nurse. Titusville also offers a certificate in manufacturing. Titusville enrolls approximately 40 degree seeking students.

Shared Administrative Structure. The Bradford and Titusville campuses share an academic and administrative leadership team under the supervisory and governance structure of the University of Pittsburgh. The President of Bradford-Titusville reports to the Provost and Senior Vice Chancellor.

The shared leadership model of Bradford and Titusville appears to provide appropriate oversight, direction, and accountability for both campuses. Communication flows between the regional campuses and the Pittsburgh campus; like all complex institutions, the campuses continually work to strengthen communication channels.

Support of the Academic Mission. Based on visits with the Bradford and Titusville campuses and conversations with leadership, it was found that the missions of the regional campuses are aligned with and advance the institutional mission, and inform the development of programs, partnerships, and planning.

The number of full and part-time faculty at Bradford is approximately 94 and at Titusville 13. Faculty at both institutions have terminal degrees appropriate to their teaching disciplines. Both institutions have very favorable student faculty ratios.

The campuses appear to have the appropriate resources to deliver coherent learning experiences that allow students to gain the advertised knowledge and skills.

The faculty, staff, and students, respectively, have active roles in the shared governance of the University. Should issues arise, there appear to be policies and procedures in place to support transparent, fair, and impartial handling of officially reported complaints and grievances. Consistent with Bradford's stated values of diversity, equity, and inclusion, the campus climates appear to foster respect and inclusion of diverse student, faculty and staff backgrounds and perspectives.

There is periodic assessment of programs and policies, with some academic programs undergoing additional assessments that are required for maintaining compliance with sources of funding such as federal grants. University-wide resources and initiatives, such as the Titanium Schedule and Forge Your Own Path, are available across the campuses to support student well-being and success.

Pitt-Greensburg

The University of Pittsburgh at Greensburg is a baccalaureate degree-granting regional campus. The Greensburg Campus provides educational opportunities to both traditional and nontraditional students through curricular and co-curricular experiences that are focused primarily on the arts and sciences and some selected professional or pre-professional programs that are grounded in traditional liberal arts disciplines. The President of Pitt-Greensburg reports to the Provost and Vice Chancellor for Academic Affairs.

Enrollment and Academic Programs

Pitt-Greensburg enrolls 1,315 full-time and part-time students and offers over 30 degree programs and numerous minors and pre-professional programs. Greensburg faculty include 75 full-time and 14 part-time faculty.

Pitt-Greensburg is highly regional, with 40 percent of its students drawn from Westmoreland County and a further 25 percent from neighboring Allegheny County. Ninety-three percent of Greensburg students are Pennsylvania residents. A majority (60 percent) of the students commute to campus. They are drawn to the combination of the Pitt brand and small campus feel, along with the strong support provided to a population that is heavily first generation – 42% of the students receive Pell grants, and the new Pell matching program has transformed retention rates.

Westmoreland County is mostly rural and has an aging population, so Greensburg has been aware of the approaching demographic challenges. To increase enrollment, one approach that the campus is considering is the expansion of remote learning opportunities to serve the regional population.

Greensburg was a two-year institution (not offering AA degrees) for half of its 60-year history. Students who transfer often do so in order to complete a degree that is not offered at the campus – some 20 percent of students who begin at Greensburg graduate from the Pittsburgh campus. During the site visit, nursing was cited as an example of a new program that was recently developed in collaboration with Pitt.

At Pitt-Greensburg, the General Education program is a centerpiece of the students' academic experience. The purpose of the General Education program is to provide students with a broader understanding of the human experience and the fundamental skills necessary for academic success and learning throughout their lifetimes.

Support of the Academic Mission

Faculty. Greensburg offers faculty development both locally and through the Pittsburgh campus. Faculty can work in the various centers at the Pittsburgh campus, where they feel fully included.

Staff Development. Staff development is also available through the Pittsburgh campus with many programs having moved to online training modules.

Campus facilities. The newest building, Frank A. Cassell Hall, is the campus' first sustainable building with a LEED certification. It houses the IT and computer center along with much-needed faculty offices and classrooms, as well as some select places for study and relaxation. A new multimedia lab in Millstein Library provides students, faculty, and staff with state-of-the-art digital equipment to use to further enhance the Pitt-Greensburg educational experience.

Community Engagement. There is a longstanding tradition of community engagement that includes faculty, staff, and students. For example, the Center for Applied Research works with local non-profits; students are engaged in community service during orientation; every First Year Seminar includes a service component; and the campus runs a week of service each semester. COVID has led to many activities shifting to a hybrid model, but the campus has leveraged this hybrid model to create new community engagement opportunities.

Supporting Innovation Across Campuses

Cross-campus innovation has expanded significantly in recent years, and, in particular, with the Bradford and Johnstown campuses.

In response to COVID and the need for remote processes, Greensburg utilized the established the Pittsburgh campus platform for student orientation and onboarding. Initiatives that begin at the Pittsburgh campus often become available to the other campuses such as, the SEED grants, of which Greensburg currently has two, and the Provost's *Year of. . .* program. In addition, Greensburg is often a beta site, developing and piloting programs that can then be scaled up – Pathways is an example of that.

Pitt-Johnstown

The University at Pittsburgh Johnstown campus (Pitt-Johnstown) is a four-year undergraduate college in Cambria County, PA and is located within the Laurel Highlands of southwest-central Pennsylvania. The President of Johnstown reports to the University of Pittsburgh's Provost and Senior Vice Chancellor.

