Self-study Roadmap

The University of Pittsburgh is engaged in the self-study evaluation process in preparation for annual reaccreditation by the Middle States Commission on Higher Education in 2022. The process provides the opportunity to complete a comprehensive and reflective assessment of institutional priorities with the goal of identifying areas for improvement and innovation.

The draft self-study focuses on four institutional priorities, each discussed separately in Chapters 3-6. **You do not have to read the entire draft self-study to provide meaningful comments.** Below is a chart detailing the topics by chapter to help you select which parts of the self-study you want to review.

	Major topics of discussion
Chapter 1: Introduction [p 1]	• History of the University • Self-study approach and organization
Chapter 2: Unallocated Standards/Requirements [p 5]	• Operating procedures • University policies
Chapter 3: Inclusive Excellence in Education [p 10]	• Inclusive curriculum design and review processes • Holistic and individualized approaches to learning inside and outside the classroom • Integrated and inclusive academic and student support services • Assessing our effectiveness to foster a supportive and inclusive educational environment
Chapter 4: Embracing Today's World: Local to Global [p 34]	• Contributions made by the University to social, intellectual, and economic development within the Commonwealth, nation, and the world • Integrating local and international perspectives to drive innovation and foster cultural awareness • Creating a culture of belonging • Implementing equity, diversity, and inclusion with ethics and integrity
Chapter 5: Foundational Strength [p 53]	• Physical and human infrastructure that supports the student experience • Aligning resource allocations and planning processes with the mission • Governance and leadership structure supports the mission • Student voice shapes the student experience • Commitments to continual improvement
Chapter 6: Research and Innovation [p 82]	• Knowledge domains across the University • Measurement and impact of new knowledge and innovation • Increasing participation from underrepresented groups, students, and community partners in research • Research structure and governance

In addition to assessing our institutional priorities, the reaccreditation process requires us to document compliance with the standards for accreditation and requirements of affiliation. We have been diligent in trying to connect our priorities to them. In doing this, we have included a number of color-coded references in the narrative to call out both to individual standards/requirements of affiliation as well as to supporting evidence. These callouts will be removed from the final self-study document and will be compiled in a supporting evidence inventory. We welcome comments on suggested evidence.

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University of Pittsburgh Self-Study

Draft

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1   Introduction

1.1   History and Overview of The University of Pittsburgh

The University of Pittsburgh, founded in 1787, is one of the oldest institutions of higher education in the United States. As one of the nation's distinguished comprehensive universities, the resources of the University constitute an invaluable asset for the intellectual, economic, and social enrichment of Pennsylvania, while the international prestige of the University enhances the image of Pennsylvania throughout the world. The University of Pittsburgh 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 36,000 students. Through its five campuses, the University is able to fulfill its commitment to student access by offering an excellent undergraduate experience across a range of aspirations, abilities and interests. The 132-acre Pittsburgh Campus is located in the City of Pittsburgh's educational and medical center neighborhood, is within a one-hour commuting distance of the metropolitan area's 2.4 million people and offers certificate, baccalaureate, master's, first professional, and doctoral programs delivered both through in-person and distance education. The Johnstown campus, a four-year undergraduate college in Cambria County, serves the region at the foothills of the Allegheny Mountains, offering certificate, associate, and baccalaureate programs. The Bradford campus also offers certificate, associate, and baccalaureate programs at a four-year undergraduate college located in the Allegheny Mountains at the Pennsylvania-New York border. This campus largely serves the predominantly rural areas of Western Pennsylvania and Western New York. The Titusville campus is similarly located in Northwestern Pennsylvania and is a two-year college that offers only associate programs. Finally, the Greensburg campus is a four-year undergraduate college located east of Pittsburgh that serves Westmoreland County and the Eastern Pittsburgh areas and offers certificate and baccalaureate programs. 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 10,000 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.

The Commonwealth of Pennsylvania uses a model of financing for state-related universities that relies heavily on tuition revenues offset by direct state aid to students. As a state-related university (since 1962), Pitt receives an annual, non-preferred, financial appropriation from the Commonwealth of Pennsylvania. The annual appropriation from the Commonwealth accounts for close to one twelfth of total revenues and enables the University to offer discounted tuition to residents of the Commonwealth. While this model of state support necessitates a tuition rate that is among the highest in the country among public institutions, it is still far below typical tuition rates at private universities. 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 four categories of trustees: Term (17); Special (15); Alumni (6); and Commonwealth (12) for a total of 51 members. The Governor of Pennsylvania, the Commonwealth Secretary of Education, the Chief Executive of Allegheny County, and the Mayor of the City of Pittsburgh serve as ex-officio members without vote. 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; promoting and protecting the University's independence, academic

freedom, and integrity; and stewardship of the University's resources and assets for the benefit of future generations of students and society at large. The Board of Trustees delegates general administrative, academic, and managerial authority to the chancellor of the University. The provost and senior vice chancellor is responsible for general academic policies and standards, and for overall academic matters in all schools and colleges, regional campuses, and centers. Schools of the health sciences report to the senior vice chancellor for the Health Sciences. 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. The regional campuses are organized into divisions that vary slightly by campus, but generally focus on Business, Behavioral/Social Sciences, Natural Sciences, Nursing, Engineering, Education, and Humanities.

Pitt is a member of the Association of American Universities and 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. Pitt also 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.

1.2   Institutional Mission and Priorities

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 Statement was most recently modified/approved by the Board of Trustees on February 16, 1995 and aims 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

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- 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.

The priorities of the University that inform the pursuit of our mission and are 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. 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.
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.

1.3   Self-Study Approach and Rationale

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. The consensus among the Steering Committee and the University leadership was that a priorities-based approach would 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 have not only provided a measure of the institutional advancement achieved during the first Plan for Pitt period, but also have identified best practices within the University and set a baseline for both formative and summative evaluation of our progress during our next strategic phase. Finally, by enlisting a wide range of University stakeholders in the process of self-study, we have established 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, our self-study process has

served, not as a chore or even a measuring stick, but instead as a launching pad to accelerated attainment of impact in these critical areas that broadly affect all units of the institution.

1.4 Organization of the Self-Study Report

As noted, the University has chosen to take a priorities-based approach to our self-study. As such, most Commission Standards, as well as the Requirements for Affiliation, are addressed within the respective sections focused on each of the four priority areas of this document. Each priority-focused chapter begins with a cross-walk table identifying which of the standards/criteria/requirements are to be addressed within the priority discussion. The standards and requirements that are not sufficiently discussed within the priority chapters are accounted for within a single additional chapter. Thus, the remainder of our self-study report is organized as follows. Within the next chapter, entitled *Unallocated Standards and Requirements*, we will examine how the University complies with the standards and requirements that are not substantively addressed elsewhere. We follow with the chapter aimed at *Inclusive Excellence in Education* which will address elements of standards 1-5*.* Next, in the chapter devoted to *Embracing Today's World: Local to Global* we will discuss elements of standards 1-6. All standards are discussed to some extent in our chapter devoted to *Foundational Strength: A Commitment to Sustainable Excellence*. In our final chapter devoted to institutional priorities, we discuss *Research and Innovation* and primarily focus on standards 1, 2 and 7*.* We will follow these priority-focused chapters with an examination of the findings and recommendations that have come out of the self-study process, and we will conclude our document with a chapter aimed at forward-looking changes that are expected as we strive for continuous improvement of our institution.

2   Unallocated Standards and Requirements

2.1   Introduction

As mentioned in the Introduction, the University demonstrates its compliance with the majority of the Requirements of Affiliation as well as the Commission's Standards/Criteria throughout the discussions of the University's priorities within the self-study report. Specifically, documents provided in the evidence inventory that are addressed within those discussions and content embedded within the Verification of Compliance with Accreditation-Relevant Federal Regulations report ably examine these important issues. In this chapter, we identify and focus on points that are not sufficiently included elsewhere.

In this chapter the self-study will address:

Requirements of Affiliation (RA) 1, 2, 3, 4, 5, 6, 12, and 14
Standard 2, Criteria 8 b, c, and d
Standard 3, Criteria 7
Standard 4, Criteria 2, 3, and 5
Standard 5, Criterion 4

2.2   Requirements of Affiliation (RA)

2.2.1   RA 1

The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.

The Commonwealth of Pennsylvania authorizes the University of Pittsburgh to offer postsecondary degrees. Through the Commonwealth of Pennsylvania Act of 1966, all operations of the University are vested in the Board of Trustees. For reference, see Section Five "Powers and Duties of Board of Trustees". The Board delegates oversight of all instructional practice to its Academic Affairs and Libraries Committee. {http://www.legis.state.pa.us/WU01/LI/LI/US/PDF/1966/3/0003..PDF}

2.2.2   RA 2

The institution is operational, with students actively enrolled in its degree programs.

As of the most recent University census date, the enrollment within the University is 33321 total students, including 9037 graduate students (all enrolled on the Pittsburgh campus) and 24284 undergraduate students across our five campuses (19197 enrolled on the Pittsburgh campus, 2353 in Johnstown, 1396 in Greensburg, 1305 in Bradford, and 33 in Titusville). {2021 Fact Book}

2.2.3   RA 3

For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.

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As an institution that has been continually accredited since 1921 {SAS}, Requirement of Affiliation 3 is not applicable.

2.2.4   RA 4
The institution's representatives communicate with the Commission in English, both orally and in writing.

All communication with the Commission is undertaken in English.

2.2.5   RA 5
The institution complies with all applicable government (usually Federal and state) laws and regulations.

As shown in the Verification of Compliance documentation the University complies with all applicable government laws and regulations.

2.2.6   RA 6
The institution complies with applicable Commission, interregional, and inter-institutional policies.

As shown in the Verification of Compliance documentation the University complies with all applicable policies.

2.2.7   RA 12
The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). 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.

The University regularly publishes a "fact book" that includes the entire governance structure, including current personnel that hold relevant positions {Fact Book}.

2.2.8   RA 13
A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.

All members of the University's governing body commit to comply with the Board's Statement of Trustee Commitment and Responsibilities {https://www.trustees.pitt.edu/sites/default/files/osec-docs/Trustee%20Statement.pdf} Moreover, all members commit to abide by the Conflict of Interest Policy for Trustees. {ask Roz for a source} Finally, the chairperson of the Board is independent of the Chancellor – i.e., the Chief Executive Officer – of the University {BOT roster: https://www.trustees.pitt.edu/board-trustees}.

2.2.9   RA 14

The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.

As shown in the Verification of Compliance documentation as well as in the Statement of Accreditation Status {SAS}, the University regularly communicates to the Commission regarding accrediting and regulatory actions as well as (changes in) operational information.

2.3   Standards and Criteria

2.3.1   Standard 2: Criteria 8 b, c, and d

An accredited institution possesses and demonstrates … compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:

b. the institution's compliance with the Commission's Requirements of Affiliation;

This document, as outlined in the Requirements and Standards Index, examines and affirms compliance with each of the Commission's Requirements of Affiliation. Evidence supporting these claims is available within the Evidence Inventory.

c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;

The Statement of Accreditation Status {SAS} confirms that the University regularly communicates to the Commission regarding accrediting and regulatory actions as well as (changes in) operational information, institutional goals, etc.

d. the institution's compliance with the Commission's policies

The Verification of Compliance documentation confirms that the University complies with all Commission policies.

2.3.2   Standard 3: Criteria 7

An accredited institution possesses and demonstrates the following attributes or activities:

7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers

The University leverages third-party learning providers in support of its aim to improve access to and the affordability of a high-quality college education. The primary providers with whom the University engages in this way include the local and regional high schools that are part of the College in High School program, the award-winning Outlier.org, and select online content-delivery programs including Coursera and Noodle. In all cases, the third-party provider-supported courses are subject to rigorous assessment, review, and approval both at the time of initiation as well as periodically thereafter.

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The College in High School (CHS) program was founded at the University of Pittsburgh in 1980, making CHS the oldest concurrent enrollment partnership in the Commonwealth of Pennsylvania. The majority of the program is sponsored by the Dietrich School of Arts and Sciences on the Pittsburgh campus, while some courses are managed out of the University's Bradford campus. In all cases, the CHS instructors (who are embedded within their respective high schools) undergo a certification process prior to teaching the CHS courses. The CHS courses themselves are designed, managed, and actively overseen by the relevant University departments, who provide course materials and assessments, including exams, that CHS teachers must use. {add content from CHS site}

The University of Pittsburgh's Johnstown (UPJ) campus is responsible for managing the interactions with Outlier.org. A formal governance document dictates the review, assessment, and approval process for each class offered under the UPJ-Outlier arrangement. {include governance document from JJM}

In a similar fashion to the operation of the CHS courses, the courses delivered using either the Coursera or Noodle platforms are wholly designed, managed, and actively overseen by the relevant academic units (schools or departments) within the University. As such, approval, review, and assessment of such classes are subject to the same schedule and processes utilized by the appropriate unit. {add some documentation from SHRS or similar}

2.3.3   Standard 4: Criteria 2, 3, and 5
An accredited institution possesses and demonstrates the following attributes or activities:

2. policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;

The University clearly articulates, both within the University Catalog as well as on its website that is dedicated to policy, the procedures, guidelines, and policies regarding the processing of "advanced standing" credits that may be awarded due to credit transfer from another institution, standardized tests, or credit by examination (which may be used to measure experiential or competency-based learning). {include POLICY 09-04-06 and procedure}

3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;

The University clearly articulates on its website that is dedicated to the procedures, guidelines, and policies regarding maintenance and access to student information and records {include policy and procedure AC 04}. In addition, since the launch of the *Pathways* advising platform in 2018, the University has enhanced its training of faculty and staff with respect to student information usage with mandatory training {info on FERPA video} and has launched a comprehensive advisor training system – Pitt ACT (Advisor Certification and Training) – in 2021 that includes training modules aimed at further enhancing advisor safeguards and knowledge of student record maintenance {add info on Pitt ACT}.

5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers

Student Affairs has several third-party provider-supported services and applications that are subject to rigorous assessment, review, and appropriate University approval. Third-party provider supported services and applications are evaluated regularly to ensure they continue to meet appropriate standards and expectations. The following third party provider-supported services are also evaluated against accreditation standards for the University Counseling Center and Student Health Service.

Fonemed is a Nurse Advice Line that provides 24/7 and after-hours nurse triage via telephone for our students, when the Student Health Service is closed. The service is staffed by licensed Registered Nurses in the State of Pennsylvania and is customized to meet our students' unique needs. Callers have the option to be connected to the Fonemed audio health library or speak immediately with a Registered Nurse. There are detailed medical protocols developed that we reviewed and approved prior to implementation. This could mean advising the student to go to the Emergency Room immediately, helping the student with self-care or recommending an appointment with an SHS clinician the following day. The SHS clinical staff receive a detailed report each morning regarding every call serviced which is transcribed into the student's medical record.

TAO (TAO Connect) is a private online library of engaging, interactive programs to assist students with learning life skills and to help them bounce back from disappointments or stumbling blocks in life. Students engage with interactive components to gain the knowledge, self-awareness, and skills needed to thrive at the University of Pittsburgh. TAO is also the telemental health platform for delivery of virtual individual and group services. The entire suite of TAO services is used across all five campuses.

Titanium Schedule is the University Counseling Center's Electronic Medical Record (EMR) system that is a HIPAA secure platform specifically designed for College Counseling Centers' operations. This platform assists with managing student care through the following features: web component to allow students to complete center-specific paperwork and assessments, scheduling, electronic forms, and tracking of standardized and student well-being outcomes. Titanium is currently deployed as a university wide system with users at Pitt Bradford, Greensburg, and Johnstown campuses as well as the Clinical Psychology Clinic and by Embedded Clinicians in the School of Medicine who specifically support Medical students.

ThrivingCampus is an online directory that allows Pitt students to access a list of off-campus, licensed mental health clinicians, many of whom specialize in working with students. The website includes various guides and resources that assist students through the process of securing off-campus outpatient care.

2.3.4   Standard 5: Criterion 4
An accredited institution possesses and demonstrates … adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers

Not applicable.

3   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*. 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). In collaboration with University stakeholders including faculty, students, administrators and staff from all campuses, we define Inclusive Excellence in Education at Pitt *as an active, ongoing endeavor to curate programs and infrastructure to ensure that members of the Pitt community are prepared to lead lives of positive impact. The goal is the mutual benefit and achievement of all who engage in the teaching and learning process (e.g., students, faculty, staff, alumni, community) inside and outside of the classroom to ensure our students' growth and belonging. Pitt strives to develop an inclusive ecosystem of learning that seeks to build awareness, challenge ways of thinking, address inequities, and create innovative tools, techniques, and assessments that respect and empower the people and communities' diverse and unique experiences with whom we interact and impact. Within this inclusive learning ecosystem, we focus on four key pillars: design, delivery, support, and assessment.*

3.1   Methodology and Mapping

The working group began with a critical framing Question as part of its work: How do we define what we mean by "inclusive excellence"? How does our current context come to a consensus on how we recognize, measure, and enhance inclusive excellence across the educational portfolio of the University of Pittsburgh? In order to develop our internal definition – outlined above – the group used an action research approach that involved our community of faculty, administrators, and students from all campuses. A survey asked relevant stakeholders to think through an example of inclusive excellence in education and what it means to them. The following guiding prompts were provided:

- Think about an example of "inclusive excellence in education" here at Pitt. Please describe this example.
- Now, dissect this example. What are the aspects, components, attributes, etc. that make this example inclusive and/or excellent? Please try to provide concrete nouns and action-orientated verbs to explain your example.
- How does your example provide insight as to who we are at Pitt as a university and community or insight into who we should aspire to be? Please explain.

The working group queried existing definitions of inclusive excellence in education within the literature and then assimilated this definition with their survey results as they pertained to Pitt's ecosystem, its focus on access, both conceptual and operational projects and programming at Pitt, as well as our overarching principles at the University of Pittsburgh. The result was communicated broadly for comment prior to settling on the current working definition.

Each of the key pillars examined by the working group were sharpened through the introduction of 2-3 lines of inquiry. These relate to the standards and criteria (and requirements of affiliation) and are supported by evidence in the following way.

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Lines of Inquiry (Pillar -- question)	Commission Benchmark (Standard.criteria, Requirement of Affiliation)	Evidence Inventory Entry
Design [p 12]		
Process for design [p 12]	1.3, 3.1, 3.2, 4.4	Plan for Pitt, FYOP docs, PittSEED grants, Planning/budgeting docs, SORC, PACUP/UCGS policies
Innovation [p 14]	1.3, 2.2, 3.2	Teaching center grants (incubator, innovation), Teaching Center resources, discipline-based centers, ABR course
Delivery [p 16]	3.4	Fact book, USNWR data
Balanced and inclusive [p 16]	2.2, 3.4, 4.4	Pitt serves, UHC fellows, ASRA, CFAR, Scholar communities, LLCs
Personal, but consistent [p 18]	3.1, 3.2, 4.1, 4.4	First-year seminars, BRIDGES, EXCEL, FYSP, IPP, distinctions
Support [p 19]		
Methods of support [p 19]	2.3, 2.7, 3.4, 3.5, 3.6, 4.1, 4.3, 4.4, 6.4	ARC, Academic resources at UPB/UPG/UPJ, Writing Center, Study Lab, Office of UGrad Res., Dissertation boot camp/house, Grad teaching init., Pitt CIRTL, Office of Acad. Career Devel., Pathways, Pitt ACT, A&M Summit, MACC, SSS, UHC scholarship advising, Ombudsman docs, Pitt commons, OCC dashboards, Catalog
Resources & infrastructure [p 24]	2.2, 2.7, 3.2, 3.4, 3.5, 3.6, 4.1, 4.4, 6.4	Comm. Engagement Centers, Center for Urban Ed, Center Race/Social Probs, Innovation Inst., GSPAI centers, Berg center, Sustainability plan, wellness center, counseling center, financial wellness center, CARS team (roster), McCarl center, ULS annual report
Coordinated and inclusive [p 27]	2.2, 2.7, 3.2, 3.4, 4.1	Pitt Success data, Provost Academy website/roster, panthers forward, pitt2pitt, CCLD, disability resources, veterans services
Assessment [p 29]		
Effectiveness [p 29]	2.9, 3.8, 4.6	Survey results, cabinet minutes, gallup report, coach survey, assessment+teach conference website/roster, covid focus group, pathways faculty minutes
Holistic and Individualized [p 30]	2.6, 3.8, 4.6, 5.3	Survey results (SERU, NSSE, etc.), diversity dashboards
Impact and Outcomes [p 30]	2.8, 3.2, 5.3, RA15	Common Data Set, licensure pass rates, fact book, placement surveys

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3.2 Lines of Inquiry

The following lines of inquiry are posed to identify the critical issues for the University and to propose possible courses of action that will lead to improvement across these 4 key areas.

3.2.1 Design

- 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 *(Standards I, III, and IV)*?
- How do our processes and methods for curriculum review, **development and innovation** provide inclusive input across our stakeholders (*Standards I and III*)?

3.2.1.1 Curriculum Design Process

The working group argued that the University's processes that support the design of intentional and effective teaching – teaching that meets the needs of our diverse learning community – are grounded in three core principles. These three principles include:

1. **Strategic alignment**. Processes align with, support, and operationalize the University's strategic priorities.
2. **Multiple levels of review**. Curriculum design involves multiple levels of review, including diverse stakeholders and a breadth of perspectives and inputs**.**
3. **Intentional commitment to inclusivity.** The bodies governing curriculum design are composed to intentionally represent diverse experiences, perspectives, and viewpoints,

These principles are progressive in that *strategic alignment* centers on the importance of excellence in education and inclusivity via the Plan for Pitt 2016-2020 {plan for pitt} [[Standard 1.3]]. All units on campus align their strategic goals and develop initiatives and associated processes to align with and support the University's strategic priorities. This ensures coherence of action, even for bottom-up activities. *Multiple Levels of Review* notes that the bigger the proposed change, the more involved in terms of input, feedback, and development the process becomes. At each level, *strategic alignment* comes into play, again ensuring consistent standards and objectives. Finally, inclusivity is manifest in the nature of Pitt's processes. That is, the committees that are critical to doing the work of curricular design strive to actively represent and advocate for the populations they are drawn from, and these committees have diverse composition across programs, faculty and/or staff rank, student representation, gender, ethnicity, etc. In this way, our process helps to provide diverse representation and broad inclusion of ideas. Doing this at multiple levels amplifies this effect.

3.2.1.1.1 Strategic Alignment

The University's strategic planning process ensures that excellence and inclusivity are at the forefront of activities happening on campus in both a top-down and bottom-up manner. From a top-down perspective, new initiatives from the Chancellor's and Provost's offices—e.g., the Personalized Education Initiative {https://www.personalized.pitt.edu/}, SEED grant programs {https://www.planforpitt.pitt.edu/pittseed}, Diversity in the Curriculum Awards and the Center for Diversity in the Curriculum {https://teaching.pitt.edu/diversity/diversity-award/} —focus on providing infrastructure, resources, and processes to support the design of educational experiences that target the diverse needs represented by our student body. These efforts incentivize good ideas, support creative pedagogy, and equip instructors with the resources needed to deliver inclusive excellence. From a bottom-up perspective, unit-level strategic planning processes align Department, Program, and School priorities with the University's strategic goals, ensuring that new initiatives support the University's efforts

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to support and reinforce inclusive excellence in education {PBS document}. From school-level mission statements that emphasize educational excellence, equity, justice, well-being, and dignity for all, to course-level modifications that focus on more diverse content, perspectives, and experiences, the strategic priorities of the institution take life in and are operationalized in the processes and activities of schools, departments, and courses. [[Standard 1.3]]

3.2.1.1.2   Multiple Levels of Review

The design processes for learning experiences at the University involve oversight proportional to the magnitude of the scope of the proposed effort. In this way the processes are lightweight enough to make experimentation and innovation possible, yet rigorous enough to ensure that standards are upheld. These processes encompass establishing a wide range of learning experiences, including the formal curriculum comprising our courses and degree programs; co-curricular experiences like internships, co-ops, interdisciplinary transcript distinctions; and extracurricular activities like student organizations. As an example, for curricular matters, individual faculty members can try new ideas within existing or special-topics courses with relative ease. On the other hand, changes to the curriculum of an existing program require broader faculty oversight via curriculum committees and full Department/Program faculty [[Standard 3.2]]. Finally, the creation of new programs – including certificate, undergraduate, graduate, and/or professional credentials [[Standard 3.1]] – or significant changes to existing programs requires the involvement of the Department/Program faculty, the School, and the Provost's office {include PBS documents}. This design allows for individual creativity and agility on a local level and provides broad visibility and opportunity for diverse channels of input and feedback on major curriculum designs. In concert with the infrastructure and resources to support innovative excellence and inclusivity, this approach to curriculum design provides fertile ground for continual improvement.

A similar strategy is used in the extracurricular space [[Standard 4.4]] to ensure that innovative and diverse student voices are represented across the organizations and activities on campus. For example, the University currently has nearly 700 registered student organizations representing a broad array of interest areas; however, new student organizations can be created within the Student Organization Resources Center (SORC) once 10 student members have been identified {student affairs SORC documentation}. This allows the University's portfolio of organizations to represent the ever-changing composition and interests of our diverse student body.

3.2.1.1.3   Inclusivity

Throughout the University, the bodies governing learning experience design are composed to intentionally represent diverse experiences, perspectives, and viewpoints. For instance, curriculum committees typically include representatives from multiple branches within a discipline; School committees can sample broadly from faculty according to both discipline, academic rank, and appointment type, and include student representation; and Provost Office committees and councils include broad representation across Schools on the Pittsburgh campus, as well as faculty and student representatives from the regional campuses. In particular, the primary curricular provost-level advisory committees – the Provost's Advisory Committee on Undergraduate Programs (PACUP) and University Council on Graduate Study (UCGS) – are comprised of intentionally diverse (by discipline) membership as governed by the relevant policies {include new policies}. These increasing layers of approval bodies are designed to provide differing perspectives. Individual faculty members proposing changes to curriculum are the domain experts, best suited to vet the content and substance of a proposed change. Curriculum committees and/or departments within a unit are composed of faculty across a wider range of disciplinary expertise and can evaluate how the proposed changes fit within the field of study. School- or Campus-

level committees/councils take a broader view still--often including faculty and students from multiple fields--and can consider issues surrounding how the proposed curriculum fits within the broader context of the degree(s) offered within the unit. Finally, Provost-level bodies like PACUP and UCGS bring together faculty, academic staff, and students from across the University's campuses to consider the proposed curriculum, as well as issues related to student success. The diversity of composition, concern, and expertise that curriculum passes through on its way to approval is intentionally designed to provide a structure that targets inclusive excellence. [[Standard 3.2]]

Similar, though lighter-weight, structures also exist for other learning experiences within the University. For instance, the Outside the Classroom Curriculum (OCC) is operated by Student Affairs to provide students with a curated collection of experiences, programs, and events at Pitt that help them intentionally engage in their collegiate experience and gain experiences across 9 competencies for student development {OCC documentation}. Events can be contributed to the OCC by units from across the University, which ensures broad availability of opportunities and diversity of the topics that are available. However, events suggested for inclusion within the OCC are centrally vetted to ensure alignment with the objectives and goal areas curated by the OCC. [[Standard 4.4]] The principles of *Strategic Alignment* and *Multiple Levels of Review* play an important role in how these and similar processes play a key role in supporting inclusive excellence in education.

3.2.1.2   Curriculum Development and Innovation
The demands on instructors' time and attention are significant and ever-expanding. This coupled with the reality that instructors often have limited expertise in the scholarship of teaching and learning, best practices in inclusive pedagogy, and the application of formal instructional design process to curriculum and course design, necessitates that the University invests in mechanisms to incentivize, support, and maintain a culture of inclusive excellence in education. In short, it is important to create an environment where those who design learning experiences feel confident in their abilities to do so in a way that supports inclusive excellence.

The University offers a broad range of resources to support instructors in this effort. These resources exist at both the local and institutional levels and generally focus on three general strategies: funding; knowledge-based resources; and opportunities for collaboration, training, and support from experts [[Standard 1.3]] [[Standard 3.2d]].

3.2.1.2.1   Funding
Many Schools and Departments offer seed grants or release time to support the design, revision, and creation of courses and curricula. These funds/resources can be used for both pedagogical as well as professional development, may include equipment, student work, training, and limited salary support, and they are central to educational innovation at a grassroots level. Similarly, University-wide efforts, offered for instance through the Office of the Provost, the Center for Teaching and Learning, or Faculty Learning Communities (FLCs), provide centralized funding opportunities to support not only advances in educational excellence, but excellence that occurs at the intersection of diversity and inclusion [[Standard 3.2]]. Examples of such funding opportunities from the Provost's Office include the Pitt Seed grant program {Pitt seed} and the Forge Your Own Path grant program {FYOP page}. From the Center for Teaching and Learning resources are provided through the Innovations in Education awards {innovation awards} as well as the Course Incubator {incubator}.

3.2.1.2.2   Knowledge-based resources

Access to current, evidence-based information regarding best practices in course and curriculum design is a critical resource in which the institution has invested substantially. Aligned with the Plan for Pitt strategy surrounding "discipline-based approaches to teaching and learning", a proliferation of discipline-focused teaching centers now offers robust information from sources including the Discipline-Based Science Educational Research Center (dB-SERC), the Engineering Education Research Center (EERC), and unit-level Faculty Resource Centers (e.g., SHRS Faculty Resource Center and the Center for Scholarship of Teaching and Learning in Nursing Education) {web-pages or descriptions}. Notable in this regard is the extensive range of resources that are available through the University Center for Teaching and Learning. The Center offers a broad-reaching catalog of resources supporting, among many others, the fundamentals of course design, applications of educational technology, inclusive pedagogies, strategies for student interaction, mentorship and engagement, and online learning.

3.2.1.2.3   Collaboration, training, and support

Beyond the knowledge-based resources, many of the same sources mentioned above provide collaboration, training, and individual support opportunities. These efforts offer an opportunity for instructors to work with experts (instructional designers, curriculum architects, educational technologists, learning scientists) in a variety of formats. These include an extensive catalog of workshops, in-depth faculty seminar series, Faculty Learning Communities (FLCs, like the Community for the Advancement of Teaching ("CAT") on the Greensburg campus or the Teaching Partners on the Pittsburgh campus), and summer intensives to build specialized course and curriculum design and development skills {CTL resources list}. In addition, individual consultation and collaboration opportunities are available to both single faculty and faculty cohorts.

3.2.1.2.4   Infrastructure, Resources, and Outcomes

The convergence of institutional will, core principles of process, and committed resources have resulted in infrastructure that facilitates inclusive excellence. Some notable examples include [[Standard 2.2]] [[Standard 3.2d]]:

- Center for Diversity in the Curriculum. Launched in 2014 a part of the Center for Teaching and Learning, this center aims to help faculty make the best choices for building inclusive learning environments to meet the needs of all students, regardless of their identities, backgrounds, or abilities {center for diversity in curriculum info}.
- Provost's Diversity Institute for Faculty Development. Since 2015 – this initiative offers a month-long series of focused workshops, panels and discussions focused on creating exceptional learning experiences accessible and inclusive to all students {diversity institute info}. In 2020, the institute was offered online and was attended by over 12,000 people including participants from the university (students, faculty, staff), community members, and people from across the country and the world {https://www.diversity.pitt.edu/forum2020}.
- Extended Diversity Experience. This application-based program offers selected faculty a year-long immersive experience to collaborate with teaching consultants, instructional designers, educational technologists, and liaison librarians to create/revise course materials, activities, and assignments to support inclusive teaching.

This sharp institutional focus on supporting the development of inclusive learning experiences has resulted in a continually growing menu of resources for faculty and the entire University community, including (to name a few):

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- Understanding Our Students Series. A series of workshops designed to help faculty understand the intersection of various identities with the student experience.
- Fundamentals of Teaching Inclusively Workshop
- Teaching with Equity Workshop
- Queer Praxis in the Classroom
- How Shakespeare got it wrong: Names and pronouns in your classroom
- TEACHING AT PITT: Celebremos la herencia Latina todo el ano!

