

The University of Pittsburgh

Pittsburgh, PA

Document Roadmap

Provided to:

Middle States Commission on Higher Education

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University of Pittsburgh

STANDARDS ADDRESSED IN THIS DOCUMENT ROADMAP

The standards wholly addressed in this Document Roadmap include Standards 1, 3, 4, 5, 6, 10 and 13.

Standard 7 Institutional Assessment and Standard 14 Assessment of Student Learning are wholly addressed in the Self-Study.

The following Fundamental Elements in Standards 2, 8, 9, and 11, which are related to assessment, are addressed in the Self-Study:

Standard 2 Planning, Resource Allocation and Institutional Renewal, Fundamental Element 2.6: Periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes.

Standard 8 Student Admissions and Retention, Fundamental Element 8.8: Ongoing assessment of student success, including but not necessarily limited to retention, that evaluates the match between the attributes of admitted students and the institution's mission and programs, and reflects its findings in its admissions, remediation, and other related policies.

Standard 9 Student Support Services, Fundamental Element 9.10: Ongoing assessment of student support services and the utilization of assessment results for improvement.

Standard 11 Educational Offerings, Fundamental Element 11.13: Assessment of student learning and program outcomes relative to the goals and objectives of the undergraduate programs and the use of the results to improve student learning and program effectiveness.

Standard 12 General Education, Fundamental Element 12.6: Assessment of general education outcomes within the institution's overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement.

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STANDARD 1: MISSION AND GOALS

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

1. Mission Statement	link	http://www.ir.pitt.edu/factbook/fbweb05/general/MISSION.PDF
2. Board of Trustees - Position Statements 02-22-96	on file	
3. Board of Trustees - Statement of Vision, Ambition, and Direction 02-24-00	on file	
4. Facilities Plan	link	http://www.provost.pitt.edu/documents/Facilities_Plan.pdf
5. Handbook – Faculty, Section I	link	http://www.provost.pitt.edu/leadership-in/faculty.html
6. Information Technology Plan	on file	
7. Information Technology Plan, Executive Summary	link	http://technology.pitt.edu/about/it-plan/executive-summary.html
8. Information Technology Plan, Major Planned Initiatives 2003-2005	link	http://technology.pitt.edu/about/it-plan/planned-initiatives.html
9. Information Technology Plan, Update: May 2003	link	http://technology.pitt.edu/about/it-plan/May_2003_Update_and_Goals.html
10. Planning and Budgeting System (PBS)	link	http://www.academic.pitt.edu/pb/index.htm
11. Responsibility Centers, Strategic Plans	on file	
12. Student Learning Outcomes - Guidelines	link	http://www.academic.pitt.edu/assessment/index.html
13. University Research Council (URC)	link	http://www.pitt.edu/~vpres/URC/
14. University Senate Budget Policies Committee	link	http://www.pitt.edu/univsenate/committees/budget/mission.html
15. Board of Trustees - Mission Statement, Approval of 02-16-95	on file	
16. Board of Trustees - Mission Statement, Process for Approval	on file	
17. Report of 1996 review of PBS	on file	
18. Report of 2003 review of PBS	on file	
19. Speeches, Presentations, and Campus Updates	link	http://www.chancellor.pitt.edu/publications/index.html

by Chancellor, Selected Examples		
20. Speeches, Presentations, and Campus Updates	link	http://www.provost.pitt.edu/memo/MemoArchive.html
by Provost, Selected Examples		
21. Chancellor's March 22, 2000 Plenary Session Address	on file	
22. March 2001 University-wide Department Chairs Retreat Program	on file	
23. Pitt Chronicle, Selected Articles on Mission and Goals	on file	
24. University Times, Selected Articles on Mission and Goals	on file	
25. Review of Academic Planning Proposals	link	http://www.academic.pitt.edu/pb/proposal-guidelines.htm
26. Conducting Evaluations of Academic Programs	link	http://www.provost.pitt.edu/documents/guidelines.pdf
27. Office of Research	link	http://www.pitt.edu/~offres/

