

Plan for Pitt 2025

Discussion Notes

Date: February 21, 2020

Participants: Senate Budget Committee

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

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- 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

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- 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