The mission of the Pitt-Johnstown is, *“To offer a high-quality educational experience in a supportive living-learning environment that is grounded in the liberal arts and sciences, that is current, and that is responsive both to our students’ personal and professional needs and to our communities’ needs.”* The vision for the Pitt-Johnstown campus is, *“To be the regional leader educating for success in the Real World. The distinctive combination of our people, programs, and place results in exceptional performance in preparing students for career and professional success.”*

Enrollment and Academic Programs. The Johnstown campus enrolls 2,116 undergraduate students (headcount). Pitt-Johnstown offers more than 50 majors within seven Academic Divisions: Business and Enterprise, Education, Engineering and Computer Science, Humanities, Natural Sciences, Nursing and Health Sciences, and Social Sciences. In 2020, Johnstown awarded 8 undergraduate certificates, 17 associate degrees, and 453 baccalaureate degrees. Over the past 5 years, Pitt-Johnstown has experienced a 24 percent enrollment decline.

Reflecting the mission, vision, and enrollment trends at Pitt-Johnstown, nearly 80 percent of Pitt-Johnstown alumni work in the local area, and Pitt-Johnstown works with regional employers to identify high-priority occupation areas, such as nursing, engineering, and special education, and has developed corresponding degree programs.

Co-Curricular Programs. Pitt-Johnstown offers a variety of co-curricular programs which are intended to enhance the student experience and to prepare for post-graduation success. To provide a glimpse into the co-curricular student research experience, Pitt-Johnstown sponsors:

- Annual “Fall into Research” symposium that showcases the research of faculty and students;
- Symposium for the Promotion of Academic and Creative Enquiry (SPACE), which provides a forum for Pitt-Johnstown students from all disciplines to present their research, creative projects, or scholarly work to the campus community; and
- The Laurel Highlands Undergraduate Psychology Conference that has been running annually since 1998, drawing participants from 10 Pennsylvania universities, and for the first time in 2021 in a virtual format, also from universities in other parts of the U.S. and overseas.

Student Success and Retention. At Pitt-Johnstown, accepted students who may need additional support during their first year are designated as First-Year Success Program students. The campus’ Academic Success Center provides tutoring and support across all content areas. Residential students have the opportunity to live and learn together in campus’ Living-Learning Communities (LLCs). The purpose of the program is for students to develop a sense of belonging and community.

Pitt-Johnstown’s 1st year retention rate is 74%. The national retention rate average for public institutions is 81%. The campus’ 4-year graduation rate is 37% and 6-year graduate rate is 54%. The national 6-year graduation rate is 62%. To improve student retention and academic success, the campus will be opening a Math Center. The Math Center will work with students who are unprepared for college-level math to prepare them for success in engineering and other disciplines.

Faculty. In support of Pitt-Johnstown's academic programs and students, the campus employs 133 faculty: 96 faculty have doctoral degrees, 34 have master's degrees (may be terminal degree in some disciplines), and three faculty have bachelor's degrees. The campus has a 17:1 student faculty ratio with an average class size of 25 students. The Vice Provost for Academic Affairs leverages faculty retirements and faculty departures to hire in academic growth areas.

Facilities to support Pitt-Johnstown's mission and vision. The Pitt-Johnstown campus is situated on 655 acres has 36 buildings (encompassing more than one million square-feet). Since the last reaccreditation, Pitt-Johnstown has opened new buildings and renovated spaces to enhance the teaching and learning environment and the student living learning environment. The renovated buildings and new buildings were designed and built to support the campus' academic growth areas.

- John P. Murtha Center for Public Service and National Competitiveness - a multipurpose space for hosting workshops, academic symposia, student assemblies, and public debate into key local, regional, and national issues.
- John P. Murtha Engineering and Science Building - underwent a complete renovation providing new and modern labs, updated classrooms, and a technologically advanced auditorium. Renovations were made to meet the educational needs of engineering students, and to support the continued growth in the campus's capacity for all STEM and Health Sciences programs.
- New Chemical Engineering Building - houses modern laboratories, classrooms, faculty offices and functional study areas. The building's simulation lab provides space where students learn real-world, hands-on skills by operating and troubleshooting chemical processes in virtual environments.
- New Nursing and Health Sciences Building facility - includes 11 laboratories for chemistry, biology, and nursing; six faculty offices; and two seminar/classrooms spread over two floors. The laboratory and classroom spaces accommodate growing programs in biology, chemistry, and nursing.

To address the need for off-campus housing for upper division students, the College Park Apartments were renovated. This renovation was part of the University's 12-year Facilities Plan.

Supporting the Academic Mission

Upon meeting virtually with the President, Vice President for Academic Affairs, the campus' senior leadership team, faculty, and student leadership, it was readily apparent that the campus benefits from excellent leadership. Additionally, campus leadership feels well supported by the central administration of the Pittsburgh campus (such as building renovations, new technology, institutional branding, best practice programs).

Institutional priorities are guided by the Pitt-Johnstown mission and a genuine campus ethos that student engagement is key to student success. As with many colleges located in rural settings, Johnstown has experienced enrollment declines and is actively expanding their recruitment catchment area, building out high-needs academic programs, and providing financial support for those with financial need. It is evident that the campus has benefited by its strong regional commitment including robust campus/business community partnerships, community-based co-curricular programming, and student internships opportunities.

Dick's Sporting Goods

The Executive MBA has been offered at the Dick's Sporting Goods Corporate Headquarters since 2014, first as an Other Instructional Site and more recently as an Additional Location (2017). Dick's Sporting Goods contracts with the Katz Business School to have a program delivered on its corporate campus. The program (45-credits; 6 semesters) does not differ from the Executive MBA program offered on the Pittsburgh campus.

Site Visit. Dr. Rabi Chatterjee, representing the Self-Study Steering Committee, Dr. Tom Davis, participating Faculty Member, Dr. Sara Moeller, Associate Dean of Graduate and Executive Education, and Stephanie Hoogendoorn, Director of Academic Affairs were present at the site visit.

