

University of Pittsburgh Self-Study 2022

Submitted to
The Middle States
Commission on
Higher Education



University of
Pittsburgh®

Executive Summary

The primary purpose of this self-study report is to advance institutional self-understanding and self-improvement. The secondary purpose of the self-study is to demonstrate to external audiences, such as the Middle States Commission on Higher Education, government regulatory agencies, and the public, that the institution meets the Commission's standards for accreditation.

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 has achieved a financially secured future.

Student enrollment on all five campuses totals approximately 25,000 undergraduate students and 9,000 graduate and professional students. There are more than 4,000 full-time, and about 900 part-time, faculty members and more than 7,000 staff members who support the work of the University. The University's alumni number more than 340,000.

The University of Pittsburgh was first accredited by the Middle States Commission on Higher Education in 1921. Accreditation was last reaffirmed on November 16, 2017; the most recent decennial reaffirmation of accreditation was in June 2012.

Since the most recent decennial review, the University has undergone substantial change, but has also made tremendous strides. Leadership across the institution has changed, including the appointment of Patrick D. Gallagher as Chancellor in 2014 following the retirement of long-term Chancellor Mark A. Nordenberg; Ann E. Cudd became the Provost and Senior Vice Chancellor in the fall of 2018; 12 of the 15 schools on the Pittsburgh campus have welcomed new deans, while the remaining three are in the process of

searching for new leadership; three of the four regional campus have appointed new presidents and two (Bradford and Titusville) have adopted combined leadership.

HIGHLIGHTS

The University has been named a "top producer" of Fulbright scholars 10 times in 11 years.

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

The School of Computing and Information, formed in 2017, was created by combining the University's School of Information Sciences and the Department of Computer Science.

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

In February 2019, the University launched its Pitt Success Pell Match Program, the largest restructuring of financial aid in the University's history. This program has had a significant positive impact on student success metrics for the University's lower-income students.

The University was awarded the prestigious

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Carnegie Foundation's Classification for Community Engagement in January 2020.

The University recently launched the Bachelor of Science in Public Health. The University's School of Public Health is now the sixth of the Pittsburgh campus schools to admit first-year students.

THE PATH AHEAD

With a substantial focus, since the most recent reaffirmation, on guiding the University's pursuit of our mission through the Plan for Pitt, the institution has chosen to take a priorities-based approach to the self-study process—focusing on inclusive excellence in education, embracing today's world: local to global, foundational strength: a commitment to sustainable excellence, and research and innovation. This approach has allowed 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. Moreover, by concentrating on an authentic and in-depth assessment of the current state of the University with respect to these four priorities, Pitt has been able to achieve the following over-arching outcomes within the self-study process:

- 1. Demonstrate** how the University of Pittsburgh meets the Middle States accreditation standards, requirements of affiliation and verification of compliance with accreditation-relevant federal regulations.
- 2. Reduce** barriers to intercampus collaborations by engaging all campuses in an inclusive and transparent self-appraisal process.
- 3. Translate** best practices across the University in focusing on continuous improvement in the attainment of its institutional priorities.

- 4. Enhance** the University's efficiency by increasing alignment between resource allocation and the goals and priorities of the strategic plan.

- 5. Establish** a well-defined baseline of attainment of our priorities as well as aspirational, but realistic targets for the path forward.

As noted, the University has chosen to take a priorities-based approach to its 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. **A cross-walk identifying which of the standards/criteria/requirements are to be addressed within each priority discussion is included within the document's Table of Contents.**

The standards and requirements that are not sufficiently discussed within the priority chapters are accounted for within a single additional chapter. There is documentary evidence available in support of each standard/criteria/requirement listed at the end of each chapter.

During this reflective examination of the University, we have identified several core strengths, but also some opportunities for innovation and continuous improvement.

A DATA-DRIVEN CULTURE

A culture dedicated to assessment has been pervasive at the University for more than a decade. Identifying areas of improvement and acting upon those assessments has allowed the institution to reach record-setting retention and graduation outcomes nearly every year.

Moreover, the University's data-driven approach to fostering student success for lower-income students has resulted in a model program in the Pitt Success Pell Match initiative that will continue to impact our community for years to come.

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OPPORTUNITIES

At the same time, some ongoing opportunities for innovation have been identified within the evaluation of facilities. The campus master plan addresses these opportunities over the coming years.

Similarly, the partnership with Purdue-Gallup has spurred the launch of a directed culture of student support that continues to grow and expand — across student career levels and campuses — but consistent application of these practices must similarly expand.

The University's aim to host a community— within its student, staff, and faculty populations—

that is representative of our region and nation is laudable. While this issue is being further addressed through the launch of the new University Educational Outreach Center and through hiring and retention initiatives such as the Race and Social Determinants of Equity, Health and Well-being and Latinx Cluster Hire program, all are recent endeavors that will require sustained attention and commitment in order to achieve our goals.

These and other challenges examined in detail within the self-study truly are viewed as opportunities. At Pitt, progress is always in progress.



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1. Introduction

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 institutions of higher education, 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 34,000 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 9,000 graduate and professional students. More than 4,000 full-time, and about 900 part-time, faculty members, approximately 1,000 research associates and post-doctoral associates, and more than 7,000 staff members support the work of the University. The University's alumni number more than 340,000.

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 1966), 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 five categories of trustees: Term (currently 16 out of a possible 17); Alumni (6); Commonwealth (currently 11 out of a possible 12); Special (currently 15 out of a possible 16); and Emeriti (33). Currently there are 82 members of the Board. Term, Alumni and Commonwealth trustees as well as the Chancellor represent the 36 possible voting Board members. Special and Emeriti trustees

are nonvoting members of the Board although they may vote as members of their individual committees. 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 voting rights. 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, but distinct from, 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. 20 among the nation's top public colleges and universities in the 2021 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.

Recent societal and health issues have posed challenges for the University. The COVID-19 pandemic challenged the way the University works, educates its students and conducts research and the University continues to evolve its response to this reality. Racial injustice and inequity are great challenges for society and for the University of Pittsburgh. Since 2020 the University has taken concrete steps to help address the issues of equity and justice on all Pitt campuses and to make Pitt a more inclusive environment, with a specific emphasis on equity for Black people. Funding from the Commonwealth of Pennsylvania remains flat which has resulted in an increase in student debt. Also, a series of reports describing a 'demographic cliff' or a drop in the number of traditional college-age population especially in the northeast and Midwest is an ongoing concern, particularly for the University's regional campuses. Despite these fiscal challenges, the University remains on a solid foundation.

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

- *The University has undergone a substantial change in leadership. Patrick D. Gallagher was appointed Chancellor in 2014 following the retirement of long-term Chancellor Mark A. Nordenberg. Ann E. Cudd became the Provost and Senior Vice Chancellor in the fall of 2018. Since 2012, twelve of the 16 schools on the Pittsburgh campus have welcomed new deans and the remaining three of in the midst of searches. Three of the four regional campus have appointed new Presidents, and two (Bradford and Titusville) have combined leadership.*
- *Each year, the Chronicle of Higher Education releases names of the colleges and universities that produce the most award recipients in the Fulbright U.S. Scholar and the Fulbright U.S. Student Programs. In 2021 it is the tenth time in 11 years that the publication listed Pitt as a top producer in the U.S. Student Program category.*
- *The University was awarded the Carnegie Foundation's Classification for Community Engagement in January 2020. This classification is known as the country's most visible and selective recognition of community engagement efforts in higher education. This designation recognizes the hard work of the University's students, faculty and staff who invest their service, research and teaching in the community. The establishment of two Community Engagement Centers, located in neighborhoods surrounding the Pittsburgh campus, is an example of the University's focus to improve engagement with local communities through long-term partnerships.*
- *In February 2019, the University launched its Pitt Success Pell Match Program, the largest-ever restructuring of financial aid in the University's history. Under this program, the University matches federal Pell Grant funds, dollar for dollar, up to the cost of attendance for qualified students across all five Pitt campuses. In its first year, the program virtually closed the retention gap for students eligible for the U.S. Department of Education's Pell Grant program and student success metrics for this population remain strong.*
- *Launched in 2018, the Office of Sustainability was established to centralize campus-wide sustainability activities, strategies, and partnerships, driving toward aggressive sustainability commitments including being carbon neutral on the Pittsburgh campus by 2037.*

- *The School of Computing and Information, formed in 2017, was created by combining the University's School of Information Sciences and the Department of Computer Science. It was the University's first new school in two decades.*
- *In 2013, the University founded the Innovation Institute to advance Pitt's successes in entrepreneurship, commercialization, and economic development. The U.S. Small Business Administration named Pitt's Small Business Development Center (SBDC) the national SBDC Excellence and Innovation Award winner of 2020 out of more than 1,000 small business development centers across the nation.*

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
- **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.

Specific goals related to the mission have been periodically updated through broad stakeholder engagement several times since the most recent self-study, including an update from the Board of Trustees in 2014 and subsequent refinement by the entire University community with the 2015 and 2021 versions of the institution's strategic plan, the Plan for Pitt. Additionally, several associated sub-plans (focused on sustainability, campus master plan, global plan, etc.) are periodically reviewed and updated.

The priorities of the University examined in the current self-study, that are consistent with the Plan for Pitt and inform the pursuit of our mission 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.

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.

Actions and Updates Since the Prior Self-Study

On May 22, 2019 and then again on March 5, 2020 the Middle States Commission on Higher Education (MSCHE) requested a supplemental information report to address the status of the Physical Therapy Assistant program at the University of Pittsburgh at Titusville (UPT) with the Commission on Accreditation in Physical Therapy Education (CAPTE). Shortly before the requested report, CAPTE had changed its standards for licensure passage rates from requiring a three-year running average of 80% exam success to a two-year running average of 85% success. Given the small size of the cohorts on the UPT campus, and the concomitant volatility in testing results, it was determined that the program would be unable to ensure consistent adherence to this standard.

In addition, changes to the CAPTE requirements of program director credentials made it exceedingly difficult to maintain effective staffing of the program. As such, Pitt chose to voluntarily withdraw accreditation for the PTA program at UPT, to develop a detailed teach-out plan for all students who were enrolled in the program at the time, and to formally close the program by August of 2021. Since that time, the teach-out has been successful, and the program has been closed.

On November 9, 2020, the Middle States Commission on Higher Education (MSCHE) requested a supplemental information report to address an investigation by the U.S. Department of Education (USDE) of the University of Pittsburgh. Shortly after the requested report, Pitt responded to the USDE clarifying that the disputed actions were undertaken by the operationally distinct corporate entity UPMC and impacted a faculty member's non-academic role performed in a joint-employment arrangement. As such, Pitt clarified that the academic freedoms enjoyed by the faculty member within their University-employed educational and research role were not negatively impacted and were, in fact, reaffirmed throughout the incident. In the time subsequent to the response from Pitt (more than 1 year), the USDE has not responded with any additional questions or concerns.

Timeline of the Self-Study Process

The Self-Study process began with members of the Executive Committee attending the Self-Study Institute in November 2019. Then, in Spring 2020, the University began the formation of the Steering Committee and the process of confirming the approach to be taken for the self-study. Next, Working Groups were created to focus on each of the priorities of the University (as well as the

Evidence Inventory) in the summer of 2020 and the substantive work of self-study began, and continued as follows:

Fall 2020

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

Fall–Spring 2021

- *Working Groups meet according to varying schedules (and engage with University stakeholders during their discovery phase)*
- *Working Group Chairs update the Steering Committee monthly*

Spring–Summer 2021

- *Priorities Working Groups submit reports to the Steering Committee*
- *MSCHE selects Evaluation Team Chair*
- *Team Chair and the University select dates for the Evaluation Team Chair's preliminary and Evaluation Team visit*

Summer–Fall 2021

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

Winter 2022

- *Executive Committee incorporates feedback and finalizes mapping of Self-study and Evidence Inventory*
- *University submits Self-Study, Evidence Inventory, and Institutional Federal Compliance Report*

Spring 2022

- *Evaluation Team visits in April*

EVIDENCE INVENTORY

<https://www.planforpitt.pitt.edu/>

RA01-Articles_of_Incorporation

RA01-S7C1-Commonwealth Act

RA02-RA12-S3C2-S6C8-S7C3-S7C4-S7C5-Fact-Book-2022

RA07-S1C1-S1C2-S6C1-S6C6-Embracing-the-World_A-Global-Plan-for-Pitt

RA07-S1C1-S1C2-S6C1-S6C6-campusplan-191402

RA07-S1C1-S1C2-S6C1-S6C6-S7C4-2018 PittSustainabilityPlan Final

RA07-S1C1-S1C2-S6C1-S7C1-Mission Statement _ Board of Trustees

RA07-S1C1-S1C2-S6C1-S7C2-Statement of Aspiration and Strategic Priorities

RA12-S1C2-S6C3-S7C1-S7C2-S7C3-Board of Trustees Committee Mission Statements

RA12-RA13-members_of_the_board_of_trustees_name_list_-_january_2022

2. Unallocated Standards and Requirements

Introduction

As mentioned in the Executive Summary, 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.

Requirements of Affiliation (RA)

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. The

Board delegates oversight of all instructional practice to its Academic Affairs and Libraries Committee.

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 33,861 total students, including 9,258 graduate students (all enrolled on the Pittsburgh campus) and 24,603 undergraduate students across our five campuses (19,980 enrolled on the Pittsburgh campus, 2,116 in Johnstown, 1,315 in Greensburg, 1,159 in Bradford, and 33 in Titusville).

RA 3

For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit before 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.

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

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.

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.

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.

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.

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. Moreover, all members commit to abide by the Conflict of Interest Policy for Trustees. Finally, the chairperson of the Board is independent of the Chancellor — i.e., the Chief Executive Officer — of the University.

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, the University regularly communicates to the Commission regarding accrediting and regulatory actions as well as (changes in) operational information.

Standards and Criteria

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 Table of Contents, 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 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.

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 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.

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. 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.

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.

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).

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 policy, the procedures, guidelines, and policies regarding maintenance and access to student information and records. 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 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.

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.

Therapy Assistance Online (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.

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.

