Goals Exercise: In this exercise participants broke into groups and discussed: 1) within the context of the six Plan for Pitt goals, what outcomes can you identify/define that connect to graduate and professional education? And 2) in the next five years, how might we assess progress towards achieving the outcomes you have identified?

Goal 1: Academic Excellence

- “Right-size” tuition via benchmarking to average of similar programs
- Formal inclusion of IPE
- Create state of the art programming to address student mental health
- Interdisciplinary: measure courses, grants
- Efficiency: consolidate teaching courses
- Emphasize value: digital communication and marketing career development; number of promotional material, increase visibility of alumni employment
- “Bridge” courses/ Pitt as a career changer: students tracked post-transition
- Graduate students are the heart of a research-intensive university
- Go beyond discipline teaching to ensure job prep
- Faculty development: teaching techniques, trends in field, number of hours, adjuncts, hybrid class management/teaching, technology, interdisciplinary training, shared labs/resources, measure intellectual environment
- Mentorship development
- 80% of grad students report positive mentoring experiences that facilitates their career goals
- Teaching techniques
- Trends in field
- # of hours? Training/engagement
- Adjuncts
- Hybrid techniques, class management/teaching
- Technology
- Interdisciplinary training
- Shared labs/resources
- Mentorship development
  - 80% of grad students report positive mentoring experiences that facilitate their career goals

Goal 2: Research of Impact

- Number of graduate level grants/products
Number of interdisciplinary opportunities in a formal structure
Interdisciplinary: publications, department grants
Quantify impact of long- and short-term research: policy, patents, Innovation Institute
Corporate/student funnel: discount tuition = steady stream of students
Create a small number of fully funded 5-year graduate fellowships to enable students to pick their mentors and define the projects. This will impact recruitment and impact (e.g. Rockefeller medal one small scale)
Papers and grants
Consider the importance of non-traditional products
Don’t ding people who are innovative
Value research that promotes diversity
Multi-disciplinary collaboration with different schools and centers
Combine HI practice with HI research units
Recruit and develop researchers/scientists who will engage in research or areas of great societal need
__% of Pitt grads will engage in active research or translation of research

Goal 3: Strengthen Communities
Number of service learning opportunities
Number of graduate alumni engagement activities (local, state, national, international)
Number of graduate program CE activities
Strong community = commuter resources: optimize number of spaces, motivate unnecessary drivers
Create an alumni day of homecoming
What could be centralized for grads using Pitt’s great efforts for undergrads as a model?
Measure alumni engagement beyond dev $
Events participation
Mentoring
CE hours/courses
Pitt undergrad to grad progression rate
Alumni are engaged in collaboration and partnership to facilitate grad student career development

Goal 4: Diversity and Inclusion
Development of “leadership positions” with primary role in diversity and inclusion
Development of regional partnership to improve reginal reputation of Pittsburgh
Focus on inclusion, diversity will come
Define diversity
Plan for Pitt 2025
Workshop Notes
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Participants: Graduate Studies Retreat attendees

- Diverse classes
- By 2025, increase the number of PhD students from under-represented groups by 50%; e.g. men in nursing, women in engineering, number of black, native American, and Hispanic graduates in most schools
- Develop IMSD program
- Build a conference center to sponsor international meets that include graduate students
- Increase opportunities for international exchange of PhD students (both directions)
- Enhance counseling capacity – make it specialized for grads if needed
- Train faculty in first aid
- Peers for info
- Can measure wait times for counseling
- Locate counselors in the buildings with students
- Data informed (not driven)
- Measures on diversity and inclusion – not just % diverse faculty or students
- How to create, measure, and sustain the right culture?
- Examine strategies that are successful in recruiting high quality URM in grad school
- Increase of URM grad students by 15% - enrollment and graduation
- Improve financial support for lower SES students
- Personalized mentoring and URM

Goal 5: Embrace the World
- Tracking the number and/or increase the number of international students in professional graduate programs who return home and serve as leaders within profession
- Advocate for international student employment – companies value all graduates
- Recruiting pipelines/international institutions
- Beyond academia; expose students to diverse careers
- Doable development money unavailable to a grad program’s use
- Increase study abroad opportunities for grad students by _%

Goal 6: Foundational Strength
- Development of streamlining of academic/administrative data management systems for graduate programs
- Communication
- Trans-school collaboration and incentive relationships – consolidate resources
- What can be centralized for doc director? E.g. shared mentoring survey with option to add questions
Plan for Pitt 2025
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- Faculty supports to do excellent work and mentoring – clear workload policies as well as material support like research $
- Strengthen shared resources across grad programs both internally + with local partners

Additional Notes
- Training graduate students to reduce carbon footprint/increase sustainability (cuts across all 6 thematic areas)
- Increase ease of collaboration across departments, disciplines, schools (e.g. have faculty whose professional activity already cuts across); create an office of interdisciplinary certificates (e.g. DSAM)
- Research $ available to increase diversity – have full time grant writer to help write these grants
- Measure/increase in number of diversity supplements
- Need a central graduate school that handles all of the decentralized operational processes (e.g. admissions selection)
- More career council and staff across all schools
- Grad office for recruitment/relocation
- Grad center (financial planning, dedicated mental health, etc.)
- Faculty development
  - Teaching techniques
  - Trends in field
  - # of hours? Training/engagement
  - Adjuncts
  - Hybrid techniques, class management/teaching
  - Technology
  - Interdisciplinary training
  - Shared labs/resources
  - Research

Outcomes
- Tuition Costs/Resources
  - What can we do to reduce barriers to allowing students to attend
  - State support is focused towards undergrads
- Bringing new funds directed to graduate students
  - Industry, alumni, non-profit/philanthropy
  - Concerns that resources are not equally distributed (professional vs. non-professional programs
  - Fellowships, paid internships
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- Alumni network/communities
  - More industry support
  - Professional, part-time students

- Hybrid/Online programs
  - Public health (no online courses) vs. SHRS outside online courses
  - Support programs (resources, funds) to build additional courses
  - More online options, increase

- Student involvement/driven research
  - Make sure we’re not including barriers or abusing students
  - Communication between faculty, students
    - Clarify expectations
  - Giving students the tools, resources to safeguard
  - Sustainable research -> not abusing/overusing students

- Removing obstacles for collaboration, networking, multi-disciplinary work
  - Everyone is in their ‘silo’/department
  - Culture of collaboration
    - Not meeting resistance from PI’s, advisors

- Mentoring/Training
  - % of faculty who complete training -> more buy-in by faculty
  - % of grad students who participate
    - Communication/awareness
    - Remove barriers
  - Part of school/department orientations
    - Signal to students that mentoring is important so they know they can advocate for themselves

- Alumni
  - Graduate students want those relationships
    - Non-funding offices building relationships
  - Alumni don’t know about Pitt commons
    - Increase % of participation in Pitt Commons
    - Increased communication, awareness
    - Exit survey -> letting students know they should join alumni networks before graduating
  - Internships for masters, professional programs
    - Career outcomes, builds relationships pipelines

- Retention
  - Increasing diverse admissions means increasing resources for diverse population retention
  - Measures of diverse students graduating, not just admissions
Plan for Pitt 2025
Workshop Notes
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- Providing resources to support students once they’re here
- More online/hybrid programs
  - Part-time students, low socioeconomic, family concerns, non-traditional students
- Support for non-traditional students, international students
- Institutional support/memory
- 1 year contracts -> longer terms contract