About the Program. A cohort of 20-25 students (from approximately 100 who express interest) is recruited every 3 years. Dick's Sporting Goods offers incentives for their mid-career associates to join the program and admissions to the program is highly selective.

Faculty. The faculty in the Dick's Sporting Goods program are one-and-the-same as the Katz Business School faculty. Matters of faculty employment— appointment, tenure, promotion—are handled in the school and are guided by the same policies and processes from the Katz Business School.

Facilities. Facilities for the program are provided by Dick's Sporting Goods. The facilities are high quality. Information technology allows the use of CANVAS and other university platforms. The students have access to appropriate student services, such as the Career Development Office. Through the Career Development Office, students can take advantage of career coaching and other relevant seminars and alumni mentoring.

Supporting the Academic Mission

The program is contracted cohort-by-cohort. The program has been renewed several times, indicating that the program is living up to expectations. The program has benefitted both the company and the university by creating a bond and connection.

The success of this program has raised the profile of the university in the southwestern part of Pennsylvania. In addition, the on-line experience during the pandemic allowed Dick's Sporting Goods to extend the program to other corporate locations. Judging by the success of this program, the Katz Business School may wish to explore other programs of this type, tailored to the needs of a company or industry.

Section C: Requirements of Affiliation

In the team's judgment, the institution appears to meet all the requirements of affiliation.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

1. Yes – the Commonwealth of Pennsylvania authorizes the University of Pittsburgh to offer post-secondary degrees. Through the Commonwealth of Pennsylvania Act of 1966, all operations of the University are vested with the Board of Trustees.
2. Yes – the Institution is operational with students actively enrolled in its degree programs.
3. NA
4. Yes – the institution's representatives communicate with the Commission in English, both orally and in writing.
5. Yes – *the institution complies with all applicable government laws and regulations.* (See Verification of Compliance documentation)
6. Yes – the institution complies with applicable Commission, interregional, and inter-institutional policies. (See Verification of Compliance documentation)
7. Yes – the institution has a mission statement that was approved by their Board of Trustees in February 1995. The Plan for Pitt was presented to the Board of Trustees in June 2021 and again in September 2021. On both occasions, the Board affirmed its support of the plan.
8. Yes – The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
9. Yes – The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings.
10. Yes – Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.
11. Yes – The institution has documented financial resources, funding base, and plans for development, adequate to support its educational purpose and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.
12. Yes – The institution fully discloses its legally constituted governance structure. The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.

13. Yes – the Board of Trustees adheres to a conflict-of-interest policy. All members of the University’s governing body commit to comply with the Board Statement of Trustee Commitment and Responsibilities. Moreover, all members commit to abide by the Conflict-of-Interest Policy for Trustees.
14. Yes – The institution and its governing body make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations.
15. Yes – The institution has a core of faculty and other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution’s educational programs.

Section D: Standards for Accreditation

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

In the team's judgment, the institution appears to meet this standard.

Summary of Findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard.

- The University of Pittsburgh is guided by a longstanding mission statement, approved by its Board of Trustees, which first and foremost sets overarching goals for its academic programs to benefit the state of Pennsylvania as well as the broader needs of the nation and the world.
- The University's mission is also focused on generating and translating basic and applied research in collaboration with industry and government entities in the areas of science, technology, and health care. Additionally, the University's mission statement sets expectations for providing lifelong and continuing education opportunities for members of the external community, and for engaging primary teaching and research functions and contribute to social, intellectual, and economic development in the Commonwealth, the nation, and the world.
- In alignment with its mission statement, the University's strategic plan, the *Plan for Pitt*, is the foundational basis for the four areas of focus examined in the University's self-study. The six strategic goals demarcated in the *Plan for Pitt*: Advance Educational Excellence; Engage in Research of Impact; Strengthen Communities; Promote Diversity and Inclusion; Embrace the World; and to Build Foundational Strength are consistently relied upon to guide the University's major budgeting and planning processes, including informational technology, facilities, human resources, community and global engagement, sustainability, and resource allocation across its main and regional campuses.
- *The Plan for Pitt* was developed with broad-ranging participation by all major university constituencies and numerous external community partners. Academic and administrative leadership played a major role in developing *Plan for Pitt* and are actively involved in its execution and in monitoring its deliverables across all academic and administrative units.
- The University, in alignment with its strategic goal to "Advance Educational Excellence," has clearly articulated undergraduate student learning goals at the institutional and programmatic level and course-level outcomes.
- Student success is supported at the undergraduate level by several programs, including Pathways, Outside the Classroom Curriculum, Pitt Seed, Provost Academy, Pitt Success Pell Match Program and Forge Your Own Path, all of which, collectively, have maintained or improved retention and graduate rates for undergraduates.

- The University has been well-served by its multi-level review of its mission and goals, resulting in the *Plan for Pitt* and the assessment of its progress in achieving the mission directed strategic objectives.

Collegial Advice:

None

Team Recommendations:

None

Requirements

None

Significant Accomplishments, Significant Progress, or Exemplary/Innovative Practices:

- The University should be commended for its strategic plan, *Plan for Pitt*, which has well served the University in guiding its planning and budget processes. In discussions with academic and administrative leadership, as well as with faculty and students, *Plan for Pitt* is clearly the university's guiding framework as the University pursues its strategic goals.
- Not only is the *Plan for Pitt* itself commendable, but the reporting and monitoring process that the University implemented demonstrates the seriousness with which the entire University community, across its campuses, ascribes to its strategic direction.
- The University's response and handling of the COVID-19 pandemic should be commended for the degree to which the University's response, in alignment with its strategic goals, harnessed its research and education programs to benefit the University community, the greater Pittsburgh region, the state of Pennsylvania, and the world, with its vaccine development research.

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

In the team's judgment, the institution appears to meet this standard.

Summary of Findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard.