EVIDENCE INVENTORY

RA01-Articles_of_Incorporation
RA01-S7C1-Commonwealth Act
RA02-RA12-S3C2-S6C8-S7C3-S7C4-S7C5-Fact-Book-2022
RA04-Self-study_Design
RA05-RA06-S2C8-Verification_of_Compliance
RA05-S2C4-S7C5-COI-Research Policy_RI_01

RA12-S1C2-S6C3-S7C1-S7C2-S7C3-Board of Trustees Committee Mission Statements
RA12-RA13-members_of_the_board_of_trustees_name_list_-_january_2022
RA13-S7C2-Consolidated_Disclosure_Statement FY21
RA13-S7C2-TrusteeStatement
RA14-University of Pittsburgh - Statement of Accreditation Status
S3C7-CHS_certification

S3C7-UPJ-Outlier Governance
S4C1-S4C3-Pitt ACT
S4C2-Advanced_standing_policy
S4C3-FERPA-Policy_AC_04
S4C3-Registrar_FERPA Training
S4C5-Eval_of_3rd_party_student_affairs



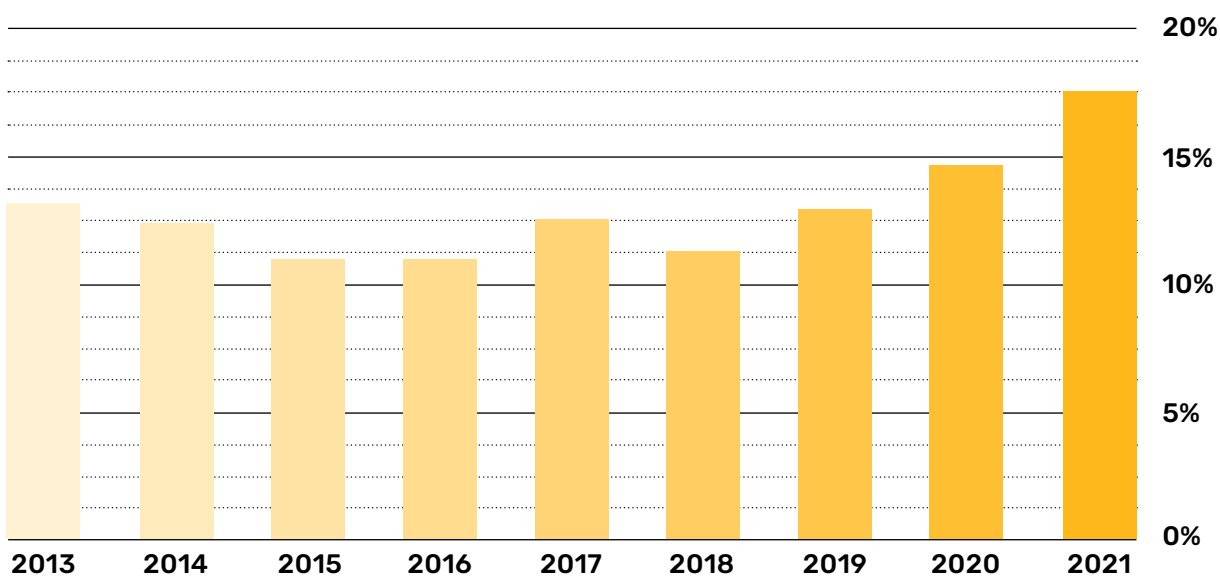
3. Inclusive Excellence in Education

COMMITTED TO EXCELLENCE AND ACCESS

At the time of our last self study, the Pittsburgh campus' enrollment of Pell-eligible students experienced a four-year decline resulting in a low mark of 510 students, representing 13% of our first-year population. In 2019, the University of Pittsburgh launched an innovative effort to reverse this trend, expand access to a world-class education for students from lower-income families, and improve both targeted and overall student success outcomes by addressing the financial

hurdles that can keep some students from coming to Pitt or hamper their ability to complete their studies. The Pitt Success Pell Match Program includes two components: a full match of federal Pell Grant scholarships, effectively doubling the value of this need-based aid, and a commitment—phased in over several years—to limit the amount of debt any student is expected to take on, based on studies that show a drop-off in college completion for those who need to take

FIRST-YEAR PELL-ELIGIBLE ENROLLMENT



out larger loans.

Meaningful indicators show that the program is delivering on its objectives. Even through a pandemic and the economic uncertainty that has come with it, Pitt has been able to expand the representation of Pell-eligible students, nearly eliminate the gap in retention rates between Pell recipients and those who do not require this aid and measurably reduce the debt students take on in their first years at the University. Some of the impressive outcomes include:

- **Providing opportunity:** Since the introduction of Pitt Success, the University has attracted record numbers of Pell-eligible applicants and enrollees. Preliminary figures for the 2021 entering class show an increase of almost 21% in the number of Pell-eligible students over the previous year, making for a 65%

increase since launching the program in 2019 and raising the percentage of first-time Pell-eligible enrollees to its highest mark yet.

- **Reducing debt:** Pell-eligible students who entered Pitt in the fall of 2019 took on 24% less debt in their first year than those who entered the year prior.
- **Closing the retention gap:** For the 2019, pre-pandemic cohort the student retention rate for Pell-eligible students rose from 86.9% to 93.4%, which essentially mirrors the rate for students who are not Pell-eligible. Even during the pandemic, the second cohort's retention gap has shrunk by more than a factor of 2 relative to historical rates, while our most recent (and largest) cohort is trending toward no gap once again.

“The **Pitt Success Pell Match Program** is working in truly impressive and transformative ways to help ensure that an **excellent Pitt education is accessible** for admitted students and their families. We continue to be **laser-focused on taking active steps** to address financial obstacles so that our **students can realize their professional and personal aspirations**—and we now have the data to show that this program not only **lowers barriers to access and improves retention**, but also **lessens the debt burden** our students will face when they graduate.” —ANN E. CUDD, PROVOST AND SENIOR VICE CHANCELLOR

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) and integrate these findings into University planning (Standard VI). 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.

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? 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 and describe an example of “inclusive excellence in education” at the University of Pittsburgh.*
- *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) as outlined in the table of contents, and are supported by evidence listed in the chapter’s addendum.

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.

DESIGN

Here we examine the University's processes for both the design and re-design of curricular, co-curricular and extra-curricular learning experiences as well as our process for curriculum review, development and innovation.

CURRICULUM DESIGN PROCESS

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 University's strategic planning process (i.e., the Plan for Pitt). 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.

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 Forge Your Own Path (Personalized Education Initiative), the Pitt Seed grant programs, the Diversity in the Curriculum Awards and the Center for Diversity in the Curriculum—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 to support and reinforce inclusive excellence in education. 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.

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 review by Department/Program faculty. Finally, the creation of new programs — including certificate, undergraduate, graduate, and/or professional credentials — or significant changes to existing programs requires the involvement of the Department/Program faculty, the School, and the Provost's office. 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 changes/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 to ensure that innovative and diverse student voices are represented across the organizations and activities on campus. For example, at the time of this writing the University 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. This allows the University's portfolio of organizations to represent the ever-changing composition and interests of our diverse student body.

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-level 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. 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 curricular materials pass through on their way to approval is intentionally designed to provide a structure that targets inclusive excellence.

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 nine competencies for student development. 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. At the same time, events suggested for inclusion within the OCC are centrally vetted to ensure alignment with the objectives and competencies curated by the OCC. The principles of Strategic Alignment and Multiple Levels of Review

play an important role in how these and similar activities support inclusive excellence in education.

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.

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 through a number of units including 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 also innovations that occur at the intersection of diversity and inclusion. Examples of such funding opportunities from the Provost's office include the Pitt Seed grant program and the Forge Your Own Path grant program. From the Center for Teaching and Learning resources are provided through the Innovations in Education Awards as well as the Course Incubator program.

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 pedagogical information and other resources 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). Notable in this regard is the extensive range of materials 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.

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 allow instructors to work with experts (instructional designers, curriculum architects, educational technologists, learning scientists) in a variety of modalities. 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. In addition, individual consultation and collaboration opportunities are available to both single faculty and faculty cohorts.

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:

- **Center for Diversity in the Curriculum.** *Launched in 2014 as 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.*
- **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. 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.*
- **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):

- **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 año!*

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. 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 continue to be part of the first-year enrolled classes for all incoming students since its launch in 2020. 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 impacts U.S. society. The University has made most of the course's content available publicly.

DELIVERY

The University provides a diverse portfolio of undergraduate degrees and graduate degree and certificate programs across all campuses. 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.

BALANCED AND INCLUSIVE

The opportunities both inside and outside of the classroom constitute one of Pitt's biggest educational strengths. Inside the classroom, Pitt's educators deliver a world-class education with faculty chosen from around the world, offering educational opportunities based on the latest research and allowing students to participate in this research with them. Delivering this education through lectures, 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 University Honors College (UHC) students are assigned a faculty member — a UHC Faculty Fellow — and/or become involved in the UHC Scholar Communities. These UHC Faculty Fellows serve as advisors for individual research projects as well as mentors who provide advice across a wealth of academically focused subjects. The Scholar Communities bring together groups of students, researchers, and practitioners to address critical challenge questions that impact today’s society. As another example of student research opportunities, 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). Similarly, 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 showcase 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) 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.

As part of the larger Outside the Classroom Curriculum (OCC), another excellent example of delivering inside-outside learning can be seen in PittServes. PittServes' aim is to enhance students' 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 promoting educational 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 (culminating in the receipt of the Carnegie Classification for Community Engagement).

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 through the programs that 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), 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. This indicates that the delivery of the LLCs is beneficial to students. The resident halls called the "Academic Village" on the Greensburg campus and the "Living Learning Center" on the Johnstown campus serve a similar purpose with similar outcomes.

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, heteronormativity, antisemitism) have expanded at every level and in all disciplines, across all campuses in support of this aim. Book clubs and learning communities for faculty, students, and staff exist on each campus and among many different schools on the Pittsburgh 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 (during the pandemic) or on differing campuses. This increased commitment to DEI is important to build awareness, challenge ways of thinking, 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.

PERSONALIZED, 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, 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. Similarly, the EXCEL program serves the needs of underrepresented students within the Swanson School of Engineering 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.

The University allows general education requirements to be met in either a free-standing or discipline-integrated fashion. That is, in many cases where programs need to satisfy external accreditation and/or licensure requirements — such as for those for engineering via ABET or for nursing via the Commission on Collegiate Nursing Education — it is more expeditious for Pitt to allow programs to embed their general education courses within the accredited curriculum so that they can satisfy both the needs of their accreditation/ licensure as well as the University's view of baseline intellectual experiences. Our consistent

standards in this area have been assured in varying ways in recent years. Prior to our last self-study, a taskforce of undergraduate-focused University leaders (the Undergraduate Education Task Force (UETF)) gained approval from the Council of Deans (which includes all school/college deans as well as regional campus presidents) for a suite of baseline learning outcomes that should be met by each unit's general education curriculum. These include the ability to: think critically and analytically; gather and evaluate information effectively and appropriately; understand and be able to apply basic, scientific and quantitative reasoning; communicate clearly and effectively; use information technology appropriate to their discipline; exhibit mastery of their discipline; understand and appreciate diverse cultures (both locally and internationally); work effectively with others; and, have a sense of self, responsibility to others, and connectedness to the University. This body would regularly evaluate assessment results provided in rotating, regular programmatic review to ensure compliance of all undergraduate programs. This latter task has subsequently shifted to fall under the purview of PACUP after recent modifications to University policy.

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. 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.

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 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 Pre-Health Resource Center 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 advising and is aimed at establishing a preeminent infrastructure for the support of undergraduate students interested in health sciences fields.

SUPPORT

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 grouped into categories of academic support, mentoring and advising, and support of the student experience.

METHODS OF SUPPORT

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

ACADEMIC SUPPORT

The resources and infrastructure that directly support academic and degree completion requirements within 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) served for a significant portion of the prior ten years as a "one-stop shop" for the most comprehensive set of academic services available on the Pittsburgh campus. The ARC had 18 professional staff members and more than 40 peer master tutors, and supplemented classroom instruction by offering free drop-in tutoring services. The ARC provided a broad range of academic support including study skills, workshops focused on lifelong strategies to improve memory, manage time, prepare for exams, read texts, and take notes effectively. A relatively recent improvement of this resource, where it was rebranded as the innovative Study Lab, 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 to 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; at Greensburg, the Tutoring and Writing Center as well as the Academic Support Services team; at Johnstown, the Academic Success Center (ASC)). Similarly, the Writing Center 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.

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 participation in research. This includes the Office of Undergraduate Research, Scholarship, and Creative Activity (OUR) that connects undergraduate students with Pitt faculty for research projects. 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. Many graduate students also either have teaching responsibilities as part of their training or are planning to pursue a career in academia (or both). The Graduate Student Teaching Initiative 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. 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 School of Medicine (SOM) PhD and postdocs to develop their knowledge about, and engagement with, evidence-based teaching and learning practices. The programming includes professional development workshops and seminars, semester-long seminar-based courses, journal/book clubs, and learning community lunch meetings where participants can exchange Teaching-as-Research project ideas. The Office of Academic Career

Development also provides professional development workshops and courses for SOM and health related professions in areas related to preparing graduate students beyond their academics.

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. 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.

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 advising-related 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 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 to 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. This initiative goes beyond the technology and instead is augmented by a community of practitioners that helps in establishing best practices, broad communication, and advisor training.

In addition to leveraging the Pathways Initiative, advisors and mentors are supported in a number of other ways to facilitate quality care for their students. The newly launched Pitt Advising Certification and Training Program (Pitt ACT)

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 is held where faculty, staff and students gather 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 1,000 participants from all over the world.

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 advisors, faculty advisor, advisors 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 offered through the University Honors College. 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.

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 Swanson 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 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.

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. 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 composed of alumni and upperclassmen who are committed to sharing resources and ideas based on major/career interests, internship/research experiences, and scholarship opportunities. 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 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 non-traditional students. The center offers tutoring services, including writing tutoring. Students can visit the center for one-on-one support to develop ideas, outline, draft, or organize written assignments and/or to revise papers, sharpen grammar and other writing mechanics, and more. The center welcomes students working on all writing assignments, including essays, application letters and résumés, reports, professional-communication projects, reading responses, technical research papers and creative writing.

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) 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 to 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. Engagement is defined as a student completing at least one OCC activity. Over that same timeframe 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.

A recent addition to Pitt's support of co-curricular engagement is the development of the Catalog of Opportunities. 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 advisors, 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 all disciplines at once. 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. All Pitt staff and faculty may contribute opportunities that they deem to be relevant for students. This resource is available to all current Pitt students (undergraduate, graduate, and professional students).

Several academic units have specific programs and support offices to meet the unique needs of their student population. For example, through the Cooperative Education Program, the Swanson School of Engineering provides students and employer partners a platform for developing individualized opportunities to enhance success in the workplace environment through relevant and challenging assignments that result in the graduation of excellent engineers 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.

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 listing of internships and learning experiences. 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 campuses.

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.

RESOURCES, SYSTEMS AND INFRASTRUCTURE

The University's educational resources and infrastructure are aligned with our mission of delivering inclusive excellence.

COMMUNITY AND CIVIC ENGAGEMENT SUPPORT

A significant focus of the Plan for Pitt (both in its original 2016–2020 version and the recently updated plan) is for the University to partner with the community more closely 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), Pitt has made a minimum 15-year commitment of infrastructure, staffing, and coordination focused on a partnership for education, research, and community impact in key neighborhoods in Pittsburgh: Homewood and the Hill District with a third set to launch in Hazelwood. 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.