Another significant outcome of this focus is the student-driven and faculty-led development of the publicly available course PITT 0210 Anti-Black Racism: History, Ideology, and Resistance {ABR Course website}. In response to the increased attention to anti-black racism, a group of Pitt faculty, students and Pittsburgh area activists developed an introductory course focused on the Black experience and Black cultural expression. Sponsored by the Office of the Provost, the Anti-Black Racism Course will be part of the requirement for all incoming students in 2020 and beyond. The course examines the development, spread, and articulations of anti-Black racism in the United States and around the world. The content utilizes a variety of scholarly disciplines spanning the Humanities, Social Sciences, the Arts, Science and Public Health to explore these themes to help students understand how anti-Black racism functions in U.S. society. The University has made most of the course's content available publicly. [[Standard 2.2]]

3.2.2   Delivery

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

The University provides a diverse portfolio of undergraduate degrees and graduate degree and certificate programs across all campuses {Fact Book}. Our student learning experiences are balanced and inclusive across our array of pedagogical approaches, including (but not limited to) clinical, research, global, community, professional and other out-of-classroom experiences. Pitt's diverse undergraduate, graduate and professional classes, labs, research, and learning experiences provide unique opportunities for students to gain in depth knowledge, to engage both inside and outside the classroom, and to build their awareness about the world and their impact on it [[standard 3.4]] {USNWR class accounting}.

3.2.2.1   Balanced and Inclusive
The opportunities both inside and outside of the classroom constitute one of Pitt's biggest educational strengths. Inside the classrooms, Pitt's educators deliver a world class education with faculty chosen from around the world, offering education based on the latest research and allowing students to participate in this research with them. Delivering this education through lecture, projects, models, and examples allows students to learn broadly and deeply. The "outside" the classroom education is also broad and deep – and extends learning and service opportunities throughout the world.

Outlined in more detail in the chapter devoted to Research and Innovation, Pitt offers students many learning experiences through research opportunities. For example, in addition to *ad hoc* opportunities within each academic unit, within the Honors College (UHC) students are assigned a faculty member – a UHC Faculty Fellow {UHC faculty fellow} – who they can assist with research or get advice from on their

own research (possibly as part of the UHC Scholar Communities {scholar communities}). Additionally, on the Greensburg campus, all students must complete a capstone project consisting of original research or a project in their discipline, overseen by a professor (often as part of the Center for Applied Research or CFAR {CFAR}). On the Johnstown campus, an annual "Fall into Research" symposium showcases the research of faculty and students, and the Symposium for the Promotion of Academic and Creative Enquiry (SPACE) provides a forum for Pitt-Johnstown students from all disciplines to present their research, creative projects, or scholarly work to the campus community. In addition to presentations of their research on campus, undergraduates from all the campuses can present their research in local, state, or national presentations; for example, psychology majors present each year at the Laurel Highlands Undergraduate Psychology Research Conference. An alternative means of engaging in undergraduate research is sponsored by the University Library System (ULS) and the Office of Undergraduate Research (OUR). In 2016, these units created a program called the Archival Scholar Research Awards (ASRA) {ASRA} aimed at offering greater diversity of research themes so as to include a greater breadth of student participation. This program empowers undergraduates in the humanities to conduct original research on their personal areas of interest. Many of the past recipients have completed their research on topics on which there is limited education or dialogue. [[Standard 3.2, 3.4]]

As part of the larger outside classroom curriculum (OCC), another excellent example of delivering inside-outside learning can be seen in PittServes {https://www.studentaffairs.pitt.edu/pittserves/}. PittServes' aim is to enhance student's personal growth and development by providing meaningful opportunities for service, civic engagement, and reflection. By engaging with PittServes, students cultivate relationships within the greater community, complement their classroom learning experience, and lay the foundation for a lifelong commitment to service, civic engagement, and community involvement. PittServes has provided multiple opportunities to volunteer for services related to COVID-19 vaccination distributions, also. The University Community Engaged Scholarship Forum (CESF) focuses on community-engaged scholarship and practices that promote partnerships with nonprofits, businesses, government agencies, grassroots organizations, neighborhoods, and coalitions. This focus, including the 2021 Year of Engagement and the awards of distinction, highlights how Pitt is delivering to the community and with the community, and how the community is working with Pitt for the mutual benefit and achievement of all who are involved. [[Standard 4.4]]

Part of delivering inclusive educational excellence is encouraging students, faculty, and staff to grow as individuals and grow within communities. Pitt has made sure that everyone has the opportunity to do both by the programs it delivers. Achieving inclusive excellence in education necessarily involves creating a sense of belonging across the entire community.

One of the exemplars of belonging are the Living-Learning Communities (LLCs) {LLC list}, which allow students to live and learn together, growing individually while supporting each other and developing a sense of belonging and community. On the Pittsburgh campus, the University offers 17 LLCs for students within specific majors (e.g., Business, Engineering, Honors College) as well as those focusing on interests/identity like Casa Cultural, Gender and Sexuality, Global Village, and Women Lead. These LLCs offer events related to the LLC focus including a curriculum for the semester that combines service, learning, and social activities. First year students in LLCs often have higher GPAs and higher retention rates {data to support this?}. This indicates that the delivery of the LLCs is beneficial to students. The resident halls called the "Academic Villages" on the Greensburg campus and the "Living Learning Center" on the Johnstown campus serve a similar purpose with similar outcomes. [[Standard 4.4]]

Another area of increased programming has been in the area of Diversity, Equity, and Inclusion (DEI). The incredible growth in this area has promoted not only a sense of community and belonging but also acts to empower those in our university community. Several programs (webinars, courses, multi-week meetings) dealing with societal issues (racism, sexism, heteronormativism, antisemitism) have expanded at every level and in all discipline, across campuses in support of this aim {for example, https://www.diversity.pitt.edu/events/virtual-events/other-events}. Book clubs and learning communities for faculty, students, and staff exist on each campus and among many different schools on the main campus (e.g., Schools of Education, Engineering, and Medicine, and also on the Greensburg campus). Professional and graduate schools across the University are taking a JEDI (Justice, Equity, Diversity, and Inclusion) approach to evaluate curriculum for inequity and implicit bias. Examples include Pitt Public Health's Social Justice Action Committee, and Pitt Pharmacy's Diversity and Inclusion in the Classroom and Teaching Taskforce. Films sponsored by student government, clubs, and departments focused on issues of social justice are offered via streaming online, allowing for people to watch movies "together" even while socially distanced. This increased commitment to DEI is important to build awareness, challenge ways of thinking, and address inequities, and to make sure that every student, faculty, and staff member feels included, valued, and accepted so that they can learn and grow as their authentic selves. [[standard 2.2]]

3.2.2.2   Personalize, but Consistent with Standards

The University of Pittsburgh balances the need for individualized/personalized education with the need for consistency of standards in the content and delivery of our learning experiences. In practice, this means that Pitt can help students to reach their full potential while simultaneously assuring that students get the needed support to meet the competencies for their majors.

Supporting all of our students from the time they enter Pitt allows us to benefit everyone who engages in the learning process at Pitt, including our most at-risk. This is accomplished through existing and embedded student orientation programs, such as the first-year and transfer student seminars offered by most academic units {include syllabi for seminars}, where students are given information about resources, advising and mentoring services. On the Pittsburgh campus, underrepresented students may be accepted into the Bridges program of the Dietrich School of Arts and Sciences, providing them with an earlier orientation and a chance to meet faculty prior to their first year, with mentoring by a Bridges upperclassman, and with opportunities for workshops and seminars for success {https://www.asundergrad.pitt.edu/academic-experience/bridges}. Similarly, the EXCEL program serves the needs of underrepresented students within the Swanson School of Engineering {excel} with an initial Summer Enrichment Academy (SEA), followed by continuous mentoring support throughout their studies. On the Johnstown campus, accepted students who may need additional support during their first year are designated as First-Year Success Program (FYSP) students, while those at Greensburg are part of the Bridge program. In both programs, students meet biweekly with academic counselors and have supplemental courses like a study skills course. [[Standard 4.1]]

In addition to focusing on ensuring a consistent standard across the academic experience, a variety of efforts focus on consistent post-graduation preparation. For example, the Division of Student Affairs on the Pittsburgh campus provides internship resources, including a list of internship programs and the "Internship Prep Program" (IPP). Students that complete the IPP are guaranteed an internship placement {IPP program info}. Recognizing that internships often lead to full time employment, the IPP offers a series of seven workshops for resume writing, searching for jobs, networking, and interviewing. They also offer personal appointments to deliver the individualized and personalized information needed to prepare students to lead lives of positive impact. The Offices of Career Services at Greensburg and at Bradford,

and the Real World Career Services Office at Johnstown provide similar opportunities to empower students in their desire to build their futures. [[Standard 4.4]]

Balanced with the University's efforts to deliver a consistent standard of learning experiences are the opportunities offered for individualized and personalized learning. On the curricular side, the Interdisciplinary Distinctions {distinctions} were launched in 2019 as a means of empowering students to customize their experience. This new class of credential incorporates a curated, synergistic combination of curricular, co-curricular, and experiential learning activities that support a student's growth and development in particular interdisciplinary areas. In this way, students learn to translate their domain knowledge into practical applications and are prepared to communicate these experiences to a broad audience. Similarly, University-wide initiatives like the Interprofessional Center for Health Careers (PIC Health Careers) provide the necessary resources for students to pursue their academic goals. This first-of-its-kind center is devoted to undergraduate health and pre-health interprofessional education and is aimed at establishing a preeminent educational and advising infrastructure to support undergraduate students interested in health sciences fields. [[Standard 3.1, 3.2]]

3.2.3 Support
- 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 (*Standards III and IV*)?
- 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 (*Standards IV and V*)?
- In what ways do academic and student support services operate in a **coordinated, inclusive, and integrated** manner toward co-creating excellence in student education (*Standards III and IV*)?

A critical part of Pitt's work to achieve inclusive excellence in education comes from the ways the University has deliberately established and developed structures, programs, and positions/roles that offer support across domains. Broadly, the University supports inclusive excellence through:
- Establishing programs that cultivate experiences and pathways within and adjacent to the academic curricula;
- Cultivating support from faculty and staff, including research and practice opportunities across spaces;
- Deliberately supporting students from marginalized and minoritized backgrounds;
- Fostering peer (student-to-student) networks of support from other students;
- Engaging community connections across domains, including training and education, volunteering, and internships/co-ops;
- Instituting signature programming and pathways for students not coming directly to the University from K-12, such as veteran and active military support, as well as transfer support; and
- Deliberately supporting mental health and wellness as integral to learning and development.

These support and infrastructure efforts can be group into categories of academic support, mentoring and advising, and support of the student experience support.

3.2.3.1 Methods of Support
The University supports education excellence through a variety of mechanisms including academic support services, advising and mentoring programs, as well as substantial co-curricular opportunities.

3.2.3.1.1   Academic Support

The resources and infrastructure that directly support academic and degree completion requirements with the curriculum range from technology to personnel and from classroom/discipline-based to research support.

Direct classroom/disciplinary support takes many forms across the University. As discussed earlier, there are a number of programs focused on onboarding and preparation of new students. Focusing on all students (including continuing students), the Academic Resource Center (ARC) is known as a "one stop shop" for the most comprehensive set of academic services available on the Pittsburgh campus. The ARC has 18 professional staff members and more than 40 peer master tutors, and supplements classroom instruction by offering free drop-in tutoring services {arc website}. The ARC provides a broad range of academic support including study skills. Workshops teach students lifelong strategies on how to improve memory, manage time, prepare for exams, read texts, and take notes effectively. A related resource, the innovative Study Lab {study lab docs}, provides tools and resources to help students discover the most efficient and effective ways for them to study. By helping them to "experiment" with learning strategies through in-person or virtual tutoring and coaching services, students are able customize a plan that works for them and empowers them to study smarter, not harder, and ultimately make the most of their time at Pitt. The regional campuses in Greensburg, Johnstown, and Bradford/Titusville have specialized academic success centers to meet students' academic needs across all content areas (at Bradford, the Academic Coaching & Tutoring Center (ACTC) as well as a Writing Center and a Mathematics Center {Bradford resource info}; at Greensburg, the Tutoring and Writing Center as well as the Academic Support Services team {Greensburg resource info}; at Johnstown, the Academic Success Center (ASC) {Johnstown resource info}). Similarly, the Writing Center {writing center info} provides a place for all students to come to improve their writing skills. As part of University of Pittsburgh's Composition program on the Pittsburgh campus, the Center provides one-on-one services, a writers' café workshop series, peer tutoring, creative writing programs and Composition Tutorial, a one-credit course. In addition, Pitt offers a wide array of discipline-specific academic support for undergraduate, graduate, and professional students.   This includes statistics and analytics lab, computer science resource center, oral communication lab, behavioral research lab, language lab and other academic resources. [[Standard 3.4]]

Providing access to research opportunities is core to the academic mission at the undergraduate, graduate, and professional student levels. There are numerous support services to engage and support student engagement in research. This includes the Office of Undergraduate Research, Scholarship, and Creative Activity (OUR) {OUR} that connects undergraduate students with Pitt faculty for research projects. [[Standard 4.4]] Specialized services are provided for graduate and professional students such as Dissertation Boot Camp which assists in the development and preparation of graduate theses with advice from on-site writing consultants as well as Dissertation House which provides support for students working on their dissertations both in terms of writing assistance but also motivational approaches to writing. {dissertation resources} Many graduate students also either have teaching responsibilities as part of their training or are planning to pursue a career in academic (or both). The Graduate Student Teaching Initiative {TA support} offers a variety of resources to prepare graduate students to meet their teaching goals and responsibilities from the first day of class through the job search process. [[Standard 3.6, 6.4]] In addition, the New Teaching Assistant Orientation introduces the basic information needed for classroom success to graduate students in their first term as a teaching assistant at Pitt. Similarly, partnering with the NSF Center for the Integration of Research, Teaching and Learning (CIRTL) and its cross-university network of 41 research universities, Pitt CIRTL is committed to advancing the professional development of STEM and SOM PhD and Postdocs to develop their knowledge about, and engagement

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with, evidence-based teaching and learning practices. {CIRTL} The programming includes professional development workshops and seminars, semester-long seminar-based courses, journal/book clubs, and learning community lunch meetings were Teaching-as-Research project ideas. The Office of Academic Career Development also provides professional development workshops and courses for School of Medicine and Health Related Professions in areas related to preparing graduate students beyond their academics. {Acad Career Devel} [[Standard 3.6]]

Finally, the study abroad office, recently rebranded as part of PittGEO (the Pittsburgh Global Experiences Office) offers more than 350 programs in 75 countries, including study away opportunities within the United States {UCIS annual report}. These include a number of offerings for academic credit and degree-completion coursework. Global programs include short-term, semester-long, international internships, global projects, and virtual global experiences. [[Standard 3.4, 3.5]]

3.2.3.1.2   Advising and Mentoring

Pitt provides personalized, one-on-one academic advising within each of the academic units across all of its campuses. Advisors, both professional and peers, provide academic support, information on University policies and procedures, and help students navigate the many resources and opportunities the University has to offer. Perhaps the most impactful action undertaken by the University since the last reaffirmation of accreditation is the Office of the Provost's Pathways Initiative, which is aimed at supporting undergraduate and graduate students from enrollment to graduation {pathways website}. Pathways is a coordinated effort led by faculty, staff, and academic leadership to utilize the EAB Navigate platform coupled with a predictive analytics layer developed by the Othot organization. By combining technology, best practice research and predictive analytics, Pathways helps Pitt leverage data and manage advising and academic support resources to increase retention and graduation rates for students. Moreover, by explicitly supporting coordinated care, students are more seamlessly supported than ever before {Pathways referral documents}. This initiative goes beyond the technology and instead is augmented by a community of practitioners {Pathways faculty board and/or leadership rosters} that helps in establishing best practices, broad communication, and adviser training. [[Standard 4.1, 4.3]]

In addition to leveraging the Pathways Initiative, advisers and mentors are supported in a number of other ways in order to facilitate quality care for their students. The newly launched Pitt Advising Certification and Training Program (Pitt ACT) {Pitt ACT website} includes a suite of online onboarding and training materials designed for faculty and staff at Pitt who work with students in an advising and mentoring capacity. The goal of this program is to help standardize the practice of advising and mentoring across Pitt and ensure a standard of care for all students. Furthermore, an annual Mentoring and Advising Summit {summit website and/or agenda} is held where faculty, staff and students gather together to present and discuss issues related to academic support and student success. The summit focuses on specific tools, techniques, theories, and concepts that support students as they chart clear goals and direction for the future, develop enduring networks of colleagues and mentors, and sustain their pursuit of success after graduation. Over the past three years the Summit has grown from a well-attended, internal event to one that recently attracted nearly 1000 participants from all over the world {Summit attendance roster}. [[Standard 4.3]]

Another resource aimed at facilitating a standard of care among advisors are the Mentoring and Advising Community Circles. These groups of undergraduate mentors and advisors across Pitt share a common interest or experience (new advisers, faculty adviser, advisers devoted to first-generation and/or low-income students, etc.). The goal of the circles is to build professional networks, communities and

knowledge around a common interest or experience in advising and mentoring undergraduate students. Each circle has a specific goal statement in relation to that community's interest or experience.

Finally, at the undergraduate level, a specialty resource that students across all campuses can leverage is the National Scholarship Advising offer through the University Honors College. {UHC scholarship info} This service provides advising and guidance for all interested students to apply and compete for national scholarships such as Fulbright, Goldwater, Boren, Marshall, Rhodes, Truman, Mitchell, Udall, and a host of other opportunities for academic and research engagement. [[Standard 2.7]]

At the graduate level, where engaging in research and/or professional development comes to the forefront, faculty are being trained to be better research mentors through evidence based culturally aware mentoring interventions (e.g., NIH NRMN and NSF CIMER). Workshops are being conducted by the University Center for Teaching and Learning. Some schools on campus, such as the School of Engineering, require all new faculty to be trained before engaging in graduate student mentorship.

Since the last reaffirmation of accreditation, a new position of Graduate Ombudsperson {ombuds docs} has been created. The ombudsperson assists graduate students and postdocs with resolving conflicts and issues that arise during their education and training that they believe have not or cannot be addressed within their academic department. The Ombudsperson can help mediate conflicts and provide information about institutional policies related to the student's issues, including the University's grievance procedures. The Ombudsperson directs students and postdocs to further resources on campus as appropriate. [[Standard 2.3]]

Efforts to help students to self-select their own network – of peers, alumni, Pitt community members, or all of the above – the University established the Pitt Commons platform {Pitt commons}. This online platform is for use exclusively by members of the Pitt community and allows students, faculty, staff, alumni, postdocs, and friends of the University of Pittsburgh to establish networking and mentoring relationships that are meaningful and specific to their unique interests and professional goals. These opportunities are available to students across all levels and campuses. Along similar lines, the Peer Mentoring and Scholars Network is housed within the student support services (SSS) unit within the Dietrich School of Arts & Sciences and is comprised of alumni and upperclassmen who are committed to sharing resources and ideas based on major/career interests, internship/research experiences, and scholarship opportunities. {SSS} Peer Mentors assist students in adjusting socially and academically to the University. These peer mentors share their experiences in areas ranging from the best places to eat to tips on how to study for exams and how to network with professors.

The McCarl Center {mccarl center} is a comprehensive center devoted to non-traditional student success. It regularly hosts academic success programs, career development seminars, and tutoring sessions, as well as many social and networking activities offered by the Alumni Society, Student Government, and other student groups. Plus, the McCarl Center's convenient computer stations, comfortable student lounge, and comprehensive career resources library make it a favorite down-time hub for all our students. The Center offers tutoring services, including writing tutoring. Students can visit the center for one-on-one support to develop ideas, outline, draft, organize, sharpen grammar and other writing mechanics, revise, and more. It welcomes all writing assignments, including essays, application letters and résumés, reports, professional-communication projects, reading responses, technical research papers, and creative writing. [[Standard 4.1]]

3.2.3.1.3   Co-Curricular Support

Establishing programs that cultivate experiences and pathways within and adjacent to the academic curricula is critical to the Pitt experience. The co-curricular support and activities have always been a hallmark of a Pitt education and we aim to continue to innovate in this space.

Perhaps the most impactful of our co-curricular support activities, the Outside of the Classroom Curriculum (OCC) {OCC} was established more than a decade ago and is a collection of experiences, programs, and events at Pitt that help students to make the most of their collegiate experience. Open to all Pitt students, regardless of major or career path, the OCC helps students develop highly desirable character traits and life skills. In the last 12 months, 34% (~7,300) of undergraduate students at Pitt have engaged with the OCC. {OCC dashboard} Engagement is defined by a student completing at least one OCC activity. In the last 12 months, there have been 82,857 student activity completions within the OCC. Events, programs, and activities that count for OCC "credit" (non-academic credit) vary and may include workshops, seminars, online training, health education, experiential learning, and civic engagement. Activities are categorized according to nine distinct competencies: leadership development, career preparation, well-being, communication skills, global and cultural engagement, civic and social engagement, appreciation of the arts, Pitt pride and diversity, equity, and inclusion. [[Standard 3.4, 3.6]]

A recent addition to Pitt's support of co-curricular engagement is the development of the Catalogue of Opportunities {catalog.pitt.edu}. This platform offers students the ability to find, track and share co-curricular activities and achievements in Business, Global, Honors, the OCC and more. While individual "dashboards" are available to allow students (or advisers, or potential employers) to view student progress across each of these subject areas (Business, Global, Honors, and the OCC), this platform creates a unified view of all non-course activities across the University so that students can search across multiple disciplines. The Catalog also includes opportunities that do not fall under a specific subject or theme, as well as those that are not assigned a level or competency under one of the formal subject-based programs. Students can use the Catalog to search and filter by keywords and phrases and view in-progress achievement privately. The Catalog is open to Pitt staff and faculty to contribute opportunities that are relevant for students. This resource is available to all current Pitt students (undergraduate, graduate, and professional students. [[Standard 6.4]]

Several academic units have specific programs and support offices to meet the unique needs of their student population. For example, the Swanson School of Engineering provides the Cooperative Education Program provides students and employer partners individualized opportunities to enhance success and opportunity in the workplace environment through relevant and challenging assignments that result in the graduation of excellent engineer and scientists. Pitt Business sponsors the Career Development Office that provides business students with career advising, internships, career conferences, professional academies, on-campus recruiting and other opportunities to prepare them for their first destination upon graduation. Pitt Nursing offers Professional Development & Continuing Nursing Education that provides high-quality evidence-based educational activities to enhance professional nursing practice, and interprofessional development. {co-op}

Focused University-wide, the Career Center is Pitt's comprehensive career services office and hub for all "things" college to career – jobs, internships, career fairs, events, and more. The Center uses the Handshake platform as a modern, streamlined tool to provide career information tailored to students' interests and goals. Handshake works across numerous schools and departments to provide students with personalized internships and learning experiences {CDPA}. Similarly, the Pitt Talent Center is a resource

where students gain real-world work experience and learn what it is like to work at Pitt by becoming a student employee. This includes opportunities to work as a temporary employee, part-time employee, summer intern or to join the ranks of the full-time staff upon graduation. These opportunities are available to undergraduate, graduate, professional and doctoral students across all of the campuses. {talent center}

Finally for those students with a more entrepreneurial or research focus, the Innovation Institute provides resources to enable and educate students, faculty and staff to make impacts on society and the economy as well as provide opportunities to transform their careers. The Innovation Institute comprises the Office of Industry and Economic Partnerships, the Big Idea Center for students and the Institute for Entrepreneurial Excellence. On the medical side, the Clinical and Translational Science Institute (CTSI) provides support for faculty and predominantly graduate students to translate their innovative research efforts and clinical practices, and public health practices and policy. {innovation institute}{CTSI} [[Standard 3.2, 3.4]]

3.2.3.2   *Resources, Systems, and Infrastructure*
The University's educational resources and infrastructure are aligned with our mission of delivering inclusive excellence.

3.2.3.2.1   Community and Civic Engagement Support
A significant focus of the Plan for Pitt 2016-2020 (as well as the new Plan) is for the University to more closely partner with the community in order to realize mutual benefit. As such, there are a number of programs and resources that directly support student engagement within the local and regional community extending the academic experience to beyond the traditional classroom setting.

With the construction and launch of the Community Engagement Centers (CEC),{CEC} Pitt has made *a minimum 15-year commitment* of infrastructure, staffing, and coordination in neighborhoods focused on a partnership for education, research, and community impact in two key neighborhoods in Pittsburgh: Homewood and the Hill District. These engagement centers are shaped and led by a network of collaborators that include students, faculty, staff, community partners and leaders. The focus of these centers is to build capacity, improve overall quality of life within the Pittsburgh region, conduct better research and equip students through experiential learning and meaningful community engagement experiences. [[Standard 3.6, 4.4]]

Sponsored by Pitt's School of Education, Center for Urban Education {center urban ed docs} focuses on learning and sharing with communities to positively transform educational opportunities and experiences. The Center focuses on research, service, and knowledge dissemination that engages undergraduate, graduate, professional students and faculty and community partners toward improving the impact and efficacy of urban education locally and nationally. [[Standard 3.6]]

The long-standing Center on Race and Social Problems {Center on Race and Social Problems docs} sponsored by Pitt's School of Social Work conducts applied social science research on race, color, ethnicity, and their influence on the quality of life for all Americans. The aim is to help lead America further along the path to social justice by conducting race-related research, mentoring emerging scholars, and disseminating race-related research findings and scholarship. The center is multidisciplinary in its approach and multiracial in its focus and was the first race-related research center to be housed in a school of social work within a U.S. higher education institution. [[Standard 2.2, 3.6]]

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Part of the University of Pittsburgh's Innovation Institute, the Institute for Entrepreneurial Excellence has served businesses throughout the Pitt campuses and western Pennsylvania {innovation institute}. The IEE offers a dynamic mix of consulting, education, and networking opportunities that supports students, staff, faculty, and members of the external community. It is a critical resource for business and economic development for the University and the region. [[Standard 3.2, 5.3]]

The David Berg Center for Ethics and Leadership {berg center docs} is sponsored by Pitt's School of Business and focuses on academic, co-curricular and community-based opportunities to enhance ethical leadership among undergraduate, graduate, and professional students. The Center also sponsors academic programs for undergraduate, graduate, and professional students and co-sponsors a certificate program for Pitt staff. [[Standard 3.5]]

The Johnson Institute for Responsible Leadership from the Graduate School of Public and International Affairs {GSPIA centers} provides opportunities for all students across programs, levels, and campuses to engage in programs, research and community impact projects focused on standards of ethics and accountability. Through rigorous teaching, research, and outreach—and by creating opportunities to engage in disciplined debate, reflections, and inquiry—the Institute develops and celebrates outstanding leaders for the public and nonprofit sectors.

Pitt defines sustainability as balancing equity, environment, and economics so current and future generations can thrive. The Office of Sustainability {sustainability plan} is actively involved in sustainability initiatives and practices across disciplines, domains, and scales — including a new commitment to carbon neutrality by 2037. The office sponsors several activities, programs, projects, and internships opportunities for students across all levels, program, academic majors, and campuses. [[Standard 3.4]]

3.2.3.2.2   Health and Wellness Support

Programs and resources that directly support the health, well-being, and success of the whole student body across all academic levels, locations, and academic areas are critical to the continued success of the University.

The University Wellness Center provides essential support in the areas of high-quality medical care and health education for all students while at Pitt.   A critical area of focus is to provide support for a wide range of healthcare needs with an explicit focus on holistic well-being. This includes a comprehensive health care program that includes an outpatient clinic with an array of medical services, a full-service pharmacy, and robust health education programming. {wellness center} A broad range of psychological and mental health services is provided for all students across programs and campuses. The University Counseling Center {counseling center} addresses all needs from prevention, diagnosis, and treatment of mental, addictive, and emotional disorders. Trained professionals focus on the medical, psychological, and social components of mental, emotional, and behavioral disorders and utilize a broad range of treatment modalities, including diagnostic tests, prescribing medications, psychotherapy, and helping patients cope with stress and crises. [[Standard 4.1, 4.4, 6.4]]

Recognizing the link between financial wellness and student success, Pitt launched the Financial Wellness Center {financial wellness center}. This effort supports undergraduate and graduate students along with parents/families to explore resources, planning tools and options toward financial wellness and sustainability. This includes providing connections to financial aid resources, maintaining satisfactory

academic progress, locating different types of financial aid, understanding student debt, and enhancing overall financial literacy. [[Standard 2.7, 4.1]]

The University Care and Resource Support (CARS) Team {CARS team roster} is dedicated to providing a safe and healthy living and learning environment for students. It accepts referrals, solves problems, and responds to student behavior identified as reasonably causing concern for students' health, welfare, and safety. Its unique approach is to coordinate services and support from diverse units across the university systems.   The CARS Team has established liaisons in many academic centers/departments across campuses. [[Standard 4.1]]

3.2.3.2.3   University of Library System

In addition to the vast array of stand-alone support resources distributed across the University, a unique portfolio of institution-wide academic and co-curricular support is provided by the University Library System. The University of Pittsburgh Library System (ULS) stands at the center of intellectual life at the University of Pittsburgh, fostering connections and knowledge creation and dissemination that help faculty, students, and researchers from around the world to excel in research, scholarship, and creative expression. It supports and enhances faculty and student productivity through its extensive collections, innovative Open Access publishing, and user-centered focus. A member of the Association of Research Libraries, ULS contains more than 4.4 million volumes, 37,000 subscriptions, and 4 million pieces of microforms. It consists of 16 libraries and employs 78 faculty librarians and 136 staff members. {library annual report} [[Standard 6.4]]

Some of these key support services embedded within the ULS include:

- **Curricular and Co-Curricular Support.**   The ULS subject librarians provide discipline-specific support for in-class instruction alongside teaching faculty, as well as research and academic consultations for students from first year to post-graduates. ULS faculty librarians offer expertise in research skills, information literacy, digital humanities, data science, archives and special collections, and more.
- **Research Support.** The ULS Liaison librarians and library staff provide support for research and academic projects in several ways. One-on-one consultations can be arranged for in-depth one time or ongoing assistance, questions can be asked via Ask Us, the ULS's chat and email service, and, of course, by coming into the libraries.
- **Open Access Journal Publishing**. The ULS supports worldwide Open Access directly through its open journal publishing service, which currently publishes over 45 scholarly journals from editorial teams from around the world. As a component of that service, the ULS makes its publishing platform available to Pitt students, with appropriate faculty sponsorship and guidance, to publish student research Open Access to a worldwide audience. All Pitt affiliates can also make their scholarship available Open Access through self-deposit in the library-hosted institutional repository, D-Scholarship@Pitt.
- **Electronic Thesis Dissertation.**   The ULS helps students in preparing an Electronic Thesis or Dissertation. A website provides formatting guidance as well as a template; workshops on ETD formatting and copyright issues are offered regularly; and in-person consults are available year-round. Additionally, the ULS maintains the institutional repository, D-Scholarship@Pitt, where all ETDs are archived and made available.
- **Archives and Digital Scholarship.**   Archives & Special Collections makes available several opportunities for instructors, students, and scholars to apply for grants and awards that focus on

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- **The Hillman Library Media Production Lending Program:** The Hillman Library Media Production Equipment & Services Lending Program began in 2015 and works as a partnership between the University of Pittsburgh Library System and the English and Studio Arts Departments.
- **Open Educational Resources**: OER include any type of educational material freely available and that is specifically licensed for teachers and students to use, adapt, share, and reuse. Examples of OER include learning content (such as lesson plans, assignments, textbooks, exams, and videos) as well as tools for learning (like software for creating videos and websites, course management systems, word processing programs, and training materials).
- **Frick Fine Arts Library:** This special location within the ULS hosts the *Eve Addams Tea Room Memorial Browsing Collection* that works with graduate and undergraduate students to develop a curated browsing collection of materials about lesbian, queer, and gender non-conforming visual art practice and butch visual culture, using a trans-inclusive understanding of feminism. Faculty and staff activated this collection through a series of public events that created an inclusive, lesbian-centered space within the library to gather, share and learn from these materials.
- **Millstein Regional Campus Libraries:** Provides sessions with transfer students in their transfer seminar courses, outreach at veteran's orientation and collaborates with individual students and clubs on library displays.

3.2.3.3   Coordinated and Inclusion Support

The University has committed to establishing and growing programs and resources with intentional support for students from lower-income as well as diverse, non-traditional, marginalized and minoritized backgrounds.