- Academic and intellectual freedoms appear to be protected by various policies and processes at Pitt, as documented on publicly accessible websites and confirmed by conversations with University leadership, faculty, students, and staff during the site visit. Also, relevant policies are published on the Office of Policy Development and Management website.
- Pitt students, faculty, and staff create a climate of respect and inclusion. Pitt is intentional in its effort to support its increasingly diverse community of students, scholars and community members. Participants in several sessions confirmed that diversity, equity and inclusion are built into curricular design, campus culture, institutional planning and measures of effectiveness.
- Initiatives such as the *Pitt Success Pell Match Program*, *The Provost's Diversity Institute for Faculty Development*, and online DEI training for faculty and staff foster and develop understandings of access, inclusive pedagogy, and appreciation for diverse perspectives.
- Grievance policies are published on the publicly accessible Office of Policy Development and Management website, in academic catalogs, and in faculty and student handbooks. Participants in the several sessions during the site visit demonstrated an awareness of grievance policies and reported their perception of the process as fair and impartial. Examples of Pitt's commitment to continually enhancing its support of the reporting and resolution of grievances is the creation of the Office of Compliance, Investigations, and Ethics and the installation of a School Ombudsperson for graduate students (and post-doctoral fellows), and the ability to report concerns or complaints anonymously via phone or webform.
- The Board and the University have conflict of interest committees and policies, which they conscientiously uphold and assess; new policies, such as Conflict of Commitment and Outside Activities, are implemented as circumstances merit. The responsible offices and committees appear to be proactive in working with stakeholders to promote compliance, identify knowledge gaps and risks, and to conduct routine reviews of policies as explained during site visit discussions.
- The hiring, evaluation, promotion, discipline, and separation policies are available on the institution's website. Fairness and impartiality in hiring, promotion, and separation appear to be supported through transparency of data provided via dashboards to appropriate stakeholders, education about fair practices for those involved in these areas, and an overall commitment to honesty in the process as reported and confirmed during site visit sessions.

- The information on Pitt’s website and in available communications appears to be truthful as it relates to current issues, policies, and public financial statements; this was confirmed by conversations throughout the site visit. Data analysis, use, and integrity are taken seriously, and there are formal and informal systems in place to support honesty and truthfulness.
- Information regarding cost of attendance and funding options are available on the institution’s website and confirmed by participants in the site visit session with those responsible for recruitment, enrollment, admissions, financial aid, and maintaining records for students. Cost of education, graduation, and retention data are accessible on university websites as noted in the Self Study, various dashboards, and confirmed in conversations during several site visit sessions.
- Pitt appears to be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.
- Pitt appears to be in compliance with federal, state, and Commission regulations and reporting requirements including the Commission’s Requirements for Affiliation related to Standard II as confirmed in various sessions throughout the site visit.
- To support the aforementioned, Pitt engages in regular assessment of ethics and integrity of policies, processes, and practices as appropriate and as reported in the Self Study and confirmed during discussions throughout the site visit.

Collegial Advice:

None

Team Recommendations:

None

Requirements:

None

Recognition of Accomplishments, Progress or Exemplary/Innovative Practices

The team commends the University of Pittsburgh on its action-oriented approach and investing resources toward creating and maintaining a climate of inclusion, belonging and respect for diverse backgrounds and perspectives.

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, and setting are consistent with higher education expectations.

In the team's judgment, the institution appears to meet this standard.

Based on a review of the self-study report, evidence, and interviews with campus constituencies to validate and verify compliance during the on-site evaluation visit, the team draws the following conclusions relative to this standard.

Summary of Findings

Programs

- Between its main campus in Pittsburgh and the four regional campuses (additional locations), the University offers almost 650 academic programs. These include undergraduate, graduate, and professional credentials and, in recent years, have been complemented by the inclusion of certificate programs. Program offerings are developed and modified through a clearly defined approval process and are of a length appropriate to the objectives of the degrees.

Faculty

- With more than 90% of the faculty on the Pittsburgh campus holding terminal degrees, instructors are highly qualified to deliver the student learning experience.
- The University of Pittsburgh (all campuses) has a faculty of over 4790 which equates to a 14:1 student faculty ratio.
- Both appointment-stream and tenure-stream faculty speak to a strong sense of collegiality within the academic programs and a sense of their efforts being recognized and valued. Appointment-stream faculty did express some feeling of vulnerability over the terms of their appointments -- fixed-term three or five-year contracts -- and uncertainty over what may be the implications of the University's move to a responsibility-centered budget model.
- The University provides several opportunities for instructors to develop their pedagogical expertise, including the *Forge Your Own Path*, *Momentum*, *PittSEED*, and *Year of* programs, and these are available to and participated in by faculty from both the Pittsburgh and, increasingly in recent years, the regional campuses.
- The University has undertaken a comprehensive effort to create a formative model for the evaluation of teaching and to move beyond reliance upon student course feedback instruments. The Faculty Ambassadors peer observation program, for example, which began in response to the move to remote learning during COVID, has now been expanded and made more widely available. A number of Schools have already created discipline-based evaluation structures that connect the assessment of teaching with curricular development, and the remainder of the Schools are currently engaged in building models of their own.

- Accelerated by the adjustments needed in response to the pandemic, the University has expanded its faculty development workshops and created a process for credentialing the faculty expertise thus fostered.

Description of programs

- Since the 2016-17 academic year, the University catalog has been maintained online and provides the official record on institutional regulations governing undergraduate and graduate study as well as a compendium of degree and program requirements.