Sponsored by Pitt's School of Education, the center for Urban Education 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, faculty and community partners toward improving the impact and efficacy of urban education both locally and nationally.

The long-standing Center on Race and Social Problems 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.

Part of the University of Pittsburgh's Innovation Institute, the Institute for Entrepreneurial Excellence not only serves Pitt students, staff, and faculty, but also engages with the community. This institute has served businesses throughout the Pitt campuses and western Pennsylvania. It is a critical resource for business and economic development for the University and the region.

The David Berg Center for Ethics and Leadership 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.

The Johnson Institute for Responsible Leadership from the Graduate School of Public and International Affairs provides opportunities for all students across disciplines, 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 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 internship opportunities for students across all levels, academic majors, and campuses.

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. A broad range of psychological and mental health services is provided for all students across programs and campuses. The University 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.

Recognizing the link between financial wellness and student success, Pitt launched the 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.

The University Care and Resource Support (CARS) Team 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.

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.

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 the use of our distinctive collections to create new scholarship, and to disseminate this knowledge to the broader community.*

- **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.*

COORDINATED AND INCLUSIVE 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). 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 \$1,000 over the first two years of the program), but it has also managed (in combination with other support programs) to completely close the income-based retention gap in the first year of the program and student success metrics for this population remain strong. As an accompaniment to the PSPM, the Provost Academy 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.

Other initiatives aimed at impacting access to the University and the affordability of a Pitt education include the Panthers Forward and Pitt2Pitt Programs. 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 consider paying-it-forward to 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 post-baccalaureate 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.

TRIO Student Support Services (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.

The Office of Cross Cultural and Leadership Development (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. 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 provides students with disabilities support and resources 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.

The University of Pittsburgh has been designated a Military Friendly School® for eight years in a row. The top 15% 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 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.

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.

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.

ASSESSMENT

In this section we examine how the assessment of student learning focuses on demonstrating the effectiveness of our efforts to foster a supportive and inclusive education. We also discuss how these methods of assessment are simultaneously able to capture information on both holistic and individualized learning opportunities at Pitt. Finally, we explore how these efforts combine to impact the outcomes achieved by our students.

MEASURING EFFECTIVENESS

The strategic use of planning and ongoing assessments to advance the University's mission in the area of education moved to a new level starting in the mid-1990s with the introduction of the Planning and Budgeting System. Since that time, the University's strong culture of assessment has evolved, but has been largely solidified since November 2006 when the Council of Deans formalized expectations for assessment communicated in the Guidelines for Documenting the Assessment of Student Learning Outcomes. As part of this assessment framework, all degree and certificate granting programs (across all career levels) must articulate program mission/goals which reflects national disciplinary norms and any unique features of the University of Pittsburgh program as well as identify three to five learning outcomes that are consistent with the University's goals for all of our graduates (i.e., the baseline learning outcomes discussed in relation to the general

education curriculum). These outcomes are to be assessed within each program on a rotating basis with annual reporting to the Provost's office on findings. Modifications of curricula and/or learning outcomes are also communicated at this time. The assessment matrix that is used for each program is also a required inclusion in proposals for any new or substantially modified academic programs.

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). This combination of survey instruments assesses large populations of our undergraduate and graduate student populations across the University of Pittsburgh campuses. 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 of 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. Many of the DEI-related initiatives outlined in this chapter, as well as the next, have been undertaken in direct response to the results of these surveys. While the University performs on par, or better, than peer institutions there remains considerable room for improvement. In addition to direct contemporary assessments of the student experience, 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. As discussed below, many of the facets of the Forge Your Own Path initiative have resulted from analysis of the results of the Gallup surveys. The Collaborative on Academic Careers in Higher Education (COACHE) 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. The results of these assessments inform such University-wide projects as the Race and Social Determinants of Equity, Health and Well-being Cluster Hire and the Latinx cluster-hiring initiatives.

One of our longest-running successes in the area of assessment is our annual Assessment and Teaching Conference, which is jointly sponsored by the Office of the Provost and the University Center for Teaching and Learning. Now in its tenth year, the day-long event brings together faculty, staff and students to share assessment and teaching practices and innovations across various topics, such as academic integrity, mid-course assessments, disciplinary and cross disciplinary course design, 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.

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 take 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 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). 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.

INDIVIDUALIZE MEASURES

Disaggregating quantitative data, while recognizing its intersectionality, 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. Using these results we can see how to better serve specific populations of our students, in addition to the whole, as it relates to campus climate.

It is important that student success is measured not just within traditional learning spaces — classrooms, internships, research, etc. but also in 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 consider all spaces at Pitt as learning spaces and continually assess their effectiveness and appropriateness to our mission and modify our practice accordingly.

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. The University of Pittsburgh has made strides towards transparency as evidenced by Pitt's Office of Equity, Diversity, and Inclusion's Faculty, Staff and Student Diversity Dashboards.

IMPACT AND OUTCOMES

Beginning in 2015, the University of Pittsburgh commissioned Gallup, Inc. for 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. Additionally, these insights inform current and future technology to elevate opportunities to a broader audience.

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% of our first-time, full-time undergraduates are retained beyond their first year (up from 91% in 2012); the four-year graduation rate on the Pittsburgh campus is over 70% (up from 62% in 2012), and the graduation rate within six years is 84% (up from 79% in 2012) and is significantly higher than the nationwide average for public universities (73.93%). At the same time, we are succeeding at shrinking achievement gaps when student success outcomes are disaggregated by race and/or income (although Pitt strives to completely eliminate these gaps). Moreover, 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%). These

rates of graduation and retention indicate a high level of success, empowering students to lead lives of positive impact. The retention rates on the regional campuses are closer to the national average of 68% (66% at Greensburg, 74% at Johnstown, 69% at Bradford) except on the Titusville campus (55%). Note that the Greensburg retention is hampered by the campus’s proximity to the Pittsburgh campus in that nearly 15% of the first-time, full-time undergraduates that begin at Greensburg relocate to the Pittsburgh campus in their second year. The at-or-above average retention rates indicate that students are satisfied with the delivery of education, especially on the Pittsburgh campus.

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 17:1 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 17:1 with the average class size of 25 students and at the Greensburg campus, the ratio is 16:1 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.

Our professional and graduate schools also boast excellent outcomes. 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 School of Public Health, the class of 2020 reported 95.5% of its graduates were 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 within 6 months of graduation, while on the Greensburg campus the rate is 93%, on the Bradford campus the rate is 88% and at Johnstown the rate is 84%.

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 has been noted, 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 the University.*
- *Leveraging the strength of the University's scholarship in educational research and practice (e.g., School of Education, Learning Research and Development Center) to support continued improvement, innovation, and creativity in meeting our students' learning needs.*

As an example, the Outside the 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. Further expanding their availability on all campuses 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.

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. 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 Pitt Success Pell Match Program, the Pitt2Pitt program, the Provost 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 of local and national newspapers.

As we look toward 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 status, 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.

EVIDENCE INVENTORY

RA09-S3C8-S5C5-2017 Assessment Conference Agenda 1-12-17	S2C7-Affordability	S3C6-CIRTL	S4C4-Pitt LLC
RA09-S3C8-S5C5-2018 Assessment and Teaching Conference Proceedings	S2C7-Campus Basic Needs	S3C6-Dissertation Camp	S4C4-PittServes
RA09-S3C8-S5C5-2019 Assessment & Teaching Conference Agenda_Final	S2C7-National scholarship advising	S3C6-Grad_acad_support	S4C4-Student-Orig-Handbook
RA09-S3C8-S5C5-2020 Assessment & Teaching Conference Agenda	S2C7-Pitt_Success_Pell_Match	S3C6-Grad_external_funding	S4C4-UPG-Academic_village
RA09-S3C8-S5C5-2021 Assessment & Teaching Conference Agenda	S2C7-Provost Academy	S3C6-Graduate Faculty	S4C6-AAU_climate_report
RA09-S3C8-S5C5-2022 Assessment & Teaching Conference Agenda	S2C7-S3C6-Pitt2Pitt	S3C6-Graduate Student Teaching Initiative	S4C6-Regional_enrollment_study
RA10-S1C4-S6C2-OTP Annual Report Review Assignments	S2C7-University of Pitt Panthers Forward	S3C6-NSF_GRFP	S4C6-S5C2-Gallup1
RA10-S1C4-S6C2-OTP Cabinet Review Instructions for Annual Reports	S2C9-2020 Pitt-SERU Wildcard Questions	S3C6-Provosts_devel_fund	S4C6-S5C2-Gallup2
RA10-S1C4-S6C2-Arts and Sciences_Annual Plan Response Letter	S2C9-Faculty Committee_Pathways	S3C8-Process and Changes to BSBA Curriculum	S4C6-S5C2-Gallup3
RA10-S1C4-S6C2-DSAS Strategic Plan assessment 21-22 FINAL	S2C9-Pathways Student Data Use and Communication Guidelines	S3C8-Resources for Teaching	S4C6-S5C2-Gallup3-internal
RA10-S1C4-S6C2-Dietrich School of Arts and Sciences relevant data	S2C9-Report - Focus Groups on Remote Learning Due to COVID-19	S3C8-S4C6-S5C2-Satisfaction_surveys	S4C6-S5C2-Gallup4
RA10-S1C4-S6C2-FY2021 Annual Report instructions COD	S2C9-Responsibility Creep Report	S4C1-ALEKS Math Placement	S4C6-S5C2-gradSERU
RA11-S1C3-S3C1-S6C2-S6C5-S7C4-PlanningandBudgetingSystem 2016	S2C9-S4C6-COACHE Overall Results Infographic	S4C1-Bridges_program	S4C6-S5C2-SERU_over_time
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Bradford Campus	S2C9-S4C6-COACHE Survey of Full-Time Faculty	S4C1-CARS_Student Affairs	S4C6-Senior_survey
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Greensburg Campus_1	S2C9-S6C5-Internal Audit Department Charter	S4C1-Disability Resources and Services	S5C1-CGS_restructure_plan
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Johnstown Campus	S3C1-Interdisciplinary Transcript Distinctions	S4C1-DSAS_first-year syllabus	S5C1-CGS_program-study
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Pittsburgh Campus	S3C1-S3C4-Fall 2020 Academic Plan	S4C1-ENGR-COOP	S5C2-DSAS-grad-SLO1
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Titusville Campus_0	S3C2-FSDP	S4C1-ENGR-first-year syllabus	S5C2-DSAS-grad-SLO2
S1C3-S3C1-S3C2-S3C5-S3C8-PACUP-Policy_AC_52	S3C2-FYOP Annual Report 2020-2021	S4C1-First_year_research	S5C2-DSAS-undergrad-SLO1
S1C3-S3C1-S3C2-S3C6-UCGS-Policy_AC_70	S3C2-Innovation in Education Awards	S4C1-McCarl Center	S5C2-DSAS-undergrad-SLO2
S2C2-Diversity Forum 2020	S3C2-S3C8-OMET	S4C1-NURS-first-year syllabus	S5C2-Global Learning & Engagement Assessment
S2C2-S7C4-Gender Equity Report	S3C2-S6C9-PittSeed grant program	S4C1-OAFA Five Year Strategic Plan	S5C2-UCIS_Annual_Assessment_Report
S2C2-OEDI Training Education and Advocacy Groups	S3C2-Sample_school_bylaws	S4C1-Online Orientation	S5C2-UPG-student-learning-outcomes
S2C2-OEDI-pitt_diversity_2018-19_annual	S3C4-ASRA	S4C1-Pathways referrals	S5C3-CDS_2011-2012 UPT Web Copy
S2C2-OTP Diversity Statement	S3C4-CFAR	S4C1-Pitt Career Central	S5C3-Course Incubator
S2C2-Pitt Promise_Student Affairs	S3C4-Global Hub	S4C1-Pitt to You	S5C3-Large Enrollment Courses Faculty Learning Community
S2C2-Plenary 2021	S3C4-Innovation_institute	S4C1-Pitt_Excel	S5C3-LMS Assessment Recommendation
S2C2-Racial Equity Study	S3C4-Pitt_OCC	S4C1-S4C3-Pitt ACT	S5C3-Mentoring_and_advising_summit
S2C2-S2C5-Provost Diversity Initiatives	S3C4-S4C1-TRIO_SSS	S4C1-S4C3-S5C3-Pitt ACT	S5C3-Parran-naming
S2C2-S3C2-Center for Diversity Equity and Inclusion in the Curriculum	S3C4-Study Lab	S4C1-S4C4-IPP	S5C3-Pittsburgh CDS_2011-2012 Web Copy
S2C2-S3C5-Anti-Black Racism Course	S3C4-UPB-Academic Resources	S4C1-S5C2-Bradford 2020 Post-Grad Report	S5C3-SOM-oath
S2C3-academic_integrity_guidelines	S3C4-UPG-Learning Resources	S4C1-S5C2-Career Center 2020 Post-Grad Report	S5C3-Teaching Partners Faculty Community
S2C3-Concern Connection - Submitting a Report Quick-Guide	S3C4-UPJ-ASC	S4C1-S5C2-Greensburg 2020 Post-Grad Report	S5C3-UPB CDS_2011-2012 Web Copy
S2C3-School Ombudspersons_Graduate Studies	S3C4-Writing Center	S4C1-S5C2-Johnstown 2020 Post-Grad Report	S5C3-UPG CDS_2011-2012 Web Copy
S2C3-Staff Handbook	S3C5-DSAS_GER	S4C1-S5C2-Titusville 2020 Post-Grad Report	S5C3-UPJ CDS_2011-2012 Web Copy
S2C3-Student Code of Conduct 2021_Academic-Year_Linked	S3C5-S3C8-S5C1-assessment_guidelines	S4C1-SCI-first-year syllabus	S5C3-UPT-hub
S2C7-S4C1-Financial_wellness	S3C5-S3C8-S5C1-U_GER	S4C4-Athletic Student Success	
S2C7-About_Pittwire	S3C5-SCI_GER	S4C4-OCG-competencies	

4. Embracing Today's World: Local to Global

LOCAL COMMITMENT

Pitt has a very rich, long history of being involved in our communities, and it's taken different forms and functions. Since the last self study, in an effort to elevate and centralize the mission-aligned focus on serving the community, community-engaged work at Pitt has grown substantially from having been the work of select schools or amongst a few faculty to now becoming a hallmark of the University. In the summer of 2021, the University of Pittsburgh launched a new office devoted to a familiar job: building community-university partnerships.

The Office of Engagement and Community Affairs builds on the community relations and neighborhood-based work that had been housed in the Office of Community and Governmental Relations. Chancellor Gallagher decided to restructure these areas to align this work more closely with the University's new strategic plan.

The Office of Engagement and Community Affairs (ECA) is Pitt's front door for its communities, residents, and partners. It serves as a thought partner, collaborator, and a point of connection for schools, faculty and students looking to engage with partners across the region. The office works closely with Pitt IT, the

Swanson School of Engineering and School for Computing and Information to increase digital equity in the region through expanding broadband access, supporting digital literacy and workforce development opportunities. For instance, ECA helped Pitt IT network with partner organizations and leverage faculty-led research.