Beginning in Fall of 2019, Pitt launched one of the most impactful of these programs, the Pitt Success Pell Match Program (PSPM) {PSPM data}. This program represents the largest financial aid restructuring in the University's history. Under this program, the University matches a Federal Pell Grant awarded to any University of Pittsburgh student dollar for dollar and also puts an absolute cap on a student's financial obligation with respect to private loans. Not only does this program reduce overall student loan debt (by an average of roughly $1000 over the first two years of the program), but has also managed (in combination with other support programs) to completely close the income-based retention gap in the first year of the program. As an accompaniment to the PSPM the Provost's Academy {PA website} was also launched in 2019 and offers an exclusive opportunity for students to get a head start on the learning environment at Pitt through a virtual project-based academic experience. The Provost Academy is intended to set a student up for success in their first year and beyond by increasing their sense of belonging through a cohort-based, rigorous, academic experience that helps to forge bonds both among peers and with Pitt faculty. At present, the academy is an invitation-only program for students who have expressed financial need and were awarded the Pitt Success Pell Match, have identified as a first-generation student, or who were admitted under test optional admissions. [[Standard 2.7]]

Other initiatives aimed at impacting access to the University and the affordability of a Pitt education include the Panthers Forward {panthers forward} and Pitt2Pitt Programs {pitt2ptt}. Panthers Forward is designed to support student success and reduce the burden of student debt by embracing the pay-it-forward philosophy and the power of community. Participants receive funds in direct federal student loan

relief at the end of their studies with the only condition that they then pay-it-forward and help a Pitt student later. With a similar focus, the Pitt2Pitt program is offered to graduating seniors and recent alumni with the aim to help students complete a Pitt master's degree or certificate program. This facilitates the opportunity for students across all categories, disciplines, and academic programs to complete graduate programs in areas such as data science, management, public, engineering, education, etc. Graduating seniors and recent alumni from all Pitt campuses can apply for $2,500 or $5,000 scholarships. For most programs, the application fees are waived for eligible Pitt2Pitt applicants. [[Standard 2.7]]

TRIO Student Support Services (SSS) {SSS} is for first generation, income-eligible, and/or disabled students enrolled at the University of Pittsburgh. SSS is a program for all undergraduate students, regardless of school or major. SSS offers a wide range of free services, including individual advising, personal coaching, study skills sessions, and tutoring on a multitude of subjects from statistics to organic chemistry. SSS coordinates FREE local cultural events that include live theater, museums, a tour of the city, and hands-on activities, and a range of free social events. SSS also offers academic workshops on topics such as time management, test taking, finals preparation, career planning, graduate/professional school application process, networking, financial management, and coping with stress. [[Standards 3.2, 3.4, 4.1]]

The Office of Cross Cultural and Leadership Development (CCLD) {CCLD} offers programming, organizations, and events in the areas of diversity and culture, social justice, and leadership development with a specific focus on issues of diversity, equity, and inclusion. CCLD cultivates a sense of social responsibility to others by engaging in programs and activities that help members of the Pitt community deepen their understanding and appreciation of cultural differences and the important role these differences play in the human experience. CCLD provides civic, personal, and organizational leadership training as well as an information gathering place for the campus community. [[Standard 2.2]] Another means of inclusive support is evident in that Pitt provides a range of confidential, quality care in a safe and friendly environment, for lesbian, gay, bisexual, transgender, queer and questioning, intersex, asexual (LGBTQIA+) students. This includes health and wellness support from providers, most of whom have taken Allies Network Training to increase their ability to provide nonjudgmental, supportive care for LGBTQIA+ students.

Disability Resources and Services {DRS} provides Students with disabilities support, resources are related to equal access toward achievement of their academic goals. Through an interactive process, Pitt works individually with each student to provide access to University classes, programs, and activities to meet their unique needs. [[Standards 4.1]]

The University of Pittsburgh has been designated a Military Friendly School® for eight years in a row. The top 15 percent of colleges, universities, and trade schools in the country receive this designation for exemplary services that embrace their military students. The Office of Veteran Services {OVS} is a chapter of the Student Veterans of America. This organization promotes the success of student veterans, active duty, reserve personnel through academic, co-curricular and community support programs and services. [[Standard 2.2]]

Pitt provides intentional spaces where students, staff, faculty, and community members can engage in purposeful understanding and sharing across diverse faith traditions. Pitt's unique Interfaith Dialogue Office focuses on providing the University of Pittsburgh and surrounding communities with opportunities to engage in rich interfaith dialogue through a variety of engaging activities, workshops, events, and initiatives that enhance personal spiritual identity and communal connections. The office serves to act as

a resource for all students, staff, faculty, and organizations on campus and assist in the university's promotion of diversity, inclusion, equity, and community. [[Standard 2.2]]

Pitt strives to accommodate the use of a student, staff, or faculty member's preferred/chosen name throughout certain University systems and on certain documents as permitted by law. A community member can register their preferred/chosen name so that their preferred/chosen name will appear instead of their legal name in many University systems. [[Standard 2.2]]

3.2.4   Assessment

- 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 (*Standards V and VI*)?
- 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 (*Standards V and VI*)?
- How effective and inclusive are our methods for communicating the **impact** of the learning experience and its **outcomes** across our diverse communities (*Standards V and VII*)?

3.2.4.1   Measuring Effectiveness

The effectiveness of efforts to foster a supportive and inclusive educational environment for diverse student populations as well as a measure of our students' assessment of the University's overall learning environment is evident in various comprehensive wide-scale surveys, including, Student Experience in the Research University (SERU), National Survey of Student Engagement (NSSE), University Center for Social and Urban Research (UCSUR) survey, American Association of Universities (AAU) Climate Survey, and Office of Measurement and Evaluation of Teaching (OMET) which assess large populations of our undergraduate and graduate student populations across the University of Pittsburgh campuses {survey results}. Particularly, some survey questions are posed that assess specific diverse student populations. For example, the SERU survey includes questions where students indicate how strongly they agree or disagree with statements of whether they feel they are respected, feel comfortable and feel safe on campus in terms their race/ethnicity, socio-economic status, gender, religious beliefs, political beliefs, sexual orientation, immigration background and ability. The University benchmarks the results of these surveys across an array of questions and against a suite of peer institutions and annually strategizes how to continue to improve both objectively as well as in comparison with peers {minutes of a cabinet meeting?}. In addition to student direct assessments, the university also capitalizes on indirect assessments of student learning through instruments such as the multi-year relationship with Purdue Gallup where the University obtained alumni reflections of their prior student learning experiences {gallup reports}. The Collaborative on Academic Careers in Higher Education (COACHE) {https://coache.gse.harvard.edu/ and results} surveys faculty members to understand the themes associated with faculty satisfaction. A primary area of the survey focuses on faculty satisfaction of teaching and helps to identify areas of improvement to help faculty become more effective in the classroom. [[Standard 4.6]]

One of our greatest successes in the area of assessment is our annual Assessment and Teaching Conference, which is sponsored by the Office of the Provost and the University Center for Teaching and Learning {conference website}. Now in its ninth year, the day-long event brings together faculty, staff and students to share assessment and teaching practices and innovations across various topics academic integrity, mid-course assessments, design, cross discipline course, etc., and nationally recognized speakers

are brought in for keynote talks. The substantial annual attendance and participation at this event not only serves as evidence of, but also helps to foster a continued, culture of assessment across the University {A&T attendance numbers}. [[Standard 3.8]]

At the University of Pittsburgh, methods of assessment are diversified in many ways to ensure that the tools used can capture both holistic and individualized approaches to learning that takes place inside and outside of the classroom among diverse student learners. First, qualitative data, such as focus groups, gather complexities, stories, nuances, and detail on students' unique and diverse experiences in order to improve and innovate across the programs and infrastructure at Pitt. This is done at both the college/school as well as the institutional levels (for example, the Remote Learning due to COVID focus groups). {covid focus group} Further, although we have tools and models to investigate (and in some cases predict) student success on our campus, faculty and administration continually have conversations regarding the nature and ethics associated with our methods of assessment to preserve the ethical use of the data. {pathways faculty minutes} [[Standard 2.9]]

3.2.4.2   Individualize Measures

Disaggregating quantitative data, while recognizing the intersectionality of the data, is important to understanding if our entire student population (included underrepresented student members) are being equitably served, and if programs and services are accessible and relevant to our diverse student population. For example, the AAU Campus Climate Survey on Sexual Assault and Misconduct disaggregates sexual assault, harassment, misconduct, and awareness data among gender identity, as well as race or ethnicity. Here we can see how to better serve specific populations of our students, in addition to the whole, as it relates to campus climate. {surveys} [[Standard 3.8, 4.6, 5.3]]

It is important that student success is measured not just within traditional learning spaces- classrooms, internships, research, etc. but also nontraditional learning spaces- peer mentoring, working groups and committees, clubs, and organizations, etc. The SERU (Student Experience in the Research University) survey, for example, collects information on co-curricular involvement, and soft skills obtained from such involvement. We can think of all spaces at Pitt as learning spaces.

Responses to previous surveys, executive reports, websites, and dashboard are all methods used or possible methods that can communicate the impact of the learning experience for the diverse communities of the University. Transparency of and accountability towards the data are ways to show trust and commitment to a pursuit of a truly more equitable and just Pitt. Other Universities, as well as the University of Pittsburgh, have already made similar strides towards transparency, and examples include Pitt's Office of Equity, Diversity, and Inclusion's Faculty, Staff and Student Diversity Dashboards, and NYU's Dashboards on Learning Analytics and Teaching Practices. {diversity dashboards} [[Standard 2.6]]

3.2.4.3   Impact and Outcomes

Beginning in 2015, the University of Pittsburgh commissioned Gallup, Inc. on a four-part research project over the course of which we collected more than 20,000 surveys and conducted 10 focus groups. Based widely on the results of the first Gallup survey, in 2017, Pitt launched the "Personalized Education Initiative" to connect students to experiences tailored to their specific goals and needs. Likewise, more recently, Pitt adopted the "Forge Your Own Path" strategy to leverage tools, information, infrastructure and a network of supportive people to prepare students for lives of impact and increase the likelihood of those connections. The fourth Gallup study used in-depth interviews and focus groups with recent alumni

and current Pitt students to deepen leaders' understanding of Pitt undergraduate experiences. The Gallup studies have had meaningful impact on the development or enhancement of new and existing initiatives, programs, and resources at the University of Pittsburgh, including personalizing education, mentoring and advising, building a robust student toolbox, and providing additional resources for faculty, staff, and students. As Pitt seeks to strengthen the "Forge Your Own Path" strategy, the insights have informed a culture of caring and mentorship through a complex network of advisors, faculty and support staff as well as inform current and future technology to elevate these opportunities to a broader audience. Last, the Gallup findings align with the Provost's goals of equity and access by providing opportunities for limited-income and first-generation students and promoting effective teaching and learning among faculty.

Metrics such as retention, satisfaction, graduation rate as well as licensure pass rates and relative program rankings are often used to evaluate overall quality of program delivery. For example, on the Pittsburgh campus, 93% are retained from their first year (up from 91% in 2012), the four-year graduation rate is over 70% (up from 62% in 2012), and the graduation rate within six years is 83% (up from 79% in 2012), significantly higher than the nationwide average (73.93% for public universities) {CDS}. At the same time, the licensure pass rates for professional degrees that require licensure (such as Nursing and Law), are uniformly and historically quite high (including over a 97% ultimate American Bar Association passage rate and the Nursing National Council Licensure Examination passage rates that average well over 90%). {https://www.provost.pitt.edu/students/licensure-pass-rates} These rates of graduation and retention indicate a high level of success, allowing students to lead lives of positive impact. The retention rates on the regional campuses are closer to the national average of 68% (67% at Greensburg, 73% at Johnstown, 69% at Bradford) except on the Titusville campus (55%). The at-or-above average retention rates indicate that students are satisfied with the delivery of education, especially on the Pittsburgh campus. [[Standard 2.8]]

While Pitt is a large institution, our faculty to student ratio and class sizes allow for delivering personalized educational experiences. On the Pittsburgh campus, the student to faculty ratio is 14:1 and 44.6% of its classes have fewer than 20 students; this includes undergraduate, graduate, and professional students. Similarly, on the Bradford campus, a 15:1 student-faculty ratio exists with nearly 66% of classes having fewer than 20 students. On the Johnstown campus, the ratio of students to faculty is 20:1 with the average class size of 25 students and at the Greensburg campus, the ratio is 18:1 with an average class size of 31 students. Having such low student to faculty ratios and small class sizes attests to the personalized delivery of course materials and indicates an ease of student access to faculty. {fact book, CDS} [[RA15]] [[Standard 3.2]]

Our professional and graduate schools also boast excellent outcomes. For the class of 2020 (covid graduates), 87% of the 124 graduates were employed while in 2019, 90% of the graduates had full time employment. To point out one example, Pitt's 2019 MBA graduates had a 94% job offer rate within 90-days of graduation, indicating that the experience delivered by Pitt is excellent. In the Graduate School of Public Health, the class of 2020 reported 95.5% either employed or engaged in further education five months after graduation. Undergraduates enjoy similar post-graduation success. On the Pittsburgh campus, the undergraduate population routinely achieves a 94% rate of achievement of a successful career outcome withing 6 months of graduation, while on the Greensburg campus the rate is 93%, on the Bradford campus the rate is XXXX, and at Johnstown the rate is XXXX. {Student Affairs Placement survey} [[Standard 5.3]]

3.3   Strengths and Challenges

In examining the University's attainment of inclusive excellence in education through the lens of the key areas of design, delivery, support, and assessment, it is clear that there is an expansive portfolio of programs, activities, initiatives, and resources across the Pitt system that sustains and advances this important priority. Across the four areas examined and the wide array of information and data collected, strengths are evident as are opportunities and challenges as the University moves forward in the future.

As we have noted throughout the report, many of the programs, processes, and activities that support inclusive excellence in the design, delivery, support, and assessment of the University's learning experiences were developed and have evolved at a local level, within individual programs, departments, schools, and campuses. Institutional process maturity models state that this is not uncommon. As these models also suggest, opportunities for improvement and differentiation involve a trajectory focused on continued institutional efforts to define, manage, optimize, and support these activities at the broader University level. Specific areas of opportunity include:

- Identifying a set of core competencies and processes that define inclusive excellence and best practice to guide the design, development, and delivery of learning across the university.
- Establishing and codifying enterprise-wide efforts to monitor and document the changing needs of our community of learners.
- Identifying and exploring new and evolving models, tools, and practices to respond to the changing student demographics of University.
- Leveraging the strength of the university's scholarship in educational research and practice (e.g., SOE, LRDC) to support continued improvement, innovation, and creativity in meeting our students' learning needs.

As an example, the Outside Classroom Curriculum (OCC) has proven to be a tremendously successful strategy for encouraging students to participate in forums that engage them in important topics across a variety of competency areas. In particular, the recent addition of Diversity, Equity and Inclusion as a core competency is seen as a beneficial evolution. Extending the OCC to the regional campuses poses a significant opportunity for enhancing the experience of students across the Commonwealth of Pennsylvania.

Similarly, the Living Learning Communities have been shown to be highly effective in terms of retention, academic success, and feelings of belonging. Expanding their availability to all campuses and schools would benefit both the students and the larger University.
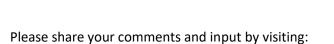
As we continue to think about students' sense of belonging and inclusion among their peers, the University has an opportunity to leverage the Pitt Belonging Intervention and the Pitt Transition Study to impact not only all undergraduates across all campuses, but also be expanded to graduate and professional students. This initiative not only helps students to learn who they are as well as how they can make an impact socially and academically, but also imbues them with a growth mindset that will lay a foundation for future success in their lives.

Balancing the goals of personalized education with the need to scale these efforts, resources and standards more broadly continues to be both a challenge and opportunity for innovation. In this next phase, the challenge will be in establishing system-wide efforts toward inclusive excellence in education while remaining mindful of the unique needs both across and within our community.

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A key strength of the University of Pittsburgh is the robust portfolio of research and scholarship activities that are core aspects of the educational experience for students, faculty, staff, alumni and partners. Leveraging our own strength in key areas of scholarship in educational, organizational and assessment research and making our own campuses "living laboratories" for inclusive excellence in education is not only a clear challenge but an inviting opportunity.

Issues related to diversity, equity and inclusion have been at the forefront of our campus and intensified across our nation in recent years. Both academic and co-curricular programs have been expanded across the campuses, and issues of access and affordability have been directly addressed through such innovative efforts as the Pell Grant Match, the Pitt2Pitt program, Provost's Academy and a variety of school-based initiatives. While these special programs and initiatives are important, creating a sustainable ecosystem where diversity, equity and inclusion are part of the ongoing fabric of the educational experience for all students, faculty, staff, and partners is our collective goal. There is no easy answer to this challenging set of issues. The opportunity is to sustain the commitment and increase the attention, efforts and resources devoted to these issues such that inclusive excellence in education is part of the fabric of the University even after it is no longer on the front pages.

As we look towards the future, the importance of disaggregating assessment data is key to learning about educational excellence among diverse student groups. Disaggregating assessment data by gender, race, ethnicity, religious beliefs, international, socio-economic status, among others, should be an institutional standard. Equally important is the need to investigate and evaluate the intersectionality of the assessment data as part of the institutional standard.

4   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. This chapter explores 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 addresses how the University has worked to *foster a campus culture with a global mindset to examine 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*. This chapter explores 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); are central to the equitable Support of the Student Experience (Standard IV); and are rigorously assess (Standard V).

The working group built their examination of the University's achievements, progress, and standing with respect to this priority by beginning with the premise that "Embracing Today's World" involves three critical focus areas: strengthening communities, embracing the world (i.e., having a global focus), and promoting diversity and inclusion.

4.1   Methodology and Mapping

The Embracing Today's World Working Group comprised a diverse group of participants, including undergraduate and graduate student leaders, faculty from multiple schools and campuses, and senior administrators engaged with decision-making efforts related to community engagement; diversity, equity and inclusion; international studies and global engagement. The latter include the President of Bradford and Titusville, the Vice Chancellor for Equity, Diversity, and Inclusion, Associate Vice Chancellor for Community Engagement, Vice Provost for Faculty Diversity and Development, and the Executive Director for Global Engagement.

The committee established a series of lines of inquiry that it sought to address. These are as follows:

- How have we **contributed** to social, intellectual, and economic **development** in the Commonwealth, the nation and the world?
- What is the evidence that we **operate with ethics and integrity** specific to equity, diversity, and inclusion (EDI)?
- 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 student services and support?
- How is the university fostering an environment that both encourages an **intra-cultural** sense of belonging while also allowing **cross-cultural** collaboration that stretches people's view of the world?

To address these questions, the working group identified several key informants from across the University. The list of informants who provided input into this report can be found in the <mark>Evidence</mark>

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Inventory. Key informants were formally interviewed over a four-month period to identify projects, programs, reports and data sets that would guide our findings. The working group also relied on data drawn from the Chancellor's Office, Provost's Office, Office of Equity, Diversity and Inclusion, Office of Government and Community Relations, Office of Admissions and Financial Aid, Division of Student Affairs, and the University Center for International Studies. These data are referenced throughout the chapter.

The critical focus areas and lines of inquiry examined by the working group relate to the standards and criteria (and requirements of affiliation) and are supported by evidence in the following way.

Lines of Inquiry (Pillar -- question)	Commission Benchmark (Standard.criteria, Requirement of Affiliation)	Evidence Inventory Entry
Strengthen Communities [p 36]	1.1a-1.1g, 1.3; 3.7, 4.6, RA7,10	Fact Book, Plan for Pitt, personnel/position descriptions, CE classification letter, CEC evaluation report
Contributions [p 37]	1.1a-f, 1.3, 3.5a, 4.1b&d, 5.2b	Fact Book, APLU award, AUTM rankings SBDC award, Comm. Impact reports
Ethics and integrity [p 39]	2.7, 3.2, 3.4, 3.5a, 4.1, 4.4, 5.1	Pitt Success docs, CGS report and PRMS; CE attributes definitions; CE distinction
Perspectives [p 39]	3.1, 3.4, 5.2b, 5.3	Civic Pathways grant; Civ. Pathways assessment report
Cultural competence [p 40]	3.5, 6.8	CEC documentation; CE map
Embrace the world [p 41]	1.1, 1.3, 2.2, 3.2a, 5.2b, 5.4, RA7, RA10	Fact Book, Global Plan, UCIS docs, UCIS staff, UCIS awards
Contributions [p 42]	1.1a, 3.1, 3.2, 3.4, 3.5a, 3.7, 3.8, 5.2, 5.3, 6.8, RA8	UCIS dashboards, UCIS competency rubric (COMPASS); global hub docs, global distinction
Ethics and integrity [p 43]	2.2, 2.7, 2.8, 4.1c, 4.4, RA13, RA15	CGAC roster, UCIS annual reports, UCIS dashboards, ISB data, affordability site; OAFA strategic plan; UCIS scholarships
Perspectives [p 44]	3.1, 3.4, 3.5a, 3.6, 4.1a	Global plan, UCIS annual reports, DOEd NRC list, Place-based network docs, my pitt global
Cultural competence [p 46]	5.2b, 5.3d, 5.3g	FSDP workshop series, Nationality rooms, Pitt2You, Vira Heinz, Year of Global projects
Promote diversity/inclusion [p 48]	1.1a, 1.1g	Provost's diversity statement, Survey results (NSSE, SERU, etc.), Student Affairs health resource accreditations
Contributions [p 48]	1.1f, 2.2, 2.6	Social justice dashboards, OEDI annual report, Student Affairs anti-racism plan
Ethics and integrity [p 48]	2.2, 2.4, 2.5, 2.6, 2.7, 6.8, RA13, RA15	Vice Provost for Faculty Diversity and Development description, cluster hiring docs, SOM rapid response roster, Provost's development awards, Policy site
Perspectives [p 50]	1.3, 2.7, 3.2, 3.5, 5.3	Gen Ed lists, ABR Course page, Health Science curricula, SOM oath, ICRE docs

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Cultural competence [p 50]	2.2, 5.3	SERU data, OEDI events

4.2 Lines of Inquiry

Here we will examine each of the lines of inquiry – related to the University's contributions, operations with ethics and integrity, imbuing of new perspectives, and striving toward cultural competency – in the context of the three focus areas of strengthening communities, embracing the world, and promoting diversity and inclusion.

4.2.1 Strengthening Communities

Community and economic engagement, or "Strengthening Communities," has become a strategic priority of the institution and the vehicle through which Pitt's missional purpose and goals relevant to our external context and constituencies are achieved. In particular, the mission statement declares, "…the resources of the University constitute an invaluable asset for the intellectual, economic, and social enrichment of Pennsylvania" and calls Pitt to "cooperate with industrial and governmental institutions to transfer knowledge in science, technology, and health care" 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." {Office of Institutional Research, University of Pittsburgh Fact Book pg4}. [[Standard 1.1a-1g & 1.3]] [[RA7]]

Evidence of the degree to which community engagement has been positioned as an animating strategy for Pitt's mission can be found within the University's decision to make "Strengthen Communities" one of six goal areas in the first Pitt strategic plan {The Plan for Pitt: Making a Difference Together, Academic Years 2016-2020} and its inclusion in multiple strategic objectives of the new Plan for Pitt released in June 2021 {https://www.planforpitt.pitt.edu/sites/default/files/plan-for-pitt.pdf}; expansion of Office of Community & Governmental Relations to include a senior-administrator level position to steward community engagement and strategic community partnerships {https://www.cgr.pitt.edu/about/our-staff}, new positions throughout the University's schools such as director of community engagement in Social Work {https://www.socialwork.pitt.edu/people/aliya-durham}, director of experiential education and engagement in the School of Computing and Information {https://www.sci.pitt.edu/people/staff-directory}, and a series of engagement support positions within the University Center for International Studies {https://www.ucis.pitt.edu/outreach/services}; and a number of new senior leaders and deans who prioritize community engaged scholarship within their own work and the strategic priorities of their units/schools (e.g. Dean Valerie Kinloch, School of Education, Dean Betsy Farmer, School of Social Work, Dean Maureen Litchveld, Graduate School of Public Health; Dean Carissa Slotterback, Graduate School of Public and International Affairs). [[Standard 1.1b]] [[RA10]]

Establishing infrastructure to support Pitt's community engagements has led to Pitt receiving the 2020 Carnegie Classification for Community Engagement, the nation's most visible and selective external validation of the degree to which community engagement supports an institution's mission and core activities {Carnegie Classification for Community Engagement Selection Letter}. [[Standard 3.7]] [[Standard 4.6]]

Additionally, Pitt's place-based engagements have enabled the University to increase faculty and staff support of community engagement, provide much-needed support for engaged scholarship, and rebuild and sustain community trust, enabling Pitt to be known as a value-adding partner in vital community building endeavors. Within the 2020 process evaluation of Pitt's community engagement centers (CEC),

evaluators found in 2020 that 90% of surveyed faculty felt that community engagement could strengthen their work, 98% saw community engagement as a civic responsibility of the University, and 72% agreed that partnering with the CEC influenced their understanding of mutually beneficial community work. Community surveys and interviews indicated significant growth in positive attitudes about Pitt and diminishing skepticism about Pitt's engagements in the Homewood neighborhood {2020 CEC Evaluation Report}. [[Standard 3.5a]]

4.2.1.1   Contributions

Since AY 2014-2015, one strategic priority for the Office of the Provost has been hosting a series of themed years entitled "Year of...at Pitt" (https://www.provost.pitt.edu/priorities/year-pitt). This University-wide initiative rallies the entire Pitt community to engage in dialogue and strategic actions related to the yearly theme. It also advances Pitt's mission to "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." {Fact Book}. The provost convenes a committee of faculty, staff, and students to coordinate and financially support research projects, events, programming, course development and major long-term initiatives. To date, we have hosted: 2014–2015: Year of Sustainability; 2015–2016: Year of the Humanities; 2016–2017: Year of Diversity; 2017–2018: Year of Healthy U; 2018–2019: Year of Pitt Global; 2019–2020: The Year of Creativity; 2020–2021: The Year of Engagement. [[Standard 1.1a-f]]

This initiative, among others, has resulted in significant contributions – both locally and globally – in terms of both economic and social impact.

Further, the impacts of Pitt's efforts in Homewood earned the Association for Public and Land Grant Universities' Commission on Economic and Community Engagement award for Contributions to Place {APLU 2020 Website - https://www.aplu.org/projects-and-initiatives/economic-development-and-community-engagement/innovation-and-economic-prosperity-universities-designation-and-awards-program/award-winners.html} [[Standard 5.2b]]

4.2.1.1.1   Economic

Regarding economic development, over the past seven years, the institution has reorganized its innovation and commercialization assets within a coordinating infrastructure named the Innovation Institute. This entity stewards program and policy development to generate Pitt's economic impact in the areas of start-up, patent development, and broad commercialization of research and development work. Between FY16-20, when compared to the previous five-year period (FY11-15), invention disclosures were up 26%, issued US patents were up 66%, and startups increased by a staggering 124%. {AUTM Rankings 17-19} [[Standard 3.5b]]

As part of this restructuring, the University's Institute for Entrepreneurial Excellence, and constituent Small Business Development Center (SBDC), were moved within the Institute. It provides regional small business education, consulting, and networking. The Institute for Entrepreneurial Excellence provided 1,900 small businesses with one-on-one consultation, leading to $25.6M in capital formation, and support or formation of 10,000 jobs (2020 Innovation Institute Annual Report). Pitt's SBDC was the national SBDC Excellence and Innovation Award winner of 2020. {https://entrepreneur.pitt.edu/pitt-sbdc-earns-top-national-honor-from-u-s-small-business-administration-sba/}[[Standard 4.1b]]

The Titusville campus has been reimagined and launched as an educational and workforce training hub specifically designed to meet workforce and educational needs of the region. By partnering with both Manchester Bidwell and the Northern Pennsylvania Regional College and including Pitt's Manufacturing Assistance Center within the hub, the University offers a full continuum of high demand certificate and degree programs that equip graduates for employment. The Manufacturing Assistance Center, currently located in Pittsburgh's Homewood neighborhood, annually graduates 80 machinists with a 95% job placement rate making an average of $20/hour {2019-20 Community Engagement Impact Report}{Titusville hub documentation?}. [[Standard 4.1d]]

The Johnstown campus is one of the primary drivers of economic development and social mobility within the Johnstown area with a regional economic impact of $77.4 Million {https://www.johnstown.pitt.edu/student-life/community/community-and-economic-impact}. Nearly 80% of University of Pittsburgh Johnstown alumni work in the local area, and UPJ has worked with regional employers to identify high priority occupation areas in nursing and special education and has developed corresponding degree programs. [[Standard 4.1d]]

In total, the impact of Pitt's role as an anchor institution is $4.2 Billion in direct and indirect economic impacts for the Commonwealth of Pennsylvania, creating 37,822 jobs in PA, and $1.7 Billion in research impact {2019 University of Pittsburgh Economic Impact Report}. [[Standard 4.1d]]

4.2.1.1.2   Social

Regarding social development, Pitt's diverse partnerships and community-facing activities have grown to include work around the globe. Some of the most notable impacts from 2019-20 include providing $1.5M in free assistance to individuals who could not otherwise afford legal assistance, 2 major policy developments on local criminal justice reform and opioid continuum of care practice, 900 high school students participating in technical theater workshops, 1,000 community participants in the annual jazz seminar, 312 veterans in writing workshop support groups, 17 companies received on-site environmental management compliance assessments, $750,000 in nonprofit management consulting, and training more than 100 teachers in trauma-informed developmental, behavioral, and mental healthcare support for children {2019-20 Community Engagement Impact Report}. [[Standard 1.1b, 1.3]]

Pitt Johnstown is a major contributor of social engagement and intellectual development within the larger Johnstown area. Annually, the campus hosts "Showcase for Commerce," an entrepreneurship competition; developed CODE for Commonwealth & Country, to enhance digital literacy for workforce competitiveness, beginning in K-12; and has cultivated a sustained place-based engagement program with the Moxham neighborhood. (source: Jem Spectar interview) [[Standard 4.4]]

Pitt Greensburg offers a plethora of community engagement initiatives, including a community service requirement for all students living in its Living Learning Communities (residence halls), a longstanding relationship with the Blackburn Center, undertaking work to promote social transformation and address the root causes of gender-based violence in Westmoreland County. The Center for Applied Research works with various non-profit organizations to contribute research expertise to enhance their social impact missions. (source: Bob Gregerson interview) [[Standard 4.4]]

4.2.1.2   Ethics and Integrity

The University has taken great strides to ensure the affordability and accessibility of its educational offerings, particularly through its nationally recognized Pitt Success Pell Match Program {https://financialaid.pitt.edu/?s=pitt+success}[[Standard 2.7]]

Additionally, the institution maintains core programs that reach non-traditional student populations and enrich the education opportunities available, across the lifespan. The University's College in High School program was founded in 1980 to offer high school students access to earning college credit at a fraction of the typical credit hour cost, accelerating students' intellectual development, college-going prospects, and potentially reducing their time-to-degree at their future baccalaureate institution. In the past five years, College in High School has had an 18% increase in the number of high schools served (145 in the 2020-2021 academic year), 25% increase in the number of high school teachers served (435), 41% increase in the number of high school students enrolled (4,317), and strategic partnership development with Pittsburgh Public Schools high schools through the Justice Scholars Institute {https://www.education.pitt.edu/justice-scholars}{CHS report} [[Standard III, Criteria 5a-b]]

The College of General Studies exists to serve non-traditionally aged students. According to the College of General Studies 2021 Middle States report, in 2020, CGS enrolled 203 non-traditionally aged students in degree programs (down from 522 in 2010) and served 144 non-degree seeking students (277 in 2010). This decrease over time points to a change in focus from its original founding in 1958 which was to, "promote the cultural and economic ambitions of the region by providing regional and nontraditional students, life-long learners and other clients access to University of Pittsburgh undergraduate educational resources and programs." (https://www.utimes.pitt.edu/archives/?p=6692). CGS is currently undertaking steps to return to its founding mission and undertook a program study (published June 2020) to identify the steps it will take to better serve a non-traditional population by emphasizing its purpose to extend the life-changing opportunity of undergraduate education to non-traditional learners in the Pittsburgh region, offering greater flexibility in class formats and modes of delivery to accommodate non-traditional student needs, addressing cost concerns, and establishing partnerships with regional employers whose employment and training needs align with CGS areas of study. {CGS program study}{CGS PRMS proposal(s)} [[Standard 3.5a-b]]; [[Standard 5.1]]

The OSHER Life-Long Learning Institute (OLLI) at Pitt provides a dedicated life-long learning/intellectual environment for older adult students. OLLI's faculty, which includes University of Pittsburgh professors and retired faculty, challenge participants to understand the cultural forces of today, to interact socially and intellectually with one another, and to live empowered lives. In recent years, OLLI has undertaken concerted outreach to adult students living in underserved communities, offering semester scholarships to students living in the Hill and Homewood neighborhoods. OLLI served 1,727 students in AY2020, an 88% increase in students served since 2010 {College of General Studies 2021 Middle States report} [[Standard 3.2, 3.4]]

4.2.1.3   Perspectives

In order to effectively enhance our students' ability to integrate local and international perspectives, Pitt is taking steps to make Civic learning and community-engaged learning more widely available within the undergraduate and graduate student experience.{CE attributes definitions}{CE distinction} [[Standard 4.1a-d, 4.4]]