Learning Support

- The University has created several online tools to support students in their progress towards the degree and in identifying various curricular (and co-curricular) opportunities. These include the Academic Advising Report (AAR) which is available for all undergraduate baccalaureate degree programs and, most notably, the *Pathways* advising platform which is used across all campuses.
- In response to COVID, the University has enhanced its advising services, making it possible for students to seek support through both online and in-person meetings, and increasing its initiatives to follow up on student inquiries.
- A wide variety of bridge programs have been implemented on various campuses and across multiple Schools on the Pitt campus, some initially using PittSEED funding, to support students in the transition to university education and to address issues arising from high schools' move to remote learning because of the pandemic. There are mechanisms in place to provide ongoing funding for initiatives that prove successful.
- The University Library has a First Year Experience Librarian charged explicitly with addressing the needs of incoming students and has implemented a now widely adopted, self-paced online course about the transition to university learning.
- Through the McCarl Center and in collaboration with various Schools, the University is enhancing its support for adult learners, especially in online spaces.
- Through the work of the Office of Veteran Services and initiatives on individual regional campuses, the University is increasing its support for both former and actively serving members of the armed services.
- International education has been strengthened by the appointment of the Vice Provost for Global Affairs position, the establishment of the Global Studies Center, and the rebranding of the Study Abroad Office as PittGEO. In committing to retain its staff through the downturn in student study abroad resulting from the pandemic, the University has leveraged the crisis into an opportunity for reflection and strategic planning for the future of international education and study away within the US.

- A supportive environment for teaching and a high level of research activity across the University together contribute to a rich and longstanding commitment to undergraduate research on all the campuses. In recent years, the University has implemented efforts both to make opportunities more visible to students, especially to populations that may have had less awareness of the value of engaging in research, and to track participation. It also makes student involvement in research visible through a wide variety of local and all-University showcase events and is increasingly providing research credentialing through the use of certificates.
- The University offers a wide range of programs to bridge the transition between undergraduate work and graduate school, seeking to prepare students for this next stage in their careers, whether that be at Pitt or elsewhere.
- Pre-professional support for graduate students has been identified as a priority by the University: Pitt-CIRTL offers a series of 1-credit courses each year with a focus on pedagogy; the Center for Teaching and Learning provides a variety of teaching-focused workshops and opportunities for students to badge their experiences. Both graduate students and post-docs participate in these programs as well.
- Graduate students interviewed expressed their appreciation of the sense of community they experienced in their programs and the supportive quality of advising many of them received. Attributing this in part to the decentralized nature of graduate study at Pitt, they noted how important their Schools and departments were in providing support for non-traditional students, mentoring for applications to external funding organizations, and incorporating grantsmanship into the curricula of courses.

General Education

- The University has developed a flexible program of general education based upon the following goals:
 - Writing proficiency; quantitative and formal reasoning; second language proficiency; understanding of differences / issues of diversity; broad exploration of knowledge (humanities, arts, social sciences, natural sciences); global awareness and cultural understanding.
 - These goals may be met either as part of disciplinary programs or in a free-standing manner.
- This program allows for decentralized approaches to general education: the regional campuses, for example, have created models of their own that align with the overarching goals while speaking to the distinctive academic culture of each campus.

Faculty Research

- The creation of the role of Senior Vice Chancellor for Research has enhanced the visibility of the research endeavor at the University and facilitated new organizational structures and collaborations across the institution to better support the high level of faculty research productivity across all campuses.
- Responding both to wider changes across R1 universities and to the findings of the most recently administered COACHE survey among its faculty, the University is attending to current shifts in the ways in which research output is measured, especially in the arts, humanities, and social sciences.

Third-Party Providers

- The University conducts thorough and ongoing reviews of both third-party providers for international education and for academic institutions with which it has established formal exchange agreements (replacing an earlier series of MOUs).
- The University has a comprehensive set of measures for continuously evaluating its College in the High School program and the teachers serving as its faculty.

Assessment

- Learning outcomes assessment is well established in an institutional culture that places a high value on continuous improvement, with support and buy-in from all levels of the organization up to and including the Board of Trustees.
- Interviews with faculty made evident the degree to which assessment has become a living part of academic life at the University: courses have defined learning outcomes, which are reviewed at multiple levels and approved by the Undergraduate Council; general education outcomes are reviewed regularly, reported either separately or as part of program assessments; the School/Campus Undergraduate Councils maintains a regular cycle of overall review of the program; and data collection and housing is managed comprehensively and intentionally.
- Assessment is a fully developed aspect of graduate as well as undergraduate education at Pitt: new programs as well as proposals to modify existing programs must include an assessment matrix; programs assess their learning goals regularly, with results being shared with School leadership; and accredited programs follow the assessment protocols prescribed by their sponsoring organizations.
- The Annual Assessment conference provides opportunities for colleagues from across the University to share developments and findings from various programs. Both the disruption to longitudinal data-collection caused by COVID and an awareness of some ossification in the use of the assessment matrix instrument is prompting a rethinking of assessment practices to increase faculty engagement.

Collegial Advice:

None

Team Recommendation(s):

None

Requirement(s):