1.1 Clearly defined mission and goals	1, 2, 3
1.2 Clearly defined mission and goals that guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes	4, 6, 7, 8, 9, 10, 11, 12, 13, 26, 27
1.3 Clearly defined mission and goals that include support of scholarly and creative activity, at levels and of the kinds appropriate to the institution's purposes and character	1, 2, 3, 5, 14, 28
1.4 Clearly defined mission and goals that are developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement and developments	10, 15, 16, 17
1.5 Clearly defined mission and goals that are periodically evaluated and formally approved	10, 16, 17, 18, 19, 20, 21
1.6 Clearly defined mission and goals that are publicized and widely known by the institution's members	20, 21, 22, 23, 24, 25
1.7 Mission and goals that relate to external as well as internal contexts and constituencies	1, 2, 3
1.8 Institutional goals that are consistent with mission	1, 2, 3

1.9 Goals that focus on student learning, other outcomes, and institutional improvement	1, 2, 3, 13
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The current Mission Statement of the University of Pittsburgh was approved by the Board of Trustees at its meeting of February 16, 1995 and has provided a framework since that time for all planning and resource allocation decisions. The Mission Statement formulates six broad goals in the areas of undergraduate programs; graduate programs; research, artistic and scholarly activity; cooperation with industrial and governmental institutions; continuing education programs; and community and public service. This mission also provided the basis for a series of positioning statements in the form of Board resolutions at its meeting of February 22, 1996, setting forth the objectives of achieving excellence in undergraduate education, ensuring operational efficiency and effectiveness, maintaining excellence in research, partnering in community development, and securing an adequate resource base. These positioning statements were reaffirmed at its meeting of February 24, 2000 as part of a resolution formally adopting the document entitled The University of Pittsburgh: 2000 – 2005, which affirmed that the University must strengthen its already enviable position as one of America’s most respected providers of undergraduate education, enhance existing strengths in graduate and professional education, and increase the scope, quality and visibility of its exceptional research programs. The University’s overarching goal is that it clearly and consistently must demonstrate that it is a leader within public higher education in this country and among the finest and most productive universities in the world. This statement of vision, ambition and direction has served as the basis since of various public statements delivered by the Chancellor and other senior officers of the University such as the Provost, including the reports the Chancellor regularly makes at the meetings of the Board of Trustees and his annual reports on the state of the University.

The University’s mission and goals guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curriculum development and definition of program outcomes. Examples of how this has been achieved include 1) the University’s ambitious 12-year Facilities Plan adopted in 2007, which built upon the successfully implemented Facilities Plan adopted in 1997, and which aimed to clearly establish the centrality of the University’s academic mission in its facilities planning; 2) the University’s updated Information Technology Plan (An Information Technology Foundation for the 21st Century), originally adopted in 2000, updated in 2003, and kept under continual review by the Information Technology Steering Committee chaired by the provost, which, recognizing that the rapidly changing nature of technology and its potential applications are highly dynamic, is designed to ensure that the University’s technology environment needs are both flexible and responsive; 3) the Planning and Budgeting System, originally adopted in 1992 and revised in 1996 and 2003, that sets forth the framework and guidelines for securing approval of major programmatic proposals from the University’s schools and regional campuses; 4) the strategic plans of the individual schools and regional campuses in the Provost’s area of the University that are annually updated and reviewed by the Provost, the Provost’s staff, and the Provost’s Area Planning and Budgeting Committee, which must demonstrate

that they are congruent with specific institutional goals; and 5) the guidelines that have been adopted for developing and assessing student learning outcomes that have as their purpose ensuring that the commitment of each of the schools and campuses of the University to excellence in instruction is attained and maintained by achieving a comparable commitment to a culture of assessment through which the successes of its educational programs are continually evaluated and the results of those assessments are fed back into its academic planning processes.