In 2018, as part of the Office of the Provost's Personalized Education Initiative, a coalition of civic engagement programs came together to initiate a pilot project named the Pathways for Civic Growth

Project. The pilot, which joined the University of Pittsburgh to the International Working Group on Civic Pathways led by the Haas Center at Stanford University, offered diagnostic questionnaires to all incoming first-year students to help them assess their civic proclivities, and implemented one-to-one civic advising for students to identify the civic engagement opportunities available to them while at the University of Pittsburgh. Between 2018-2020, 1,144 students completed the diagnostic and advising sequence. Two workshops with advising staff were held, educating 200 advisors on the civic pathways diagnostic, and advising sequence. {Civic Pathways Year Two Grant Report} [[Standard 5.3a-h]]

The impact of the 2018-20 Civic Pathways pilot, which tested the efficacy of providing first year students with diagnostic opportunities to identify their civic proclivities and civic advising to assist them with identifying and pursuing civic engagement experiences while at Pitt, primarily lies in sense of belonging and developing a sense of civic mindedness. According to the post-intervention surveys, students who participated in the pilot had significantly higher scores than their control group peers, expressing that participation in the project helped them to attain connections to their communities, their peers, grow civic-mindedly, and from their civic connections, connect with others who provide strength, support, and guidance to them {Pathways for Civic Growth Results Summary}. As a result, the Civic Pathways pilot is being integrated into the Office of PittServes as an ongoing program. [[Standard 5.2b]]

One of the recommendations that came from the self-study portion of Pitt's 2020 application to the Carnegie Foundation for the community engagement classification was to create an attribute for classes that provided students with opportunities for civically- and community-engaged learning. During AY19-20 and 20-21, an institutional working group was convened to develop said attribute and completed its work in March 2021. The course attribute is being rolled out in fall 2021 and will enable students to identify and select classes that offer civic learning and community-engaged learning. [[Standard 3.1, 3.4]]

4.2.1.4   Cultural Competence

The University has cultivated a robust set of engagement partnerships across its various schools focused on improving quality of life and availability of social services, enhancing community health and wellness, expanding accessibility to the cultural arts, supporting non-profit and governmental entities that meet public needs, and advancing sustainability and environmental integrity. The University utilizes an engagement tracking tool called the Outreach and Engagement Map that catalogs where and with which partners Pitt is contributing to community strengthening {http://engagementmap.pitt.edu}. As of April 1, 2021, the map provides an inventory of 440 sustained outreach and engagement activities in the areas listed above. These activities occur locally to globally. [[Standard 6.8]]

Additionally, through its Community Engagement Centers and regional campuses, the University of Pittsburgh is committed to long-term, place-based engagements that improves the communities in which they are located. The Community Engagement Centers (CECs): are a landmark program for the University, establishing a series of neighborhood-embedded community engagement centers {www.cec.pitt.edu} that harness the teaching and research engagement of all 16 schools at the University with the ecosystem of community, governmental, and faith-based organizations that serve the community. [[Standard 3.5a]]

Two CECs have been established to date in the Homewood and Hill District neighborhoods of Pittsburgh, each being anchored by a 20,000 square foot facility that houses the university's dedicated engagement staff, specialized spaces that facilitate a range of programming from STEM to chronic disease management, to poetry and jazz incubators, to mental health counseling. A third CEC is being planned in the Hazelwood neighborhood. [[Standard 3.5b]]

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4.2.2   Embracing the World

The University's strategic priority of "Embracing the World" advances our belief that we are all members of a global community, and our role is to integrate local and international perspectives that advance new knowledge and ground-breaking innovation while fostering cultural awareness, world-wide partnerships, and life-changing research. We aim to advance our mission 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" and "engage in research, artistic, and scholarly activities that advance learning through the extension of the frontiers of knowledge and creative endeavor" {Fact Book}. [[Standard 2.2]] [[RA 7]]

In AY 2015, after a rigorous year of engagement efforts with all University stakeholders, Pitt released *Embracing the World: A Global Plan for Pitt 2016-2020* with strategic goals and initiatives to heighten Pitt's ability to convene bright minds and solve global issues that improve life in the world's local communities. By engaging in research, policy, partnerships and the study of language and culture, we open the door to global citizenship. Since then, many of the initiatives described in that plan have been accomplished. Currently, a new version of Pitt's Global Plan is being drafted to align with the University's new strategic plan. {https://www.ucis.pitt.edu/main/sites/default/files/downloadable/pdf/Embracing-the-World.pdf} [[Standard 1.1a-f]] [[RA 10]]

The University Center for International Studies (UCIS) initiates, supports, and coordinates international activities across all the campuses at the University of Pittsburgh. UCIS is the "nerve center" of Pitt's global engagement. It is home to the Office of International Services, Study Abroad Office, Nationality Rooms Program, and six area and thematic studies centers. All the centers—the African Studies Program, Asian Studies Center, Center for Latin American Studies, Center for Russian, East European and Eurasian Studies, European Studies Center, and Global Studies Center—prepare student to explore those regions through interdisciplinary academic credential and degree programs, community engagement activities and funding opportunities. [[Standard 5.2b]]

Since its founding in 1968, UCIS has worked to establish Pitt's leadership in the advancement of global and international dimensions in the arts, sciences, and professions. The center's work encompasses education, research, public service, and (most recently) global operations support. (UCIS Annual Report 2020)

In 2015, then Provost Patricia Beeson's creation of the position of Vice Provost for Global Affairs was instrumental in providing a context in which university bodies can work to put Pitt on par with aspirational peers. It is in this context that UCIS restructured its leadership positions and created multiple new ones to support its commitment to international studies and global engagement. [[Standard 1.3]]

Hiring efforts to advance Pitt's global mission include Executive Director of Academic Affairs, Executive Director of Global Engagement, Executive Director of International Advancement, Director of Global Partnerships and Partner Engagement, and the Global Operations Support Manager. {Profiles available: https://www.ucis.pitt.edu/main/staff} [[Standard 3.2b]]

Pitt has received the two of the most important and prestigious recognitions/awards in the nation for our comprehensive internationalization efforts. This speaks to how the field of international education evaluates Pitt's ability to make progress in Embracing the World. [[Standard 5.4]]

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- NAFSA's Senator Paul Simon Award in 2017: https://www.aplu.org/projects-and-initiatives/international-programs/institutional-award-for-global-learning-research-and-engagement/
- APLU Gold Award in 2020: https://www.aplu.org/projects-and-initiatives/international-programs/institutional-award-for-global-learning-research-and-engagement/

4.2.2.1   Contributions

Pitt is a leader in international education. Regardless of undergraduate or graduate major or course of study, students can pursue a variety of options that will enhance their degrees and prepare them for the global workplace. Credential and degree options range from a Global Distinction to regional or thematic certificates to the Bachelor of Philosophy degree. UCIS offers 11 International Certificates, 2 Related Concentrations and 1 Bachelors of Philosophy in International Studies (in partnership with the University Honors College) that allow undergraduate students in any major—from the sciences and professional disciplines to languages and other liberal arts—to enhance their program of study. We offer 11 International Certificates for graduate students wanting to build upon their regional or thematic expertise without extra cost of tuition and with no increase in their overall course load.{https://www.ucis.pitt.edu/main/undergraduate-academic-credentials; https://www.ucis.pitt.edu/main/graduate-academic-credentials} [[Standard 3.1] [[Standard 5.2b]] Over the period 2015-2019 trends in undergraduate certificate awards are up with an increase from 936 certificates awarded in 2015 to over 1000 awarded after 2018. Graduate certificates awarded have decreased slightly from 2015 to 2019 from 332 in 2015 to 319 in 2019. {UCIS grad numbers}

Students can learn about these options from orientation onwards, through informal conversations at the Global Hub or during formal sessions with a Pitt Global advisor. Doing so early will help to optimize opportunities to study abroad or at home, meet general education and foreign language credit requirements, learn about internationally-themed events, and discover scholarships available through Pitt Study Abroad, the Nationality Rooms, and the regional and thematic studies centers. [[Standard 3.2a, 3.2d]]

Since 2015, Pitt ranks amongst the top 30 highest sending institution as regards study abroad programs (see Pitt Study Abroad by the Numbers). We offer 350 programs annually; over 100 of those programs are faculty led in nearly 73 countries. Currently, an average of 1800+ students are studying abroad every year. Our aim is to make Pitt a top 20 sending institution by increasing annual enrollment, diversifying the portfolio of programs, and increasing the experiential learning (service-learning, internships, undergraduate research) opportunities available to students. (https://abroad.pitt.edu) [[Standard 3.2 a-e]] {UCIS grad numbers}

UCIS proudly launched two unique experiential learning programs in 2017 meant to further Pitt's commitment to academic excellence and the goal of cultivating globally capable and engaged students toward lives of impact in their communities and beyond—MYPITTGLOBAL and PITT TO YOU. Our academic programs are designed on the premise that all students completing UCIS certificates will gain global competencies by acquiring knowledge, skills, and awareness through engagement with local-global communities {see UCIS Global Learning & Engagement Rubric for more information on competency-based global learning}. Both programs aim to help build students' global competencies and professional identity while gaining leadership skills. [[Standard 3.4]]; [[Standard 5.2a]]

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The Pitt Global Hub was inaugurated in August 2019 as another concrete example of an initiative in *Embracing the World: A Global Plan for Pitt 2016-2020* (https://www.ucis.pitt.edu/main/sites/default/files/downloadable/pdf/Embracing-the-World.pdf) inspired by student feedback expressing a need for a physical space to receive advice, support and information about programs of study, courses and projects in/on the world. Conversations with students and other stakeholders led to the creation of the Pitt Global Hub (www.globalhub.pitt.edu), a physical space on the Pittsburgh campus—designed to evoke the personality of Pitt as a world traveler—in which students can seek advice, support and information about international study and global enterprise to embrace the world beginning on their own campus. [[Standard 1.1a]]; [[Standard 3.5a]]

In AY 2019, we designed and implemented the University's first interdisciplinary undergraduate "distinction." The Pitt Global Distinction—designed in conjunction with and partnership among UCIS, the Vice Provost for Undergraduate Studies, the Office of the Registrar, and Suitable (a company founded by several alumni of the University)—is a transcript distinction that denotes a baseline of global competency recognized in what will be the first of several micro-credentials offered by the University (others include Honors, Sustainability, Creativity, and Civic Engagement). {https://www.personaled.pitt.edu/global-distinction} [[Standard 3.5a]] {cite upward enrollment trends using Global Analytics dashboard}

Starting in 2017, UCIS launched the myPittGlobal COMPASS (Competency & Program Assessment) project to restructure our assessment tools and processes (https://www.ucis.pitt.edu/main/global-learning-engagement-assessment). Our aim has been to (1) develop new student learning outcomes that better align with our goal to prepare globally capable students; (2) establish an external-facing global learning and engagement rubric for students, advisors, and faculty to reference during course selection, development, and evaluation; and (3) create tools for program and services evaluation that align with our competency-based approach. [[RA 8]] [[Standard 3.7, 3.8]]; [[Standard 5.3]]

Launched in AY 2017 as a joint project of the University Center for International Studies and the Office of the Provost's Data Analytics Team, the Pitt Global Analytics & Insights Dashboard provides insight into the University's worldwide engagement by providing data in five key areas: citizenship of international students, destinations for student experiences abroad, international inter-institutional agreements, language course offerings, and language course enrollment. Users may search by country, school, or through a broader, metric-oriented option which gathers information into easily accessible tables {https://analytics.pitt.edu/#/site/u/views/UCISLandingPage_1/LandingPage?:iid=1}. [[Standard 6.8]]

4.2.2.2   Ethics and Integrity
The University's strategic goal of being a "global and broadly inclusive institution of higher learning" is being met in various ways that are faithful to the University's mission and transparent to its stakeholders.

In June 2017, Chancellor Patrick Gallagher announced the formation of the Chancellor's Global Advisory Council (CGAC) {https://www.report.pitt.edu/annual-report/global-reach} in support of the University's global strategy. Composed of accomplished alumni from eleven countries and multiple sectors of the global economy and public service, the CGAC advises the chancellor and academic and administrative leaders on three areas of importance to the University: (1)implementation of the University's strategic objective to "embrace the world"; (2) advocacy on behalf of the University in key world geographic regions and programs of strategic priority; and (3) identification of resources in support of Pitt's goals, including those in the areas of philanthropy, governmental agencies and nongovernmental organizations and those in the corporate realm. [[RA 13, 15]] [[Standard 2.2]] The inaugural meeting was held October 26-27, 2017 with an agenda designed to solicit input in three significant areas of opportunity: international

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student recruitment, international faculty & scholar recruitment, and international research collaboration. The Chancellors convenes the CGAC several times per year to discuss ongoing global initiatives and strategic priorities advanced by the group.

Despite the increase in real and perceived challenges related to US visa and immigration processes, the University of Pittsburgh continues to attract strong numbers of talented international students and scholars seeking to further their academic and professional goals. The Office of International Services (OIS) is the University's immigration specialist, serving all campuses and the 6,000 international students, scholars, staff, and faculty who call Pitt their academic home. [[Standard 2.2, 2.8]] Include international student enrollment trends (undergrad and grad). {See Open Doors or Global Analytics}

Over years, the OIS has focused much of its efforts on adapting processes and advising practices in response to changes in United States immigration policy. The office is committed to providing accurate, timely information to members of the Pitt international community and the units hosting them. [[Standard 2.8a]] {Include ISB data}

In AY 2018-19, Provost and Senior Vice Chancellor Ann Cudd set a goal of increasing undergraduate international and minority student enrollment so that they represent a greater percentage of students admitted in the years ahead. [[Standard 2.2]]; [[Standard 4.1c; 4.4]] Several challenges to reaching this goal remain, including tuition costs, international students' preference for other countries in the Anglosphere and the declining number of high school graduates in the United States. Pitt is seeking to address affordability issues through various programs like the Pitt Success Pell Match (among others) {www.affordability.pitt.edu} as well as through study abroad support that help underrepresented students embrace the world (Show them the World). [[Standard 4.1c, 4.4]] {See Open Doors or Pitt Global Analytics} The Office of Admissions and Financial Aid (OAFA) noted, for their part, that attracting international students will mean offering scholarship opportunities to make Pitt a more competitive option as well as its hope that the U.S. will become a more student-friendly option over the next several years. Barriers to expanding international student recruitment (and access to Pitt) have been particularly acute over the last two years due to political tensions and the limits placed on travel and residency by the global health pandemic. [[Standard 4.1c, 4.4]]

Vice Provost and Dean of Students Kenyon Bonner notes that the Division of Student Affairs has responded to the provost's charge to make the university more accessible to international students through initiatives such as *Global Ties, Pitt to You, Show them the World* {https://www.abroad.pitt.edu/scholarships/sttw}, and the *Office of Interfaith Dialogue and Engagement* {http://www.studentaffairs.pitt.edu}. Likewise, representatives from OAFA pointed to ongoing efforts to bring students to Pitt from outside Pennsylvania and the United States through their Regional Recruiter Program {OAFA strategic plan}. SERU data from 2016-2018 indicates an increase in agreement to the statement "this university is a welcoming campus" with increases by race demographics as follows – 1.7% increase for Black respondents, 1.9% increase for white respondents, 2.2% increase for respondents identified as other. {SERU results} [[Standard 2.7]]

4.2.2.3   Perspectives

As a convener of brilliant minds around the world, Pitt has been leveraging its international leadership to promote research that advances issues of major relevance to the well-being of our community and other communities abroad. We have been focusing on four key drivers of university reputation and rankings: personalized attention to students and the creation of opportunities that build confidence to achieve meaningful goals; a balanced style between academic scholarship and practical innovation; an

interdisciplinary perspective to real-world problem solving; and a future-focused approach oriented to address long-term challenges {*Embracing the World: A Global Plan for Pitt 2016-2020*}. [[Standard 3.1]]

Pitt ranks within the top 10 institutions in the country with respect to the number of concurrently hosted National Resources Centers (hosting three or more such centers) {https://www2.ed.gov/programs/iegpsnrc/index.html}. All regional and thematic studies centers and programs—the African Studies Program, Asian Studies Center, Center for Latin American Studies, Center for Russian and East European Studies, European Studies Center, and the Global Studies Center—explore those regions and themes through interdisciplinary credential and degree programs and community engagement activities ranging from projects with local businesses to K-16 teacher training workshops, student competitions, and art exhibitions. {UCIS Annual Reports, AY 17-18}. [[Standard 3.4]]

UCIS (including regional and thematic studies centers and programs, Pitt Study Abroad and the Nationality Rooms & Intercultural Exchange Program) has awarded nearly $4.7 million (timeframe?) from public and private funds to support faculty and student mobility related to their academic research in/on the world (including funding for conference travel, hosting conferences at Pitt, research on location abroad, translation services and manuscript preparation). {UCIS Annual Reports, AY 17-18} [[Standard 3.6, 4.1a]] Many of the centers/programs/offices across UCIS offer funding opportunities to help support faculty, undergraduate student, and graduate student research in/on the world. { https://www.ucis.pitt.edu/main/undergraduate-student-funding; https://www.ucis.pitt.edu/main/graduate-student-funding; https://www.ucis.pitt.edu/main/faculty-funding}

UCIS and UPMC International have been working together to coordinate our international strategies. Driven by the agenda of the Pitt/ UPMC International Health Steering Committee, both entities have been strengthening existing cooperation to advance common interests in clinical, technological, and managerial knowledge and expertise around the globe. This partnership is meant to create a two-way approach to Pitt's global engagement where we develop world-wide partnerships, build global research communities, and boost institutional advancement opportunities at home and abroad. {UCIS Annual Reports} [[Standard 3.6]]

In an ever-evolving landscape of international partnerships, Pitt has expanded its strategic efforts regarding international partnerships with other universities and institutions to further advance academic offerings that impact students. For example, there has been an Increase in academic collaborative agreements and faculty exchange non-teaching agreements. [[Standard 3.5a]] Specifically, in the past six years, there has also been a concerted effort to move away from memorandums of understanding (MOUs) that are not legally binding and merely "handshake" agreements to an approach where we educate faculty and staff to commit to more substantive international agreements. {UCIS Annual Report AY 2020-2021} Some notable changes in behavior over this time-frame include: MOUs have decreased by 28%, Undergraduate Exchange Agreements have increased by 133%, Graduate Exchange Agreements Increased by 280%, Cooperative Agreements have increased by 54%, Faculty Exchange Agreements have increased by 100%

One successful example is the Joint Pitt Sichuan University (SCUPI) Program in Engineering: https://www.engineering.pitt.edu/SCUPI/. This cooperative program resulted in the creation (in 2013) of an educational institution hosted by Sichuan University (i.e., on the campus of Sichuan University) whose curriculum is informed through consultation with educators at the University of Pittsburgh (within the Swanson School of Engineering). The resulting compatibility of the curricula has resulted in hundreds of

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students matriculating to the University of Pittsburgh via an articulation agreement after 2, 3, and sometimes 4 years at SCUPI (note that 4 year students matriculate into Pittsburgh graduate programs). {SCUPI data} Other specific examples of the building of international partnerships include those created through the Office of Research as well as coordination with UPMC International, an entity that already has established partnerships in Italy, China, Ireland and Kazakhstan (UCIS Annual Report AY 19-20}. [[Standard 3.4]]

One strategic international partnership example is Pitt's connections to Newcastle University in the UK: [[Standard 3.5a]] The two institutions are developing an International Network of Place-Based Universities around the world. An inaugural conference was hosted virtually in January 2021 to begin the conversation with experts across various partner institutions around the world. {https://www.ucis.pitt.edu/esc/events/international-place-based-university-network} In 2017, Newcastle University (UK) awarded Chancellor Gallagher an honorary Doctor of Science degree, marking the first time in recent record that a University of Pittsburgh Chancellor received an honorary degree from a distinguished international institution. {https://www.ucis.pitt.edu/main/news/my-pitt-global}

4.2.2.4   Cultural Competence

The Faculty & Staff Development Program (FSDP) offers faculty and staff the opportunity to build awareness and understanding of diverse cultures, while learning about University policies and resources that support our strategic goal of embracing the world. [[Standard 5.3d]] Specifically, the Global Competence Certificate Program offers interactive sessions will help participants define global competence, identify their own cultural values, analyze how those values impact our working and learning environments, self-assess global competence skills and discover areas of growth. {https://www.hr.pitt.edu/current-employees/learning-development/fsdp/global} In addition, the Diversity and Inclusion Certificate Program (DICP) is designed to reinforce the University's core values of diversity and inclusion through a series of six introductory-level workshops open to all faculty and staff. The workshops address both individual behaviors and University policies that can impact an environment of opportunity and success for all members of the University community. {https://www.hr.pitt.edu/current-employees/learning-development/fsdp/diversity}

The Nationality Rooms and Intercultural Exchange Program (NRIEP) is a collection of 31 museum-quality classrooms renowned for promoting cross-cultural understanding and celebrating Western Pennsylvania's ethnic diversity and immigrant heritage through its classrooms, tours, student group, student scholarships, faculty grants, cultural and educational outreach programs, and events. Founded in 1926, the NRIEP was established as a partner with ethnic communities formed as committees; continuance of these partnerships is an essential part of collaborating with community resources and advancing Pitt's strategic goal of Embracing the World and Strengthening Communities {http://www.nationalityrooms.pitt.edu}.

As part of our goal to amplify our global assets by training Pitt Global Ambassadors to increase the effectiveness and visibility of our presence abroad, Pitt to You is a collaborative year-long program that sends Pitt rising juniors and seniors as international ambassadors to meet and help orient incoming undergraduate students prior to on-campus arrival. Since the summer of 2017, 12 student ambassadors and four Pitt staff members depart annually from Pittsburgh and host pre-orientation workshops in two Chinese cities, Beijing and Shanghai. The Pitt to You program has two main objectives: 1) to welcome 60 incoming international students annually to the University of Pittsburgh; and 2) to provide Pitt students with a leadership experience abroad. This opportunity spans one academic year (Spring semester for training and preparation of Pitt student ambassadors; Summer pre-orientation workshops

abroad; and Fall semester for engagement with incoming international students on Pitt's campus). Nearly 12 student ambassadors annually cultivate relationships with admitted international students before they arrive on campus and then maintain these connections and relationships throughout the academic year {http://www.pitt2you.pitt.edu}. [[Standard 5.3g]]

For the past 13 years the award-winning Vira I. Heinz (VIH) Program for Women in Global Leadership prepares scholars for tomorrow's global challenges by offering a unique opportunity for international experiences, leadership development, and community service. Universities and colleges across Pennsylvania participate in the VIH Program. Three underrepresented, first-time woman travelers from each institution are admitted into the program and receive a scholarship to put toward the cost of a global academic experience of their choosing. The VIH Program has three principal components: the global academic experience, the community engagement experience, and two weekend-long intensive leadership development conferences. During the spring semester prior to and the fall semester following their international experiences, the awardees meet in Pittsburgh. These trainings provide them with a foundation of skills necessary to maximize cultural learnings while abroad and to engage their leadership skills in their own communities upon their return. Of particular note in AY 2019-2020 were three major accomplishments: 1) given the success of the program, we received additional funding from The Heinz Endowments to create the position of VIH Program Coordinator; 2) we hosted our first-ever 10 Year Reunion (attended by over 100 VIH alums); and 3) we launched our new VIH website featuring testimonial videos of VIH awardees {https://www.viraheinz.pitt.edu}. [[Standard 5.2b]]

UCIS remains committed to partnering with Pitt's regional campuses to help internationalize our core missions of teaching, research and service. The Year of Pitt Global saw success in involving and partnering with regional campuses. Programs, projects, and initiatives at the regional campuses comprised 15% of all proposals funded by the Year of Pitt Global Matching Fund. Bradford, Greensburg, and Titusville each participated and launched new initiatives thanks to the support of the Year of Pitt Global. These events were largely student focused programming and are detailed above. {https://www.yearofpittglobal.pitt.edu/list-projects}. [[Standard 5.2b]]

The Study Abroad Office and Office of International Services work closely with liaisons across the regional campuses to support faculty-led study abroad programs and assist international students, faculty and staff with immigration needs. UCIS hosts bi-annual meetings of all regional campus liaisons with internationalization responsibilities to share best practices, train on new regulations and/or software, and develop communications plans for transparency across our campuses. [[Standard 5.2b]]

UCIS has partnered with President Catherine Koverola of the Bradford and Titusville campuses to develop an Africa strategy for engagement for both Pittsburgh and Bradford campuses. This includes developing a recruitment pipeline from a variety of International Baccalaureate (IB) high schools on the continent, potential engagement and recruitment efforts with Kakenya's Dream (an educational not-for-profit founded by an alumna) and understanding the landscape of study abroad in Africa. President Koverola and her Executive Director of Communications and Marketing, Pat Cercone were slated to join the Africa senior leadership travel to Kenya, Ghana, and Nigeria in May 2020. This trip was postponed due to COVID-19. More information about this can be found under the "Strengthen Communities: Taking Pitt to the World, Bringing the World to Pitt" section. [[Standard 5.2b]]

UCIS has supported both the Bradford/Titusville, Greensburg and Johnstown campus with their study abroad programming and international partnership development. UCIS has supported the renewal of the

Bradford/Titusville campus undergraduate exchange agreement with Heilbronn University. [[Standard 5.2b]]

4.2.3   Promoting Diversity and Inclusion

Our strategic goal of "Promoting Diversity and Inclusion" means that we aspire to be a university that "embodies diversity and inclusion as core values that enrich learning, scholarship, and the communities we serve" {*Plan for Pitt*}. Our commitment to diversity and inclusion is a fundamental value of the University of Pittsburgh and is critical to achieving our mission as a public research university as evidenced in the Provost's public diversity statement {Diversity Statement}. Students from underrepresented minority groups are empowered to share their perspectives in helping to guide the mission and goals of the university through various opportunities to serve on committees, in leadership roles, and in surveys across the university. Examples of surveys from various campuses include campus climate surveys, the National Survey of Student Engagement (NSSE), Noel Levitz surveys, COVID-19 impact survey, Title IX/Sexual Misconduct survey, Office of Measurement and Evaluation of Teaching (OMET) teaching surveys, and Student Experience in the Research University (SERU). {survey results} [[Standard 1.1a]]

Vice Provost Kenyon Bonner noted that the Division of Student Affairs engages actively in external reviews. The Counseling Center is reaccredited by an outside panel of peer evaluators on a regular basis (American Psychological Association (APA)). The Student Health Services has similar review protocols in place and is accredited through the AAAHC (Accreditation Association for Ambulatory Health Care). [[Standard 1.1g]] {include accreditation documents?}

4.2.3.1   Contributions

Vice Chancellor and Chief Diversity Officer, Clyde Wilson Pickett shared that the Office of Equity, Diversity, and Inclusion (OEDI) promotes diversity and inclusion through a number of different methods including university-wide program initiatives, an annual Diversity Forum that is attended by internal and external stakeholders, and an annual review, and monthly newsletters. Additionally, the OEDI convenes the Inclusion Network, a university-wide committee designed to promote various initiatives and programs around the university to support diversity and inclusion. {ODEI newsletters, calendar} [[Standard 2.2]]

Communication that promotes the University's progress and goals related to diversity, inclusion, and access can be found in the university daily newsletter (PittWire) or in the University Times. [[Standard 1.1f]]; [[Standard 2.6]] Specific tools that highlight our progress include the university social justice dashboards {https://www.diversity.pitt.edu/social-justice}, the OEDI annual diversity report {OEDI annual diversity report}, school/college annual reports, the reports from Faculty Senate and its committees, the university website, reports from the Provost, the monthly OEDI newsletter, the OEDI monthly newsletter, reports for the Vice Provost/Dean of students, newsletter from the Health Sciences Diversity Office, OEDI website, and the Student Affairs website (anti-racism plan). [[Standard 1.1f]]

4.2.3.2   Ethics and Integrity

The University took specific steps to strengthen its commitment to Creating a More Racially Equitable University through its dedication "to changing internal practices, structures and attitudes in pursuit of a truly more equitable and just Pitt." Highlights include:

- Established the Office of Equity, Diversity, and Inclusion (OEDI) in 2015
- Established the Provost's Diversity Institute for Faculty Development in 2015
- John Wallace appointed as Vice Provost for Faculty Diversity and Development
- Equity and Well-being Cluster Hire and Retention Initiative

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- Established first year mandatory course: Anti-Black Racism: History, Ideology, and Resistance

[[Standard 2.2]]
A recent example of the University's focus on intentionally enhancing diversity and inclusion is the cluster hire initiative and the Latinx cluster hire. That is, in 2019, the University announced an innovative cluster hire initiative that would bring scholars engaged in Latinx Studies to the University. Committing to at least nine faculty positions (including the new director of the Center for Latin American Studies), in AY 20-21 the initiative hired the inaugural three scholars (in Social Work, Education, and Political Science) and concluded its determination of the six remaining positions to be hired over the following two years {www.provost.pitt.edu/latinx-cluster-hire-initiative}. Recently, the University has moved to hire faculty members of more diverse backgrounds and experiences through innovative cluster hires. In AY 2020-21, there are three ongoing searches in Education, Political Science and Social Work {www.provost.pitt.edu/latinx-cluster-hire-initiative}. They note as well that this initial cluster hire has inspired others like the cluster hire in Race and Social Determinants of Equity and Well-being Cluster Hire and Retention Initiative {www.provost.pitt/priorities}. [[Standard 2.5]]

Increased support and mentorship for integration of faculty and students is an area of priority., as evidenced by the creation units, programs, and initiatives outlined above, but particularly the hiring of the new position of Vice Provost for Faculty Diversity and Development aimed at supporting all faculty. {VPFDD} [[Standard 6.8]] [[Standard 2.2]] [[Standard 2.5]] [[Standard 2.6]] [[RA15]]

The University's School of Medicine has a task force with a diverse group of faculty and students called the rapid response team that works with all schools of the Health Sciences to support initiatives like the cluster hire. {SOM rapid response roster} [[Standard 2.7]] Similarly, the University has recently launched its IChange initiative {https://www.aspirealliance.org/institutional-change/ichange-network} to improve undergraduate education.   In the IChange Network research universities around the country have committed to a three-year planning process that is explicitly focused on changing the broader culture of the institution, increasing the diversity of the faculty, and equipping the faculty, irrespective of their race or ethnicity, to be able to teach, do research and advise students inclusively. [[Standard 4.6]]

A number of programs and units across the University provide financial support for DEI initiatives. The Provost's development funds, school/college diversity initiatives support, and direct funding support initiatives are all examples. {Provost's development fund award data} [[Standard 6.8]]

The Conflict of Interest Committee, created by University Policy RI01 (formerly 11-01-03), *Conflict of Interest for Research*, is responsible for the oversight of potential conflicts of interest of its employees and the institution. The Committee provides, among other things, advice on novel or difficult conflict of interest cases. The COI Committee reports, through the Chairman of the Committee, Craig S. Wilcox, PhD, to the Acting Vice Chancellor for Research Protections, Bill Yates, PhD. Faculty and staff are regularly directed to reporting responsibilities, regulations and policies via the Conflict of Interest website {https://www.coi.pitt.edu} [[Standard 2.4]] [[RA 13]]

Additionally, other Pitt policies and procedures are in place to support hiring, evaluation, promotion, discipline, and separation practices to ensure that our operations at the university are equitable and free of discrimination. One such procedure is how the Officer for Equity, Diversity, and Inclusion works with HR to provide training support for faculty and staff who serve on search committees. This training is included as part of all searches at the University. [[Standard 2.7]] While our processes are free of discrimination, they are not necessarily free from bias and this is an area where we continue to strive for

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continual improvement. Specifically, on-going bias awareness training is a staple of our hiring practices that needs to continue (and grow).