None

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

- The University's web pages provide accurate and thorough information about costs, financial aid, scholarships, grants, loans, and procedures for course registrations. Several "one-stop" resource pages are available to students and are curated by staff dedicated to making finding the right answer easy. Communications among faculty, staff, administrators, and students appear to be consistent and frequent.
- Pitt uses an integrated system to assist students with all aspects of academic advising. The system *Pathways* is available to first-year students, transfer students and continuing students. The system is being used in all schools and all campuses (additional locations) across the University. The system is universal, enabling easy scheduling of appointments to meet with advisors, virtually or in-person. All members of the advising effort spoke to the efficacy of the *Pathways* system to keep students up to date on their progress towards degree, to provide any alerts with regard to progress and to follow-up on resolving issues that get in the way of progress. Also, all advising offices aim to have hours convenient for students for drop-in sessions. The *Pathways* team meets the needs for academic advising and provides the data analytics to support this finding.
- Pitt offers a variety of programs to see that students are ready to learn. The longstanding Engineering Academy is a bridge program for students who need help to transition to engineering. A variety of boot camps are designed to introduce first-year students to potential majors. The boot camp concept is tailored to fields where certain skills need bolstering, for example, math and physics in STEM fields or statistics in Nursing. Another summer bridge program, the *Provost Academy*, is designed to ensure students are prepared to enter the university classroom prepared for success. These programs are in some cases on-site, residential, and in other cases virtual.
- Pitt has excellent programs in place to serve all groups of students. The Welcome Week for Pell-eligible students is designed to orient students to college life. Support programs including *Pitt Success Pell Match Program* and the *Provost Academy* ensure that the focus on students is sustained. The life skills for success such as networking, career goal setting, and interviewing are not taken for granted. The cohort of advisors is clearly intentional in their guidance of students seeking appropriate resources. The role of advising is not simply seeing that the student registers for their required curriculum. Importantly, at Pitt, advising is viewed as an active process that treats the student holistically.

- Pitt has over 700 student-led co-curricular clubs. The importance of co-curricular activities is recognized in the student’s academic record that the student carries forward to graduation. The students receive the appropriate information to take advantage of programs within residence life, programs offered by the Career Center, as well as the offerings in the recreation facilities.
- Student support for using the library and other electronic resources is widely available in several inviting physical spaces. The accepted learning management system is CANVAS.
- Pitt offers “badging”, “credentials” and other indicators on the transcript that confirm that the student has completed a training and acquired a skill. This extends to encouraging students to participate in faculty mentored original research. As a leading public research university, there is a strong emphasis on undergraduate research opportunities.
- Another opportunity that is emphasized is a global experience. Students participate in study abroad opportunities (excluding the COVID years) in large numbers. This is a point of pride at Pitt that students spend a summer, a semester, a “May-mester” or a portion of a course exploring another country.
- Graduate students and students in the professional schools are affiliated largely with their programs and schools, and it is the schools that are responsible for support services for their graduate students. Within the schools, a network of ombudspersons handles non-academic student support. This talented group of staff members is adept at solving complicated situations, both academic and non-academic. The graduate student population is well served by this network.
- Pitt supports its 500+ student athletes and adheres to NCAA rules and regulations regarding support services and financial aid.
- Opportunities for students to participate in shared governance exist for undergraduate, graduate students, and international students through identified associations. Students of color have a student association that supports inclusivity and specific programming. The university offers several student programs and extracurricular activities.
- The University provides evidence of periodic assessment of programs supporting the student experience. The Office of Financial Aid regularly assesses services through internal audits of customer service and processed aid. All student-facing services conduct surveys and publish the results to inform continuous improvement.

Collegial Advice:

None

Team Recommendation(s):

None

Requirement(s):

None

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

In the team's judgement, the institution appears to meet this standard.

Based on a review of the self-study report, evidence, and interviews with campus constituencies to validate and verify compliance during the on-site evaluation visit, the team draws the following conclusions relative to this standard.

Summary of Findings

Educational Goals at the institutional and degree/program levels

- The University of Pittsburgh utilizes a decentralized model for the general education program, providing programs an opportunity to integrate these institutional objectives within a student's disciplinary context. The model centers around 7 goals which can be met through either free-standing or disciplinary courses in alignment. The flexibility afforded by this model allows schools and regional campuses alike to embed disciplinary and contextual cultures into general education course offerings.
- Program-level learning outcomes are communicated through an assessment matrix, a required inclusion in proposals for new or modified academic programs. This process also documents the alignment of programmatic learning goals with the University's mission and strategic plan.
- Course level objectives are documented across the institution within syllabi and provide an integral alignment point for the University's general education program.

Organized and Systematic Assessments

- The University formalized expectations for the assessment of student learning in 2006, requiring all degree and certificate granting programs to articulate 3-5 programmatic goals reflecting disciplinary competencies and any unique features of the program. Programs assess one or two goals annually on a rotating basis.
- All programs (undergraduate, graduate, and credit-bearing certificates) submit an assessment matrix annually, sharing information on 1-2 programmatic outcomes, along with associated measures, benchmarks, interpreted results, and action plans.
- Programs maintaining discipline-specific accreditation submit evidence of learning outcomes assessment through self-study reports and conduct tailored assessment activities annually in support of disciplinary accreditations.
- The University has hosted an Annual Assessment Conference for more than a decade, which has been particularly successful. This event provides assessment leaders an invaluable opportunity for collaboration across programmatic and disciplinary lines.

- The newly developed Data Analytics team within the Provost’s unit has worked to centralize and standardize institutional data, as well as to generate several institutional dashboards, empowering data-driven decision making across the University. Dashboards are updated regularly and highlight important data related to enrollment, retention, student and faculty experiences, and more. One example of this effort is the Pitt Performance dashboard, which encompasses over a hundred verified metrics into one dashboard informing annual reporting for the Chancellor.

Consideration and Use of Assessment Results

- The process for approving significant curricular revisions incorporates the University’s overarching assessment process, and specifically includes the assessment matrix as a part of this approval process.
- Numerous opportunities are available to Faculty interested in further bolstering their pedagogical practices including *Provost’s Diversity Institute for Faculty Development*, “Year of” programs, PittSEED, and more. These resources are available to faculty across University locations.
- Pedagogical support, as well as a badging program, is also offered to graduate students through the University’s Teaching and Learning Center.
- A wide variety of bridge type programs are available to undergraduate and graduate students across the University. Conversations with faculty referenced some of these “bootcamp” programs having developed in response to assessment results, helping students bridge the gap between their high school and college educations.
- The *Pathways* initiative developed a more comprehensive advising ecosystem in response to student success metrics, enhancing opportunities to individually support students across the University.