The ECA also continues to deepen neighborhood commitments. The Community Engagement Centers in Homewood and the Hill District, along with longstanding Oakland-based partnerships and the planned center in Hazelwood, represent long-term neighborhood commitments. These flagship centers represent a physical partnership with each community and provide educational programs, meeting spaces and support services through collaboration with residents and local organizations.

Global Commitment and Collaboration

Continuing its commitment to global education, in 2015 the Sichuan University-Pittsburgh Institute (SCUPI) was launched as an academic entity jointly established by Sichuan University and the University of Pittsburgh. SCUPI is a realization of the new archetype

of institute-scale, collaborative entities between leading universities in the United States and China. The institute is one of five large-scale partnerships between an American and a Chinese university – aligning Pitt's efforts with such peer institutions as the University of Michigan, Duke University, University of Illinois, and NYU. SCUPI is designed to follow an international model and thus merges the advantages of both universities in its mission, curriculum, teaching and educational resources.

The goal of SCUPI is to provide a world-class engineering education that focuses on design, innovation, and an

international outlook. Students joining SCUPI experience a unique academic perspective that combines research with education, professionalism with academics, and eastern with western approaches. All courses in SCUPI are taught in English. The program design and curriculum encourage active learning, creative thinking, teamwork, and leadership. The institute is dedicated to training competitive global citizens and talents who can not only adapt to but thrive in the new era of globalization. SCUPI offers an unrivaled opportunity for Chinese students to obtain an American university education at a reasonable cost.



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 assessed (Standard V).

The examination of the University's achievements, progress, and standing with respect to this priority began 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.

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 then President of Bradford and Titusville, the Vice Chancellor for Equity, Diversity, and Inclusion, the Vice Chancellor of Engagement and Community Affairs, the 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. 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.

The critical focus areas and lines of inquiry

examined by the working group relate to the standards and criteria (and requirements of affiliation), as outlined in the table of contents, and are supported by evidence.

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.

STRENGTHENING COMMUNITIES

Community and economic engagement, or “Strengthening Communities,” has become a strategic priority of the institution and the vehicle through which Pitt achieves its mission—consistent goals relative to our external context and constituencies. 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.”

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 as well as its inclusion in multiple strategic objectives of the updated Plan for Pitt released in June 2021. In addition, the importance of community engagement is signaled by numerous staffing changes including the expansion of the Office of Engagement and Community Affairs to include a senior-administrator level position to steward community engagement and strategic

community partnerships, new positions throughout the University's schools such as director of community engagement in Social Work, a director of experiential education and engagement in the School of Computing and Information, and a series of engagement support positions within the University Center for International Studies. Finally, a number of new senior leaders and deans who prioritize community engaged scholarship within their own work and within the strategic priorities of their units/schools (e.g. Dean Valerie Kinloch, School of Education: Dean Betsy Farmer, School of Social Work: Dean Maureen Lichtveld, Graduate School of Public Health; Dean Carissa Slotterback, Graduate School of Public and International Affairs) further underscores the importance of community engagement to the University.

Establishing infrastructure to support Pitt's community engagement efforts 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.

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 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.

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”. 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." In each "Year" 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; and 2021–2022: The Year of Data and Society. 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.

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 elevate 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%.

As part of this restructuring, the University's Institute for Entrepreneurial Excellence, and constituent Small Business Development Center (SBDC), were moved within the Institute. This Institute 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. Pitt's SBDC was the national SBDC Excellence and Innovation Award winner of 2020.

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.

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. Nearly 80% of University of Pittsburgh at 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.

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.

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.

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.

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.

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

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.

The College of General Studies was originally created to serve non-traditional students. In 2020, CGS enrolled 203 non-traditional 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 drift in focus for the College 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.” 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. That is, the College is reaffirming its goals to extend the life-changing opportunity of undergraduate education to non-traditional learners in the Pittsburgh region, to offer greater flexibility in class formats and modes of delivery to accommodate non-traditional student needs, to address cost concerns, and to establish partnerships with regional employers whose employment and training needs align with CGS areas of study.

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.

PERSPECTIVES

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.

In 2018, as part of the Office of the Provost’s

Personalized Education Initiative (Forge Your Own Path), a coalition of civic engagement programs came together to initiate a pilot project named the Pathways for Civic Growth. 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.

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. As a result, the Civic Pathways pilot is being integrated into the Office of PittServes as an ongoing program.

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 a course attribute for classes that provided students with an ability to clearly identify civically and community-engaged learning opportunities. 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.

CULTURAL COMPETENCE

The University has cultivated a robust set of engagement partnerships across its various schools and campuses focused on improving the 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. 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.

Additionally, through its Community Engagement Centers and regional campuses, the University of Pittsburgh is committed to long-term, place-based engagements that improve 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 that harness the teaching and research engagement of all 16 schools on the Pittsburgh campus with the ecosystem of community, governmental, and faith-based organizations that serve the community.

Two CECs have been established to date in the Homewood and Hill District neighborhoods of Pittsburgh. Each location is 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.

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."

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.

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 (now known as the Pitt Global Experiences Office or PittGEO), 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 students to explore those regions through interdisciplinary academic credential and degree programs, community engagement activities and funding opportunities.

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.

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. Additionally, 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.

Pitt has received 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.

- NAFSA's Senator Paul Simon Award in 2017
- APLU Gold Award in 2020

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. Over the period 2015–2019 trends in undergraduate certificate awards are up with an increase from 936 certificates awarded in 2015 to over 1,000 awarded after 2018. Graduate certificates awarded have decreased slightly from 332 in 2015 to 319 in 2019.

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/ PittGEO, the Nationality Rooms, and the regional and thematic studies centers.

Since 2015, Pitt ranks amongst the top 30 highest sending institution as regards study abroad programs. We offer 350 programs annually; over 100 of those programs are faculty-led in nearly 73 countries. Currently, an average of 1,800+ 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.

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. Both programs aim to help build students' global competencies and professional identity while gaining leadership skills.

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. Inspired by constituent feedback, conversations with students and other stakeholders led to the creation of the Pitt Global Hub, 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.

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 Sutable (an engagement tracking company founded by several alumni of the University)—is a transcript notation 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, and Civic Engagement).

Starting in 2017, UCIS launched the MyPittGlobal COMPASS (Competency & Program Assessment) project to restructure our assessment tools and processes. 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. Also 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. This tool also serves as an effective quantitative measure of global engagement efforts across the University.

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) 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. The inaugural meeting was held October 26–27, 2017 with an agenda designed to solicit input in three significant areas of opportunity: international student recruitment, international faculty and scholar recruitment, and international research collaboration. The Chancellor 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 U.S. 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.

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.

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. Several challenges to reaching this goal remain, including tuition costs, international students' preference for other countries in the Anglosphere, political tensions, and the limits placed on travel and residency by the global health pandemic. The Office of Admissions and Financial Aid (OFA) noted, for their part, that attracting international students will mean offering scholarship opportunities to make Pitt a more competitive option.

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.

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.

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). All regional and thematic studies centers and programs offer community engagement activities ranging from projects with local businesses to K-16 teacher training workshops, student competitions, and art exhibitions. UCIS (including regional and thematic studies centers and programs, Pitt Study Abroad/PittGEO and the Nationality Rooms and Intercultural Exchange Program) has awarded nearly \$4.7 million 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 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.

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. 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. 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. 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 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). 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.

One strategic international partnership example is Pitt's connections to Newcastle University in the U.K.: 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. In 2017, Newcastle University (U.K.) 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.

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. Specifically, the Global Competence Certificate Program offers interactive sessions which 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. 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.

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 groups, 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.

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). These student ambassadors cultivate relationships with admitted international students before they arrive on campus and then maintain these connections and relationships throughout the academic year.

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 use 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.

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.

The Study Abroad/PittGEO 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.

In 2020, UCIS has partnered with then President Catherine Koverola of the Bradford and Titusville campuses to develop an Africa strategy for engagement on both the Pittsburgh and Bradford campuses. This includes developing a recruitment pipeline from a variety of International Baccalaureate (IB) high schools on the African continent, potential engagement and recruitment efforts with Kakenya's Dream (an educational not-for-profit founded by an alumna) and building an understanding of 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.

UCIS has supported the Bradford/Titusville, Greensburg and Johnstown campuses with their study abroad programming and international partnership development. A recent example includes UCIS support of the renewal of the Bradford/Titusville campus's undergraduate exchange agreement with Heilbronn University.

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." 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. 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).

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).

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 several different methods, including University-wide program initiatives, an annual Diversity Forum that is attended by internal and external stakeholders, 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.

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. Specific tools that highlight our progress include the University social justice dashboards, the 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).

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

An additional 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. The success of this initial cluster hire inspired the cluster hire in Race and Social Determinants of Equity, Health and Well-being Cluster Hire and Retention Initiative.

Increased support and mentorship for integration of faculty and students is an area of priority, as evidenced by the creation of 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.

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. Similarly, the University has recently launched its IChange initiative 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.

Several 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.

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.

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

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 within many general education lists), the increased awareness that resulted from the of racist incidents in the year 2020 raised the level of commitment and attention in this area. Pitt continues to respond to this critical educational need as evidenced by the launch (and planned expansion) of the Anti-Black Racism course.

At the School of Medicine (SOM), in academic year 2020–2021, the school created and delivered a course entitled Racism in Medicine for second-year medical students. In addition, cultural sensitivity awareness is being included in the day-to-day lectures over the next two years. There is now an emphasis in the social determinants of health (SDH) and all students are required to take a course from Africana Studies. In the School of Public Health (GSPH), the MPH degree has a focus on foundational cultural competence, and the proposed new BSPH undergraduate program requires a course on health equity. 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 that time.

The SOM, and specifically Senior Vice Chancellor and Dean Dr. Anantha Shekhar, is working to make diversifying the representation and participation of under-represented minority (URM) faculty and students a particular area of emphasis. One impact of this focus was the fact that the incoming medical students in the Class of 2024 wrote their own oath. The oath showed concerns about 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. Similarly, at the Institute for Clinical Research Education (ICRE), discussion about and support for inclusion are a priority. Four years ago, the institute initiated formal interviews with URM trainees and garnered exceptionally positive feedback. One person shared that "ICRE was an oasis for URM."

In the School of Public Health (SPH), 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.

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, 0.1% for Black respondents, and 2% for respondents identified as other. 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. 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.

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 are impact areas that 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 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 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's 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 Pittsburgh campuses to increase information sharing and strengthen its engagement agenda across the University.

Pitt should leverage its successes and national recognition, particularly in place-based community engagement and small business development, to train and strategically 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, Health 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 the goal of operating in a more inclusive environment. The Office for Equity Diversity and Inclusion (OEDI) has been instrumental in working to improve and standardize the processes for hiring a diverse faculty. The OEDI has 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 an 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 and 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 student voices in decision making processes. 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.

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.

We should consider adopting a 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.