4.2.3.3   Perspectives

Pitt has exhibited steady progress in how diversity and inclusion are prioritized in curriculum development. While Pitt's focus on incorporating diversity into the curriculum has a long history (as evidenced by the incorporation of diversity requirements withing many general education lists {DSAS&SCI Gen Eds} [[Standard 3.5]]), the nationwide uptick of racist incidents in the year 2021 raised the level of commitment and attention in this area. Pitt continues to respond to this critical education need as evidenced by the launch (and planned expansion) of the Anti-Black Racism course. {ABRC website} [[Standard 1.3]] [[Standard 3.2]]

At the School of Medicine (SOM), cultural sensitivity awareness is being included in the day-to-day lectures over the next two years {documentation for this}. There is now an emphasis in the social determinants of health (SDH) and all students are required to take a course from Africana Studies {documentation for this}.. In the Graduate School of Public Health (GSPH), the MPH degree has a foundational cultural competence competency, and the proposed new BSPH undergraduate program requires a course on health equity{documentation for this}. Similarly, the School of Education faculty set forward on a mission to dismantle structural inequities six years ago and the school's commitment in this area has remained strong and sustained since {documentation for this}. [[Standard 3.5]][[Standard 2.7]]

The SOM, and specifically Senior Vice Chancellor and Dean Dr. Anantha Shekhar, is working to make diversifying the representation and participation of URM faculty and students a particular area of emphasis. One initiative shared that demonstrated impact was that the incoming medical students in the Class of 2024 wrote their own oath {https://www.pittwire.pitt.edu/news/modern-day-hippocrates-incoming-school-medicine-students-write-their-own-oath}.   The   oath   showed   concerns   and understanding of equity and it was identified as empowering for graduates. This initiative was covered in national media and brought greater attention to the School of Medicine. [[Standard 5.3]] Similarly, at the Institute for Clinical Research Education (ICRE), the discussion and support for inclusion are a priority. Four years ago the institute initiated formal interviews with under-represented minority (URM) trainees and garnered exceptionally positive feedback. One person shared that "ICRE was an oasis for URM" {https://www.icre.pitt.edu}.   [[Standard 5.3]]

In the Graduate School of Public Health (GSPH), most governance committees have student representation, and the school involves student organizations and students more broadly in its asset and gap analysis. In recent years, student input was crucial in a committee that oversaw the changing of the name of Parran Hall, a change that signified a commitment to confront past inequities and promote inclusion across the university. [[Standard 5.3g-h]]

4.2.3.4   Cultural Competence

In a recent assessment, the University has demonstrated an increase in students feeling "comfortable with the climate of diversity and inclusiveness at this university" as reported in the SERU data comparing 2016 to 2018. The increases were as follows – 1.9% for white respondents, .1% for Black respondents, and 2% for respondents identified as other. {SERU data} [[Standard 2.2a]] Continued improvement in this area will depend on the wide range of programming, diversity initiatives, and course offerings that Pitt has   created   in   an   effort   to   foster   a   culture   of   respect {https://calendar.pitt.edu/department/office_of_diversity_and_inclusion}.   The   Inclusion   Network,

Equipoise, and the Peoples Voice are all examples of committees aimed at support of these efforts. Similarly, the Diversity and Inclusion Certificate, the Developing Diversity Consciousness, Advancing Institutional Antiracism initiatives, and other online training tools provide support to individuals who aim for professional development in this area. Additionally, faculty and student recruitment efforts are aligned to foster expanded diversity to promote a greater culture of respect. [[Standard 5.3h]]

4.3   Strengths and Challenges

Recently, the University has studied its hiring, procurement, and contracting practices to see how it can more fully embrace its role as an anchor institution within the Southwestern Pennsylvania economy. The University should use the findings of the report to develop an economic opportunity strategy that prioritizes local and racially equitable hiring, procurement, and construction project development.

Pitt already plays an outsized role in preparing an educated workforce for the region and has made a renewed commitment to educate nontraditional students through its College of General Studies. Accordingly, Pitt should expand its accessibility and affordability strategies to nontraditional students who are both degree seeking and non-degree seeking (such as certificate and industry-recognized credentialing), particularly those who are looking to up- and re-skill for high priority occupations in the Southwestern PA region.

The opportunity exists to harness Pitt's unique research expertise to address challenges that have local to global relevance. Given Pitt's particular strengths in the health sciences, the challenges of health equity and the corollary social determinants of health is an impact area Pitt should prioritize. Pitt should create institutional mechanisms by which researchers can collaborate with the communities most affected by these challenges and the community leaders working on grassroots and practice-based solutions, setting its aspirations on improving health equity, locally to globally. Developing infrastructure that supports researchers to collaboratively engage their research and align Pitt's research capacities with community-identified problems ought to be pursued as the next step in mission-related engagement.

To fully actualize the Pitt's ability to connect the regional economy with global opportunities, the next phase of our innovation and commercialization work will need to cultivate a stronger innovation ecosystem that corresponds to Pitt's unique strengths in health and biosciences. This ecosystem will generate the market pull necessary to catalyze greater waves of discovery and innovation.

Considering the important community and economic contributions made by Pitt regional campuses, and the innovative engagement approaches being pursued at the Pittsburgh campus, the University should facilitate greater communications between point leaders at the regional and main campuses to facilitate information sharing and strengthen its engagement agenda across the Pitt system.

Pitt should leverage its successes and national recognition, particularly in place-based community engagement and small business development, to train and strategically and collaborate with other colleges and universities around the nation, including Minority Serving Institutions (MSI).

Recently, the university has taken important intentional steps to help diversify the faculty. These initiatives include a Race and Social Determinants of Equity and Well-being Cluster Hire and Retention Initiative and a LatinX Cluster hiring initiative. To further support these efforts, the university has joined a multi-institutional initiative to help advance university culture and support faculty with goal of operating in a more inclusive environment. The Office for Equity Diversity and Inclusion (OEDI) has been instrumental is working improve and standardize the process for hiring diverse faculty. The OEDI has

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standardized diverse participation in search committees and has placed emphasis on supporting mentorship and support for both faculty and students. Lastly, the university has worked to promote equity and illuminate transparency to ensure that salary packages are balanced and equitable.

The anti-racism movement that emerged nationally in 2020 accelerated the promotion and progress of anti-Black racism curriculum. This push also expanded opportunities for focusing internal research funds related to DEI. Many programs now include courses in DEI or anti-racism. Additionally, units are moving toward emphasizing DEI concepts in all courses, as appropriate. While there has been progress, support is not uniform. It is recommended that units continue to expand anti-racism in curriculum and pedagogy, and work to improve communication amongst units on sharing tools and strategy. It is recommended that anti-racism training and initiatives include the awareness of microaggressions, xenophobia, and put emphasis on international populations. The university should work to expand individual support systems for diverse constituents including mental health care, peer support, mentoring, and financial support.

There has been progressive expansion in the inclusion of diverse student representation across the University including various schools and departments. It is recommended that the committees across the university continue to expand the involvement of various students voices in decision making process. Students should have front and center involvement regarding the development of programs that support DEI and global impact. Lastly, the development of URM junior faculty and fellows including those in the Health Sciences is an area of opportunity. There exists the need to further expand the commitment to broader representation and an expanded focus in DEI, education, and research.

There are currently many course offerings that focus attention of DEI, as well as training opportunities for faculty, students, and staff. It is recommended that university continue to assess the learning outcomes of course and training modules to further promote growth and expansion. It is further recommended that university continue to assess campus climate as a resource to gauge sense of belonging. The exists an opportunity to combine some survey tools to help measure the culture of respect for all stakeholders. Of note the university should work to expand the assessment of the staff experience at all levels including front-line employees. The Office for Equity Diversity and Inclusion and Institutional Research are integral partners in achieving the goals to centralize assessment. These units should work in tandem to both the assess and disseminate information on climate. The University should work to be transparent in the sharing of information on the process and use it to impact the adjustment of policies and resources.

To better embrace the world, recommendations include forging ahead with local and global connections as supported by UCIS in collaboration with schools/units across all campuses. One move in this direction is the revamping of the Study Abroad Office as the Global Experiences Office, designed to offer students more innovative programming and experiential learning opportunities that allow students to engage with the world both *in situ* abroad as well as on campus.

Pitt needs to better leverage our international expertise given our unique structure that allows the University to have an integrated process where academic and operational experts can work together in service of Pitt's students, faculty and staff needs when working in/on the world

We should consider adopting Pitt-wide assessment tool that allows students to discern their global/intercultural competency upon arrival and use those results to strategically chart (via advising and mentorship programs) how they might enroll in courses, projects, events, activities, and student groups that can help them advance skills, knowledge and awareness.

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5 Foundational Strength

The University aspires to *be an institution that supports success through a foundation of strong internal culture, a robust capacity to partner, outstanding infrastructure, and effective operations.* Much of the success of the University of Pittsburgh can be attributed to the tremendous Foundational Strength of the institution. It is this strong foundation that allows all other areas of the University to succeed, and more importantly, thrive. This formidable foundational strength allows Pitt to pursue its mission with vigor and it makes achieving goals and objectives in teaching, research, and service possible. The chapter begins by looking at the *places* of Pitt and identifying the progress made with the physical infrastructure. This physical infrastructure has a significant impact on the student experience and this section provides evidence of the many positive improvements to the Pitt campuses that have enhanced the student experience. This section also identifies the processes that are in place to make sure that resources are allocated in a way that will ensure Pitt can maintain the high quality of this infrastructure long into the future. This chapter then addresses how the University is a champion of progressive, inclusive, and collaborative culture. This section is largely about the *people* at Pitt and how they work together to drive the institution's success. A positive culture does not happen by accident and this chapter identifies the intentionality with which Pitt works to promote and develop a positive and inclusive environment. This section also looks at how students have a voice in shaping their experience at Pitt. The section on culture concludes by looking at how the leadership and administration of Pitt make a commitment to long-term, sustainable excellence. The final section of this chapter addresses the foundational strengths that may be found where *people and place intersect*. This section looks at the processes that are in place to support policy creation and management, planning and goal setting, governance and leadership, and monitoring performance.

5.1 Methodology and Mapping

The Foundational Strength Working Group first developed lines of inquiry that would provide direction during the search for evidence of Pitt's Foundational Strength. These are:

- How does the **physical infrastructure** align with an excellent student experience?
- 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?
- How are **resources allocated** appropriately to align with the mission and plans of the institution?
- How does the University promote and develop a **culture** of collaboration, inclusivity, and integrity?
- How does the culture at Pitt and our **human infrastructure** support the student experience?
- When and how do **students** have a **voice** to shape their experience?
- What evidence is there of a commitment to **sustainable excellence** by the leadership and administration?
- How does the new process for establishing University **policies** support the culture and the integrity of the institution?
- How does the planning process inform **budget** and fiscal responsibility?
- What is the evidence of a commitment to **continual improvement** by the institution?
- How does the **governance and leadership** structure help the University achieve its mission?
- What processes are in place to **monitor the performance** of the University with regards to achieving excellence in education, research, and service?

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To address these lines of inquiry, the working group divided the focus to three areas where Pitt exemplifies its foundational strength – place, culture (people), and the intersection of people and place. Three sub-groups were formed to gather data, collect information, and discover evidence that provides proof of the University's foundational strength in each of these three areas. The sub-groups divided the lines of inquiry based on whether the question supported place, culture, or the intersection of people and place. With a clear focus on specific lines of inquiry, the sub-groups discovered significant evidence of Pitt's Foundational Strength and Commitment to Sustainable Excellence. The complete collection of evidence is presented in this chapter. The groups completed interviews of University personnel, utilized University documents, and sent out surveys to obtain their information. The team also collaborated with the other working groups when conducting interviews to gain information relevant to the Foundational strength topic.

The working group examined lines of inquiry that were aligned with a focus on place, people/culture, and the intersection of people and place. These questions relate to the standards and criteria (and requirements of affiliation) and are supported by evidence in the following way.

Lines of Inquiry (Pillar -- question)	Commission Benchmark (Standard.criteria, Requirement of Affiliation)	Evidence Inventory Entry
Place [p 55]	1.1, 5.3, 6.1, 6.3, 6.8, 6.9	Plan for Pitt, Fact Book
Infrastructure and Maintenance [p 55]	2.2, 2.3, 3.4, 3.5, 5.2, 5.3, 6.4, 6.6	Space utilization stats, Hillman docs, Space survey results, Teaching Center mission, Provost priorities, SOE faculty research, Canvas usage, LMS survey, Building stories (Scaife, Murtha, UPJ Eng., UPJ Nursing)
Resource allocation [p 61]	1a-g, 6.1, 6.9, 6.4, 6.6, 6.5, 6.9, 6.3, 6.5, and 6.7	Campus Plan, Housing and Dining Report, Sustainability Plan, Facilities Management Manual, IT Assessment Report, Planning and Budgeting System, Moody's and S&P Ratings, B&D report
People [p 67]		
Culture [p 67]	2.3, 2.2, and 2.6	Code of Conduct, Faculty Handbook, Staff Handbook, SA DEI Action Plan, Diversity Dashboards
Human infrastructure [p 68]	4.4	OAFA Staffing report, Welcome week calendar of events
Student voice [p 69]	2.3, 4.6	SGB bylaws/roster, Student Affairs Affiliate Groups
Sustainable excellence. [p 71]	7.3d, 7.4a-d, 1.3, 1.3, 6.4, 2.7a, 1.1b, 1.1e, and 7.1	Org Chart, Fact Book, Board of Trustees Minutes, Academic Innovation Annual Report, Univ Times, Board of Trustees Minutes, Pitt Seed Funded Projects, Staff Council Bylaws, Innovation institute annual report, OEDI staffing report, Study lab docs, SSS/Trio annual report, Wellness center info
Intersection [p 73]		

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Policies [p 74]	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9	Policy on policies, policy website
Budgeting [p 74]	5.3, 6.3, 6.4, RA11	PBS governing documents, Senate PBC, Organizational chart, Office of Sustainability, BOT – property and facilities committee/roster
Continuous improvement [p 75]	2.4, 2.6, 2.7, 4.4, 4.6, 6.4, 6.9	Panthers forward, Plan for Pitt Progress report, Community engagement map, LMS evaluation docs, COI policy
Governance/leadership [p 78]	7.1, 7.2, 7.3, 7.4	Organizational chart, BOT bylaws/roster, PBS documents, Senate bylaws/roster, Staff Council bylaws/roster, SGB/SGA/GPSG bylaws/roster
Monitor performance [p 79]	2.3, 2.7, 6.3, 6.8, 7.5	Data analytics team roster, Data warehouse structure map, alert line brochure, internal audit reports

5.2   Lines of Inquiry

The lines of inquiry examined are aligned with a focus on place, people/culture, and the intersection of people and place, as mentioned above. Here we explore each facet of the University foundation in turn.

5.2.1   Place

While the real magic on the campuses of higher education institutions comes from the people on the campus, a sound physical infrastructure that supports an excellent student experience is a critical part of the sustainable success of the university. As can be seen from the evidence presented here, Pitt has made a significant commitment to making sure the physical infrastructure on campus is contemporary and functions in a way that makes supporting the mission most efficient.

- How does the **physical infrastructure** align with an excellent student experience? (Standard: Support the Student Experience)
- 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: Support the Student Experience)
- How are **resources allocated** appropriately to align with the mission and plans of the institution? (Standard: Planning, Resources, and Institutional Improvement)

Over the past ten years, the University has invested almost $1.2 billion in new capital projects on campus. {fact book} This does not include the money allocated to "renewal projects", where renovations and repurposing of space was accounted for. Guiding these investments, there are a number of planning processes, procedures, offices, and groups that work to ensure that resources are allocated to support the mission and vision of the University outlined in The Plan for Pitt {planforpitt}. A number of these mechanisms are listed below. [[Standard 1.1a]] [[Standard 5.3e]] [[Standard 6.1, 6.3, 6.8, 6.9]]

5.2.1.1   Infrastructure and Maintenance

5.2.1.1.1   Learning Spaces

In recognition that learning often depends on hands-on experiences that classrooms cannot always provide, Pitt has developed a range of spaces to support experiential learning, making, and

experimentation. Many of these spaces are centrally located on the Oakland campus and are open to students regardless of their major or enrollment in a particular course. {EV3A - space utilization statistics} These spaces provide specialized equipment, such as Pitt Studio at the Petersen Events Center's broadcast-level sets and editing suites, the Open Lab @ Hillman's virtual reality workstations and 3D printers, or the Text & conText Lab's vintage letterpress machine. When students need equipment to work with in the field, the Library offers a wide range of audio-video production equipment through its Hillman Library Media Equipment Lending Program. {EV3B - Lending program utilization} Just as importantly, many of these spaces are supported by staff with expertise to guide students whether they are brand new to a process or experienced; this expertise is also shared in a welcoming way through regularly scheduled workshops and introductory trainings on topics such as 360-degree video, photo, 3D scanning and printing, photo manipulation and video production for the Pitt Community. Campus spaces have also evolved to provide more opportunity for in-person and online collaboration. The re-invention of the Hillman Library has transformed the building from a book repository to a thriving center of academic and social activity. The Campus' main library provides a significant increase in study spaces and various modes of student learning, from isolated quiet study facilities, group study breakout spaces, classrooms, meeting rooms, and larger social gathering spaces. {hillman library docs}

In addition, in 2015, the University established a Center for Creativity in the lower level of the University store on fifth Avenue. The Center seeks to foster connections between and among the members of the University community whose scholarly efforts and passions are rooted in "making". It also provides opportunities for creators to connect outside their discipline and support the development of project-based courses taught across disciplines. The Center's spaces are intentionally and purposefully open to all students, staff, and faculty in all programs. {EV3C - CFC Utilization Statistics} [[Standard 5.3a]] [[Standard 5.3d]]

The campus computing lab environment has been continuously improved over the years. Technology located in the eight traditional (on premise) student computing labs are upgraded so that it is always current and can run the latest software that faculty request be used for teaching and learning. The upgrades were replacing 33% of the hardware every year until 2015 when it was decided to replace 20% every year to help cut costs without sacrificing performance. One of the labs is available for faculty to reserve as a classroom. In 2017, Pitt IT began a project to reimagine the computing labs and a construction project was started to renovate all the traditional computing labs to create a more open and inviting space. The feedback received from students has been overwhelmingly positive {EV1A - survey results and student feedback} towards the newly designed space. Upgrades included new furniture, energy efficient hardware and lighting, and the introduction of collaborative rooms and laptop bars. {EV1B - picture of new lab} In March of 2019, Pitt IT launched a virtual computing lab that is identical to using a traditional lab machine from any personal device with an internet connection regardless of location. Usage of the virtual labs has been increasing {EV1C -lab usage stats} since the COVID pandemic and we see these workstations complementing the on-campus traditional computing labs in the post-pandemic world. [[Standard 5.3a]] [[Standard 5.3b]] [[Standard 6.4]]

Pitt has a long history of designing and maintaining learning spaces that support the teaching and learning goals and strategies {"Mission, Vision, and Values" Teaching and Learning Web Page} of our faculty and students. Special attention is given to developing classrooms and labs that foster student engagement. Room furniture is flexible and easily reconfigured to enable student teamwork and to allow the instructor to navigate among the students. {EV2A - picture of learning spaces} Although all the rooms have a standard technology control interface, instructors are not required to teach from a fixed point in the room. Learning spaces adjacent to the traditional classroom are designed to complement the in-room

experience by providing nearby individual and group study areas with white boards and flexible furniture. All of the learning spaces are covered by Pitt's wireless network to connect to external resources and to facilitate remote teaching and learning. Campus learning spaces are "owned" by the Provost to ensure alignment with Pitt's academic goals {"Provost Priorities" Provost's Web page} and a rich student experience. A cross-functional team of University experts manages the learning spaces. The team is made up of representatives from the Registrar, faculty, students, and staff from the Teaching Center, Pitt IT, Facilities Management, and University Planning. In addition, faculty and student focus groups are regularly convened to provide input and perspective. The design and development of the spaces is driven by Pitt's commitment to instructional excellence and is guided by the latest teaching and learning research {"Faculty & Research" SOE Web page}. Pitt continuously strives to improve and enhance campus learning spaces. To date there has been a significant amount of positive feedback from both Faculty and Students. {EV2B – Student and Faculty Surveys} [[Standard 5.3a]] [[Standard 6.6]] [[Standard 6.4]]

The University has had an enterprise learning management system in place since the mid-1990s when the Blackboard Learn system was acquired and implemented. In the summer of 2020, the University began its transition to Canvas as its new enterprise learning management system. This enhancement was a direct result of unanimous recommendations from faculty and students immediately following a comprehensive assessment conducted by a committee of faculty, staff, and students from nearly every department across all Pitt campuses. {EV7A - Any recommendations or Faculty feedback} Canvas is also the dominant LMS among our peer schools in the Association of American Universities. Some of the major benefits of moving to Canvas are an intuitive easy to use interface, integrated lecture capture, a better mobile device experience, and seamless integration with Zoom and other video conferencing applications and with enterprise applications such as Peoplesoft. {EV7B - Canvas Usage Stats} [[Standard 5.2c]] [[Standard 5.3b]]

Scaife Hall is home to the University of Pittsburgh's School of Medicine. Originally constructed in 1956, renovations to Scaife Hall were necessary for the University to compete with peer institutions and meet industry standards for medical education. The $120 million project includes 110,000 square feet of new construction and 47,000 square feet of renovations. The West Wing is slated to be completed in 2022. Remaining renovations will start in 2022. [[Standard 6.4]] {https://www.utimes.pitt.edu/news/icymi-get-look-design; https://www.pittmed.health.pitt.edu/story/west-wing?fbclid=IwAR3KAMZ_-ZejM__922K9NKWlASvqbZdXzDSwAuCWTvbOex4mzeu8Zb6Z3iw; https://www.medschool.pitt.edu/sites/default/files/2018%20Pitt%20Med%20annual%20report_for_distribution_update.pdf}

The John P. Murtha Center for Public Service and National Competitiveness at the Johnstown Campus opened in 2017. The 7,400-square-foot center provides a multipurpose space for hosting workshops, academic symposia, student assemblies, and public debate into key local, regional, and national issues. The center also honors Congressman Murtha's public service and legacy with an exhibit that provides access to Mr. Murtha's Congressional Papers, a collection of personal documents and possessions donated to the University of Pittsburgh in 2010 by Joyce Murtha. During that same period, the John P. Murtha Engineering and Science Building on the Johnstown campus underwent a complete renovation providing new and modern labs, updated classrooms, and a technologically advanced auditorium. These updates were imperative to meet the educational needs of our engineering students, as well as the continued growth of the campus for all STEM and Health Sciences Programs. [[Standard 6.4]] In addition, a new two-story, 7,000-square-foot Chemical Engineering Building on the Johnstown campus was finished in 2019. The building houses modern laboratories, classrooms, faculty offices and functional study areas. It is conveniently connected to the east side of the John P. Murtha Engineering and Science Building. The new facility allows students to conduct experiments related to chemical separation, thermodynamics,

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heat and mass transfer, process control, and reaction engineering. The building also has a simulation lab where students learn real-world, hands-on skills by operating and troubleshooting chemical processes in virtual environments. [[Standard 6.4]] The total cost of these three projects was $27 million. {https://www.utimes.pitt.edu/news/pitt-johnstown-prepares; https://www.johnstown.pitt.edu/about/campus-and-community/john-p-murtha-center-public-service-and-national-competitiveness; https://www.at.pitt.edu/news/pitt-johnstown-opens-new; http://www.news.pitt.edu/news/pitt-trustees-approve-more-25-million-constructionrenovation-projects}

Posvar Hall is the largest academic use-only building on the Oakland campus. Extensive renovations transformed existing classroom space into three high-functioning lecture halls for classroom instruction, as well as study space adjacent to the new classrooms in the existing lobby area. The new space configuration facilitates faculty/student engagement and student collaboration and provides an alternate place for students to study. The new areas offer improved functionality and a modern look for this high-use academic building. This renovation project comprised 23,000 square feet and cost $6.2 million. [[Standard 6.4]] The Pitt Global Hub within Posvar Hall is a student-centered, university-wide resource, advising, and engagement center that enhances students' educational experiences with an international and global focus. Initiated as part of "Embracing the World: A Global Plan for Pitt 2016-2020", the Global Hub is the first space of its kind, not only on our campus but at other academic institutions nation-wide. The Global Hub opened in 2019 and is a vibrant and modern open space on the first floor of Posvar Hall. It welcomes students to gather, learn and study with a global perspective. A new stairway connects the Global Hub with study areas on Posvar Hall's second floor. Key features of the Global Hub are the Engagement Wall and the Experience Wall. The Engagement Wall is an interactive touch-screen panel where students can explore available opportunities based on their goals and preferences. Students take a brief quiz answering various questions, and they are presented with a curated selection of courses, certificates, scholarships, clubs, internships, study abroad opportunities, language resources, and more. Students can also view a calendar of international- and global-related events happening around campus, as well as trivia facts about the Nationality Rooms and Pitt's presence abroad. The Experience Wall allows students to learn more about other countries while viewing high-definition images and videos of these countries. Beginning in the Spring 2020, students can submit their own media to be featured on the Experience Wall. A different country is presented on the wall every hour. Not only does the Global Hub support the student experience at Pitt, it also fosters global citizenship, cultural awareness, and diverse communities. Total cost for this project was $1.8 million. [[Standard 2.2]], [[Standard 3.4, 3.5a]] {https://www.globalhub.pitt.edu/about-space; https://globalhub.pitt.edu/; Some statistics provided by Dan Marcinko, Facilities Management; https://www.ucis.pitt.edu/main/sites/default/files/downloadable/pdf/Embracing-the-World.pdf}

The Nursing and Health Sciences Building at the Johnstown campus opened in September 2013 and features many state-of-the-art updates. The $12 million facility includes 11 laboratories for chemistry, biology, and nursing, six faculty offices, and two seminar/classrooms spread over two floors. At 26,000-square-feet, the Nursing and Health Sciences Building was the first academic building to be constructed on the campus in nearly two decades and complements the academic quad formed by Biddle, Blackington, and Krebs Halls, and the John P. Murtha Engineering and Science Building. An increasing percentage of Pitt-Johnstown students are pursuing majors in the medical professions, including the revamped pre-med program. Therefore, construction of this building was especially impactful because the laboratory and classroom space accommodated growing programs in biology, chemistry, and nursing. The Bachelor of Science in Nursing (BSN) program graduated its first class in the spring of 2013. [[Standard 6.4]]

{https://www.johnstown.pitt.edu/academics/majors-programs/nursing-and-health-sciences/nursing-and-health-sciences-building}

Similarly, on the Greensburg campus, the University has recently broken ground on the construction of the UPG Life Science Building. This building, which has approved funding of $19,280,000 will enhance Nursing as well as Science, Technology, Engineering, and Math (STEM) education on the Greensburg campus through the establishment of dramatically improved and expanded laboratory facilities and skills labs.   {https://www.greensburg.pitt.edu/news/university-pittsburgh-board-trustees-approves-construction-new-life-sciences-building-pitt} On the Bradford campus, a 40,000 square foot engineering and information technology building will enhance existing programs, while empowering the campus to expand its offerings in engineering and technology subject areas. The recently started project is expected to cost $24.5 million to construct and will be finished in time for use during the 2022-2023 academic year. {https://www.upb.pitt.edu/posts/news/board-trustees-approves-new-construction} [[Standard 6.4]]

5.2.1.1.2   Student Housing

Mark A. Nordenberg Hall is the newest residence hall on the Oakland Campus. Centrally located, Nordenberg Hall was built and designed specifically for freshmen. To support the success of our first-year students, the residence hall offers communal living, designed to promote peer socialization. Each floor has two large lounge areas, two smaller study lounges, shared bathrooms with private showers, and a laundry room. Additional amenities include a fitness center, two music practice rooms, a print station, indoor bike lockers, and wireless internet throughout the building. The residence hall houses 559 students in air-conditioned rooms (primarily doubles with some triples) with a TV, refrigerator, and microwave in all rooms. There are eight floors of living accommodations with a total of 16 resident assistants on staff and one resident director. The Wellness Center, consisting of Student Health and Counseling, is located on the second floor of the building. Retail space and the University pharmacy are located on the first floor, which is accessible from Fifth Avenue. Total cost of this improvement was $57.4 million. {https://www.pc.pitt.edu/housing-services/university-owned-housing/nordenberg-hall https://www.insidehighered.com/news/2019/06/21/study-shows-how-different-types-college-dormitories-can-affect-grades}

Livingston Alexander House is Bradford Campus' newest residence hall. It was designed to help first-year students adjust to college and easily become a part of their own community. The freshmen-only hall is a three-story building, housing 170 students. Construction costs were $17 million, and the residence hall opened in 2018. Students live in 2-person bedrooms within a section of 24-36 students. Each section has its own study lounge, offering unique programming and giving students opportunities to learn outside the classroom.   A fitness area is located on the center of the second and third floors, adding more opportunities for students to socialize and make friends. Each section has men's and women's bathrooms with private showers and toilets. Because the number of students from outside of Bradford's geographic region continues to grow, the construction of this building was particularly impactful because it addressed the shortage of on-campus housing. The building is also the first LEED building on Bradford's Campus. {https://www.upb.pitt.edu/life-at-pitt-bradford/housing-and-dining/livingston-alexander-house https://upb.pitt.edu/posts/news/residence-hall-be-named-honor-president-alexander https://www.pittwire.pitt.edu/news/new-and-transformed-spaces-enhance-academic-mission-campus-life}

College Park Apartments at the Johnstown Campus accommodate living for 140 students. The complete renovation of this building was part of the University's 12-year Facilities Plan to address rising enrollments and the need for off-campus housing for upper-classmen. The complete renovation of College Park

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Apartments not only increased the campus housing inventory to meet increasing demands, but it also provided a more desirable mix of apartment-style housing. Completed in early 2017, the renovation provided new and modern aesthetics, as well as a wheelchair-accessible room. Each bedroom is double occupancy, and apartments vary from one bath to one-and-one-half baths. All units are furnished and include a living room and a kitchen/dining area. Each kitchen has a full-sized stove, microwave, refrigerator, and dishwasher.   On-site laundry facilities are available to students at no charge. {https://www.johnstown.pitt.edu/housing-services/housing-options/college-park-apartments-cpa; https://upj-advocate.com/news/2016/11/09/off-campus-apartments-ready-to-open/} [[Standard 4.4, 6.4]]

5.2.1.1.3   Student Dining

In July 2020, the University entered into an agreement with Compass Group, its first new dining services partnership in 29 years. Compass Group was selected to bring an elevated dining experience to students while at the same time maintaining affordability. The University serves more than 30,000 meals per day at 24 dining locations for over 7,000 students on a meal plan. One of the primary elements of the new dining contract is the focus on capital investment – the Compass Group has agreed to commit approximately $24 million in capital investment dollars to the Pitt Eats Dining Program and to meeting the University's high safety and services expectations. The new partnership plans to propel Pitt's dining to the next level through a variety of new dining concepts, diverse menu selections and increased convenience across campus. [[Standard 4.6]] {https://www.utimes.pitt.edu/news/university-switch-sodexo; https://www.pc.pitt.edu/dining-services; https://dineoncampus.com/pitt/campus-map}

To address the student demand for more fresh food options as well as the need for an on-campus grocery store, the Forbes Street Market, inspired by a student project, opened in 2018 to fill a void for fresh, convenient, and affordable grocery offerings in Oakland. The Market, located in the heart of Pitt's campus and open 7 days a week, offers fresh produce, dairy, meats, a deli, bakery and specialty items and adjusts its offerings based on the request of its customers. The Market is popular with students as well as faculty, staff and the larger Oakland community. Students no longer need to leave campus for their basic every day food needs. {https://www.pittwire.pitt.edu/news/campus-grocery-store-open; https://www.at.pitt.edu/news/campus-grocery-opens; B&O Annual Report 2018-2019}

In January 2020, Pitt constructed a full-size Chick-Fil-A at the Petersen Events Center, costing in excess of $1.8 million. The restaurant relocated from an express store to a full-service store that allowed for full menu options. {https://www.utimes.pitt.edu/news/what-s-new-food-options; https://pittnews.com/article/149243/news/chick-fil-a-moving-to-upper-campus-other-dining-changes-start-this-fall/}

The Bradford Campus main food service facility located in the Frame-Westerberg Commons building was constructed in 1979 and expanded in 2003 to accommodate 750 resident students. As a result of enrollment growth and demographic changes, the number of full-time resident students living on campus exceeded 1,000, all of which are required to have a meal plan. In addition to the on-campus resident students, the dining facility also served daily a large portion of commuter students, faculty, and staff. With the construction of the Bradford Campus new residence hall, the on-campus population outgrew the existing dining facilities and kitchen which resulted in an overcrowding of the seating area as well as circulation issues for the diners. Completed in Spring of 2018, this $4.7 million expansion and revised layout of the dining hall has led to enhanced circulation, service delivery, seating capacity, and an overall better dining experience for students. {https://www.upb.pitt.edu/posts/news/new-residence-hall-

refurbished-dining-room-welcome-students; https://www.utimes.pitt.edu/archives/?p=40065; https://www.utimes.pitt.edu/archives/?p=42542}

5.2.1.2 Resource allocation

The Plan for Pitt {https://www.planforpitt.pitt.edu/} is the University's strategic plan. This plan establishes the strategic direction for the University by setting clear goals and objectives that are used to guide operational and tactical plans established at the unit level. The first strategic plan was in effect from 2016-2020. In 2020, efforts began to update the Plan for Pitt framework, to reflect and disseminate the vision and target strategies for the next five years.   The planning process engaged faculty, staff, students and other key stakeholders through a wide-reaching information gathering strategy that included more than 1,000 surveys responses, 36 interactive workshops, 8 focus groups, and more than 65,000 website hits. The new Plan for Pitt was released in June 2021 with a simple and specific framework that has three clear focal points: Our People – enable students, faculty, and staff to thrive; Our Programs – achieve excellence in our academic and research programs; Our Purpose: – change lives for the better. [[Standards 1 & 6]] The University's strategic plan is aligned with its mission and guides all other planning and resource allocation.