Periodic Assessment of the effectiveness of assessment processes:

- The University has begun working collaboratively with faculty, assessment leaders, and Provost’s Advisory Committee on Undergraduate Programs (PACUP) and University Council on Graduate Study (UCGS) members to revise current institutional assessment guidelines and corresponding processes. As part of this ongoing assessment process update, PACUP and the UCGS committees will have more direct involvement in reviewing assessment results at the undergraduate and graduate levels, respectively.

Collegial Advice:

None

Team Recommendation(s):

None

Requirement(s):

None

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

In the team's judgment, the institution appears to meet this standard.

Summary of Findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

- The University of Pittsburgh's institutional objectives are delineated in its strategic plan, *Plan for Pitt*, and its execution is embodied in its resource planning and budgeting processes which are fully aligned with *Plan for Pitt's* six core strategic goals.
- Annual Assessments of Program Performance are conducted across the administrative and academic divisions as part of the annual operational planning and budgeting process. In this process, each department, responsibility center, and senior vice chancellor area provides data and discusses with its supervisory authority the extent to which the objectives specified in the previous year's budget have been realized and progress toward long-range goals have been achieved. These self-assessments by departments, responsibility centers, and senior vice chancellor areas inform the planning and budgeting process.
- The self-study and document inventory provides ample evidence that the assessment and budgeting processes are closely aligned with the University's strategic goals. Conversations with academic and administrative leaders, as well as with the Board of Trustees, clarify that the University's strategic priorities drive action across the University and its regional campuses.
- The budgeting process includes provisions for funding strategic initiatives specifically targeted to areas championed by the University's six strategic goals through its seed funding program, which are then subjected to careful analysis / assessment post-implementation.
- The fiscal and human resources as well as the physical and technical infrastructure appear adequate to support the University's operations within the context of the University's core strategic goals. The University benchmarks against other AAU institutions in using survey results to inform decision-making regarding a wide array of administrative operations as well as the student perceptions and satisfaction with services and the academic experience.
- The University's 2019 master facility plan appears to be very robust in incorporating short and long-term planning solutions to the significant challenges posed by a dense urban environment that is receptive and proactive in partnering with the University on myriad initiatives.
 - The planning process included regular meetings with university leaders and a wide array of stakeholders, including the external community, to assess current and future needs. Although the new comprehensive facilities master plan is the first such plan since the 1967 iteration, the University has updated its one-, three-, and ten-year plans on a regular basis, and this ongoing "refresh" process appears to have served the University and its regional campuses well over time.

- The University utilizes a formal benchmark to assess its facilities renovations needs within its facilities master planning process. Student survey data show that facilities, residence halls, and dining services benefit from purposeful planning and execution of initiatives.
- The University's information technology infrastructure appears sufficiently funded and resourced, which underpins the ability to achieve the university's core priorities. Investment in security, staff and student access, and virtual access is evident.
- The University conducts an annual financial audit, and the audit feedback is utilized to not only correct, but to improve to processes beyond mere compliance.
- To its credit, the University, at the behest of the Board of Trustees, has constituted an Office of Risk Management to weigh risk across University functions and develop a policy library to facilitate and communicate how important management functions should be executed.

Collegial Advice:

None

Recommendations:

None

Requirements:

None

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituents it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with campus constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

- The University has a clearly articulated governance structure that is appropriate for the size and scope of the institution. The institution has a clearly defined mission that is supported by the governance structures.

University Senate

- The Senate of the University of Pittsburgh is an official University body for shared governance. The University Senate considers and makes recommendations concerning academic policies and other matters of University-wide concern.
- The University Senate fosters discussion and maintains communication channels among students, staff, faculty, administrative officers, and the Board of Trustees on academic matters.
- The University Senate recommendations are expressed through two deliberative bodies, the Faculty Assembly and the Senate Council.
 - Faculty Assembly is a forum of elected representatives from across the University's several schools, divisions and campuses, and also includes Chairs of the Senate's Standing Committees. Faculty Assembly is the principal avenue for broad faculty participation in University governance.
 - Senate Council is composed of two-thirds of the members elected to Faculty Assembly, the Chancellor, administrative appointees designated by the Chancellor, three staff members, and students representing various graduate and undergraduate constituencies within the University. The Council is the principal mechanism for the faculty, the administration, the staff, and the student body to discuss and seek consensus on policies and practices of University-wide concern.
- Both the Faculty Assembly and Senate Council meet at regularly stated times that are published in the University's Academic Calendar. Meetings of both are open to members of the University community as observers without a vote.
- The University's organizational structure is comprehensive and representative. Roles are clearly articulated and well-documented.

Board of Trustees

- Through its status as a state-related institution, 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. The complete membership of the Board includes the Chancellor and five categories of trustees: Term (currently 16 out of a possible 17); Alumni (6); Commonwealth (currently 11 out of a possible 12); Special (currently 15 out of a possible 16); and Emeriti (33). Currently there are 82 members of the Board.
- The Board of Trustees is very engaged, and values shared governance. The Board was consulted in the strategic planning process and currently integrates the *Plan for Pitt* into the annual plans for its committees.
- Through its governance role, the Board has focused its attention include inclusiveness, sustainability, and assessment.
- Each committee of the Board has clearly articulated roles and responsibilities. One example is the Audit Committee. Its primary function is to assist the Board in fulfilling its oversight responsibilities with respect to: (i) the annual financial reporting process; (ii) the system of internal controls that management has established; and (iii) the internal and independent audit process. In addition, the Committee provides an avenue for communication between the internal audit department, the independent auditor, financial management and the Board.
 - This separation of responsibilities protects the institution and maintains clarity for all involved.
- It is apparent through Board practices and affirmed through site visit conversations, the Board nor its individual members do not interfere with the day-to-day operations of the university.
- Communication between the Board and the campuses is facilitated by representation on Board committees by Pitt administrators, community representatives, which include representatives from the regional campuses, and student and faculty representatives on the Board.
- Pitt is very proud of its role as a state-related institution in Pennsylvania, and this is reflected by the Board of Trustees. Clearly, the institution's public mission has been greatly beneficial to the residents of Pennsylvania as well as the Pitt campus and its students. One way the Pitt campus community has demonstrated its commitment to the residents of the state is through the *Pitt Success Program*, which taps into the endowment to provide financial support to students from Pennsylvania who might otherwise not be able to attend Pitt.
- In 2014, the Board of Trustees created the Governance and Nominating Committee, which assesses the needs and effectiveness of the Board and works to create a diversified Board that is representative of the campus and has the needed skills and abilities required to govern such a large and complex university.