EVIDENCE INVENTORY

https://www.diversity.pitt.edu/social-justice	S1C3-S3C1-S3C2-S3C5-S3C8-PACUP-Policy_AC_52	S3C4-CFAR	S4C1-S5C2-Bradford 2020 Post-Grad Report
https://www.facultyhandbook.pitt.edu/	S1C3-S3C1-S3C2-S3C6-UCGS-Policy_AC_70	S3C4-Global Hub	S4C1-S5C2-Career Center 2020 Post-Grad Report
https://www.pitt.edu/about/general-info	S2C2-Diversity Forum 2020	S3C4-Innovation_institute	S4C1-S5C2-Greensburg 2020 Post-Grad Report
https://www.planforpitt.pitt.edu/	S2C2-S7C4-Gender Equity Report	S3C4-Pitt_OCC	S4C1-S5C2-Johnstown 2020 Post-Grad Report
RA02-RA12-S3C2-S6C8-S7C3-S7C4-S7C5-Fact-Book-2022	S2C2-OEDI Training Education and Advocacy Groups	S3C4-S4C1-TRIO_SSS	S4C1-S5C2-Titusville 2020 Post-Grad Report
RA05-RA06-S2C8-Verification_of_Compliance	S2C2-OEDI-pitt_diversity_2018-19_annual	S3C4-Study Lab	S4C1-SCI-first-year syllabus
RA07-S1C1-S1C2-S6C1-S6C6-Embracing-the-World_A-Global-Plan-for-Pitt	S2C2-OTP Diversity Statement	S3C4-UPB-Academic Resources	S4C4-Athletic Student Success
RA07-S1C1-S1C2-S6C1-S6C6-campusplan-191402	S2C2-Pitt Promise _ Student Affairs	S3C4-UPG-Learning Resources	S4C4-OCC-competencies
RA07-S1C1-S1C2-S6C1-S6C6-S7C4-2018 PittSustainabilityPlan Final	S2C2-Plenary 2021	S3C4-UPJ-ASC	S4C4-Pitt LLC
RA07-S1C1-S1C2-S6C1-S7C1-Mission Statement _ Board of Trustees	S2C2-Racial Equity Study	S3C4-Writing Center	S4C4-PittServes
RA07-S1C1-S1C2-S6C1-S7C1-Statement of Aspiration and Strategic Priorities	S2C2-S2C5-Provost Diversity Initiatives	S3C5-DSAS_GER	S4C4-Student-Org-Handbook
RA09-S3C8-2013AssessmentConferenceDayofEvent	S2C2-S3C2-Center for Diversity Equity and Inclusion in the Curriculum	S3C5-S3C8-S5C1-assessment_guidelines	S4C4-UPG-Academic_village
RA09-S3C8-2014AssessmentConferenceAgenda	S2C2-S3C5-Anti-Black Racism Course	S3C5-S3C8-S5C1-U_GER	S4C6-AAU_climate_report
RA09-S3C8-2015 Assessment Conference Agenda FINAL 12-11-14	S2C3-academic_integrity_guidelines	S3C5-SCI_GER	S4C6-Regional_enrollment_study
RA09-S3C8-2016 Assessment Conference Agenda 12-23-15	S2C3-Concern Connection - Submitting a Report Quick-Guide	S3C6-CIRTL	S4C6-S5C2-Gallup1
RA09-S3C8-2017 Assessment Conference Agenda 1-12-17	S2C3-School Ombudspersons _ Graduate Studies	S3C6-Dissertation Camp	S4C6-S5C2-Gallup2
RA09-S3C8-2018 Assessment and Teaching Conference Proceedings	S2C3-Staff Handbook	S3C6-Grad_acad_support	S4C6-S5C2-Gallup3
RA09-S3C8-2019 Assessment & Teaching Conference Agenda_Final	S2C3-Student Code of Conduct 2021_Academic-Year_Linked	S3C6-Grad_external_funding	S4C6-S5C2-Gallup3-internal
RA09-S3C8-2020 Assessment & Teaching Conference Agenda	S2C7-S4C1-Financial_wellness	S3C6-Graduate Faculty	S4C6-S5C2-Gallup4
RA09-S3C8-2021 Assessment & Teaching Conference Agenda	S2C7-About _Pittwire	S3C6-Graduate Student Teaching Initiative	S4C6-S5C2-gradSERU
RA09-S3C8-2022 Assessment & Teaching Conference Agenda	S2C7-Affordability	S3C6-NSF_GRFP	S4C6-S5C2-SERU_over_time
RA09-S3C8-assessment-matrix	S2C7-Campus Basic Needs	S3C6-Provosts_devel_fund	S4C6-Senior_survey
RA09-S3C8-S5C5-2013AssessmentConferenceDayofEvent	S2C7-National scholarship advising	S3C8-Process and Changes to BSBA Curriculum	S5C1-CGS_restructure_plan
RA09-S3C8-S5C5-2014AssessmentConferenceAgenda	S2C7-Pitt_Success_Pell_Match	S3C8-Resources for Teaching	S5C1-CGS-program-study
RA09-S3C8-S5C5-2015 Assessment Conference Agenda FINAL 12-11-14	S2C7-Provost Academy	S3C8-S4C6-S5C2-Satisfaction_surveys	S5C2-DSAS-grad-SLO1
RA09-S3C8-S5C5-2016 Assessment Conference Agenda 12-23-15	S2C7-S3C6-Pitt2Pitt	S4C1-ALEKS Math Placement	S5C2-DSAS-grad-SLO2
RA09-S3C8-S5C5-2017 Assessment Conference Agenda 1-12-17	S2C7-University of Pitt Panthers Forward	S4C1-Bridges_program	S5C2-DSAS-undergrad-SLO1
RA09-S3C8-S5C5-2018 Assessment and Teaching Conference Proceedings	S2C9-2020 Pitt-SERU Wildcard Questions	S4C1-CARS_Student Affairs	S5C2-DSAS-undergrad-SLO2
RA09-S3C8-S5C5-2019 Assessment & Teaching Conference Agenda_Final	S2C9-Faculty Committee _ Pathways	S4C1-Disability Resources and Services	S5C2-Global Learning & Engagement Assessment
RA09-S3C8-S5C5-2020 Assessment & Teaching Conference Agenda	S2C9-Pathways Student Data Use and Communication Guidelines	S4C1-DSAS_first-year syllabus	S5C2-UCIS_Annual_Assessment_Report
RA09-S3C8-S5C5-2021 Assessment & Teaching Conference Agenda	S2C9-Report - Focus Groups on Remote Learning Due to COVID-19	S4C1-ENGR-COOP	S5C2-UPG-student-learning-outcomes
RA09-S3C8-S5C5-2022 Assessment & Teaching Conference Agenda	S2C9-Responsibility Creep Report	S4C1-ENGR-first-year syllabus	S5C3-CDS_2011-2012 UPT Web Copy
RA10-S1C4-S6C2-OTP Annual Report Review Assignments	S2C9-S4C6-COACHE Overall Results Infographic	S4C1-First_year_research	S5C3-Course Incubator
RA10-S1C4-S6C2-OTP Cabinet Review Instructions for Annual Reports	S2C9-S4C6-COACHE Survey of Full-Time Faculty	S4C1-McCarl Center	S5C3-Large Enrollment Courses Faculty Learning Community
RA10-S1C4-S6C2-Arts and Sciences_Annual Plan Response Letter	S2C9-S6C5-Internal Audit Department Charter	S4C1-NURS-first-year syllabus	S5C3-LMS Assessment Recommendation
RA10-S1C4-S6C2-DSAS Strategic Plan assessment 21-22 FINAL	S3C1-Interdisciplinary Transcript Distinctions	S4C1-OAFA Five Year Strategic Plan	S5C3-Mentoring_and_advising_summit
RA10-S1C4-S6C2-Dietrich School of Arts and Sciences relevant data	S3C1-S3C4-Fall 2020 Academic Plan	S4C1-Online Orientation	S5C3-Parran-naming
RA10-S1C4-S6C2-FY2021 Annual Report instructions COD	S3C2-FSDP	S4C1-Pathways referrals	S5C3-Pittsburgh CDS_2011-2012 Web Copy
RA11-S1C3-S3C1-S6C2-S6C5-S7C4-PlanningandBudgetingSystem 2016	S3C2-FYOP Annual Report 2020-2021	S4C1-Pitt Career Central	S5C3-SOM-oath
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Bradford Campus	S3C2-Innovation in Education Awards	S4C1-Pitt to You	S5C3-Teaching Partners Faculty Community
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Greensburg Campus_1	S3C2-S3C8-OMET	S4C1-Pitt_Excel	S5C3-UPB_CDS_2011-2012 Web Copy
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Johnstown Campus	S3C2-S6C9-PittSeed grant program	S4C1-S4C3-Pitt ACT	S5C3-UPG_CDS_2011-2012 Web Copy
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Pittsburgh Campus	S3C2-Sample_school_bylaws	S4C1-S4C3-S5C3-Pitt ACT	S5C3-UPJ_CDS_2011-2012 Web Copy
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Titusville Campus_0	S3C4-ASRA	S4C1-S4C4-IPP	S5C3-UPT-hub

5. Foundational Strength: A Commitment to Sustainable Excellence

A FRAMEWORK FOR FUTURE DEVELOPMENT, CAMPUS-WIDE RENEWAL AND GROWTH

Development of Pitt's new campus master plan began in 2017. Now complete, the plan is a flexible framework for future development. It also serves as a strategic guide for campus-wide renewal and growth while balancing visionary goals with what can be realistically achieved and implemented. The plan represents the culmination and refinement of planning concepts that have been vetted and assessed by a wide group of stakeholders. The concepts can be summarized into five overarching 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
- A Place That Seeks Synergy and Efficiency

The master plan is a physical manifestation of Pitt's strategic plan. It lays out a cultivated set of campus options that tells us what is probable, possible, and preferred in terms of potential development to support the University's mission. These options have one basic end goal: to advance Pitt's mission and impact on the community, the region, and the world.

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 (Standard I) with vigor and it makes achieving goals and objectives in teaching, research, and service possible (Standards III and IV). 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 (Standard VI). This chapter then addresses how the University is a champion of progressive, inclusive, and collaborative culture (Standard II). 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 (Standard VII) 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 (Standard V).

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 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?*

To address these lines of inquiry, the working group divided the focus into 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 priority.

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) as outlined in the table of contents, and are supported by evidence.

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.

PLACE

While the real magic at any institution of higher education 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. In this section we examine how the physical infrastructure, and its maintenance, align with an excellent student experience. In addition, we discuss the process by which resources allocation decisions are made such that they appropriately align with the mission and plans of the institution.

Over the past ten years, the University has invested almost \$1.2 billion in new capital projects

on campus. This does not include the money allocated to "renewal projects", where renovations and repurposing of space was accounted for. Guiding these investments, there are several 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. A number of these mechanisms are listed below.

LEARNING SPACES AND EDUCATIONALLY ORIENTED BUILDINGS

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 Pittsburgh campus and are open to students regardless of their major or enrollment in a particular course. 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, Pitt's library system offers a wide range of audio-video production equipment through its Hillman Library Media Equipment Lending Program. 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 piece of equipment or have more experience; this staff expertise is also shared in a welcoming way through regularly scheduled workshops and introductory trainings on topics such as 360-degree video or photo production, 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 reinvention of the Hillman Library has transformed the building from a book repository to a thriving center of academic and social activity. Serving as the Pittsburgh campus's main library, this facility 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.

Leveraging the increased interest in hands-on learning, in 2015, the University established the 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.

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 whatever teaching and learning software is requested by instructors. Recent upgrades include replacing 33% of the hardware every year between 2012 and 2015 when it was decided to reduce this pace and instead replace 20% of equipment 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 towards the newly designed space. Upgrades included new furniture, energy efficient hardware and lighting, and the introduction of collaborative rooms and laptop bars. In March 2019, Pitt IT launched a virtual computing lab that mirrors the use of a traditional lab machine by allowing users to access the same platforms and software from their own personal device, regardless of location (provided that Internet access is available). Usage of the virtual labs has been increasing since the COVID-19 pandemic and we envision these workstations complementing the on-campus traditional computing labs in the post-pandemic world.

Pitt aims to design and maintain learning spaces that support the teaching and learning goals and strategies 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. 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 the learning spaces have access to and are accessible from Pitt’s wireless network to connect to external resources and to facilitate remote teaching and learning. Campus learning spaces are controlled by the Provost to ensure alignment with Pitt’s academic goals and a rich student experience. A cross-functional team of University experts (the Classroom Management Team) manages the learning spaces. The team is made up of representatives from the University 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. 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.

The University has had an enterprise learning management system (LMS) 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. 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 user 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.

Pitt has long spent significant effort to develop new instructional buildings/facilities while also focusing on maintaining and upgrading historically relevant learning spaces on our campuses. Numerous recent renovation projects have substantially improved the learning environment across many programs and campuses.

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.

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 to support the continued growth in the campus's capacity for all STEM and Health Sciences programs. Similarly, 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, 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. The total cost of these three projects was \$27 million.

Posvar Hall is one of the largest academic facilities on the Pittsburgh campus. Recent, extensive renovations have 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. 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 nationwide. 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. Since spring 2020, students have been able to 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, this facility also fosters global citizenship, cultural awareness, and diverse communities. The total cost for this project was \$1.8 million.

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 especially impactful because the laboratory and classroom space accommodated growing programs in biology, chemistry, and nursing. For example, the Bachelor of Science in Nursing (BSN) program graduated its first class in the spring of 2013.

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 \$19.3 million 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.

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.

STUDENT HOUSING

Mark A. Nordenberg Hall is the newest residence hall on the Pittsburgh Campus. Centrally located, Nordenberg Hall was built and designed specifically for first-year students. 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 both Student Health Services and the Counseling Center, 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. The total cost of this Pittsburgh campus improvement was \$57.4 million.

Similarly, the Livingston Alexander House is the Bradford campus's newest residence hall. It was designed to help first-year students adjust to college and easily become a part of their own community. The hall is a three-story building, housing 170 students. Construction costs were \$17 million, and the residence hall opened in 2018. Residents 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 build community. Each section has men's and women's bathrooms with private showers and toilets. As the number of students from outside of Bradford's geographic region continues to grow, the construction of this building is particularly impactful because it addresses the shortage of on-campus housing that was previously a detriment to enrollment on that campus. The building is also the first LEED certified building on Bradford's campus.

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 the need for off-campus housing for upperclassmen. The complete renovation of College Park 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.

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.

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. 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.

In January 2020, Pitt constructed a full-size Chick-Fil-A at the Petersen Events Center, costing more than \$1.8 million. The restaurant relocated from an express store to a full-service store that allowed for full menu options.

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 a large portion of commuter students, faculty, and staff. With the aforementioned construction of the new Livingston Alexander residence hall, the on-campus population outgrew the existing dining facilities and kitchen resulting in overcrowding of the seating area as well as circulation issues for the diners. Pitt completed a \$4.7 million expansion and renovation of this space in spring 2018 to enhanced circulation, service delivery, seating capacity, and to provide an overall better dining experience for campus constituents.

RESOURCE ALLOCATION

The Plan for Pitt establishes the strategic direction for the University by setting clear goals and objectives that are aligned with the University's mission and are used to guide operational and tactical plans established at the unit level. In 2020, efforts began on an update to 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 campaign that included more than 1,000 surveys responses, 36 interactive workshops, eight focus groups, and more than 65,000 website hits. The updated 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. The University's strategic plan continues to be aligned with its mission and this framework is used as a guide for all other planning and resource allocation decisions.

Over much of the period examined in this self-study, the Plan for Pitt has served as a critical guiding framework for assessment of unit-level performance and has directly influenced resource allocation. That is, annual assessment and evaluation of all units routinely integrates key performance indicators and other assessment markers of academic and institutional effectiveness that are consistent with direct measures of attainment of strategies embedded within the Plan.

PHYSICAL INFRASTRUCTURE PLANNING AND SUPPORT

As part of Pitt's ongoing assessment, evaluation, and planning for resource allocation and physical infrastructure, a number of planning studies and documentation efforts have been undertaken since our last reaffirmation.

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's Pittsburgh 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 visits, 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 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 and engaged University; and a place that seeks synergy and efficiency.

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 to develop recommendations that were incorporated into the Campus Master Plan. The study confirmed the need for 2,000 new residence hall beds on the Pittsburgh campus over the course of the next ten years. The dining plan also supported the need for additional dining locations to support the additional residents/beds on campus.

In January 2018, with significant support from students, the University formalized decades of green initiatives with the first campus-wide 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. 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 performed by in-house staff.

TECHNOLOGY PLANNING AND SUPPORT

Much like the planning efforts aimed at physical infrastructure, the University's information technology (IT) infrastructure undergoes periodic assessment, evaluation, and planning efforts/documentation.

In 2019, a new Chief Information Officer came to the University and developed a new mission and vision, driven by input from students, faculty, and staff. This new plan, which builds on the earlier plans from 2016 and prior and is directly aligned with the Plan for Pitt, 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 focused on enhancing the student experience.

Along with the general funding from the University budget, Pitt IT's efforts are supported by a Student Technology Fee and Network Access Fee to continue to enhance, support, and maintain the Technology infrastructure at the University. 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 more. The Network Access Fee was established in 2007 and is assessed to academic units annually based on the number of full-time faculty and staff within a unit/department. The fee allows Pitt IT to spread the maintenance and support costs 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 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.

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.

DECISION-MAKING PROCESS AND SUPPORT

The University adheres to an overall Planning and Budgeting process for guiding its decision-making and resource allocation. 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 (RCs), including schools, campuses, University centers, and support units 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 (i.e., key performance indicators or KPIs). These Unit Level Planning and Budgeting committees' insights and recommendations ultimately funnel upward to the University Planning and Budgeting Committee 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 (they may also discuss them with the UPBC). 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 the 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.

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. 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 a holistic all-funds budget picture supporting the University's collective success.

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.

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.

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 overall University E and G budget for shared services, such as payroll.

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 held over 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.

The University maintains a management-designated endowment fund, the payout from

which is used to support student financial aid. Payout on other endowments is primarily available to the academic units in which the endowments were directed and are used to support scholarships, honorific chair positions and other initiatives. Unless precluded by size or donor restrictions, individual endowment fund 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. 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.

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.

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 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).

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 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 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.

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. 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. The University has requested a 5% increase, for a total amount of \$192.3 million, in its appropriation for fiscal year 2023. This amount includes Pitt’s General Appropriation and Medical Funding via the Department of Human Services.

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 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.

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.

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.

