Goal 6: Build Foundational Strength

- More interdisciplinary cooperation
  - Centers (current and new)
  - Get grants/funding
  - Increase interaction among faculty and grad students around various problems identified by these centers
  - Increase capacity to solve big, complex problems
  - Barriers - programs run by departments which can limit ability to cross disciplines
    - Some schools have accreditation standards requiring interdisciplinary
    - So many requirements for students that there’s not time for that kind of work in the day of the student; also not physical classroom space to hold larger groups of interdisciplinary students (time and space to enable this to happen); programs are already packed with requirements before adding interdisciplinary
    - Incentives for faculty to do interdisciplinary work are needed
    - Takes much more work for faculty to facilitate this kind of coordination
    - Professional schools - accreditation requirements
    - Teaching (joint teachers) - getting credit for doing it at all (the schools/deans)
      - Attempts to shape what the interdisciplinary work will look like (e.g. grants require certain kinds of participant profiles); let the faculty determine what those interdisciplinary efforts look like, make those funding opportunities open and loosen the standards for getting support
        - E.g. a requirement for 3 faculty from any discipline
      - General education requirements - now so broad that there’s no depth; perhaps require some depth that leads to interdisciplinary exploration (e.g. a minor or certificate in a different area); more than exposure, critical understanding
        - Break silos
        - Number of publications cross-disciplinary
        - Incentives
        - Graduate students can’t take courses outside of their school (funding constraint?)
          - No Pitt-wide rules on this, but they may be prohibited at the program level
          - Administrative hurdles that restrict the choices students can make on the courses they take, silos the education further
  - Staff Support
Plan for Pitt 2025
Discussion Notes
Date: February 21, 2020
Participants: Senate Budget Committee

- Professional development opportunities
- Promotion opportunities, career path
- Compensation (benchmarks)
- Satisfaction of staff (survey)
- Retention
- Making full utilization of the staff resources (prof development, career ladder)
- Measures of career progression (through levels); advancement of individuals in their careers
- Connection to local impact (staff are local)
- Better understanding of staff and their goals - their education and human development

- Faculty Support
  - Retention and recruitment of faculty
  - Support for spouses of faculty - forces faculty to leave because can’t find a job for their spouse when the spouse is not a faculty members (i.e. staff); put money behind this to ensure people stay
  - Lowest paid faculty often get the highest teaching workload
  - Incentive structure for undergraduate teaching needs to be re-examined; focus has clearly been on research, but needs to be a more explicit focus on the value of undergraduate education
  - Strategic investment in undergrad teaching
    - Approach budgeting to make strategic investments in teaching now then we will be able to get growth in our enrollment by 2025, on the edge of the demographic decrease
    - Think about the return on our budget investments five years from now

- Nurture and growth to regional campuses
  - They have a direct impact on their regional communities
  - Undergrad education focus - e.g. about 25% of undergrad teaching is done by regionals

- Classrooms - need more space; do we have enough rooms to meet the needs?
- Class size - counter push to increase class sizes; or ensure teaching approach is adjusted to appropriately teach the size of the class and provide the right experience for students of varying abilities (e.g. team-teaching for larger classes)
- Technology to support classrooms
- Communication and transparency - has a big impact on efficiency

Goal 3: Strengthen Communities

- International outreach
  - How we position ourselves to be an internationally recognized school
- Local impact - community and regional engagement and investment
○ Serious investment in local communities (Pittsburgh, regionally) could help shape Pitt’s distinctiveness
○ Advocacy; using Pitt’s status re: research priorities
  • State of PA should be able to trumpet what we are doing for PA and why it’s valuable to support Pitt
○ Reputation improvement
  • Pitt (UPMC and CMU) don’t pay taxes - so be able to point to all of the ways we do contribute to the city
○ Economic improvement
○ Have impact - our students embed in local communities so they become a part of the community
  • Can also lead to good research once those relationships are built
  • CECs are one way to facilitate this
○ Clear outreach agenda; give back to our local communities
  • Some schools require it as a part of their curriculum
○ How can we strengthen high school education (or K-12) to keep kids in school
  • Strengthen or build a pipeline of students from local community to Pitt
○ Address antagonism between Pitt police and local communities
○ Regional campuses bring the global to the local community because of diversity of student body, draw on major research university at the regional communities
  • Where is Pitt’s focus? International, national, state, regional?
    ○ Defining the communities Pitt is engaging
    ○ If we focus on international/global, what does that mean to our work/connections with our local Pittsburgh community?
    ○ Pitt is state-related, should have a connection to the PA and local communities - reinforce the state-related mission
  • Incentives for faculty to do research and advocacy and education to strengthen communities