University leadership

- Patrick Gallagher, the Chancellor and Chief Executive Officer, holds a Ph.D. in physics from Pitt and a bachelor's degree in physics and philosophy from Benedictine College in Kansas.
- Chancellor Gallagher was appointed by the Board of Trustees in 2014 and is evaluated by the Board. The Chancellor has appropriate authority and autonomy to perform the work of leading the institution. He is supported by qualified administrators, including Provost and Senior Vice Chancellor Ann Cudd. The Presidents of the regional campuses, who report to the Provost, are empowered to lead their organizations and institutions with authority and autonomy.
- There is a robust system in place for annual and periodic review of most aspects of leadership, including Deans and Campus Presidents (annual review plus an anonymous faculty survey every 5 years), senior leadership (annual), and department and division chairs (annual review plus an anonymous faculty survey every 3 years). These evaluations are tied to the *Plan for Pitt*, which enables the institution to track its progress toward its strategic goals while also attending to operational needs on a regular and consistent basis.
- Pitt leadership regularly and productively engages with faculty and students to achieve the institution's strategic goals.

Collegial Advice:

None

Team Recommendation(s):

None

Requirement(s):

None

Section E: Applicable Federal Regulatory Requirements

In the team's judgment, the institution appears to meet all accreditation-relevant federal compliance requirements. This judgment is based on a review of the Institutional Federal Compliance Report, evidence, and interviews with campus constituencies.

Section F: Review of Student Achievement and Verification of Institutional Data

I. Student Achievement Goals

In the team's judgment, the institution's approach to realizing its student achievement goals appears to be very effective, consonant with higher education expectations, and consistent with the institution's mission.

This judgment is based on a review of the institution's student achievement information provided in the self-study report, evidence (dashboards, Common data sets, etc.), interviews with institutional constituencies (including registrar, institutional analysis, students, faculty, staff, and leadership).

In addition, in the team's judgment, the institution's student achievement information data that it discloses to the public appear to be valid and accurate in light of other data and information reviewed by the team.

For a more robust review of student achievement goals, please refer to the summaries of findings within this report.

II. Verification of Institutional Data

In the team's opinion, the institution's processes and procedures that it uses to verify institutional data and the data provided in the self-study report appear to be valid and effective.

Section G: Review of Third-Party Comments

NA

Section H: List of Additional Evidence

List all additional information requested by peer evaluators before or during the visit that was used to verify compliance with Commission standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements.

4_April_Strategic_Report_UPJ

4_April_Strategic_Report_UPG

4_April_Strategic_Report_UPB

4_April_Strategic_Report_SW

4_April_Strategic_Report_SSOE

4_April_Strategic_Report_SOE

4_April_Strategic_Report_SCI

4_April_Strategic_Report_LAW

4_April_Strategic_Report_GSPIA

4_April_Strategic_Report_BUS

April_4_matrices_SOM

April_4_matrices_SHRS

4_April_Report_Assessment_UPJ

4_April_Report_Assessment_UPG

4_April_Report_Assessment_UPB

4_April_Report_Assessment_SOE

4_April_Report_Assessment_SCI

4_April_Report_Assessment_SSOE

4_April_Report_Assessment_SW

4_April_Report_Assessment_LAW

4_April_Report_Assessment_GSPIA

4_April_Report_Assessment_BUS

4_April_GER_assessment

April_4_matrices_SOE

April 5 additional evidence documents:

S5C2-DSAS-undergrad-SLO1

S5C2-DSAS-undergrad-SLO2

4_April_matrices_SOM

5_April_GER_evaluation

5_April_SOE_evaluation

5_April_Assessment_Timeline

5_April_CHS_NACEP_standards

5_April_Teacher_Application_Process

5_April_Sample_Application

5_April_Yearly_Teacher_Survey

5_April_Visit_Report

Section I: Self-Study Report and Process Comments

- Pitt is a highly collaborative university community.
- The Team commends the University for its response and handling of the COVID-19 pandemic and for its faculty's research in vaccine development.
- The Team commends the entire Pitt Community for their deep commitment to the Pitt mission.
- The Team commends the University of Pittsburgh for its strategic plan, *Plan for Pitt*.
- The Team commends the University of Pittsburgh for creating and maintaining a climate of inclusion, belonging and respect.
- The Team commends the University of Pittsburgh for its commitment to the community and fostering its public engagement mission through its Outside of Classroom Curriculum.
- The Team commends the University of Pittsburgh for broadening access through its Pell Match Program.
- The Team commends the University of Pittsburgh for fostering student engagement and participation in governance.
- The Team commends Pitt's talented, thoughtful, and highly motivated student leadership.
- The Team commends the University of Pittsburgh for its Annual Assessment Conference which has undoubtedly contributed to the strong culture of continuous improvement at the University.
- The Team commends the University of Pittsburgh for its dedication to data-driven decision making and culture of continuous improvement.
- The Team commends the University of Pittsburgh and the Dietrich School for innovations in staff recruitment.

May 2, 2022