In a similar way, Pitt's students affirm their commitment to our shared culture through endorsement of the Pitt Promise when they join our community (i.e., at the convocation during their first-year). Specifically, within the Promise, students affirm a commitment to an atmosphere of mutual respect and civility, self-restraint, concern for others, and academic integrity through the following pledge:

I will embrace the concept of a civil community, which abhors violence, theft, and exploitation of others.

I will commit myself to the pursuit of knowledge with personal integrity and academic honesty.

I will respect the sanctity of the learning environment and avoid disruptive and deceitful behavior toward other members of the campus community.

I will support a culture of diversity by respecting the rights of those who differ from myself.

I will contribute to the development of a caring community where compassion for others and freedom of

thought and expression are valued.

I will honor, challenge, and contribute to the scholarly heritage left by those who preceded me and work to leave this a better place for those who follow.

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*
- **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.

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 and Pittwire.

The update to the Plan for Pitt 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 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*

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 campuses, 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 Texas, Illinois, New York, Massachusetts, Philadelphia, New Jersey, DMV (the District of Columbia, Maryland, and Virginia), and California. Three more are being added in 2021 in Rural Pennsylvania, the Southeast (Florida, South Carolina, Georgia, and North Carolina), and the Northeast (Philadelphia and New Jersey). The Office of Admissions estimates that they hosted 85,000 visitors to campus in 2019. These interactions include daily tours, personalized visits, large recruitment programs, general admissions presentations, meetings with the first-year entry schools, etc.

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.

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 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 on the Pittsburgh campus 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.

Welcome week activities are an important part of introducing new students to the culture at Pitt and making sure that 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. 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.

STUDENT VOICE

At Pitt, there are many 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 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."

Members of the Student Government Board have several appointments throughout the governing body of the University. These include serving on 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). 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 (or faculty) advisor. There are currently eight (8) student organizations that are considered Student Affairs Affiliate Groups (SAAGs). These are: 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.

In a 2021 survey aimed at examining the role of the student voice in the policy and practice of units across the University, 39% of offices that participated in the survey 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 spaces, 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*

SUSTAINABLE EXCELLENCE

Leadership has changed significantly at the University of Pittsburgh over the last decade. The Chancellor, Patrick Gallagher, began his tenure in August 2014. Provost Ann Cudd was appointed in 2018. Chancellor Gallagher's senior leadership team has expanded over the last six years. Net new and recently joined members 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.

Several new schools, programs, and offices have been created to better serve the students at the University of Pittsburgh. Pitt Research, 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. As part of Pitt Research, 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.

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 since its inception.

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. 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 to create the Titusville Educational and Training Hub.

There have also been new and expanded services as resources for Pitt students, staff, and faculty continue to emerge. With the increase of mental health issues, the Counseling Center has expanded over the last 10 years. The Provost's Office launched an initiative, the Forge Your Own Path initiative, aims to provide resources to all schools to support individualized achievement of educational goals through advising, mentoring, infrastructure, and tools. A newly modified academic support resource, the Study Lab, is located in the Dietrich School of Arts and Sciences and is available for all students. In a related effort, a new website has been launched to highlight and consolidate academic support offerings. An additional academic support unit for all students is TRIO Student Support Services. 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. While SSS is housed in the Kenneth P. Dietrich School of Arts and Sciences, it is a program for all

undergraduates, regardless of school or major.

Human Resources expanded their services by partnering with UPMC to create the MyHealth@Work Health and Wellness Center. Any faculty or staff member who is experiencing a minor medical concern and would like to see a healthcare professional 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. MyHealth@Work has received three-year recognition (beginning in 2018) from the National Committee for Quality Assurance (NCQA) Patient-Centered Connected Care Program.

To meet the recruitment goals around access and affordability the Office of Admissions and Financial Aid enacted a test optional admissions policy to ensure no student is denied the opportunity to be considered for admission at Pitt. This initiative was launched on the regional campuses in April 2020, the Dietrich School of Arts & Sciences in 2021, and due to pandemic-related difficulties in test availability the initiative was extended to all first year admitting programs in that same year. As part of a pilot program, test optional admissions will remain in effect for a minimum of two more recruiting cycles on all Pitt campuses.

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 comprised of 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.

A key criterion for being awarded this funding is that the project is well aligned with one (or more) of the mission-driven goals within the Plan for Pitt.

The initial 2019 to 2022 Pitt SEED projects are one-time awards. A recent update to the program was based on a benchmarking study of the Association of American Universities and an assessment of the most common questions from the grantees. A critical finding was that to successfully operationalize ideas that make institutional impact, grantees need to better understand how to work within University constraints and processes. Moreover, it was noted

that a significant source of idea generation among awardees resulted from interactions with each other. From this, the revised Pitt SEED evolved to include a six-part training session and a focus to solicit ideas that have the possibility to make institutional impact. In 2023, ten projects will be funded up to \$75,000 each. From these, one or two could be funded up to \$500,000 each for a pilot period of one to three years to begin in 2024. This level support and funding will promote innovation.

The Staff Council is an integral part of Pitt's shared governance structure. This group has informed on the development and implementation of 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.

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 policies, processes, structure, and planning that are imperative for sustainable success and that arise from the intersection of human and physical infrastructure.

POLICY

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. 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.

Recent work of The Policy Office includes the following: Pitt Intellectual Property Policy Development; Umbrella Indemnification Policy for Clinical Trials; Improving Conflict of Interest Policies; Pitt MyDisclosures Web-based COI Process; Campus-wide Education about Foreign Influence; Provost Advisory Committee on Undergraduate Programs (PACUP) and the University Council on Graduate Studies (UCGS) policies.

The Bylaws of the University of Pittsburgh state that "[a]utonomy and freedom of inquiry are required for the University to carry out its mission" (Ch. 2, Art. 2.1), which is the advancement of learning and inquiry. The University supports academic freedom and endorses the American Association of University Professors 1940 Statement of Principles of Academic Freedom. Nevertheless, it is appropriate for the University of Pittsburgh to regularly reassert its commitment to academic freedom as fundamental to the University purpose of seeking and disseminating knowledge. As such, in 2014, the Tenure and Academic Freedom Committee of the University Senate formed a subcommittee to examine academic freedom at Pitt. That subcommittee came to "unanimous agreement that the existing policies on academic freedom are strong and do not need to be revised."

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. The value of this strategic initiatives approach to budgeting is that the University can 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. In the following paragraphs we describe the bodies, mostly newly established since the last self-study, that support the budgeting process.

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.

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.

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.

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.

CONTINUAL IMPROVEMENT

As is apparent throughout this chapter, there has been an enormous amount of change and growth because 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.

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.

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 who are Pitt Day of Giving donors.

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 — who are alumni and friends of Pitt. Pitt athletics hosted 18 Forever Panther reunions under the Varsity Letter Club.

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.

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. 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 records process.

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 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 uses 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 and graduate programs on the Pittsburgh campus, while planning is also taking place for the Division of Philanthropy and Alumni Engagement (formerly known as Institutional Advancement).

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 simplifies 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.

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 a real time view of proposals in the development, routing, submission and award process.

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 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, and other relevant Pitt policies.

The University catalog was transitioned to a new, more easily archived, platform in the academic year of 2016-17. All catalogs (and the "bulletins" before them) – for each campus – are readily available from the University's website. This documentation represents an official record on institutional regulations governing undergraduate and graduate study as well as a compendium of degree and program requirements. This document is updated each academic year by each unit of the University.

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.

The University Senate is an official University body for shared governance. It considers and makes recommendations concerning educational policies and other matters of University-wide concern. The Senate fosters discussion and maintains adequate communication channels among students, staff, faculty, administrative officers, and the Board of Trustees for 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 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 shared 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 subcommittees, 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.

The purpose of the University of Pittsburgh Student Government Board 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 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.

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.

The University's Chief Executive Office, Chancellor Gallagher, is well-qualified for his role. Chancellor Gallagher holds a PhD in physics from Pitt and a bachelor's degree in physics and philosophy from Benedictine College in Kansas. Prior to his installation at Pitt, Gallagher spent more than two decades in public service. In 2009, the U.S. President appointed him to direct the National Institute of Standards and Technology. While in this role, Gallagher also served as acting deputy secretary of commerce before leaving for Pitt in the summer of 2014. During his tenure at Pitt, Gallagher has also completed terms on a wide range of community boards and committees, including the U.S. President's 12-person Commission on Enhancing National Cybersecurity in 2016. Chancellor Gallagher currently serves as chair of the Association of American Universities Board of Directors.

The Chancellor's Leadership Team handles decisions for the day-to-day operations of the University. Beyond the Chancellors Leadership Team, the Board of Trustees oversees all charitable, scientific and academic activities at the University of Pittsburgh.

As a committee of the Board of Trustees of the University of Pittsburgh, the Governance and Nominating Committee has the responsibility for assisting in educating Board members and developing a process to assess the performance of the Board; assuring that Board members are well-informed about their roles, responsibilities, and terms; planning for Board leadership succession; reviewing and updating the University Bylaws; developing and recommending to the Board a set of governance guidelines; and establishing policy and procedures for overseeing and addressing any trustee conflicts of interest.

The Committee also identifies, evaluates, cultivates, and recommends to the Board of Trustees candidates for trustees of the Board, chairperson of the Board, chairperson elect, one or more vice chairpersons; University directors of the UPMC Board and other positions that may arise. The Committee seeks to ensure that the Board, its leadership, and its committees are comprised of individuals holding an appropriate mix of experience, skills, diversity of backgrounds, and independence to carry out the Board's responsibilities.

As part of its trustee cultivation process, the Committee annually reviews the experience, diversity and skills of the Board members and notes the diversity of the Board as compared with that of the student body the University serves. These criteria are among the factors considered when identifying possible candidates to the Board. The Board has been effective in increasing its racial, gender and age diversity over the past five years. By itself reflecting the diversity of the University's community, the Board may serve as an example of the University's commitment to create an inclusive and equitable campus environment that welcomes and embraces the diverse perspectives of the University community.

Annually at the end of the fiscal year, the Chancellor requests that the Senior Vice Chancellors plus the Director of Athletics and the Vice Chancellor and Chief Information Officer submit a report providing an overview of major efforts, successes, and challenges for the unit(s) reporting to them. These reports are compiled to become the progress reports for the Plan for Pitt, including the Plan For Pitt Progress Report.

MONITOR PERFORMANCE

Assessment has been a central theme of the University for many years. Units are expected to monitor their performance through regular assessment and evaluation 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). Areas of focus include enrollment, student/faculty diversity, retention, graduation rates, benchmarking, salaries, and student debt.

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.

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 within the warehouse to meet new reporting and analytics needs. Access to the University Data Warehouse is available through supported tools (Cognos and Tableau), as well as via 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.

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. 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 anonymously report concerns via the phone or Web.

In addition, since the last self study, the University has established the Office of Compliance, Investigations, and Ethics to bring all procedural matters with respect to grievance and violation vetting under a single entity.

The University has developed a system of faculty evaluations of deans and regional campus presidents that the Provost is charged with conducting. These evaluations are generally scheduled for the beginning of the fifth year of service, or five-year multiple thereof. Eligible faculty members will be contacted directly by email and asked to complete a web-based survey instrument that has been developed by a special working group of the Council of Deans. The process will be completely confidential, and all faculty members will respond anonymously. The survey results will be provided to either the Provost or to the Senior Vice Chancellor for the Health Sciences. Similarly, a system is in place for faculty evaluations of department chairs or division chairs on the regional campuses. These evaluations are conducted in the year following three years of service, unless a chair is in their last year and will not be serving for an additional term. The survey results will be provided to either the Dean or the President and will not be shared directly with the chairs or the members of the faculty.

Annually the Chancellor meets with the Provost in early July to review and sign off on the Provost's proposed performance goals for the upcoming year

and the updated goals document and the performance narrative from the current year. These assignments are designed to be succinct, straightforward deliverables that will inform the Chancellor's meetings with the Board of Trustees' Compensation Committee.

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 includes a focus on 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 Pittsburgh 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 preparing for a change that would assign more budget responsibility and accountability to responsibility centers. As Pitt continues to move toward 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 to assess, diagnose, and work through issues that arise during implementation.