5.2.1.2.1 Physical Infrastructure planning and support

In 2020, the University completed its first comprehensive Campus Master Plan (CMP) in over 50 years. This plan, for the Pittsburgh Campus, creates a compelling, long-term, vision for the development of the University campus and serves as a roadmap for campus-wide renewal and growth. The CMP is intended to provide a strategic, flexible framework for future development and integrates findings from multiple planning initiatives and studies related to student housing, transportation and mobility, athletics, sustainability, and energy and is an extension of the University's strategic plan. This plan was developed with input from 8,700 unique contributors through surveys and website visitors, more than 40 collaborators that participated in listening sessions, and 20 interviews and meetings with regional leaders that engaged Pitt's many community partners. The resulting plan was published in 2019 and is structured around five core ideas: a place of academic excellence and innovation; an enriching student experience; a distinctive, welcoming and attractive urban campus; a more connected, outward-looking engaged University; and a place that seeks synergy and efficiency. [[Standards 1 & 6]] {Campus Master Plan}.

The University engaged external consultants Brailsford & Dunlavey, to complete comprehensive housing and dining studies to help prepare for meeting the residential and dining needs of future students and recommendations were incorporated into the Campus Master Plan. The study confirmed the need for 2,000 new beds on the Pittsburgh campus in the next ten years. The dining plan also supported the need for additional dining locations to support the beds on campus. {B&D report}

In January 2018, with significant support from students, the University formalized decades of green initiatives with the first campus-wide Pitt Sustainability Plan {Pitt Sustainability Plan}. The Plan identifies 15 impact areas that help focus the University's sustainability goals and key performance indicators for tracking progress over time.

The Facilities Design Manual provides Architectural and Engineering Standards to be used for construction of new facilities, renovations, upgrades and system maintenance. These standards are intended to ensure that the University will meet its sustainability goals and provide safe and environmentally compliant space. {Facilities Management Design Manual} Aligned with the building planning and upkeep, periodically the University engages in a comprehensive assessment of all University owned buildings' conditions

including building envelopes, roofs, mechanical, electrical, plumbing, elevator and escalator, fire alarm and fire suppression systems. It also includes the architectural condition of the building interior's common space, public space as well as restroom facilities. The last assessment was completed through an outside consultant in March 2016. The University is currently working on a new assessment to be used through in-house staff. [[Standard 1.1a]] [[Standard 5.3e]] [[Standard 6.1, 6.3, 6.8, 6.9]]

5.2.1.2.2   Technology planning and support

In 2016, the University of Pittsburgh published the original "Plan for Pitt" which built upon Pitt's accomplishments and reputation as a world class University. At the same time, Pitt IT developed its third installment of its strategic plan building on the two prior plans. In 2019, a new Chief Information Officer {EV11A - Mark Henderson Bio} came to the University and developed a new mission and vision that strategically aligned with the University's plan. The Pitt IT mission and vision will align with and support the new Plan for Pitt to guide us in advancing the University's mission. The Pitt IT mission and vision, driven by input from students, faculty, and staff, will ensure that the University's future technology environment will support the overall mission and goals of the University and that it will be sustainable and focus on enhancing the student experience.

Along with the general funding from the University budget, Pitt IT established a Student Technology Fee and Network Access Fee to enhance, support, and maintain the Technology infrastructure. The Student Technology Fee, implemented in 1989, is a flat fee that students pay per semester to partially cover the costs to support and maintain the technology infrastructure used by students. For example, the fee is used to purchase and maintain mainstream software licenses, like Microsoft Office, and provide them at no additional cost to students. Additionally, it provides ubiquitous and equal access for students to a wide variety of technology tools and services that include the 24-hour technology help desk, student walk in support desk, the classroom edition of electronic lab notebooks, the lecture capture system, cloud storage, campus computing labs and classrooms, remote student printing, residence hall wireless, 70+ commercial software titles, virtual computing labs, virtual support, and much more. The Network Access Fee was established in 2007 and is assessed annually based on the number of full-time faculty and staff within a department. The fee allows Pitt IT to spread the maintenance and support costs among the departments across the University in a fair manner.   It is used to partially fund the necessary enhancements, upgrades, and maintenance to the University's technical infrastructure such as the campus network to include the connections to the regionals, connections to high-speed research and educational networks, campus wireless capacity, security efforts to protect University resources, and enterprise software and services used by faculty and staff across the University. [[Standard 6.3]] [[Standard 6.5]]

Pitt IT worked with a highly rated consulting firm in the late 1990s and has had a project management office and process in place since then. The project management office significantly changed the way Pitt IT implemented projects since it brought much needed structure and accountability to technology initiatives that involved staffing resources and funding. The Project Management Office owns the process that facilitates project selection, prioritization, approval, and advises other areas within Pitt IT and the University on project related issues. The process was initially a 5-step process that involved selection, initiation, planning, implementation, and closure. Over the years, it has been adapted and enhanced as Pitt IT staff acquired the necessary project management skills. Today the Project Program Management Office (PPMO) is very mature and is comprised of the four domains of Business Relationship Management, Project Management, Change Enablement, and Quality Management. The PPMO has adopted phase gate and agile principles in its framework to drive projects to completion, on time, within budget and scope.

This is accomplished using a consistent and repeatable process, each with their own artifacts, while providing transparency and communication to Pitt IT and the broader community.

5.2.1.2.3   Decision-making process and support

The University adheres to an overall Planning and Budgeting process for guiding its decision-making and resource   allocation.   {https://www.provost.pitt.edu/planning-and-budgeting-system-pbs-university-pittsburgh} The University Planning and Budgeting Committee (UPBC) develops budget parameters for the Educational and General (E and G) operating budget, the capital budget, and others, and forwards them, along with recommendations on compensation increases, to the Chancellor. The UPBC also makes recommendations concerning proposals for establishing, terminating, or significantly changing programs, or significantly altering resource allocations at levels requiring approval of the Chancellor.

Responsibility centers develop strategic plans that articulate unit goals and plans that align with the University priority areas as reflected in the Plan for Pitt; each goal should include specific strategies and defined assessment metrics.   These Unit Level Planning and Budgeting committees' insight and recommendations ultimately funnel upward to the University Planning and Budgeting Committee in order to connect unit level fiscal allocation and investment to institutional vision and goals. Specifically, when the unit's proposed plan and budget has been completed, the unit head forwards it to the next higher level, providing a copy to each member of the unit's Planning and Budgeting Committee (PBC). The appropriate scope of planning and budgeting may vary among responsibility centers. Plans and budgets for regional campuses, for example, include not only academic programs but also other expenditure categories, such as student affairs, athletics, facilities, and security. Further, the planning and budgeting process at the regional campuses may include analysis and comment by their Advisory Boards.

In general, proposed plans and budgets flow from department PBCs and chairs to the responsibility center PBC and head, where they are integrated into a single responsibility center proposal. Responsibility center proposed plans and budgets are forwarded to the appropriate Senior Vice Chancellor and PBC, or (for nonacademic areas) to the appropriate Vice Chancellor or the Chancellor. The Senior Vice Chancellors, with the active participation of their PBCs, prioritize and integrate the proposed plans and budgets for their areas, articulating reasons for any significant modifications of proposals received from the level below, and present their proposals to the Chancellor and they may also discuss them with the UPBC. The UPBC develops budget parameters and makes recommendations concerning compensation and concerning proposals for significant changes at levels requiring approval of the Chancellor. The Chancellor prioritizes and integrates the proposals of the Senior Vice Chancellors (and of the Vice Chancellors who report directly to the Chancellor) and of the UPBC into University performance, personnel, capital, and financial plans and budgets to form a comprehensive proposed University plan and budget again articulating reasons for any significant modifications of proposals received from the level below. The Chancellor then presents the final comprehensive plan and operating and capital budgets to the Board of Trustees for appropriate action. [[Standards 1 & 6]]

In fiscal year 2020, Pitt implemented Oracle's Planning and Budgeting Cloud Solution (PBCS) module to advance the integration of University planning and budgeting efforts by offering an application that supports enterprise-wide planning, budgeting, and forecasting in a cloud-based deployment model. {https://prism.pitt.edu/applications/planning-and-budgeting-cloud-service-pbcs/}   This   new enterprise system is designed to: strengthen correlations between responsibility center budget allocations and plan for Pitt strategic priorities; increase transparency; foster additional dialogue; and provide holistic all-funds budget picture supporting the University's collective success.

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The enhanced budgeting process now requires units to develop responsibility center resource proposals (RCRPs), which is the first step in the budget formulation process to better understand RC resource needs.   RCRPs will provide a clear pathway to request new funding for strategic priorities, identify potential areas for budget reallocation, and pinpoint where resources may be more effectively aligned. New elements of the budget formulation process are intended to reinforce the existing Planning and Budgeting System, including the RC-level Planning and Budgeting Committees and the University Planning and Budgeting Committee. These committees should be actively involved in setting strategic priorities that inform resource allocations and new resource proposals. [[Standard 1]] [[Standard 5.3.e]] [[Standard 6]]

5.2.1.2.4   Fiscal resources and oversight

Pitt's budget, which reached nearly $2.4 billion in fiscal year 2020, and was set for 2.4 billion for fiscal year 2021, is composed of three separate, smaller budgets. {https://pittnews.com/article/157951/top-stories/pitts-budget-and-endowment-explained/}

The Education and General (E and G) budget comprises the revenue and expenses of providing a Pitt education. The E and G budget is split into three categories — restricted, unrestricted and research — based on whether the money is earmarked for a specific purpose. The unrestricted E and G budget is funded by student tuition, the annual state appropriation and a payout from the quasi-endowment for financial aid. The restricted E and G budget is largely funded by non-endowed gifts and a payout from the donor-restricted endowment. The research E and G budget is funded by research grants and contracts and pays for research projects. In sum, the E and G budget pays for instruction, institutional financial aid, research, maintenance and facilities, student services and administrative support.

The School of Medicine Division budget is for all money associated with Pitt's School of Medicine and is a miniature version of the E and G budget for just this school. It is funded by tuition, state funding and UPMC support, and pays for medical instruction, facilities and operating costs. Some money is transferred to the E and G budget for shared services, such as payroll. The School of Medicine is wholly funded by the SOMD budget, and exists separately from the E and G budget, which covers all other Pitt schools.

The Auxiliaries budget is composed of self-supporting operating units — parts of the University that cover their costs with revenue they earn themselves. These services, which receive no money from taxpayers or student tuition, include housing, dining, stores and parking, among others. These units generate a smaller surplus each year, typically around $10 to $15 million in all, which is usually saved for future capital improvements.

The capital budget is managed separately from the E and G budget. The capital budget was significantly reduced in FY21, as a strategic pause, so that we could deliberately and thoughtfully reconsider our building needs, including how we use spaces for offices, classrooms, residence halls and other student areas. At the same time, this budget will enable us to continue prioritizing essential renovation and preservation projects as well as the health and safety of Pitt students, faculty, staff and visitors. [[Standard 6]]

The University maintains a management designated endowment fund, the payout from which is used to support student financial aid. Payout on other endowments represents distributions on endowments which are expected to be available for use in the next twelve months. These funds are primarily available to the academic units in which the endowments were directed and are used to support scholarships, chairs and other initiatives. Unless precluded by size or donor restrictions, individual endowment fund

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assets are pooled and collectively managed on a unitized basis. Approximately 99% of the University's endowment funds are collectively managed in a broadly diversified pool of assets called the consolidated investment pool. The Investment Committee of the Board of Trustees provides general oversight, policy guidance, and performance review of the consolidated investment pool and approves asset allocation and spending policies. As of June 30, 2020, the University had a total of $4.18 billion in total endowed net assets. {https://www.controller.pitt.edu/wp-content/uploads/FY20AnnualReport.pdf} In response to significant prompting from students and as a result of the University's Socially Responsible Investment (SRI) Committee Report (released in 2019), the Board of Trustees established the Ad-Hoc Committee on Fossil Fuels to engage in discussions of the role of fossil fuel investment within the endowment stewardship plan. {https://www.trustees.pitt.edu/fossil-fuels}

The endowment spending policy balances the need for reliable and predictable earnings distributions to support current University activities with the desire to maintain the purchasing power of endowment assets so that they can continue providing financial support for future generations. Per the 2020 audited financial statements, 7% of the University operating revenue was funded by endowment distribution and investment income. The University endowment portfolio is organized by restriction or defined designation, as discussed below.

1. Endowments with donor restrictions require the original corpus be maintained in perpetuity. The distributions generated by these funds may be either expended or reinvested in the endowment, in accordance with donor restrictions and the endowment contribution and spending policy. Expendable funds are made available for the schools to use for instruction, academic support, scholarships, fellowships, chairs and other academic initiatives in accordance with donor wishes and University policy.
2. Endowments designated exclusively to provide financial aid to students.
3. Endowment established by the Board of Trustees to support the University's postretirement health and life insurance benefits for employees.
4. Endowments designated for schools and other purposes include both Board and management designated endowments. Endowments designated to the schools support scholarships, fellowships, chairs, and other academic initiatives. Endowments designated by management support self-insurance liabilities and other general purposes. [[Standard 6]]

The Philanthropic and Alumni Engagement (PAE) office's efforts at fundraising also contribute to the overall fiscal health and well-being of the University. From 2013 through March 5, 2021, the impact that fundraising has had on the campus community has been immense. The total impact over this time period includes the establishment of 1,028 endowed funds (49 chair and professorships; 661 student support funds; 27 funds for faculty support; 40 funds to support research; 241 funds for general use, programs, and community support, 5 funds for physical plant, and 5 funds yet to be allocated). [[Standard 6.1 and 6.8]] {PAE Outcomes Data 3-22-2}

Tuition and fees include tuition from undergraduate, graduate and doctorate-professional programs (net of discounts), and various academic related fees. The University recognizes this revenue as the academic services are rendered and the performance obligation is met, which occurs over the applicable period of instruction or academic term. Tuition rates are differentiated by student level and Pennsylvania versus out-of-state residency*.* The tuition rates are then further differentiated by school and presented based upon the following attendance modes: for students enrolled full-time, tuition rates are shown in both *annual* (two-term) format and in a *per term* format; for students enrolled part-time, tuition rates are shown in a *per credit* format. Mandatory fees are differentiated by student level and the following

attendance modes: for students enrolled full-time, mandatory fees are shown in both an annual (two-term) format, and in a per term format; for students enrolled part-time, mandatory fees are shown in a per term format.

- Undergraduate students registered for 12 to 18 credits in the Fall and Spring Terms are regarded as full-time students, Undergraduate students registered for fewer than 12 credits are considered part-time and are billed on a per-credit basis.
- Graduate students registered for 9 to 15 credits in the Fall and Spring Terms are regarded as full-time students and are assessed the current graduate "flat" tuition rate for their academic center.

Per the 2020 audited financial statements, 25.5% of the University operating revenue was funded by tuition and fees. [[Standard 4.1.a]]

As a state-related institution, the University receives an annual appropriation from the commonwealth. There is no assurance that such appropriation will continue to be made at current levels or at levels requested by the University. In addition, the commonwealth funds certain capital projects in support of the University's mission, as well as support for sponsored research grants and contracts. Commonwealth appropriation revenue is provided by the commonwealth to support the general operations of the University and enables a reduction in tuition rates for Pennsylvania resident students. {https://www.cgr.pitt.edu/sites/default/files/2020-2021_pitt_cgr_commonwealth_budgetbook.pdf} Additionally, Commonwealth construction grants are provided by the commonwealth to fund certain capital projects in support of the University's mission. This revenue is classified as with donor restrictions until the capital project is completed and placed in service, at which time the net assets are released from restrictions. The Commonwealth appropriation has varied significantly over the past three decades, with notable increases realized in the last five years {include the table from the report}. The University has requested a 5% increase, for a total amount of $192.3 million, in its appropriation for fiscal year 2022. This amount includes Pitt's General Appropriation and Medical Funding via the Department of Human Services. [[Standard 6]]

Both financial rating firms (S&P Global Ratings and Moody's Investors Service) have affirmed the University's long-term and short-term ratings (AA+/A-1+ and Aa1/VMIG1, respectively) and stable outlooks, concurrent with the fiscal year 2020 issuance of bonds. S&P Global Ratings commented in its November 14, 2019, credit report, "We assess Pitt's enterprise profile as extremely strong, reflecting the comprehensive research-based university's strong demand and enrollment measures as well as its solid senior management team. We assess the university's financial profile as very strong, reflecting good revenue diversity, strong and consistent financial operating performance, and historically strong available resource ratios for the rating category." S&P Global Ratings further states, "In our opinion, the long-term rating is supported by the university's stable enrollment, solid student demand, and strong student quality; historically positive operating performance; solid financial resource ratios supported by a $4.3 billion endowment; good revenue diversity; and moderate debt burden. The stable outlook reflects our belief that the university will sustain its strong demand characteristics, diversified revenues, and solid operations and financial resource ratios relative to the next two years." As Moody's Investor Service expounds in its November 12, 2019, report, "Pitt's strong academic reputation, diversified programs, and urban location will continue to translate into excellent strategic positioning and overall consistent student demand despite the competitive landscape. New financial aid strategies will continue to diversify the undergraduate student body and support enrollment at regional campuses." Moody's further states, "Pitt's national research profile remains a key credit strength, with grants and contracts up a very strong 20% from fiscal 2015 to 2019, at $860 million. Increased emphasis on collaboration and research as well as continued partnership with UPMC may further strengthen Pitt's research profile. To help manage

unanticipated liquidity needs, the University has four general unsecured credit facilities aggregating $100.0 million at June 30, 2020. No draws were made against the facilities during 2020. Termination dates on the lines of credit available at June 30, 2020 range from January 2023 to January 2025. It is management's intention to extend each credit facility. The University also maintains two unsecured credit facilities aggregating $150.0 million at June 30, 2020 to manage the cash flow requirements of the University's endowment. The University made draws of $106.5 million against the facilities during 2020 and there are no outstanding balances at June 30, 2020. The $50.0 million credit facility terminates in January 2023 and the $100.0 million credit facility terminates in January 2025. [[Standard 6]] {https://www.cgr.pitt.edu/sites/default/files/2020-2021_pitt_cgr_commonwealth_budgetbook.pdf and https://www.controller.pitt.edu/wp-content/uploads/FY20AnnualReport.pdf}

5.2.2   People/Culture

As evidenced in the examination of Place, Pitt's commitment to the physical infrastructure and ensuring that this infrastructure supports the mission of the University is impressive. But the buildings and technology and budgets and planning don't work without people and culture to move it all forward. At Pitt, we agree with Peter Drucker who stated, "Culture eats strategy for breakfast," and are proud to provide this evidence of the intentionality that we bring to creating a great culture for our people.

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

5.2.2.1   Culture

In its commitment to promote and develop a culture of collaboration, inclusivity, and integrity, the University is "committed to a model of shared governance that is carried out through the University Senate, Student Government Board, Staff Association Council and other organizations." One of the fundamental objectives of these groups is communication. The University Senate states, "The purpose of the Senate is to create and maintain adequate communication channels among students, staff, faculty, administrative officers, and the Board of Trustees for discussion and consultation on all matters affecting the welfare of the University." In the Plenary Session AY 2020 – 2021, the theme for the Spring Plenary was Anti-Racism and Equity. Details about this session can be found below. [[Standard 1.1a]] [[Standard 2.6]]

Through the Office of Policy Development and Management, the University community is provided with detailed information on the process for new and revised policies. The Policy Office recently updated the categorization of University Policies to a modernized and user-friendly format, that allows a more efficient and effective process.

To ensure the University community can address grievances and/or complaints, policies were created and are accessible through the:
- Student Code of Conduct: Formal Grievance Process
- Faculty Handbook: Grievances

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- Staff and Employee and Labor Relations
- Civil Rights and Title IX Compliance

In addition to the grievance policies, research, focus groups, and other forums are available to both the University and surrounding community members. In 2020, members of the Black Senate, a group of student leaders who represent historically Black student organizations, communicated their expectations, and demands regarding diversity, equity, inclusion, and social justice to University leadership. The results created immediate action throughout the university. A response was provided from Vice Provost and Dean of Students, Kenyon Bonner, which included the Student Affairs racial justice, diversity, equity, and inclusion action plan [[Standard 2.3]]

Through a shared governance model, communicating important information to University stakeholders, partners, and the campus community has been established. For example, the University Times has provided news coverage of the University of Pittsburgh for faculty and staff since 1968. Since then, technology and access has made content readily available. Enhancements to improve efforts in communication include: University Communication Standards: Pitt's Institutional Presence on the World Wide Web; Pittwire.

The Plan for Pitt 2025 was paused and reevaluated to ensure that issues of race and equity would be addressed appropriately. The University provided opportunities for faculty, staff, students and the community members to provide feedback. In April 2021, a draft framework was released, and input was solicited from the University community. In June 2021, the final draft of the Plan for Pitt was shared with the Board of Trustees.

The University also provides data on representation through various dashboards. This information can be used in recruitment, retention, and best practices to ensure an equitable campus. These include:
- Faculty Diversity
- Staff Diversity
- Student Diversity
- Research Associate/ Postdoctoral Diversity
- First-Year Undergraduate Admissions Diversity
- Student Outcomes Diversity
- Vendor Contracting Diversity
- Climate/ Inclusion Initiatives [[Standard 2.6]]

5.2.2.2   Human Infrastructure

Pitt's culture creates a work environment where faculty and staff enjoy coming to work which translates to an enhanced student experience. Students at Pitt receive tremendous support for their academic and personal growth. Exposure to the Pitt culture begins for prospective students when they engage in the admissions process. The Office of Admissions and Financial Aid is committed to a personalized approach to admissions where prospective students develop connections with regional recruiters who can be more engaged and available to offer assistance and guidance. These one-on-one connections often lead to campus visits where prospective students and their families see the impressive infrastructure of our campus, but more importantly, feel the proud Pitt culture that makes them want to be a Panther.

The Office of Admissions' personalized approach is operationalized through its regional recruiters that are based in TX, IL, NY, MA, Philly, NJ, DMV (DC, Maryland, Virginia), CA. Three more are being added in 2021 in Rural PA, Southeast (Fl, SC, GA, NC), and Northeast (Philadelphia/NJ). These staff make 1-1 personal connections with the community to build relationships and strengthen our reach. In addition to these personal connections, campus visits are an important way to showcase the culture of Pitt. The Office of Admissions estimates they hosted about 85,000 visitors to campus based off a 2019 visit sense number. These interactions include daily tours, personalized visits, large recruitment programs, general admissions presentations, meetings with the first-year entry schools, etc. {OAFA staffing} [[Standard 4.4]]

There has been a strong emphasis on enrolling a diverse student population and, while there is still work to do in this area, changes in student demographic information trends in recent years supports the progress that has been made. [[Standard 4.4]] {fact book} This includes regional campuses along with the Pittsburgh Campus.

Once on campus, the people at Pitt support the student experience through academic advising, counseling and wellness, and personal growth and development. Through the wellness center, students have access to a Stress Free Zone as well as an on campus pharmacy, LGBTQIA Resources, and many other health and wellness resources. The mission of Student Health Services is to provide high quality primary health care, prevention, health education, and pharmacy services to enhance the student living and learning.

The Resident Student Association (RSA) and Resident Director (RD) student ratios have been addressed to better support the students in the residence halls. Current RSA and RD student ratios are as follows: Resident Assistant (RA) to resident ratios-between 29 and 57 per RA. RD to resident ratios- Between 205 and 740 residents per RD. [[Standard 4.4]]

Welcome week activities (https://www.studentaffairs.pitt.edu/nsp/welcomeweek/) are an important part of introducing new students to the culture at Pitt and making sure they understand the core values that are an essential part of being a Pitt student. But the University does not wait until welcome week to begin orienting new students to the culture of Pitt. During the summer prior to their freshmen year, incoming students are introduced to Pitt through New Student Orientation (formerly PittStart). In 2018-2019 the University made the transition from PittStart to New Student Orientation. This was a joint project between the Office of Admissions and Financial Aid and Student Affairs. This transition took place to allow for online orientation which was something being done at most other institutions. There was also the creation of the Provost Academy at this time to bring in a select group of students for a more formal orientation process. Over the last three years the programs have changed and adapted to meet the needs of both the University and our students. With this transition there were also changes made to welcome week to ensure that it was meeting the needs of students who may have completed online orientation in the summer and were not able to visit campus prior to welcome week. [[Standard 4.4]]

5.2.2.3   Student Voice

At Pitt, there are a number of ways that students have a voice in shaping their own experience. We are proud of the connection and engagement our faculty and staff have with our students and the way we listen and respond to their needs. Student Danielle Obisi-orlu, President of the Resident Student Association, appropriately captures the spirit of this connection,

"To me Pitt stands out as a university that places the student voice at the center of each important decision it takes. As a sophomore undergraduate student, I was part of one of the many task forces that were created to reimagine education at Pitt (through navigating how to welcome students

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back to campus in a safe and effective way) during the summer months before the 2020 Fall Semester. I remember having conversations with school administration on the importance of preserving students' abilities to safely connect with one another and providing insight on how to create such channels through civic engagement projects, residence programs, and through student organizations. When crafting programs and shaping visions of the future, Pitt is unique because it understands that the future that they hope to create cannot be an honest and virtuous one without the voices of its students."

- *Danielle Obisie-Orlu*
  President of the Resident Student Association

Members of the Student Government Board have several appointments throughout the governing body of the University. {Student Government Board – University Committee Appointments (pitt.edu)} This includes several committees with the Board of Trustees, University Senate, Dietrich School of Arts and Sciences, Office of the Provost, Student Health Services, University Registrar, Office of the Chancellor, Oakland Planning and Development Corporation, University Library Systems, Office of Policy Development and Management, and Student Organization Resource Center.

Given the large and diverse student body at the University of Pittsburgh, Student Government Board has been supplemented by student "governance" groups to allow for greater self-governance among the various student constituencies, and to increase their participation in the life of the University community. These student groups are referred to as Student Affairs Affiliate Groups (SAAGs) {SAAGS}. A governance group is a self-governing, issue-oriented student organization representing a specific undergraduate constituency, is dependent on the Student Government Board for most of its funding and is affiliated with the Division of Student Affairs or an academic responsibility center, which provides the group with a professional staff advisor. Groups with an academic focus should be sponsored by a related academic responsibility center, while groups with a co-curricular focus fall under the purview of student affairs. These groups will be colloquially referred to as "Governance Groups" to avoid confusion as to their direct relationship to the Division of Student Affairs. There are currently eight (8) student organizations that are considered Student Affairs Affiliate Groups (SAAGs). These are: [[Standard 2.3]]: Asian Students Alliance; Black Action Society; Collegiate Panhellenic Association; Engineering Student Council; Interfraternity Council; National Pan-Hellenic Council; Nursing Student Association; and Resident Student Association. [[Standard 2.3]] [[Standard 4.6]]

In the 2021 student voice in policy and practice survey, 39% of participating offices indicated that they created specific opportunities for student feedback and received responses from over 17,000 student roles through various ways of collecting feedback. The most common frameworks to initially gather student feedback were scheduled annual surveys, smaller targeted surveys, climate surveys, open dialogue and focus groups. Once initial feedback was gathered 100% of these departments took the next step of creating standing committees with cross functional student groups, check in's, wellness checks, town halls, and advisory groups to interpret, breakdown and drive strategy for change. Some of the unique approaches came from the Big Idea Center, Office of Innovation and Entrepreneurship, Office of Sustainability, Diversity and Inclusion, Student Government Board, and the Resident Student Association. These work groups were formed with purpose, intent, and goals and were smaller in size to capture appropriate audiences, all aligned with the goal of driving change and benefit for our students. Specific changes resulting from these efforts include numerous accomplishments such as:

- Updated website content
- New Technology platforms such as School Day, Discord and MS Teams
- New student lounges and study space

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- Newsletters
- Professional Development
- Changes in Policy
- Increased Social Media Presence
- Diversified Hiring Practices
- Additional Community Partnership
- Refined and online curriculum
- Social Justice Education
- Student Wellness Programs within the Student Health Services and University Counseling Center
- Covid -19 Support Resources including testing and vaccination

5.2.2.4   Sustainable Excellence

Leadership has changed significantly at the University of Pittsburgh over the last decade [[Standard 6.4; Standard 7.1a, 7.2e, 7.2f, 7.3a-d, 7.4a-d]]. The Chancellor, Patrick Gallagher, began his tenure in August 2014. Provost Ann Cudd was appointed in November 2018. Chancellor Gallagher's senior leadership team has grown and expanded exponentially over the last six years. These include: Kris Davitt, Senior Vice Chancellor for Philanthropic and Alumni Engagement (2017), Mark Henderson, Vice Chancellor and Chief Information Officer (June 2019), Heather Lyke, Athletic Director (March 2017), Rob Rutenbar, Senior Vice Chancellor for Research (July 2017), Hari Sastry, Senior Vice Chancellor and Chief Financial Officer (October 2018), Anantha Shekhar, Senior Vice Chancellor for the Health Sciences (June 2020), Geovette Washington, Senior Vice Chancellor and Chief Legal Officer (June 2015), and Kevin Washo, Chief of Staff (November 2017). Over the last five years, leadership at the school level has changed significantly with 73% new Deans appointed. A new Director of University Library Systems, Kornelia Tancheva was also appointed in May 2017. The regional campuses have also experienced leadership changes with new Presidents at three of the four campuses. {organization chart}

Several new schools, programs, and offices have been created to best serve the students at the University of Pittsburgh. [[Standard 3.3]] Pitt Research Office, led by the Senior Vice Chancellor for Research, is a core unit at the University of Pittsburgh with responsibility to: Facilitate research of impact, identify and catalyze strategic opportunities, position the University to lead large research collaborations, translate scholarly excellence into commercial innovation and economic partnership, and maintain the highest standards of research integrity. The University of Pittsburgh ranks among the top universities in the world for its exceptional research strength and academic programs that focus on areas of great societal need and preparing students for productive and meaningful lives. Research is a major source of external investment in the university, and Pitt research has a substantial economic impact on society and the world. External expenditures for research were $808 million in FY 2018, and Pitt was in the top five in National Institutes of Health funding. The economic impact of Pitt research was $1.7 billion that year. Pitt researchers submitted a new invention disclosure nearly every day of the year. Translating research for world-wide impact, Pitt executed 162 licenses or options, including a record 23 new companies based on Pitt innovations that have the potential to improve life for millions of people. {Innovation Institute Annual report} [[Standard 1.1e]]   As part of the Pitt Research Office, the Office of Innovation and Entrepreneurship (OIE) is composed of four operating units charged with inspiring and enabling innovators, both within the university, and throughout Western Pennsylvania, to achieve impact through the commercialization of their research or ideas. It is also responsible for connecting Pitt innovators with partners, both within the university and externally, to achieve societal impact and economic development.