The University's mission and goals are clearly defined to include support of scholarly and creative activity, at levels and of the kinds appropriate to the institution's purposes and character and have been developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement and developments. The University's mission statement, endorsed by the February 1995 Board of Trustees resolution referenced earlier, includes a commitment to "engage in research, artistic, and scholarly activities that advance learning through the extension of the frontiers of knowledge and creative endeavor." The February 1996 Board resolution, "Maintaining Excellence in Research," resolves that "The Chancellor is expected to continue with current efforts, focusing on careful benchmarking, the creative and persistent pursuit of new funding streams, and the regular and systematic review of the allocation of internal resources." The February 2000 Board resolution states that the University of Pittsburgh must... increase the scope, quality and visibility of its exceptional research programs - nurturing areas of existing and emerging excellence and seizing new opportunities for pioneering work in high impact fields." The University Research Council (URC) is an advocate for research and reviews and assists in the development of policies pertaining to the conduct of research, scholarship, and creative activities within the University. Members are appointed by the Provost. Faculty who serve on the URC are broadly representative of the research-oriented schools and departments of the University, and include two representatives of University Senate. The URC reports to the Chancellor and is chaired by the Chancellor's designee. The URC is the principal faculty voice for research, and URC members serve as research liaisons with their academic areas. The URC also advises the Vice Provost for Research on the operation of the Office of Research, which provides pre-award administrative services and acts as liaison to research partners in the corporate, government, and affiliated non-profit sectors. A major section of the Faculty Handbook summarizes the numerous policies and procedures relating to the administration and conduct of research at the University.

The University's Mission and Goals were developed through collaborative participation by those who facilitate and are responsible for institutional improvement and developments. The process of Board of Trustees (BOT) approval of the mission statement cited in 1.4 above notes that it was endorsed by the University Planning and Budgeting Committee (chaired by the Provost and composed of a representative group of deans, faculty and other administrators), as well as by the Council of Deans (consisting of all of the deans of the University, major Center Directors and other key administrators and chaired by the Provost). More generally, while the BOT has adopted the University's mission and goals, the Chancellor and the other senior members of his administration have participated fully in their development and articulation through presentations and briefings at BOT Retreats, BOT standing committees, as well as through other forms of communication, and have

made recommendations reflecting their experience and expertise that have helped shape the positions and resolutions that have been adopted.

The University's mission and goals are periodically evaluated and formally approved. The Board resolutions cited above confirm that the University's mission and goals are under continual review and endorsement. The mission and goals of the University represent a continuing theme for the Chancellor and his senior staff as they make presentations at the Board's annual Retreat and regular meetings, as well as at the meetings of the Board's standing committees. Aspects of the Mission and Goals of relevance to the University's various councils and committees are used as a standard against which to measure performance and make adjustments.

The University's mission and goals are regularly and effectively publicized so that they are widely known by the institution's members. Each year, the Chancellor makes a number of reports to the University Community, many of which are reflective of the University's pursuit of its mission and goals. These are widely publicized and circulated as his "University Updates," as are his annual reports, in both hard copy and on the University's website. Back copies of the Updates and annual reports are accessible through this website as well. He also regularly reports on institutional achievement at the meetings of the University Senate Council, which contains a large number of elected faculty, staff and students among its membership. The Chancellor's address to the March 22, 2000 Plenary Session of the University Senate affirmed the five "broad declarations of ambition and direction" noted earlier as having been adopted by the Board of trustees in February 1996. The Provost also articulates aspects of the University's mission and goals at various forums such as the annual University-wide Department Chairs Retreat and the Retreat and regular meetings of the Council of Deans (which the Provost chairs). The March 2001 University-wide Department Chairs Retreat had as its theme: "Strategic Directions at the University of Pittsburgh," which was organized around the five directions (aggressively pursue excellence in undergraduate education, build on our place of national prominence in research, increase operational effectiveness and efficiency, secure an adequate resource base, and partner in community development). Additionally, the Provost makes presentations annually on a rotating cycle to the faculties of the individual schools and regional campuses that are relevant to the University's mission and goals.

The goals and mission relate to external as well as internal contexts and constituencies. Service to external constituencies is prominently stated in the University's mission: 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. Additionally, among the 1996 Board resolutions on strategic directions, affirmed by the Chancellor at the March University Senate Plenary Session, it is attested that one of these would be partnering in community development.

The institutional goals are wholly consistent with its mission. From the foregoing, it should be evident that the University's goals have evolved consistently from the 1995 Board of Trustees articulation of the University's mission, so that a set of strategic directions have been embraced (1996 Board resolution) and a 2000 Board statement of vision, ambition and direction.