EVIDENCE INVENTORY

https://catalog.upp.pitt.edu/	S2C1-Research IP Policy_RI_10	S3C4-Global Hub	S4C6-S5C2-gradSERU
https://www.diversity.pitt.edu/social-justice	S2C1-S7C1-S7C3-UniversityBylaws_7.1.2021	S3C4-Innovation_institute	S4C6-S5C2-SERU_over_time
https://www.facultyhandbook.pitt.edu/	S2C2-Diversity Forum 2020	S3C4-Pitt_OCC	S4C6-Senior_survey
https://www.pitt.edu/about/general-info	S2C2-S7C4-Gender Equity Report	S3C4-S4C1-TRIO_SSS	S5C3-CDS_2011-2012 UPT Web Copy
https://www.planforpitt.pitt.edu/	S2C2-OEDI Training Education and Advocacy Groups	S3C4-Study Lab	S5C3-Course Incubator
RA01-S7C1-Commonwealth Act	S2C2-OEDI-pitt_diversity_2018-19_annual	S3C4-UPB-Academic Resources	S5C3-Large Enrollment Courses Faculty Learning Community
RA02-RA12-S3C2-S6C8-S7C3-S7C4-S7C5-Fact-Book-2022	S2C2-OTP Diversity Statement	S3C4-UPG-Learning Resources	S5C3-LMS Assessment Recommendation
RA05-RA06-S2C8-Verification_of_Compliance	S2C2-Pitt Promise _ Student Affairs	S3C4-UPJ-ASC	S5C3-Mentoring_and_advising_summit
RA05-S2C4-S7C5-COI-Research Policy_RI_01	S2C2-Plenary 2021	S3C4-Writing Center	S5C3-Parran-naming
RA07-S1C1-S1C2-S6C1-S6C6-Embracing-the-World_A-Global-Plan-for-Pitt	S2C2-Racial Equity Study	S3C5-DSAS_GER	S5C3-Pittsburgh CDS_2011-2012 Web Copy
RA07-S1C1-S1C2-S6C1-S6C6-campusplan-191402	S2C2-S2C5-Provost Diversity Initiatives	S3C5-S3C8-S5C1-assessment_guidelines	S5C3-SOM-oath
RA07-S1C1-S1C2-S6C1-S6C6-S7C4-2018 PittSustainabilityPlan Final	S2C2-S3C2-Center for Diversity Equity and Inclusion in the Curriculum	S3C5-S3C8-S5C1-U_GER	S5C3-Teaching Partners Faculty Community
RA07-S1C1-S1C2-S6C1-S7C1-Mission Statement _ Board of Trustees	S2C2-S3C5-Anti-Black Racism Course	S3C5-SCL_GER	S5C3-UPB CDS_2011-2012 Web Copy
RA07-S1C1-S1C2-S6C1-S7C2-Statement of Aspiration and Strategic Priorities	S2C3-academic_integrity_guidelines	S3C8-Process and Changes to BSBA Curriculum	S5C3-UPG CDS_2011-2012 Web Copy
RA09-S3C8-2013AssessmentConferenceDayofEvent	S2C3-Concern Connection - Submitting a Report Quick-Guide	S3C8-Resources for Teaching	S5C3-UPJ CDS_2011-2012 Web Copy
RA09-S3C8-2014AssessmentConferenceAgenda	S2C3-School Ombudspersons _ Graduate Studies	S3C8-S4C6-S5C2-Satisfaction_surveys	S5C3-UPT-hub
RA09-S3C8-2015 Assessment Conference Agenda FINAL 12-11-14	S2C3-Staff Handbook	S4C1-ALEKS Math Placement	S6C3-Executive_Approval_Capital_Operating Budgets_July2022
RA09-S3C8-2016 Assessment Conference Agenda 12-23-15	S2C3-Student Code of Conduct 2021_Academic-Year_Linked	S4C1-Bridges_program	S6C3-Investment-Governance-Amended-and-Restated_09-12-2019
RA09-S3C8-2017 Assessment Conference Agenda 1-12-17	S2C4-COI Policy_ER_03	S4C1-CARS_Student Affairs	S6C4-Oracle_Cloud_Initiative_Launched-July26 2018
RA09-S3C8-2018 Assessment and Teaching Conference Proceedings	S2C5-2020PerformanceAppraisalMemo	S4C1-Disability Resources and Services	S6C4-Oracle_Planning_Budgeting_Cloud_Solution
RA09-S3C8-2019 Assessment & Teaching Conference Agenda_Final	S2C5-CFP Latinx Cluster Hire	S4C1-DSAS_first-year syllabus	S6C5-S7C2-AuditCharter 2017 Audit Committee charter
RA09-S3C8-2020 Assessment & Teaching Conference Agenda	S2C5-pitt_raceinitiative_brochure	S4C1-ENGR-COOP	S6C5-Commonwealth_Budgetbook_FY2021
RA09-S3C8-2021 Assessment & Teaching Conference Agenda	S2C5-Recruiting Diverse Faculty Oct2	S4C1-ENGR-first-year syllabus	S6C6-IT_Assessment_02.15.2019
RA09-S3C8-2022 Assessment & Teaching Conference Agenda	S2C7-S4C1-Financial_wellness	S4C1-First_year_research	S6C8-PlanForPitt_Metric_Master-02 2022
RA09-S3C8-assessment-matrix	S2C7-About _ Pittwire	S4C1-McCarl Center	S6C9-Braiford_Dunlavy
RA10-S1C4-S6C2-Arts and Sciences_Annual Plan Response Letter	S2C7-Affordability	S4C1-NURS-first-year syllabus	S6C9-FacilitiesManagementDesignManal
RA10-S1C4-S6C2-Dietrich School of Arts and Sciences relevant data	S2C7-Campus Basic Needs	S4C1-OAFA Five Year Strategic Plan	S7C1-FacultyRoleGovernancePolicy
RA10-S1C4-S6C2-DSAS Strategic Plan assessment 21-22 FINAL	S2C7-National scholarship advising	S4C1-Online Orientation	S7C1-GraduateProfessionalStudentGovernment-Constitution-04-30-19
RA10-S1C4-S6C2-FY2021 Annual Report instructions COD	S2C7-Pitt_Success_Pell_Match	S4C1-Pathways referrals	S7C1-StaffCouncil-Bylaws03.17.2021
RA10-S1C4-S6C2-OTP Annual Report Review Assignments	S2C7-Provost Academy	S4C1-Pitt Career Central	S7C1-StudentGovernmentBoard-Constitution-03.02.21
RA10-S1C4-S6C2-OTP Cabinet Review Instructions for Annual Reports	S2C7-S3C6-Pitt2Pitt	S4C1-Pitt to You	S7C1-UniversitySenate-Bylaws
RA10-S1C4-S6C4-S6C8-Plan For Pitt Progress Report 2016-2020 FINAL	S2C7-University of Pitt Panthers Forward	S4C1-Pitt_Excel	S7C1-UniversitySenate-Policy
RA11-S6C7-AuditedFinancialReport	S2C9-2020 Pitt-SERU Wildcard Questions	S4C1-S4C3-Pitt ACT	S7C3-ChancellorBiography
RA11-S1C3-S3C1-S6C2-S6C5-S7C4-PlanningandBudgetingSystem 2016	S2C9-Faculty Committee _ Pathways	S4C1-S4C4-IPP	S7C4-ProvostsOffice_Hours
RA12-S1C2-S6C3-S7C1-S7C2-S7C3-Board of Trustees Faculty Committee Mission Statements	S2C9-Pathways Student Data Use and Communication Guidelines	S4C1-S5C2-Bradford 2020 Post-Grad Report	S7C4-SenateCouncilMinutes12.09.21
RA13-S7C2-Consolidated_Disclosure_Statement_FY21	S2C9-Report - Focus Groups on Remote Learning Due to COVID-19	S4C1-S5C2-Career Center 2020 Post-Grad Report	S7C4-Spring2022-Enrollment_Report 02.04.2022
RA13-S7C2-TrusteeStatement	S2C9-Responsibility Creep Report	S4C1-S5C2-Greensburg 2020 Post-Grad Report	S7C4-SustainabilityPlan_Dashboards
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Bradford Campus	S2C9-S4C6-COACHE Overall Results Infographic	S4C1-S5C2-Johnstown 2020 Post-Grad Report	S7C5-Chair_Division_Chair_Evaluation_Instrument
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Greensburg Campus_1	S2C9-S4C6-COACHE Survey of Full-Time Faculty	S4C1-S5C2-Titusville 2020 Post-Grad Report	S7C5-Dean_President_Evaluation_Instrument
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Johnstown Campus	S2C9-S6C5-Internal Audit Department Charter	S4C1-SCI-first-year syllabus	S7C5-SeniorLeadershipAnnualReports
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Pittsburgh Campus	S3C1-S3C4-Fall 2020 Academic Plan	S4C6-AAU_climate_report	S7C5-Provost_Evaluation_Instrument
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Titusville Campus_0	S3C2-S3C8-OMET	S4C6-Regional_enrollment_study	
S1C3-S3C1-S3C2-S3C5-S3C8-PACUP-Policy_AC_52	S3C2-S6C9-PittSeed grant program	S4C6-S5C2-Gallup1	
S1C3-S3C1-S3C2-S3C6-UCGS-Policy_AC_70	S3C3-AAR_UA-S	S4C6-S5C2-Gallup2	
S2C1-Free Speech Plenary sign	S3C3-AAR_UENGR	S4C6-S5C2-Gallup3	
S2C1-Plenary Session AY 2018 - 2019	S3C4-ASRA	S4C6-S5C2-Gallup3-internal	
	S3C4-CFAR	S4C6-S5C2-Gallup4	

6. Research and Innovation

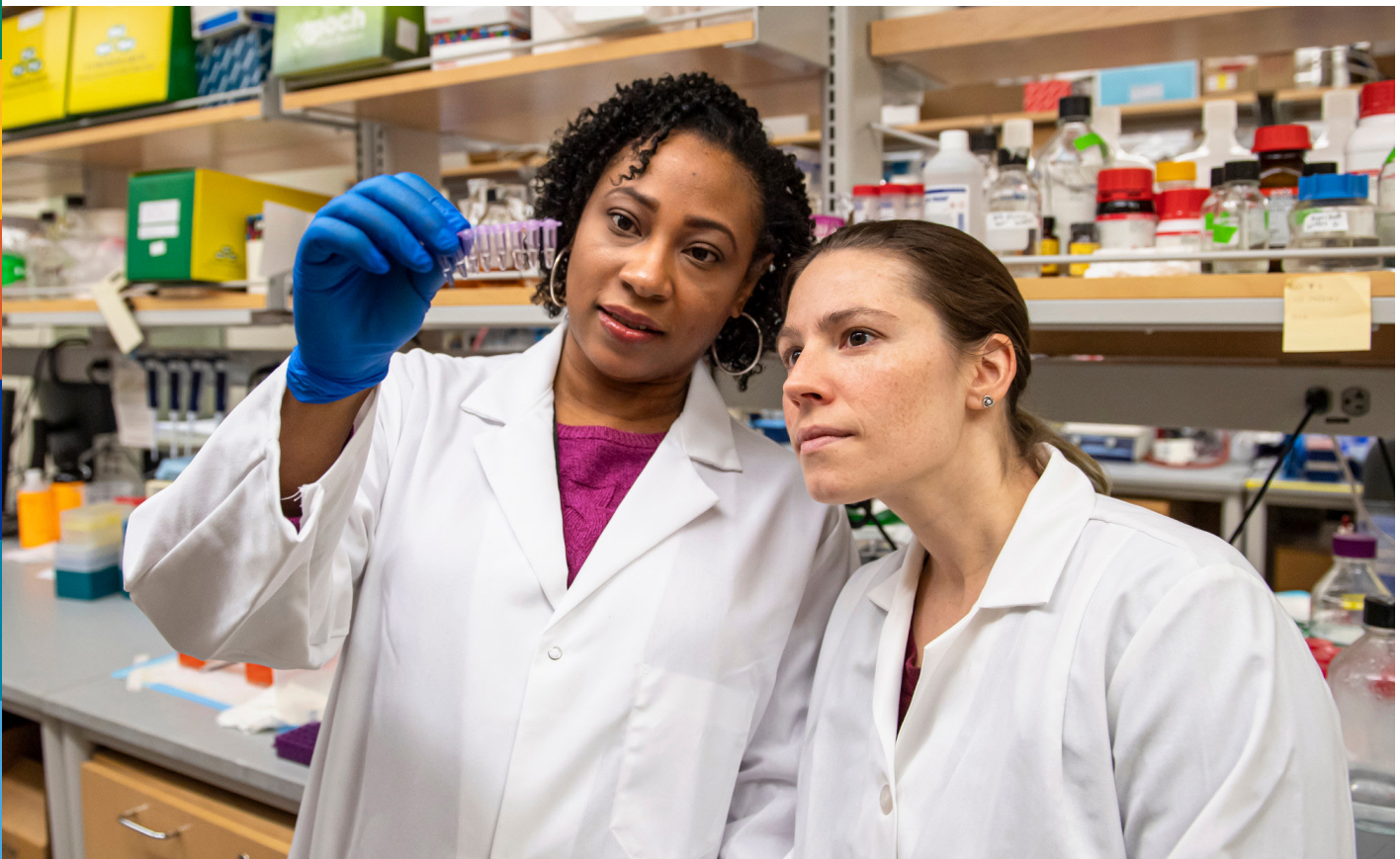
COMMITTED TO DISCOVERY AND NEW KNOWLEDGE

The quest for discovery at the University of Pittsburgh runs deep. Pitt innovators cured polio, created CPR, and cultivated the field of organ transplantation, to name just a few of the University's monumental contributions to the world.

Today's Pitt innovators continue the relentless quest for reinvention across the spectrum of disciplines. Moreover, they are translating their discoveries into impactful products, services, and companies at a record rate, making a difference in the lives of countless people.

Pitt's success in powering invention and igniting progress is enabled by a growing and interconnected innovation ecosystem. At the center of this ecosystem is the Office of Innovation and Entrepreneurship (OIE), which inspires, educates, and enables others to make an impact on society, improve the regional economy and transform their own careers.

The Innovation Institute, launched in 2013 is one of the four operating units of the OIE, that protects and manages intellectual property generated by Pitt





innovators. It also provides programs, services, and funding that innovators need to assess the commercial potential of their innovation or big idea and accelerate its path to market.

Coordinating with partners across the University, as well as external partners, the Innovation Institute then helps launch innovations into the world through the licensing of Pitt-developed technologies

and the formation of startups.

In 2020, the University of Pittsburgh made a significant move up the list of the top recipients of U.S. utility patents among worldwide universities, according to the National Academy of Inventors and the Intellectual Property Owners Association. As well, Pitt ranked No. 20 for the 2020 calendar year with 106 patents. In the previous year, the University ranked No. 28.

“Filing for and receiving **patent protection for innovations is an important step in creating research of impact by Pitt researchers. We are pleased to see **Pitt rise in this ranking**, especially as it indicates that **more Pitt innovators are getting involved** in the commercial translation of their work.”**

—EVAN FACHER, VICE

CHANCELLOR FOR INNOVATION AND ENTREPRENEURSHIP; DIRECTOR OF THE INNOVATION INSTITUTE

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), supports student attainment of research competency (Standards III, IV and V), 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 in support of student education (Standard III) 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.

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 questions examined domains of knowledge and research practice and how we measure progress both internally and comparatively. We examined ways in which innovation goes beyond research and how our research and innovation has a national and global impact. Finally, we focused on how research and innovation has changed since we were last reaccredited and 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. 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) as outlined in the table of contents, and are supported by evidence.

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.

DOMAINS OF KNOWLEDGE

Research and Innovation is a strategic priority of the institution and a vehicle through which Pitt's missional purpose and goals relevant to its 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." 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.

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. Federal expenditures, however, have increased every year in the last five years of that time window, with the average annual increase totaling close to \$30 million.

Furthermore, according to NCSES, the University's federal expenditures from the HHS have increased by 7% from 2012 to 2019.

According to University data reported by 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.

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.

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 relative productivity. 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 institutions. For example, Pitt is now approaching the 10th year of a partnership with Tsinghua University, whose medical students come to Pittsburgh for two years to collaborate with Pitt's biomedical researchers. The University has similar institutional research agreements with other top universities overseas including 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 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. Data, drawn from a limited data source (Academic Analytics), suggest 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; and the fact that 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, but there exists an absence of University-level 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 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.

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, a dramatic shift towards major projects with many co-authors has occurred. The importance of interdisciplinary research is well recognized across all units from a funding standpoint, from the perspective of important new research initiatives, and from the vantage point of Pitt's research impact on society.

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 Pitt's 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 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. For example, the Center for Research Computing (CRC) 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 access to techniques that are essential for modern research but might be used intermittently by individual principal investigators. Others such examples of functional centers include the Center for Biologic Imaging (CBI), the Peterson Institute of NanoScience and Engineering (PINSE), and the Shared Research Support Services of the Dietrich School of Arts and Sciences. Such 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 within the CBI in 2019.

REWARDING RESEARCH CONTRIBUTIONS

As the University's researchers are exploring new forms of research output and contributions, there is a concomitant need to shift how performance is evaluated. Leaders of several schools note 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 gain 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 as memoirs and science fiction, at the expense of writers in experimental poetics or diasporic narrative, as the marketplace itself does. While there is not yet a good way to track different creative contributions centrally, a number of examples of

media recognitions of the University's creative and performing arts are available.

COVID AND ITS IMPACT ON RESEARCH EFFORTS

There are several repercussions of COVID-19 that should be recognized and discussed, most notably the significant impact of the pandemic year on a number of major research efforts. As a University, Pitt has 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 Faculty 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.

