Plan for Pitt 2025
Workshop Notes
Date: March 2, 2020
Participants: Graduate Studies Retreat attendees

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

- 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

- 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

- o Providing resources to support students once they're here
- o More online/hybrid programs
    - Part-time students, low socioeconomic, family concerns, non-traditional students
- o Support for non-traditional students, international students
- o Institutional support/memory
- o 1 year contracts -> longer terms contract