The institution's goals include those that focus on student learning, other outcomes, and institutional improvement. The Board resolutions cited endorse the objective of achieving excellence in both undergraduate and graduate education as well as excellence in overall institutional effectiveness. Logically flowing from these goals has been even more emphasis in recent years on assessing student learning and other outcomes such as career advancement and personal development, as well as overall institutional productivity and effectiveness. These dimensions are in large part the focus of the selected topics for this accreditation review.

STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

1. Information Technology Plan	on file	
2. Information Technology Plan, Executive Summary	link	http://technology.pitt.edu/about/it-plan/executive-summary.html
3. Information Technology Plan, Major Planned Initiatives 2003-2005	link	http://technology.pitt.edu/about/it-plan/planned-initiatives.html
4. Information Technology Plan, Update: May 2003	link	http://technology.pitt.edu/about/it-plan/May_2003_Update_and_Goals.html
5. Planning in the Health Sciences, description and Selected planning documents	on file	
6. International Plan	link	http://www.provost.pitt.edu/documents/International%20Plan%20Framework.pdf
7. PAPBC Reviews of Annual Plans	on file	
8. Provost Reviews of Annual Plans	on file	
9. Responsibility Centers, Annual Plans	on file	
10. Responsibility Centers, Strategic Plans	on file	
11. Facilities Plan	link	http://www.provost.pitt.edu/documents/Facilities_Plan.pdf
12. Planning and Budgeting System (PBS)	link	http://www.academic.pitt.edu/pb/index.htm
13. Faculty - Recruitment Requests, Roster, Position Numbers, Provost Annual Request to Academic Units	on file	
14. Annual Request & Instructions to academic units for budget and strategic planning	on file	
15. Student Learning Outcomes – Guidelines	link	http://www.academic.pitt.edu/assessment/index.html
16. Information Technology Steering Committee (ITSC) minutes	on file	
17. Policy 01-02-03 – The Chancellor and Chief Executive Officer of the University	link	http://www.bc.pitt.edu/policies/index.html
18. Policy 01-02-04 – The Treasurer of the University	link	http://www.bc.pitt.edu/policies/index.html
19. Policy 01-02-05 – The Secretary of the University	link	http://www.bc.pitt.edu/policies/index.html
20. Policy 01-03-02 – Board of Trustees: Authority	link	http://www.bc.pitt.edu/policies/index.html
21. Policy 01-03-03 – Execution of Instruments	link	http://www.bc.pitt.edu/policies/index.html

22. Policy 01-03-04 – Board of Trustees: Executive Committee	link	http://www.bc.pitt.edu/policies/index.html
23. Policy 01-03-05 – Board of Trustees: Investment Committee	link	http://www.bc.pitt.edu/policies/index.html
24. Policy 01-03-07 – University Senate	link	http://www.bc.pitt.edu/policies/index.html
25. Policy 01-03-08 – School and Regional Campus Governance	link	http://www.bc.pitt.edu/policies/index.html
26. Policy 01-03-10 – University Council on Graduate Study	link	http://www.bc.pitt.edu/policies/index.html
27. Policy 01-03-11 – Provost's Advisory Committee on Undergraduate Programs	link	http://www.bc.pitt.edu/policies/index.html
28. Policy 01-04-01 – Planning and Resource Management	link	http://www.bc.pitt.edu/policies/index.html
29. Board of Trustees Audit Committee - Mission	on file	
30. Board of Trustees Property & Facilities Committee - Mission	on file	
31. Benchmark Books	on file	
32. Faculty - Appointments, Reappointments, Nonrenewals, Promotions, and Conferrals of Tenure	on file	
33. Faculty - Recruitment Requests, Roster, Position Numbers, Provost Annual Request to Academic Units	on file	
34. Planning and Budgeting System Review 1996	on file	
35. Planning and Budgeting System Review 2002	on file	
36. Sarbanes-Oxley Control Self Assessments - Annual	on file	
37. Quarterly assessment of investment managers and fund performance prepared for the Board of Trustees Investment Committee	on file	
38. Architectural and Engineering Assessment of 51 University buildings by external consultant, Kingsland Scott Bauer Havekotte Architects	on file	
39. Assessment of all student housing facilities by external consultant, Dynamic Design	on file	