IMPACT

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

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.

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 U.S. for the number of disclosures it receives, and the number of U.S. patents that are approved based on those disclosures has grown by almost 70% over the

past five years. 2020 saw 394 invention disclosures and 88 patents generated at Pitt. Beyond patents, through licensing University IP, and working with faculty (and sometimes students) and investors, the Institute supports the spin off of 15-20 new companies each year.

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 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 (CTSA) program supported by the National Center for Advancing Translational Science, the largest program at NIH directed toward broadly supporting translational biomedical research. The Pitt CTSI 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 Pitt CTSI has supported Pitt investigators since 2006 across 14 schools. The expertise and infrastructure provided by the Pitt CTSI 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 Pitt CTSI 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 1,500-2,000 students annually. The Big Idea Advantage fund, originating from alumni and other donors, helps students to turn their ideas into reality. The center also hosts an annual innovation competition geared toward students.

National validation and support for the University's innovation efforts comes from a major NSF Innovation Corps (I-CorpsTM) 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.

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 — 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 of the health sciences.

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

CHANGE IN RESEARCH

Several broad areas have experienced growth since the last self-study.

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 the Pitt 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. 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.

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 a Provost Fellow in the Provost's 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. 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.

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 now views the research community partnership relationship as a continuum. 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 with which to engage. To ensure the success of this shifting approach to community engaged research, the University relies, in part, on the Community Engagement Centers to provide direct pathways for researcher alignment 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 around the University 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 that are undertaking a school

climate and discipline intervention to assist with high suspension rates in one of the community schools. At the same time, other studies, like the Black Girls Equity Alliance, are 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 the Pitt 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.

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, LGBTQIA 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."

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 1,000 undergraduates involved in paid research assignments in spring 2020.

There has been a similar growth in students undertaking independent research for academic 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.

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.

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 participated as an author or co-author for 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. 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 U.S. 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.

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. Unique offerings include the molecular biology service licensing software packages for genetic sequencing that now have 8,500 users across the University. Benefits of the ULS leadership in these efforts include 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.

Other major changes since the last self-study include a shift to having almost all library resources online. 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.

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 Pitt's 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 dedicated senior vice chancellor for research (SVC-R) reporting directly to the chancellor. The SVC-R has full management oversight of all units involved in implementation and oversight of policies that govern research.

The most important new research policy since the last self-study has been the development 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. In 2020, the University 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. Most recently (on April 5, 2021) the new COI policy was complemented by the adoption of a new Intellectual Property (IP) Policy. The new policy modernizes Pitt's 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.

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 U.S. 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 SVC-R and key relevant units report to the SVC-R. 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.

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. 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 process that was followed in March 2020 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 promises 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.

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; however, there are opportunities for the University to further promote, support, and advance research excellence. These recommendations 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. Furthermore, these recommendations are meant to energize the faculty, excite the 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 emphasized the opportunities of shifting from working in silos to having systems that empower a more integrative University-wide research and innovation platform and University-level identity. Pitt would benefit from shifting

its 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, a systematic review of performance indicators is recommended to ensure that 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, a close look at associated incentives, and accountability and management structures is warranted as is further commitment and support for ongoing efforts to identify large-scale funding opportunities and targeted interdisciplinary collaborations to pursue those opportunities.

To direct new University research investment, and to encourage collaborative team science, one option 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 its 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 University should 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 be 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 University should 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.

Furthermore, for-profit firms play an important role in knowledge generation and can be significant collaborators in efforts to drive innovation and societal impact of Pitt’s research. These partnerships should be strongly considered. 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, full self-study. Furthermore, the number of overseas universities with major research efforts has increased dramatically over the last decade. It is recommended that Pitt systematically develop the capacity to grow 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 the 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 Pitt's 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. Embracing the University's commitment to social justice in all aspects of the research enterprise is critical. It is clear that departmental metrics of impact like

citations, or publications, are not necessarily the best indicators to assess progress on the broader University mission. 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.

It is recommended that Pitt sustain ongoing efforts to provide opportunities for undergraduates and master's 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.

EVIDENCE INVENTORY

RA05-S2C4-S7C5-COI-Research Policy_RL_01	S2C2-S3C2-Center for Diversity Equity and Inclusion in the Curriculum	S3C6-Graduate Student Teaching Initiative	S4C1-S5C2-Bradford 2020 Post-Grad Report
RA11-S1C3-S3C1-S6C2-S6C5-S7C4-PlanningandBudgetingSystem 2016	S2C2-S3C5-Anti-Black Racism Course	S3C6-NSF_GRFP	S4C1-S5C2-Career Center 2020 Post-Grad Report
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Bradford Campus	S2C4-COI Policy_ER_03	S3C6-Provosts_devel_fund	S4C1-S5C2-Greensburg 2020 Post-Grad Report
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Greensburg Campus_1	S2C6-S4C1-Financial_wellness	S4C1-ALEKS Math Placement	S4C1-S5C2-Johnstown 2020 Post-Grad Report
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Johnstown Campus	S2C7-S3C6-Pitt2Pitt	S4C1-Bridges_program	S4C1-S5C2-Titusville 2020 Post-Grad Report
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Pittsburgh Campus	S2C7-S4C1-Provost Academy	S4C1-CARS_Student Affairs	S4C1-SCI-first-year syllabus
RA15-S3C2-S3C4-S5C3-CDS_2021-2022_Titusville Campus_0	S2C9-2020 Pitt-SERU Wildcard Questions	S4C1-Disability Resources and Services	S5C3-CDS_2011-2012 UPT Web Copy
S1C3-S3C1-S3C2-S3C5-S3C8-PACUP-Policy_AC_52	S2C9-Faculty Committee_Pathways	S4C1-DSAS_first-year syllabus	S5C3-Course Incubator
S1C3-S3C1-S3C2-S3C6-UCGS-Policy_AC_70	S2C9-Pathways Student Data Use and Communication Guidelines	S4C1-ENGR-COOP	S5C3-Teaching Partners Faculty Learning Community
S2C1-Free Speech Plenary sign	S2C9-Report - Focus Groups on Remote Learning Due to COVID-19	S4C1-ENGR-first-year syllabus	S5C3-LMS Assessment Recommendation
S2C1-Plenary Session AY 2018 - 2019	S2C9-Responsibility Creep Report	S4C1-First_year_research	S5C3-Mentoring_and_advising_summit
S2C1-Research IP Policy_RL_10	S2C9-S4C6-COACHE Overall Results Infographic	S4C1-McCarl Center	S5C3-Parran-naming
S2C1-S7C1-S7C3-UniversityBylaws_7.1.2021	S2C9-S4C6-COACHE Survey of Full-Time Faculty	S4C1-NURS-first-year syllabus	S5C3-Pittsburgh CDS_2011-2012 Web Copy
S2C2-Diversity Forum 2020	S2C9-S6C5-Internal Audit Department Charter	S4C1-OAFA Five Year Strategic Plan	S5C3-SOM-oath
S2C2-S7C4-Gender Equity Report	S3C1-Interdisciplinary Transcript Distinctions	S4C1-Online Orientation	S5C3-Teaching Partners Faculty Community
S2C2-OEDI Training Education and Advocacy Groups	S3C1-S3C4-Fall 2020 Academic Plan	S4C1-Pathways referrals	S5C3-UPB CDS_2011-2012 Web Copy
S2C2-OEDI-pitt_diversity_2018-19_annual	S3C4-S4C1-TRIO_SSS	S4C1-Pitt Career Central	S5C3-UPG CDS_2011-2012 Web Copy
S2C2-OTP Diversity Statement	S3C6-CIRTL	S4C1-Pitt to You	S5C3-UPI CDS_2011-2012 Web Copy
S2C2-Pitt Promise_Student Affairs	S3C6-Dissertation Camp	S4C1-Pitt_Excel	S5C3-UPT-hub
S2C2-Plenary 2021	S3C6-Grad_acad_support	S4C1-S4C3-Pitt ACT	S7C5-Chair_Division_Chair_Evaluation_Instrument
S2C2-Racial Equity Study	S3C6-Grad_external_funding	S4C1-S4C3-S5C3-Pitt ACT	S7C5-Dean_President_Evaluation_Instrument
S2C2-S2C5-Provost Diversity Initiatives	S3C6-Graduate Faculty	S4C1-S4C4-IPP	S7C5-SeniorLeadershipAnnualReports
			S7C5-Provost_Evaluation_Instrument

7. Opportunities for Improvement and Innovation

During the self-study process, the priority working groups identified a robust collection of programs, activities, initiatives and resources that are improving student achievement and are advancing the institution's mission and the goals. The working groups found substantial evidence that the units use assessment to guide their decision making. This evidence builds upon the initial documentation in the 2012 self-study that assessment is part of the

culture of the University of Pittsburgh. Further, this evidence—plus additional documentation referenced in the self-study and contained in the evidence inventory—demonstrates to external audiences, such as the Middle States Commission on Higher Education, government regulatory agencies, and the public, that the institution meets the Commission's standards for accreditation.

The self-study demonstrates assessment in action. The Inclusive Excellence in Education



chapter documents the University's successful response to a four-year decline in Pittsburgh campus's enrollment of Pell-eligible students. In response to this negative trend, the University launched the Pitt Success Pell Match Program in Fall 2019. This program represents the largest financial aid restructuring in the University's history. Even through a pandemic and the economic uncertainty that has come with it, this new program enabled Pitt to expand the representation of Pell-eligible students, nearly eliminate the gap in retention rates between Pell recipients and those who do not require this aid and measurably reduce the debt students take on in their first years at the University.

As highlighted in the Foundational Strength chapter, the University completed its first comprehensive campus master plan in more than 50 years. Assessment began in 2017 and included input from 8,700 unique contributors through surveys and website visits. More than 40 collaborators participated in listening sessions and 20 interviews and meetings with regional leaders engaged Pitt's many community partners. Completed in 2020, the plan is a physical manifestation of Pitt's strategic plan. It lays out a cultivated set of campus options that tells us what is probable, possible, and preferred in terms of potential development to support the University's mission.

The self-study process provided the working groups, which consisted of nearly 70 members, the occasion to reflect and refine opportunities for ongoing institutional improvement and innovation. The four priority working groups discussed strengths and challenges as summarized in each of Chapter 3 through Chapter 6. The University can further advance its impact by pursuing the following opportunities. Note: In most cases initial efforts and planning have begun, but significant effort and assessment of progress will be necessary to work toward achieving each stated goal:

- **Establish and codify** enterprise-wide efforts to monitor and document the changing needs of our community of learners.

Building on our partnership with Purdue-Gallup to define student success, the Office of the

Provost has launched the Pathways Initiative with direct input from faculty, staff and administrative leadership. This effort to support students from enrollment to graduation has been implemented for undergraduates on all our campuses and is coming soon for our graduate and professional students. In the next implementation phase, we need to ramp up case management practices. Pathways, once fully implemented, will combine technology, best practice research and predictive analytics to help leverage data and manage advising and academic support resources to increase retention and graduation rates for students.

- **Leverage University successes** and national recognition, particularly in place-based community engagement and small business development, to train and strategically collaborate with other colleges and universities around the nation, including Minority Serving Institutions.

In January 2021, the Office of the Provost launched the University Educational Outreach Center and appointed its inaugural director. The center will be dedicated to building more equitable pathways for all students to gain the potential to enroll at the University of Pittsburgh or other selective colleges and universities. It will manage, coordinate, implement, and evaluate University-wide academic outreach programs, including the STEM-focused flagship INVESTING NOW program, while also supporting discipline-focused programs and collaborating with University stakeholders on the development of future programs.

- **Increase the diversity** of the faculty.

The University has taken important intentional steps to help diversify the faculty. These initiatives include the Race and Social Determinants of Equity, Health and Well-being Cluster Hire and Retention Initiative and the Latinx Cluster Hire initiative. The University has joined a multi-institutional initiative to help advance culture and support for faculty with the goal of operating in a more inclusive environment. The Office for Equity Diversity and Inclusion (OEDI) has

been instrumental in working to improve and standardize processes for hiring a diverse faculty. OEDI has standardized diverse participation in search committees and has placed emphasis on providing mentorship and support for both faculty and students. Lastly, the University has worked to promote equity and transparency to ensure that salary packages are balanced and equitable.

- **Establish a mechanism** to identify two or three promising cross-disciplinary domains where the University can be at the frontier of knowledge generation and be a driver of innovation, and then systematically build the necessary knowledge resources and inter-disciplinary coordination mechanisms.

Embedded in this goal is the opportunity for the University to play a critical role in building a more just and equitable society — a society where knowledge creation and innovation empower a better future for everyone. Additionally, this effort would shift researchers currently working in silos to systems that empower a more integrated University-wide research and innovation platform. Our institution would benefit from shifting its emphasis from delivering research dollars, or citations and article counts, to generating knowledge, innovation, and societal improvements. This process would further redefine the metrics used to recognize, access and reward contributions.

The University acknowledges two additional challenges and opportunities.

- *In Fall 2021 the faculty voted in favor of representation by the United Steelworkers.*

While the formation of a faculty union may change how our community works together, it will not change our longstanding commitment to partnering with faculty members to advance their pursuits of excellence in teaching, scholarship and research. The University is committed to coming to a fair and reasonable agreement as next steps in the collective bargaining process unfold.

- *There has been a significant decline in the number of high school graduates in*

Pennsylvania and nearby states. These reduced numbers of high school graduates have led to widespread enrollment declines in some higher education institutions in Pennsylvania and contiguous states, particularly those situated on regionally-focused campuses (including the University of Pittsburgh's regional campuses, as well as the Pennsylvania State System of Higher Education (PASSHE) universities and the Penn State "Commonwealth" campuses). While the University of Pittsburgh's regional campuses have performed somewhat better than their peers in terms of enrollment, demographic trends continue to pose a challenge.

Nevertheless, the University is embarking on a strategic enrollment planning process and continues to be fully supportive of its regional campuses. Although their finances have been strained by the impact of declining enrollments and COVID-19, the regional campuses remain a vibrant part of their respective communities and continue to play an important role in the University's mission-driven focus on access and affordability. The commonwealth appropriation, which supports in-state students with tuition discounts, is critical to the viability of the regional campuses given that most of the students served at those campuses are Pennsylvania residents. Through the consolidation of administrative operations at the Bradford and Titusville campuses, the conversion of the Titusville campus to an education and training hub, investments in new programs and facilities, and the development of plans to boost enrollment, the University's regional campuses remain financially viable and sustainable.

In the current academic year, the following achievements demonstrate our success in integrating assessment into our culture: celebrating our 10th-annual Assessment and Teaching Conference, expanding our use of University-wide, often public dashboards, and reimagining the Pitt SEED grants to drive innovation.

The University has reached record-setting retention and graduation outcomes nearly every year. With this reflection, we welcome newly identified opportunities for self-improvement.

University of Pittsburgh Self-Study 2022



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