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The OIE is under the direction of Vice Chancellor for Innovation and Entrepreneurship, Evan Facher. It is part of the Office of the Senior Vice Chancellor for Research. [[Standard 1.1e]]

The Office of Equity, Diversity, and Inclusion (OEDI) was established in 2015 to help build the University into a world-class model of diversity and inclusion defined by inclusive excellence and an environment that allows everyone to thrive. OEDI is committed to fostering diversity and celebrating differences, educating the community on the benefits of diversity, promoting equity, eliminating discrimination, and advancing equal access to all opportunities at the University. Staff resources have grown from 4 to 19. {OEDI staffing report} [[Standard 1.1a]]

Under the guidance of the Chancellor, there were several leadership groups created to sustain the vision of excellence. Institutional Advancement, Alumni, and Medical Health Sciences Foundation merged to create the Division of Philanthropic and Alumni Engagement. This brought together all alumni and fundraising under one umbrella for all of the University of Pittsburgh. [[Standard 1.3]] {BOT minutes} In 2012, another critical restructuring occurred when key administrative functions were combined within the Bradford and Titusville campuses. This change helped with an overall cost reduction as there was a decline in state funding. Over the next 5 years, there were strong efforts to realign the model of the Titusville and Bradford campuses. This included a collaborative model that had the campuses partner with other local organizations, including community colleges and trade schools. (University Times; Pitt News Services)

There have also been new and expanded services as resources for Pitt students, staff, and faculty continue to emerge. These services are in place to provide academic support for students and include: the Counseling Center, Personalized Advising, Study Lab, and TRIO Student Support Services. With the increase of mental health issues, the Counseling Center has expanded over the last 10 years. The Provost Office established a unit [[Standard 1.3]] {Academic Innovation Annual report} within their office to provide resources to all schools to support the advising function. The Study Lab is located in the Dietrich School of Arts and Sciences and is available for all students. {study lab docs} [[Standard 1.3 & Standard 4.1c]] Though Study lab has existed in many forms over the last several decades, in 2019, the center was overhauled to best meet the current needs of our student population. Study lab provides tools and resources for all students on studying from peer tutoring to academic coaching. Study lab also works closely with faculty to provide resources that lead to student success. An additional academic support unit for all students is TRIO Student Support Services. [[Standard 1.1b]] Funded by the U.S. Department of Education, SSS has been at the University of Pittsburgh since 1972 and is one of more than 900 TRIO SSS programs across the country. These programs provide academic, social, and cultural support to first generation (defined as parents or guardian not graduating from a four-year institution) and/or low-income college students. Housed in the Kenneth P. Dietrich School of Arts and Sciences, SSS is a program for all undergraduates, regardless of school or major. {SSS/Trio annual report}

Human Resources expanded their services by partnering with UPMC to create the *My*Health@Work Health and Wellness Center. Any faculty or staff member who is experiencing a minor medical concern and would like to see a physician is able to visit the center free of charge for a consultation. In addition to medical assistance, the center also offers health coaching and wellness initiatives. The UPMC *My*Health@Work Health and Wellness Center for the University of Pittsburgh has received three-year recognition (beginning in 2018) from the National Committee for Quality Assurance (NCQA) Patient-Centered Connected Care Program**.** {wellness center info} [[Standard 6.4]]

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To meet the recruitment goals for new undergraduate students, the Office of Admissions and Financial Aid created regional coordinators to expand student recruitment. There are seven regionally based recruiters permanently based in the high touch markets around the United States, including: California, Texas, New York, New Jersey, Illinois, New England, Washington D.C., Maryland, and Virginia. A second innovative, critical initiative launched was enacting the test optional policy to ensure no student is denied the opportunity to be considered for admission at Pitt. The regional campuses launched this in April 2020, the Dietrich School of Arts & Sciences in 2021, and this has been extended to all first year admitting programs. {https://www.utimes.pitt.edu/news/regional-campuses-won-t; ? Provost Memo} [[Standard 1.2]] [[Standard 2.7a]]

Pitt has formed three Community Engagement Centers (CEC) in partnership with local Pittsburgh communities: Homewood, Hazelwood, and the Hill District. Faculty, staff, and students work in collaboration with the CEC's on programming initiatives, research, and relationship building. {Board of Trustees Minutes, June 24, 2016} [[Standard 1.1b]] { http://www.news.pitt.edu/news/pitt-reimagines-community-partnerships}

Pitt SEED grants were established in June 2018 by Chancellor Gallagher. Pitt Seed Projects are well-defined actions that play an instrumental role in transforming the University of Pittsburgh. Proposed projects may be from a range of activities, including: research ideas, academic programs, process improvement, diversity and inclusion, community and industry partnership development, outreach, methods of teaching and learning, workshops, lectures and enhancing the student experience. These explore innovative ideas and are open to all faculty and staff to apply. {PittSEED funded projects} [[Standard 1.1e]]

The Staff Council is seated at the table for many decisions. This group has implemented many new policies designed to improve the staff experience at Pitt, such as paternity leave, transgender benefits, gender neutral restrooms, and lactation rooms in every new building. {Staff Council Bylaws, Section 7. Member Appointment to University Committees} [[Standard 7.1a]]

5.2.3 The Intersection of People and Place

Thus far, this chapter has acknowledged Pitt's Foundational Strength as it is derived from both the physical infrastructure (Place) and the people (Culture) that are committed to helping Pitt achieve excellence. This final section is devoted to the processes, structure, and planning that are imperative for sustainable success. In recent years, Pitt has devoted tremendous effort and attention to initiatives that enhance process, structure, and planning and allow for a consistent and efficient delivery of services.

- How does the new process for establishing University **policies** support the culture and the integrity of the institution? (Standard: Ethics and Integrity)
- How does the planning process inform **budget** and fiscal responsibility? (Standard: Planning, Resources, and Institutional Improvement)
- What is the evidence of a commitment to **continual improvement** by the institution? (Standard: Planning, Resources, and Institutional Improvement)
- How does the **governance and leadership** structure help the University achieve its mission? (Standard: Governance, Leadership, and Administration)
- What processes are in place to **monitor the performance** of the University with regards to achieving excellence in education, research, and service? (Standard: Governance, Leadership, and Administration)

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5.2.3.1   Policy

As discussed above as well as in the Research and Innovation chapter, the University created the Office of Policy Development and Management (The Policy Office) in 2018. The Policy Office administers the policy development process, manages policy publication and catalogs, and advises on policy-related inquiries and education. The Policy Office website includes a complete repository of current University Policies and their supporting documents. The site also provides details regarding the policy development and approval process, and useful information to help support policy development and management at the University. [[Standard 2.9]] University Policies and Procedures are developed in the following way: a proposal/charter is created to govern the creation of a policy, a draft policy is developed following the process and consultation outlined in the charter, finally any policies currently under development are open to the University community for review and comment. A link is offered for feedback. All submitted feedback is sent to the Policy Office and will be considered by the respective policy development committee as their review and revisions of drafts continue. {https://www.policy.pitt.edu/policies-open-comment}

Recent work of The Policy Office includes the following: [[Standard 2.1-9]] Pitt Intellectual Property Policy Development; Umbrella Indemnification Policy for Clinical Trials; **I**mproving Conflict of Interest Policies**;** Pitt *MyDisclosures* Web-based COI Process**;** Campus-wide Education about Foreign Influence; PACUP and UCGS policies.

5.2.3.2   Budget

The University uses its planning process to help prioritize strategic initiatives to be included in the budget. Once strategic initiatives are approved by senior leadership, units include these expenses in their budgets so that they can advance with complete strategic alignment. Individual units have Planning and Budgeting Committees to provide the necessary checks and balances to ensure units are managing their budgets effectively. There is continual growth and development on this strategic initiative. There will be more resources to help departments and leaders make timely and informed decisions {PBS documents}{Senate PBC}. The value of this strategic initiatives approach to budgeting is that the University is able to prioritize funding so that it is used to advance key strategic initiatives that are confirmed by senior leaders to be important.   Recently, the University has significantly restructured its debt and adopted a Socially Responsible Investing screening process that aligns with the ideals of the Plan for Pitt. The following bodies, mostly newly established since the last self-study, support the budgeting process [[RA11]][[Standard 5.3, 6.3, 6.4]]:

- The Office of Strategic Planning and Performance, which was established in 2019 as part of the Office of the Senior Vice Chancellor and CFO, ensures alignment of strategic planning to the university's budgeting processes {organization chart}.
- The Office of Planning, Design and Real Estate, which was established in 2019, develops, implements, and maintains Institutional Campus Master Plans and prioritizes capital projects based on defined goals, ensuring close coordination across the University. The office's Associate Vice Chancellor provides dedicated leadership and administrative oversight to the University's space planning, real estate strategies and portfolio management {organization chart}.
- The University's first Director of Sustainability joined the university in 2018 to lead and centralize university-wide sustainability efforts that includes 61 measurable goals across stewardship, exploration, community and culture. The Office of Sustainability ensures that the University resources allocated for investment in assets is done so in a sustainable way based on the 61 measurable goals. In 2020, the university announced its commitment to becoming carbon neutral on its Pittsburgh campus by 2037. Through partnerships, increased commitments to building and

infrastructure efficiencies, expanded use of renewable energy sources and other measures, the university will build on the success of its ambitious Sustainability Plan and existing greenhouse gas emissions reduction of 22% between 2008 and 2017 to reach net zero. {Office of Sustainability}

- The Property and Facilities Committee of the Board of Trustees provides general oversight, guidance and review of all matters relating to real estate owned and/or leased by the University or other entities under its control, including, but not limited to: the campus master plan; long-term facilities capital plan; capital projects, including all new and/or renovation construction projects; acquisitions or dispositions (in whole or part) of real property; leasing of real property; condition and preservation of existing physical plant; and adequacy of maintenance and operations of the existing physical plant. {Board of Trustees – Property and Facilities Committee; minutes of meetings}

5.2.3.3   Continual Improvement

As is apparent throughout this chapter, there has been an enormous amount of change and growth as a result of the continued push for improvement and excellence at the University. In alignment with our mission, this growth goes far beyond just the framework of the University. The drive for continual improvement is seen both within the University and with the surrounding community and our campus affiliates. The evidence listed below will show how the University is committed to continual improvement in all facets of its mission.

The Panthers Forward program {panthers forward}, which was launched in 2018, helps to reduce the burden of student debt and link Pitt students with Pitt alumni in 2018. This model involves reducing a participating student's federal loan balance and connecting each student participant with Pitt alumni to offer a supportive professional development network. [[Standard 2.7]]   In return, participants are encouraged to "pay-it-forward" to the program after they graduate so that other students have an opportunity to receive the same kind of support. {Plan for Pitt Progress Report 2016-2020; page 80}

The University of Pittsburgh Community Engagement Map {CE Map} is designed to foster greater understanding of how Pitt is working as a partner in the neighborhoods surrounding the campuses, coordinate community engagement and outreach efforts across the University, and monitor the progress of the University's overall engagement and outreach effort. {Plan for Pitt page 75} [[Standard 4.4, 4.6]]

Founded in 2016 by the School of Pharmacy, the Pennsylvania Opioid Overdose Reduction Technical Assistance Center (TAC) builds a collaboration among health professionals, first responders, public safety agencies and community organizations, and then collects and standardizes their respective data. Once analyzed by the TAC, the data can provide a range of valuable insights including where, and in what groups, overdoses are likely to occur. TAC has partnered with nearly 50 counties across Pennsylvania to provide data-driven strategies for overdose prevention, intervention and treatment.

Pitt Surplus regularly provides local 501c3 organizations with surplus office, event, and technology equipment that has been decommissioned by the University.

The Pitt Day of Giving (PDoG) was launched in 2015 as an annual, community focused, engagement effort around Pitt's Founder's Day. PDoG is a 24-hour online fundraising event when alumni, students, faculty, staff, family, and friends come together globally to make gifts to the area of the university that means the

most to them. Although it is a fundraising day, the results are focused on participation, not dollar totals. It is a day when the Pitt community is encouraged to give back in various ways. Each year PDoG has engaged thousands of donors across the Pitt Community who choose to support a variety of areas including scholarships, research, experiential learning and everything that makes Pitt extraordinary. PDoG has helped to create an awareness and understanding of philanthropic impact within the student body and increase opportunities for units, student organizations, and special projects to receive additional funding and exposure. Each year of PDoG has offered school/college/campus-based challenges where internal Pitt community initiatives could vie for prize funding. [[Standard 4.4, 4.6]]

The University continues to increase alumni engagement and giving of both time and money. Alumni volunteer engagement has increased by nearly 80% in the past five years. Recent alumni are stepping up their contributions, with alumni who earned their first Pitt degree between 2010 and 2019 comprising almost 25% of all alumni Pitt Day of Giving donors. {Plan for Pitt Progress Report 2016-2020; page 80} [[Standard 6.4]]

For athletics, in AY 2019-2020 the Panthers to Pros mentorship program grew to more than 200 members, creating meaningful relationships between student athletes and Forever Panthers, alumni and friends of Pitt. Pitt athletics hosted 18 Forever Panther reunions under the Varsity Letter Club. [[Standard 6.4]] {Plan for Pitt Progress Report 2016-2020; page 80}

Foundational strength is fostered through efficiency, transparency, and effective internal control. Over the last several years the University has adopted several enterprise solutions for many key business operations. Listed below is a summary of select widely used enterprise platforms that have been implemented for business operations.

MyPitt is a central online location for accessing University of Pittsburgh services for faculty, staff and students, and is the primary portal to enterprise systems, data and information, and institutional wide resources, such as PeopleSoft, Pitt Email, Canvas Pitt Worx, etc. [[Standard 6.4]]

Pitt Worx is Pitt's modernized human resources and payroll system, powered by Oracle Cloud and launched in 2020. The modern, user-friendly system allows Pitt to deliver enhanced services to the University community. This enterprise system consists of modules that integrate information. Pitt Worx is a critical platform that impacts every employee and business unit on campus. The following business activities are managed through Pitt Worx. Talent Center is the University of Pittsburgh's modern talent recruiting, hiring, and onboarding system. This new system enables Pitt to easily attract, recruit, and retain diverse and high-performing talent. Talent Center offers engaging, data-rich management to streamline the employee hiring and onboarding processes and provides a simple, intuitive process for applicants interested in working at the University. The Payroll module enables maintenance, improves accuracy, and increases the timeliness of payroll-related actions. The module allows the University to meet best practices and compliance requirements for employees and managers. With the Payroll module comes a new preview payroll register process which allows administrators to preview their payroll register before the payroll process is complete. The Core HR module provides employees and managers with a simple and quick way to access and update HR information. The Core HR module improves decision making with a modernized reporting system. This module is replacing the paper-based employee record process. [[Standard 6.4]]

In 2016, the University successfully introduced Salesforce as an enterprise relationship management (ERM) system for the entire University. The cloud-based solution is integrated with Pitt's major

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information systems, such as the University Data Warehouse and the Student Information System (PeopleSoft). Enterprise relationship management software organizes information in a centrally-accessible system and makes it available for a wide range of uses—including service desk, contact management, strategic forecasting, and event planning. The first University adopter of ERM was the Office of Admissions and Financial Aid, who use the powerful interface to support undergraduate recruiting for the Pittsburgh campus. Pitt IT has also implemented Salesforce as a service desk solution, replacing a dated ticket management interface that had been in service since 1997. Expansion of recruiting functionality is underway for the regional campuses, while planning is also taking place for the Division of Philanthropy and Alumni Engagement (formerly known as Institutional Advancement). {salesforce planning document} [[Standard 2.6]]

Purchase, Pay and Travel is the consolidated web and customer service resource for Purchasing Services, Payment Processing and Compliance, and Strategic Sourcing and Panther Express System Solutions. This site provides guidance for the buy-to-pay process, including our cloud-based purchasing tool, Panther Express System, and travel and expense management. The Panther Express System is the cloud-based purchasing tool and preferred procurement and payment mechanism for most goods and services purchased at the University. The University has contracted with suppliers that offer excellent service, direct, on-time and generally free delivery, no-hassle returns, and a quick and easy paperless ordering and payment process through the Panther Express System. Panther Express also simplified the accounting and purchase record-keeping process and feeds data to the University Oracle systems used for budgeting. By continually adding agreements and pushing department spending onto these agreements, the University has realized estimated average purchase savings of $9.4 million annually since 2016. The Travel and Expense Management Program was designed to provide service and savings for University travelers. The program comprises a suite of products and services aimed at delivering exceptional travel-related services, streamlining the expense reporting process, and reducing travel costs. Products and services include Concur, Anthony Travel, and the University Travel Card. [[Standard 6.4]]

Employee Compensation Confirmation (ECC) is a web-based application that facilitates the electronic certification of effort on federally sponsored projects. ECC integrates data from the University's PRISM General Ledger, Payroll, Salaried Personnel Activity Report (SPAR), and Research Proposal and Accounting (RPA) applications to enhance compliance management while significantly reducing the administrative burden of the effort certification process.

Vincent Payment Solutions' is a cloud-based software that allows the institution to pay and reimburse individuals while managing every step of the payment process, starting with the payment and completing a seamless cycle back to the general ledger. The software maximizes efficiency with simple and configurable use controls that track and limit payer and payee actions. Vincent has built in controls that help limit or eliminate the risk of fraud.

Pitt Electronic Research Information Solution (PERIS) is a research management platform that streamlines administrative workflow, enhances data collection and processing transparency and bolsters communication and partnership for the research community. The portal provides real time view of a proposal in the development, routing, submission and award process.

Canvas replaced CourseWeb (Blackboard Learn) as the University's learning management system in the summer term 2020 (2207). Canvas LMS is an open and reliable web-based software that allows institutions to manage digital learning, educators to create and present online learning materials and assess student

learning, and students to engage in courses and receive feedback about skill development and learning achievement. {LMS evaluation docs} [[Standard 6.4, 6.9]]

The University of Pittsburgh has selected ProVerify powered by Application Verification to help administer the Child Protection Clearances process. The ProVerify processing team reaches out to each new employee to coordinate the criminal background screening clearances required to perform each employee's responsibilities.

MyDisclosures is an electronic conflict disclosure system that is designed to simplify and modernize conflict disclosure for Pitt and UPMC personnel, including disclosure of conflicts of commitment and financial conflicts of interest (COI). It conforms with Pitt's Conflict of Interest Policy for Research, federal funding requirements, UPMC policies (for UPMC disclosers), and other relevant Pitt policies. {COI policy} [[Standard 2.4]]

5.2.3.4   Governance and Leadership

The University has governing bodies for all groups of major constituents - students, both graduate and undergraduate students, faculty, staff and represented unions. As also mentioned above, there is the Resident Student Association representing the students in the residence halls, as well as many other committees and task forces to represent all people on campus. {organization chart, BOT bylaws, PBS documentation} [[Standard 7.1, 7.4]]

The University Senate is an official University body for shared governance {senate bylaws}. It considers and makes recommendations concerning educational policies and other matters of University-wide concern. The Senate shall foster discussion and maintain adequate communication channels among students, staff, faculty, administrative officers, and the Board of Trustees for discussion and consultation on all matters affecting the welfare of the University. At least one general meeting of the Senate is held during the academic year to discuss matters of central concern to the University community and the work of the Senate bodies. No other University forum exists for implementing similar goals. Senate recommendations are usually 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. Discussion of any matters of faculty concern can lead to expression of a faculty position. 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 Senate Budget Policies Committee (SBPC) is an advisory body of the University. The Committee meets about every third week in the Fall and Spring terms, less often in the Summer. The Committee does some of its work through standing or ad hoc sub-committees, composed of those regular and pro tem Committee members who volunteer. Subcommittees report to the full Committee, which must endorse

subcommittee recommendations, after review and possible modification, before they are taken to other bodies, usually Faculty Assembly and Senate Council, and/or forwarded to the administration.

Staff Council serves as a center for input and dissemination of information and provides a means of communication between staff and other members of the Pitt community. Membership is comprised of representatives of the University staff and officers that are elected by the Council membership. Staff Council members serve on Board of Trustees and Senate Council Committees. {https://www.staffcouncil.pitt.edu/about-us }

The Purpose of the University of Pittsburgh Student Government Board {SGB bylaws/roster} is to promote the concerns, interests, needs, and welfare of the student body of the University of Pittsburgh, Pittsburgh campus by:
- Initiating, developing, and maintaining programs and services that meet the academic, socioeconomic and personal needs and interests of the student body.
- Simulating and facilitating communication and interaction between the members of the student body and University Community.
- Allocating the Student Activities Fee in a fair and equitable manner and utilizing these funds in order to fulfill the above functions.

The University's regional campuses each house their own instances of student government (referred to as Student Government Association (SGA) on each) that serves in much the same capacity as the SGB on the Pittsburgh campus. {SGA bylaws/rosters}

The Graduate and Professional Student Government (GPSG) is the student government for all graduate and professional students at the University of Pittsburgh. The purpose of the GPSG is to represent the interests and concerns of graduate and professional students at the University. The GPSG administers half of the graduate student activity fee to provide services and event programming to all graduate and professional students. {GPSG bylaws/roster}

The Chancellor's Cabinet handles the final decisions for the day to day of the University. Beyond the Chancellors Leadership Team, the Board of Trustees oversees all charitable, scientific and academic activities at the University of Pittsburgh. 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. [[Standard 7.2,7.3]]

5.2.3.5   Monitor Performance

Assessment has been a central theme of the University for many years. Units are expected to monitor their performance through regular assessment against established goals and objectives. More recently, the Office of the Provost has worked to provide support for the analysis of data and, in particular, data-driven decision-making. The Office of the Provost and the Chief Information Officer have established a number of initiatives to streamline data management and reporting and make data analytics available broadly at Pitt.

The Data Analytics Team, based in the Office of the Provost, was formed in the fall of 2016 to provide data support to members of the University community. The goal of this group is to supply senior administrators with the information they need to make data-driven decisions. The Data Analytics Team produces a variety of weekly, term-based, and annual reports and dashboards. These reports and dashboards are

shared with senior leaders (e.g., Provost, Vice Provosts, Deans) to help them made data-driven decisions. Areas of focus include enrollment, student/faculty diversity, retention, graduation rates, benchmarking, salaries, and student debt. { https://www.analytics.provost.pitt.edu/} [[Standard 6.8]]

In 2021, the Office of Institutional Research (IR) moved from the Chief Financial Officer's (CFO) office to join the Data Analytics Team. Its core function is to collect, preserve, and disseminate institutional data, ensuring its integrity and accuracy. IR provides University-related data analysis to support informed planning and decision–making. IR is an official reporting office for the University and responds to state and federally mandated reporting requirements. [[Standard 6.3]]

The University Data Warehouse is the central authoritative data source for the University. It provides support for reporting, ad hoc data queries, and analytics. The Oracle-based database comprises student, financial, and employee data originating in several University systems. These include the Student Information System (PeopleSoft), PRISM, and Panther Express (purchase orders). Columns from existing and new systems are regularly added to the Data Marts to meet new reporting and analytics needs Access to the University Data Warehouse is available through supported tools (Cognos and Tableau), as well as direct access through a SQL client. Security is governed by a federated authorization process that ensures individuals have access to the data required to be successful in their jobs. {https://www.technology.pitt.edu/services/enterprise-business-intelligence} [[Standard 6.8]]

The Internal Audit Department provides independent, objective assurance and consulting services to the University community. Internal Audit assists University Management and the Audit Committee of the Board of Trustees in identifying, avoiding and mitigating risks by bringing a systematic, disciplined approach to evaluating and improving the effectiveness of risk management, control and governance processes. {audit reports} [[Standard 2.9, 7.5]] Internal Audit disclosures publicly, via its website, the University's internal control environment including the University's Sarbanes-Oxley efforts and the Control Self-Assessment tool used by departments. Internal Audit also offers an "alert line" through which all members of the University community can enables you to report concerns via the phone or Web and do so anonymously. {alert line brochure} [[Standard 2.3]]

5.3   Strengths and Challenges

Pitt's impressive Foundational Strength has been a key to the institution's continued success. The significant evidence presented in this chapter shows a true commitment to Foundational Strength and Sustainable Excellence by the leadership and governing bodies at Pitt. This commitment begins with providing a campus infrastructure – buildings, technology, public spaces, student study areas, housing, dining, social spaces, etc. – that best helps students have a meaningful experience and faculty to teach and conduct research effectively. It extends to creating a culture that allows people – faculty, staff, and students – to do their best work and, ultimately, to achieve their goals and dreams. Lastly, this commitment is to continually improving the processes, procedures, and structure that allow excellence to be achieved and sustained.

Recent years have brought significant changes to Pitt. Many of these changes have been in the form of new leadership in key, senior positions – Chancellor, Provost, Senior Vice Chancellors, Deans. Pitt's Foundational Strength has allowed the institution to adapt to these changes and, in fact, continue to thrive.

The review of our Foundational Strength has revealed some opportunities for continued growth and improvement. The following recommendations are a result of this critical analysis of our commitment to sustainable excellence.

- The pace of change at Pitt has been significant in recent years as new leaders have brought new ideas and initiatives. Pitt must continue to use effective change management principles to navigate this change and to ensure that the changes continue to yield desired results.
- The campus master plan is ambitious and calls for significant growth in the square footage of the Oakland campus. Pitt has developed positive relationships with city, county, and community leaders by communicating openly and honestly. Pitt must continue its commitment to a positive town/gown relationship by collaborating with community leaders throughout the numerous projects in the master plan.
- While Pitt has made progress in the areas of diversity and inclusion, there is still more work that needs to be done. There are opportunities to improve diversity of the faculty, staff, and students, and to ensure that all Pitt campuses are inclusive and respectful communities.
- Pitt is currently evaluating its budget model and contemplating a change that would assign more budget responsibility and accountability to responsibility centers. As Pitt considers this new method of budgeting, it is important that all responsibility centers understand the new processes and procedures that will support the model and that they are prepared should this significant change be implemented.

6   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. This chapter explores how the pursuit of research and innovation is consistent with the University's Mission and Goals (Standard I), must be undertaken with integrity and structured with adherence to strict ethical principles (Standard II), and adheres to principles of a transparent Governance, Leadership, and Administration (Standard VII). In collaboration with University stakeholders including faculty, students, administrators and staff from all campuses, this chapter provides a broad overview of research at the University encompassing STEM and basic bioscience to business, law, translational medicine, poetry, and philosophy. Research production and impact is explored and quantified, and the administration of research at the University has been centralized to better support and advance Pitt's research excellence. The central lines of inquiry probe domains of knowledge, innovation and translational impact, national and global impact, and change in research and innovation.

6.1   Methodology and Mapping

Research disciplines and the execution of research at the University is extremely diverse. The Research and Innovation working group benefited from broad representation, including the president of the graduate student and professional student government, the president of the post-doctoral association, faculty from multiple schools and campuses, and senior administrators engaged with research and innovation decision-making across the University. The latter include the Associate Vice Chancellor for Science Strategy and Planning in the Health Sciences, the Deputy Vice Chancellor for Research, the Executive Associate Dean in the School of Public Health, the Assistant Vice Chancellor for Research in the Humanities, the Associate Dean for Research Development in the School of Arts and Sciences, and the Associate Vice Chancellor for Economic Partnerships.

To ensure that the working group thought broadly about research beyond the individual experiences of its members, lines of inquiry framed as prompts were discussed at committee meetings. The prompts helped guide the members to cover key areas without being prescriptive or putting the conclusions ahead of the facts. These are as follows:

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

After discussion of the prompts, ten key informants from across the University were identified and provided their input over six working group meetings. {WG report Appendix A} These conversations drove the data collection and the resulting analysis. Concurrent to these working group meetings, the co-chairs and deputy chair met weekly over a three-month period with a data team drawn from the Office of the

Provost and the Office of the Senior Vice Chancellor for Research to understand the metrics and data that the University uses to measure research efficacy. They also sought to identify, where feasible, comparable data for the last re-accreditation period to understand and visualize quantitatively, the evolution in the University's research endeavors. These data are referenced throughout this chapter.

Each of the lines of inquiry examined by the working group were sharpened through the broad conversations and the review of data. These relate to the standards and criteria (and requirements of affiliation) and are supported by evidence in the following way.

Lines of Inquiry (Pillar -- question)	Commission Benchmark (Standard.criteria, Requirement of Affiliation)	Evidence Inventory Entry
Domains of Knowledge [p 83]		
Support [p 84]		
Assessing [p 84]		
Rewards [p 86]		
Impact [p 87]	1.1e	Fact Book
Innovation and Translational [p 87]		
National and Global [p 88]		
Change [p 89]		
Equity, Diversity, and Inclusion (ED&I) [p 89]	2.2	2021 Momentum Funding
Community Engagement [p 90]		
Student Research [p 91]		
Library Investment [p 92]		
Research Governance [p 93]	RA5, 2.1, 2.4, 2.9, 7.1	Fact Book (Org Chart SVC), Policy 01-01-01, Policy R1 01

6.2   Lines of Inquiry
The following lines of inquiry are posed to identify the critical issues for the University and to propose possible courses of action that will lead to advances in research and innovation.

6.2.1   Domains of Knowledge
Research and Innovation is a strategic priority of the institution and vehicle through which Pitt's missional purpose and goals relevant to our intellectual pursuits are achieved. In particular, the mission statement declares, "…engage in research, artistic, and scholarly activities that advance learning through the extension of the frontiers of knowledge and creative endeavor." {Office of Institutional Research, University of Pittsburgh Fact Book pg2} The University has a vibrant and dynamic research community and its influence on knowledge development and innovation is evident across all disciplines. The University recognizes that research and research performance manifests differently across disciplines and a) supports, b) assesses, and c) rewards, research contributions accordingly.

6.2.1.1   Support

Research in many knowledge domains at Pitt is both internally funded and externally sponsored, especially by the federal government but also by foundations, corporations, state and local government, and donors.

Looking back since the University's last self-study, federal funding growth has remained strong, with particular growth in U.S. Department of Health and Human Services (HHS) expenditures. According to the National Center for Science and Engineering Statistics (NCSES), the University was ranked 12th in Federal Research and Development Expenditures in fiscal year 2019 compared to ranking 7th in fiscal year 2012{WG Report, NCSES table} Our federal expenditures, however, have increased every year in the last 5 years of that time window, with the average annual increase totaling close to $30 Million (HERD Survey). Furthermore, according to NCSES, the University's federal expenditures from the HHS have increased by 7% from 2012 to 2019. {WG Report, NCSES table}

According to University data reported by the Higher Education Research and Development (HERD), there has been significant growth in non-federal funding from 2012 to 2019. In 2019, non-federal funding sources made up over 37% of the University's total funding sources, up from 26.4% in 2012.

6.2.1.2   Assessing research output

The University's research enterprise encompasses a broad array of disciplines and methodologies and spans the gamut from nascent theory development to theory testing, translational applications, and various forms of scholarship that do not fit tidily into the scientific trajectory from basic science to application. Indeed, work across the humanities and social sciences often has applications that are not tracked in traditional bibliometric format or assessed via tools that allow easy comparison across universities, or even across individual researchers or departments. Using traditional bibliometric assessments, the University's research has grown dramatically. Indeed, just looking at a straight count of publications shows a dramatic increase. According to InCites (Organization Report), University authors have published over 2,000 more Web of Science documents in 2019 as compared to 2012.

However, while the number of documents has steadily increased, a comparison of the relative publication levels of the University to other Universities in the world, suggests a drop in ranking. {WG Report, Appendix D}. This is due, in part, to a dramatic increase in the publication rates of several overseas universities. The University now has collaborations with a number of these. For example, it is now approaching the 10th year of a partnership with Tsinghua University, whose medical students come to Pittsburgh for two years to collaborate with our biomedical researchers. The University has similar institutional research agreements with a number of other top universities overseas including among others, the Sorbonne, Sichuan University, and the South Central University in Changsha, China.

One area that has not experienced the same level of growth is the publication of book-length manuscripts. This is due in part to decreased funding nationally and internationally for scholarly presses since the last self-study. Nevertheless, many faculty publish monographs routinely with the most prestigious global academic publishers, including among others, University of California, Harvard, Chicago, MIT, Columbia, Yale, Princeton, Cambridge, and Oxford.

There is a trend towards digital publication, both native digital publication and release of eBooks. There is also a shift towards hybrid models in which books serve as companions to larger digital humanities projects. It is now the norm to release eBooks at the same time as the hard copy. Our data, drawn from a

limited data source Academic Analytics, suggests that while article output has increased within the University, the number of books published by faculty has not.

In the performing arts, there have been similarly large changes since the last self-study. For example, the dissemination of music has changed dramatically, with much less emphasis on CDs; most prominent composers now self-publish. More broadly, there has been a transformation from a structure for musicology based on area studies and time period studies to an interdisciplinary exploration of impact. There is more interest in applied musicology and more emphasis on influencing public policy than on publishing articles. Disciplinary shifts like these are important, and the University recognizes the challenges as well as opportunities they present in tracking and documenting impact. With the pandemic, performances and exhibits have been hampered. But the University's researchers in fields that rely on these are resourceful, and technology has allowed many to explore alternative pathways to reaching traditional and new audiences.

In the arts, productions of plays, art exhibitions and concerts are a traditional measure of creative output. The working group observes the absence at the University level of systematic measurement of these efforts. Since the size, location, originality, and prestige of these cannot be boiled down to a simple numeric indicator, assessing and tracking the University's impact in the arts may warrant exploration going forward. In addition, faculty success in the arts can manifest in many forms including, among others, artist talks, performances, demonstrations on techniques, critical writing for art publications, and curatorial projects as part of their creative work. These more qualitative indicators can often be important signals of success of a researcher, including the opinions of others within the field or published reviews of the performances. Awards received may present another proxy for creative output success, as are numerical assessments of output like those provided by Academic Analytics.

6.2.1.2.1   Interdisciplinary work
Much of the readily measured data, as well as anecdotal evidence, suggests that the nature of co-authorship and research production has shifted. In the University, we observe a dramatic shift towards major projects with many co-authors. All the deans the working group spoke with emphasized the importance of interdisciplinary research from a funding standpoint, from the perspective of important new research initiatives, and from the vantage point of Pitt's research impact on society.

6.2.1.2.2   Interdisciplinary Research Centers
The University prides itself on its support for interdisciplinary research, and this is particularly evident in the complex ecosystem of research in the biomedical area that spans the School of Medicine, the other schools of the Health Sciences, and the University of Pittsburgh Medical Center (UPMC), the independent corporation that operates the affiliated hospitals. Over 2,200 of our faculty have dual Pitt/UPMC appointments and pursue research and teach as Pitt faculty and are practicing clinicians as UPMC appointees. A number of these faculty, especially in the translational area, are also conducting research as part of their UPMC appointments.

Biomedical interdisciplinary research is especially facilitated through three major engagements: 1) The longstanding relationship between the Department of Psychiatry and UPMC Western Psychiatric Hospital—$78 million in sponsored research and programs in FY 2020; 2) The Hillman Cancer Center, with over 300 faculty members from all areas of the School of Medicine—$58 million in sponsored research and programs in FY 2020; and 3) The McGowan Institute for Regenerative Medicine, a network of 240

faculty, a building housing some of those researchers, and a multidisciplinary focus on tissue engineering, cellular therapy, medical devices, and artificial organs.

The most prominent example of an interdisciplinary research center outside the biomedical area that attracts major federal funding is the Learning Research and Development Center. With 29 faculty members, most with 50% appointments from the Dietrich School of Arts and Sciences, the School of Education, and professional schools, LRDC oversaw $8.5 million in sponsored research and programs in FY2020. It plays a pivotal role in introducing students to research, with 125 undergraduate students participating in research projects in 2019-2020, alongside 60 doctoral students.

The long list of over 200 centers and institutes at Pitt (https://www.pitt.edu/academics/centers-institutes) includes many more examples of largely interdisciplinary centers, some spanning multiple schools, some in single schools, and some mainly supporting single principal investigators. Many centers are key loci for research and scholarship, especially in areas that lack external research support—the Center for African American Poetry and Poetics, the Center for Philosophy of Science, and the Humanities Center, are all examples.

The University also has several functionally focused research centers that provide essential research infrastructure and support for biomedical and STEM research. Some of these centers are University wide. For example, the Center for Research Computing supports leading-edge research with access to advanced computing hardware and software for fields across the entire research community, along with training and consultation by dedicated CRC research faculty. Many areas of biomedical and STEM research require typically capital intensive (or occasionally labor intensive) research infrastructure to allow researchers and PIs access to techniques that are essential for modern research but might be used intermittently by individual principle investigators. Star facilities often attract federal funding to support infrastructure investments, such as the $2 million S10 award that contributed towards the multi-million-dollar Krios Cryo-Electron Transmission microscope installed in 2019. {An overview of these centers and associated efforts to provide support to University researchers can be found in WG Report Appendix E.}

6.2.1.3   Rewarding research contributions
As the University's researchers are exploring new forms of research output and research contributions, there is a concomitant need to shift to how performance is evaluated. We heard from leaders of several schools that they continue to place great importance on publications, citations, and research funding. Several pointed to having refined both the publications that get valued, and the types of research funding that are worthy of the greatest recognition. However, several others pointed to the importance of broadening the metrics and introducing indicators of translational impact, efforts at interdisciplinary capacity building, and peer mentorship and growth.

Evaluating knowledge production in the humanities and social sciences disciplines is often especially challenging. For example, in disciplines that emphasize a book culture evaluating success is more than measuring the number of books. The easiest starting point is appreciating the way that major contributions are singled out through awards from learned societies. Another imperfect measure is identifying the importance attached to publications in the top academic presses for the focal knowledge domain. Professional societies such as the American Political Science Association publish peer rankings of publishers within a field, and the Research School for Socio-Economic and Natural Sciences of the Environment (SENSE Research School) publishes a well-respected peer ranking. Research monographs are still a dominant mode of knowledge production for many scholars in the humanities, even though articles of various forms are finding increased circulation in digital environments. Other metrics include invited

lectures, positions on boards of learned societies, and other signs of professional stature that depend almost entirely on having published a monograph first. Reviews of such books are typically in scholarly journals, and while quality of reviews is more important than quantity, this too can be another sign of attention. Citations are far more diffuse and difficult to track, and less reliable as data-points for books, but can nonetheless be secondary indicators of impact, if appropriately gauged by the size of a scholar's field and subject.

In the arts, measuring output is yet more challenging. For example, to judge creative writing, awards are central, but they are only one way of marking the reception of a piece of work. Reviews are another major way of measuring the reaction to a piece, and key markers are the prominence of the scholar or artist writing the review and the venue in which it is published. The top venues include the *New York Times, The New York Review of Books, the Times Literary Supplement*, *the London Review of Books*, etc. The number of invited readings given by authors (poets and novelists especially) is another gauge of impact, as is republication of works (in anthologies, in translation, across digital/print platforms). Successful creative writers may also win fellowships, grants, residencies, and offers to teach short-term master classes which, in turn, help increase their own time for creative output. It should be noted that these metrics themselves would heavily favor writers in commercially appealing genres such a memoirs and science fiction, at the expense of writers in experimental poetics or diasporic narrative, as the marketplace itself does. We do not yet have a good way to track different creative contributions centrally, but the working group gathered examples of media recognitions of the University's creative and performing arts. {WG Report, Appendix F}

6.2.1.4   COVID and its impact on research efforts

There are several repercussions of COVID-19 that the working group recognizes and discussed, most notably the significant impact of the pandemic year on a number of major research efforts. As a University, we have been extremely fortunate to have a very well-articulated response to the institutional challenges the pandemic presented. This included an orderly shut-down of research in the spring of 2020, and then a phased and coordinated research restart, although there are budgetary impacts on research infrastructure that remain under discussion.

For numerous faculty members, the pandemic has had a significant impact on research productivity. This impact may be particularly profound on untenured tenure-stream faculty. As a result, and with the agreement and support of the Council of Deans and the Senate, tenure stream faculty were offered the option of a one-year extension to the tenure clock. Furthermore, the data suggests that COVID-19 has disproportionately affected the research output of certain demographic groups, and this should be considered when evaluating faculty research contributions.

6.2.2   Impact

The impact is discussed in terms of both innovation and translational impact and the University's national and global impact.

6.2.2.1   Innovation and Translational Impact

At the time of the prior self-study, the emphasis in university centered innovation leveraging knowledge generation had been on building infrastructure to ensure compliance with federal expectations. Since then, the realization of research as stated in the University's mission encompasses innovation much more broadly as discussed below. {Office of Institutional Research, University of Pittsburgh Fact Book pg2} [[Standard 1.1e]]

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The Innovation Institute now processes, on average, 360-400 invention disclosures from faculty and other members of the University annually. The University is now 16th in the US for the number of disclosures it receives and the number of US patents that are approved based on those disclosures has grown by almost 70% over the past five years. 2020 oversaw 394 invention disclosures and 88 patents. Beyond patents, through licensing University IP, and working with faculty (and sometimes students in the case of student companies) and investors the Institute supports the spin off from Pitt of 15-20 new companies each year. {Innovation Institute data}

The Office of Industry and Economic Partnerships, a key partnership-building office, helps translate Pitt IP and expertise into economic innovation in the region and nationally, via collaborative and inclusive partnerships between corporations and Pitt. Examples include, among others, research relationships with Takeda, Mitsubishi, Pfizer, and Astellas in pharmaceuticals, and Covestro in the physical sciences.

The Clinical Translational Science Institute (CTSI) is a component of the Clinical Translational Science Award program supported by the National Center for Advancing Translational Science, the largest program at NIH directed toward broadly supporting translational biomedical research. The PittCTSI provides 12 core services ranging from biomedical modeling to innovation to engaging special populations. It also provides services including skilled research facilitators and research education and training. The PittCTSI has supported Pitt investigators since 2006 across 14 schools. The expertise and infrastructure provided by the PittCTSI both enhances the level of research productivity across the schools of the health sciences and increases the cost efficiency and quality of the research performed. The PittCTSI is recognized as one of the leading CTSA components across the more than 50 such units located at leading academic health science centers across the nation.

The University has developed structures and programs to stimulate student innovation through the Big Ideas Center, and the Institute for Entrepreneurial Excellence (IEE) now works with 1500-2000 students annually. The Big Idea Advantage fund, originating from alumni and other donors, helps students turn ideas into reality. The center also hosts an annual innovation competition geared at students.

The Institute for Entrepreneurial Excellence also has a service commitment to local entrepreneurs, helping them create businesses that typically do not involve Pitt IP. In 2019, its Small Business Development Center (SBDC) served on the order of 700 small businesses and recorded nearly $16 million in business capital formation for its clients. The SBDC was selected by the US Small Business Administration as the SBDC Excellence and Innovation Award winner of 2020 from a pool of over 1000 SBDC's around the nation.

National validation and support for the University's innovation efforts comes from a major NSF Innovation Corps (I-Corps™) grant, which aims to reduce the time and risk associated with translating promising ideas and technologies from the laboratory to the marketplace. I-Corps uses experiential learning of customer and industry discovery, coupled with first-hand investigation of industrial processes, to quickly assess the translational potential of inventions. Pitt was the 36th I-Corps site and used the funds to create a curriculum to teach how to move from idea to impact.

6.2.2.2   National and Global Impact

Knowledge generation at the University has regional, national, and global impact. One example is the economic benefit that derives from the deals that spin-out companies from the University have made with venture capitalists and other investors (collected by the Office of Industry and Economic Partnerships). In the fiscal year 2020, these deals amounted to over $300 million. This reflects 46 deals –

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almost three times the number at the last self-study. The majority of the deals relate to chronic disease drugs and medical devices, although some also relate to other areas related to the health sciences. {WG Report Appendix G}

While collaborations are still often local, the University has an increasingly global footprint as evidenced in early research output. Since our prior self-study, the fraction of articles with a global co-author has grown from 32% to over 40%. {InCites (Organization Report)} Since 2012 the number of the University's international collaborations are on par with the average US collaborations and about 12% higher than the average global collaborations. {InCites (Organization Report)}

6.2.3   Change in Research
The working group identified several broad areas that experienced growth since this last self-study.

6.2.3.1   Equity, Diversity, and Inclusion (ED&I)
The University has several efforts under way to increase the engagement and participation of underrepresented groups at the undergraduate, graduate, and post-graduate levels in research. For example, the Hot Metal Bridge Program brings in diverse students who are not quite ready for graduate school, to participate in a one-year bridge program that allows them to take classes and engage in research in their discipline. The University also has many other initiatives to introduce underrepresented students (both undergraduates and external stakeholders) to research. Some of these target University students, but others work specifically with students from outside the University who may wish to join our community. For example, the Learning Research Development Center has a two-month summer program for undergraduate students entering their senior year to promote broader participation in training in the Learning Sciences. The interns learn how to undertake research under the guidance of faculty and participate in various professional development programs to prepare them for graduate school. The School of Engineering has a similar Pre-PhD research program (Meyerhoff Scholars). The Pitt STRIVE, funded by the National Science Foundation (NSF) Alliances for Graduate Education and the Professoriate-Knowledge Adoption and Translation (AGEP-KAT) program helps URG students transition into doctoral engineering programs at the University and works to ensure their successful completion. Finally, the University was one of four pilot sites of the Association of American Medical College's AspiringDocs campaign to increase diversity in medicine.

In addition to its efforts to diversify the pipeline of researchers entering academia, the University has several efforts under way to enhance its research portfolio related to diverse populations. These include two major cluster hire initiatives: The first cluster hire is intended to increase the University's intellectual profile and research expertise in Latinx studies. As part of that effort is hiring an initial cohort of nine tenure-stream Latinx-focused scholars across the University and hiring commenced in 2021. The University is also implementing a cluster hiring initiative to build the University's expertise in domains of inquiry related to race and social determinants of equity and well-being/health. This cluster hire initiative has also gotten under way in 2021. It aims to expand our faculty by up to 50 colleagues with expertise in race and wellbeing/health over the next four years.

Similar efforts can be seen on the research funding side. The Office of the Senior Vice Chancellor for Research (OSVCR) is now assessing funding success across the University's faculty and exploring ways to support researchers. It is also using internal resources to support nascent research related to ED&I. A faculty member spending time as Provost Fellow in the Provost Office, worked with colleagues in the OSVCR to reach out to the leaders of ED&I in each of the schools and regional campuses to support

applicants interested in applying for internal grants. As a result, the number of applications in this research domain increased dramatically, and over half the funding in the 2021 internal research funds awards (Momentum Funds) was allocated to support projects associated with ED&I. The two largest grants ("Teaming Grants" – grants up to $400K), five out of seven mid-size ("Scaling Grants" – grants up to $60K), and 9 of 20 small grants ("Seeding Grants" – grants up to $16K) went to support researchers proposing work related to ED&I. {2021 Momentum Funding – Project Awards} [[Standard 2.2]] The University has also capitalized on changes in this realm made by funding agencies, for example supporting projects that study sex differences in biomedical research and extending NIH diversity funding mechanisms to newly added groups such as LGBT individuals.

6.2.3.2   Community Engagement

Since the last self-study there has been a systematic effort to engage with various local communities to collaboratively define and address problems that affect Pittsburgh's neighbors. This engagement has involved all realms of the University mission. On the research side the emphasis has been on helping researchers understand and value the knowledge and perspectives of community partners, and to work with partners to enrich research efforts and understanding. At the time of the prior self-study, the University's efforts were focused primarily on a Department of Housing and Urban Development Community Outreach Partnership. That effort was limited in scope and involved only a few units of the University. Since that time, the University has worked closely with local communities as well as researchers to develop a deeper level of exchange.

The University views the research community partnership relationship as a continuum (WG Report Appendix H). Prior to the last self-study, the University relied on the community to recruit research participants and to undertake its research studies and made efforts to inform the community of important research findings. As a result of systematic efforts to engage the community institutionally, research efforts with the community now consult with the public and feedback from the community informs research designs. Some researchers go further, and the public engagement shapes the design of the research efforts. The University views this as a steppingstone towards research where the community may share in the leadership of projects or even make decisions on what projects to allow and engage with. To ensure the success of this shifting approach to community engaged research, the University established two Community Engagement Centers in Pittsburgh's Homewood and Hill District neighborhoods. The University has committed to being a partner with and a resource to the neighborhoods of Homewood and the Hill District through investments in infrastructure, programming, and dedicated staff over the next 15 years or more. These provide direct pathways for researcher engagement with community needs and interests. In academic year 2020-2021, the centers are also providing training to faculty members on how to undertake engaged scholarship and have introduced a summer design intensive to enable faculty and community partners to co-develop new research studies.

Recent research reflects these aspirations, with some studies focused on interventions, such as the team of researchers from the School of Education and School of Social Work undertaking a school climate and discipline intervention to assist with high suspension rates in one of the community schools, while other studies, like the Black Girls Equity Alliance going a step further by fostering community-based participatory research. The latter is a collaborative effort between nursing, sociology, social work, the Office of Child Development, and community partners to address systemic inequities affecting Black girls in our community. The University further partners with the county and the city to develop a shared community open data portal that integrates data from across the region as well as public and nonprofit partners. This portal, the Western Pennsylvania Regional Data Center (WPRDC), allows community members to better understand their own communities and access the data they need to advocate for policy change.

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In addition to the community-engaged research focused on Pitt's immediate neighbors, there is also a rich body of research at Pitt that is engaged with communities beyond these local geographic boundaries. This includes the Pittsburgh LatinX community (which does not have a geographic locus), LGBT communities locally and nationally, national and international communities of individuals whose families are affected by specific diseases or living conditions, and various national and international communities of specific ethnicities. Examples include collaborative filmmaking as a tool for public health research in South Asia, and mechanisms for increasing HIV therapy adherence in a harm-reduction housing program for those affected by addiction. As research efforts like these become more prominent in the University, they are also becoming an expected component of faculty research. Chancellor Gallagher, in his August 17, 2020, message to the Pitt community, noted that he would be "engaging a University-wide tenure and promotion committee in developing expectations and guidelines…. for counting community-engaged research for promotion and tenure."

6.2.3.3   Student Research
There has been a dramatic increase in undergraduate student engagement in research. Sometimes undergraduates are paid to work on research projects, and before the pandemic hit, there were over 1000 undergraduates involved in paid research assignments in spring 2020.

There has been a similar growth in students undertaking independent research for credit, which has become a pervasive and much valued element of all the undergraduate programs. The number of students engaged in research credit-bearing courses in the Dietrich School of Arts and Sciences has increased 37% from 2012 to 2020. Although there are some decreases in the humanities and social sciences, the number of students doing research for credit in the natural sciences has increased dramatically. Particularly noteworthy is an almost doubling of students in psychology doing research for credit. {WG Report, Appendix I}

The notable effort to increase undergraduate engagement in research is a trend across the University. Investments by Nursing, for example, now ensure that 130-140 nursing students participate in research each year. Of these, 30-35 undergraduates present at a national research conference each year. To encourage this, the nursing school matches funds for students funded from external grants. The first Experiences in Research is a Dietrich School of Arts and Sciences program and likewise presents a major effort to match first year students with research opportunities in labs or with mentors. It places hundreds of students each year, and those placements are often the foundation for multi-year relationships that lead to publications with undergraduate co-authors that are core to medical school admissions and, especially, graduate school admissions. The Honors College under the leadership of Acting Dean Audrey Murrell from June 2019 through February 2021 placed major efforts on assisting undergraduate students with undertaking independent research and re-energizing the Bachelor's in Philosophy (BPhil) degree. Honors College data suggests that 80% of undergraduates completing a BPhil continue to graduate studies.

The regional campuses have placed a major emphasis on engaging undergraduates on the research front. Their faculty actively embrace undergraduates in their research efforts, often leading to undergraduate co-authorship on presentations at professional conferences and publications in scholarly journals, as well as creative products like documentaries and exhibits. On the Bradford campus, 43 faculty members involved 135 students in their research in 2020. On the Johnstown Campus, approximately 30 faculty are involved annually with on the order of 250 students. Over the past three years, 92 Johnstown students have had the opportunity to present their work at professional conferences, and 31 have gone further to

author or co-author manuscripts with faculty as a result of their undergraduate research. The Greensburg campus similarly strongly encourages student research. It does this via capstone research projects, the Honors Program, as well as various scholar programs. The latter include the Green Scholars Program where student scholars have the opportunity to address complex research questions with a faculty partner and the Blue Scholars program where students undertake research related to Student Affairs and Human Resources. It also involves student researchers in collaborative efforts with partners including the West Overton Museum and the Blackburn Center.

The regional campuses also provide unique opportunities for undergraduates to present their research efforts. For example, the Johnstown Campus has held an annual undergraduate symposium (SPACE) for over 20 years. In early 2019, 285 students from across the disciplines, presented their work. {WG Report, Appendix J for breakdown, by topic and year} The Johnstown campus is also the founding campus of 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 US and overseas. The Johnstown campus further hosts the Western Pennsylvania Undergraduate Literature Conference. This interdisciplinary, inter-institutional conference highlights the value of the diverse perspectives available in Philosophy and in English, French, and Spanish Literatures, and foregrounds the importance of their intersections in the world of ideas explored by the authors. At the Greensburg campus, undergraduate capstone projects are regularly presented in various conferences and case competitions and students have the opportunity to showcase their work via a new research symposium - the Pitt Greensburg Undergraduate Research and Creativity Spotlight (PURCS).

At the master's level, there are several efforts to involve students directly in the University's research and innovation efforts. For example, this past year over 20 teams of MBA and Katz School of Business master's students worked with different faculty to help local corporations address complex challenges in the form of "consulting field projects." Likewise, a collaborative effort between the business school and law school teaches masters students from across the University about commercialization, and student teams are directly assigned to help with the commercialization of University inventions.

The University continues to play a key role in the education of the next generation of scholars and practitioners via its doctoral programs offered by 14 graduate and professional schools. In fall 2020, 2,672 doctoral students were enrolled across the University. Financial considerations have led to the pausing of admissions into some programs, so the fall 2021 enrollment is somewhat lower until the financial impact of the pandemic is resolved. {WG Report, Appendix K provides the distribution of students across the different areas of the University.}

6.2.3.4   Library Investment

The University Library System (ULS) has fundamentally refocused its efforts to support the research process. It has expanded its offerings across the research cycle. {WG Report, Appendix L} Unique offerings include: Molecular biology service licensing software packages for genetic sequencing that now have 8,500 users across the University. Benefits includes central negotiation and pricing, but also accessibility to enhance broad understanding and use of this critical data.

The ULS helps on a number of other fronts, including assisting faculty with regulatory requirements for their research, helping identify data sets and information, and extensive efforts to train University members on data sharing, planning and management. The health sciences library is extremely sophisticated and now serves as one of eight regional health sciences libraries in the nation.

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Other major changes since the last self-study include a shift to having almost all library resources on-line. Indeed, this year 99% of the collection budget will be spent on online acquisitions, with the balance on print materials. The ULS has made several pivots with the emphasis on electronic resources already in place. On the humanities side, the library is placing emphasis on acquiring unique collections and archives that are of national importance. The library is also embracing pre-prints as a way to bring early attention to new research. It has rapidly expanded its pre-print depositories and is developing tools to empower the search of pre-print materials.

6.2.3.5 *Research Governance*

Research Governance has two distinct components: making and maintaining policies that are up to date with evolving federal and other legal frameworks; and implementing and overseeing those policies so that compliance protects our researchers and the University. In the past few years, the University has made major organizational improvements in both areas:

- In 2017 the University moved from a system with a vice provost for research reporting to the provost and senior vice chancellor to one with a senior vice chancellor for research (SVC-R) reporting to the chancellor with full management oversight of all units involved in implementation and oversight of policies that govern research. Dr. Rob Rutenbar was appointed as the first SVC-R in 2017. {Organization Chart for the Senior Vice Chancellor for Research, Office of Institutional Research, University of Pittsburgh Fact Book, p 25} [[RA5]]
- In 2018 the University established the Office of Policy Development and Management and rewrote the former guiding policy as the Policy on Establishing University Policies. This policy lays out a comprehensive approach to writing or rewriting policies, a process that engages all constituencies and establishes a consistent role for shared governance through the University Senate. Drafting a new policy now begins with the chartering of a committee that has relevant expertise and that represents a broad range of constituencies to draft the policy. {AO Establishing University Policies Policy 01-01-01} [[Standard 7.1]]

The most important new research policy since the last self-study has been the development, under the leadership of the SVC-R, of a new Conflict of Interest (COI) Policy for Research that also takes the first steps towards codifying conflict of commitment. Adopted in 2018, the COI policy encourages increased collaboration with industry and facilitates entrepreneurial activity by University investigators. For example, the new policy places no limit on equity ownership by faculty in licensed startup companies (previously equity was capped at 49%), and faculty entrepreneurs are now allowed to hold management positions in start-up companies subject to prior approval and implementation of a Conflict of Interest (COI) management plan. {RI 01 Conflict of Interest Policy for Research} [[Standard 2.1]] In 2020, the University, in a joint effort with UPMC (to better serve the thousands of joint employees) implemented a new online disclosure system. *MyDisclosures* has been widely praised and, in the middle of the pandemic, achieved 99.9% disclosure compliance from over 10,000 mandatory disclosers. {Conflict of Interest Committee, RI 01 Conflict of Interest Policy for Research } [[Standard 2.4]] Most recently (on April 5, 2021) the new COI policy was complemented by the adoption of a new Intellectual Property (IP) Policy that went through a similar development phase that began with a charge to a committee from the chancellor and included shared governance review and public comments. The new policy modernizes our overall approach to managing IP; strengthens and clarifies faculty ownership of IP; and improves the mechanisms that return revenues to Pitt innovators, departments, schools and other research units when their inventions find commercial success. The COI and IP Policies, as well as other policies related to research and innovation are available to all on the Pitt website. The new policy gives the SVC-R the authority to

appoint a committee to conduct a review of the new COI policies. {RI 01 Conflict of Interest Policy for Research} [[Standard 2.9]]

In spring 2021, the University chartered a committee to develop a policy on Conflict of Commitment and Outside Activities. This is timely given the intense federal interest in transfer of US IP to other countries and will protect both faculty and the University through clarification of guidelines and disclosure requirements. The policy under development will clarify and broaden guidelines on the scope of faculty and staff activities outside the University, whether compensated or uncompensated. It will establish what types of outside activities should be disclosed, what types require review or permission, and what types are not permitted. In the process, it will identify associated reporting mechanisms and pathways, as well as required contractual language for external agreements. The goal is to provide the maximum scope for outward facing aspirations for effort, engagement, and activity, while protecting the interests of the university and its faculty and staff.

Oversight of policy implementation and compliance in the research area is the responsibility of the SVCR and key relevant units report to the SVCR. In addition to oversight of University policies many of these units have statutory responsibilities reaching back at least as far as the Radiation Safety Act of 1968. {WG Report, These units are discussed in Appendix M}

The SVC-R chairs two important advisory groups on research and research policy. The first is the long-standing University Research Council, which is composed of distinguished active researchers from across the University and representatives from graduate and post-doctoral students. This group is an important sounding board on support that researchers need and on policy issues that arise, and members are also asked to serve on internal selection committees for limited submission opportunities for grants, fellowships, and other federal and foundation recognition and funding opportunities.

The second group is the Committee of Associate Deans of Research (ADRs). ADRs play a critical role in the strategic promotion, support, and governance of research in many schools of the University, and the SVC-R has for the first time established monthly meetings of this group. The Committee played an essential role in the research shut down in March 2021 and then in the research restart within the framework of the University's resilience postures in June. Its contributions to cross silo communication within the research community promise to greatly improve the cohesiveness and strategic tuning of research going forward.

Finally, the SVC-R works closely with the University of Pittsburgh Senate Research Committee on both policy matters and resolution of issues that arise in the implementation of policies.

6.3   Strengths and Challenges

In examining the University's research and innovations using the lines of inquiry that domains of knowledge, innovation and translational impact, national and global impact, and change since the last self-study, it is clear that there is an expansive portfolio of initiatives, activities, and resources across the Pitt system that sustain and advance this important priority. Across the wide array of information and data collected, strengths are evident as are opportunities and challenges as the University moves forward in the future.

The University has made tremendous progress since the last self-study in fostering a dynamic research and innovation environment. The committee recognizes this progress and has highlighted opportunities for the University to further promote, support, and advance research excellence. These recommendations

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are intended to ensure research and innovation efforts are aligned with the University's educational mandate, the University's efforts to inform and transform key interdisciplinary knowledge domains, and the University's goals to empower critical societal improvements and change. The committee's recommendations are also meant to energize our faculty, excite our community and societal stakeholders, foster new industry and university collaborations, and propel the University forward as it develops transformative new research ideas and innovations. Specific areas of opportunity include:

- Investing in research to empower transformative knowledge generation and societal impact
- Using important societal problems and questions to drive new research investments.
- Identifying and growing key partnerships
- Promoting research of impact
- Growing research opportunities for students

Stakeholders interviewed by the working group emphasized the opportunities from shifting from working in silos to having systems that empower a more integrative University-wide research and innovation platform and University-level identity. We would benefit from shifting our emphasis from delivering research dollars, or citations and article counts, to generating knowledge, innovation, and societal improvements. One great opportunity involves large-scale interdisciplinary collaborations that draw on insight and research models from knowledge domains across the University.

As the University shifts its research efforts towards developing these large interdisciplinary collaborations and embracing team science, researchers will benefit from following suit, with opportunities to attract substantial research funds. This may mean revisiting the primacy of the lone scholar model, siloed in their own research space in pursuit of research contributions in the form of single-authored or first/last authored publications. While these research outputs remain the 'gold standard' for many research domains, a continued dominance of these in faculty evaluations and departmental assessments may be in conflict with the interdisciplinary and collaborative efforts the University and funders are encouraging. Relatedly, co-authorship metrics and similar indicators are not always the most effective approach to tabulating the full range of collaborative contributions. To empower a shift to a University model of interdisciplinary knowledge creation and innovation, the committee recommends a systematic review of performance indicators to ensure assessments, incentives, and accountability are aligned with the University's goal of stimulating interdisciplinary knowledge creation and innovations that have great societal impact. The metrics recommended for review are those used in summative assessment of faculty performance (e.g. promotion and tenure, annual reviews, contract renewals) and those used to indicate departmental and school level goal attainment and success. In addition, the committee recommends a close look at associated incentives, and accountability and management structures. The committee also recommends further commitment and support for on-going efforts to identify large-scale funding opportunities and targeted interdisciplinary collaborations to pursue those opportunities.

The working group recognizes that there is great foundational research strength across the University. To direct new University research investment, and to encourage collaborative team science, one option discussed by the committee is the possibility of identifying a small number of important interdisciplinary knowledge domains that the University sees as areas where it can leverage its existing expertise and make strategic investments to undertake ground-breaking work. For example, the University is currently investing heavily in hiring new faculty to expand our research and understanding of the relationship between race and well-being/health. This is an area where the University and its partnership with UPMC might build the requisite momentum to have transformative interdisciplinary impact. Another example where the University and UPMC have the potential to deliver great insight is the expansion of efforts on

the impact and validation of data, data analytics, and AI, on work efficacy, professional identity, and outcomes.

The committee recommends that the University establish a mechanism and authority structure to identify two or three promising cross-disciplinary domains where the University can be at the frontier of knowledge generation and a driver of innovation, and then systematically build the necessary knowledge resources and inter-disciplinary coordination mechanisms.   The goal is to build on the University's strengths, and augment areas for targeted development of high impact and transformative research. These efforts should not supplant the breadth of knowledge and research across the many disciplines that are required as baseline for the educational and knowledge creation mission of a successful R1 university. Indeed, the committee recommends that the University assess research resources across all disciplines, and the non-science disciplines, to ensure the ability to maintain the research caliber in line with that of the University's peers.

The working group highlighted the opportunities of greater collaboration with UPMC and recommends closer partnership on innovation and translational efforts. The committee also recognizes that for-profit firms play an important role in knowledge generation and can be significant collaborators in our efforts to drive innovation and societal impact of our research. Identifying and eliminating obstacles to partnering with industry and encouraging and enabling faculty to more easily bridge between their faculty roles and opportunities that emerge in industry, should be high on the agenda.

The data suggests that although the University continues to be successful on traditional metrics like research papers, citations, and research funding, the number of universities who are serious drivers of knowledge creation and innovation has grown significantly since the previous reaccreditation. Furthermore, the number of overseas universities with major research efforts has increased dramatically over the last decade. The committee recommends continuing and deepening our ties with current strong partners. It also recommends systematically developing the capacity to grow our relationships and collaborative efforts overseas. This may include identifying and drawing on existing faculty relationships, language skills, educational ties, and strategic investments in joint research initiatives. It will also be beneficial to draw on the expertise of the University Center for International Studies by leveraging existing programs on the educational front, hiring initiatives like the current Latinx cluster hire, and the efforts of our Title VI centers, as well as the global ties established by individual Pitt schools. This expansion of focus to global partnerships will increase cultural adaptivity and global research that will increase the impact and value of our research and have positive spillovers to the student experience.

The University plays a critical role in building a more just and equitable society – a society where knowledge creation and innovation empower a better future for everyone.   The working group recommends embracing the University's commitment to social justice in all aspects of the research enterprise. As the working group reviewed impact, it became clear that departmental metrics of impact like citations, or publications, are not necessarily the best indicators to assess progress on the broader University mission. The working group recommends a systematic effort to recognize the breadth of contributions that are made by faculty, departments, and schools – whether these are easily tracked indicators, like research dollars and publications, or indicators that are less easily tracked like community engagement, creative outputs, industry collaborations, interdisciplinary network growth.   These contributions should be tracked systematically, centrally, with appropriate assessment and reward structures aligned with the University's goals. When impactful metrics are identified, faculty should be provided with the training and opportunities to contribute to them.

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Several key stakeholders the working group interviewed emphasized the importance of research in the student experience. The working group recommends sustaining on-going efforts to provide opportunities for undergraduates and master students to work with faculty and doctoral students on research and innovation efforts. At the doctorate level, there are significant changes in the demand for new faculty. It will be important to assess both the optimal size of doctoral programs, and to introduce directed efforts to help students explore non-academic opportunities. Closer relationships with corporate partners, non-profit collaborators, overseas institutions, etc., advocated for above, may help foster meaningful opportunities.

7   Opportunities for Improvement and Innovation

plans for the institutional initiatives

process is being used to continuously improve student achievement and the institution's mission and goals