- Engineering, 1999
40. Comprehensive building condition assessment by external consultants, IDC Architects, 2006 on file
41. Housing Department maintenance, organization, and operating methods review by external consultants, Affiliated Building Services, 2004 on file
42. Parameters Budget on file
43. Audit by the Commonwealth of Pennsylvania on file
44. Council of Deans Extended Retreat, January 29, 2010 on file
- Implementation of the University's International Plan

2.1 Goals and objectives or strategies, both institution-wide and for individual units that are clearly stated, reflect conclusions drawn from assessment results, are linked to mission and goal achievement, and are used for planning and resource allocation at the institutional and unit levels	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 44
2.2 Planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results	6, 11, 12, 13, 14, 15, 34, 35, 44
2.3 Well defined decision-making processes and authority that facilitates planning and renewal	1, 2, 3, 4, 11, 12, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
2.4 The assignment of responsibility for improvements and assurance of accountability	11, 12, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
2.5 A record of institutional and unit improvements and their results	5, 6, 9, 31, 32, 33, 44
2.6 Periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 34, 35, 36, 37, 38, 39, 40, 41, 42, 44

The documents listed above are responsive as indicated to the six Fundamental Elements specified for this Standard. Here, we set forth the central role of the Planning and Budgeting System in the University's overall planning and resource allocation and its relationship to specific sub-

systems. Resource planning, allocation, and institutional renewal are driven by the six goals of the University's mission outlined in Standard 1. Integral to the achievement of the University's mission is the Planning and Budgeting System (PBS), which is an integrated, comprehensive system which combines within a single, coherent process all long-range planning and budgeting; creation of operational plans and budgets based on performance, personnel, capital, and financial budgets; budget modifications and augmentations; facilities management and development; and evaluation of all University programs and responsibility centers. The PBS prescribes the members of the University community who participate in the process, the collegial structures through which they collaborate, the processes of planning and budgeting, and the mechanisms for program evaluation. The PBS is periodically reviewed through a survey of faculty, staff, students, and administrators to determine whether it continues to meet its objectives and whether amendments or enhancements should be considered.

The PBS process is intended to facilitate the academic, research, service, and support activities of the University by ensuring both full access to relevant information and providing a rational, clear, and consistent framework for planning and budgeting decisions. The planning and budgeting process is the focal point in responding to the critical financial challenges and opportunities facing the University. Planning and budgeting decisions are legitimate only if they are based both on full information and arrived at through an open, formal process that is widely discussed and shared within the University community.

Under PBS, the widest participation by administrators, faculty, staff, and students in planning and budgeting takes place at the level of the smallest significant organizational where the University's missions of teaching, research, and public service are accomplished. Planning and budgeting at this level takes place in the light of detailed information on past and projected enrollments, revenues and expenditures, and in the context of long-range missions and goals. Such detailed information is provided to the units each year by the Office of the Chief Financial Officer (CFO) in the form of Planning Books, which contain historical and current financial information relevant to budgetary and academic planning. Each Senior Vice Chancellor and academic responsibility center must have a Planning and Budgeting Committee (PBC) with its members appointed and elected in accordance with the PBS. The CFO, in conjunction with the Provost's Office, surveys the academic units periodically to ensure that PBC's are properly constituted each year in accordance with the requirements of the PBS. Results of that survey are shared with the Senate Budget Policies subcommittee of the University Senate for their review and comments.

The PBS distinguishes between shorter-term operational planning and budgeting and long-term planning and budgeting. Long-range planning and budgeting identifies opportunities and forces that are expected to affect the institution and its programs in the long term; assesses the impact that such factors may have on performance, personnel, capital, and financial budgets; and articulates alternative strategies for achieving long-range missions and goals. Operational planning and budgeting aids planning within the context of the missions and goals articulated in the long-range plans and budgets.

At the responsibility center level, representatives of faculty, staff, and students participate in coordinating and prioritizing the plans and budgets of the constituent departments. At the senior vice chancellor level and at the University level, they participate in coordinating and prioritizing the plans and budgets of the responsibility centers. The aim is to create an environment which encourages each department and responsibility center to be as effective and efficient, and as creative and innovative, as possible in pursuing its mission, within the constraints imposed by its role within the University.

Integral to the success of the PBS is the continued development of financial, human resource, student, and institutional advancement systems. Evidenced by the existing financial and student data warehouses, enhanced information management systems have been invaluable in advancing the University's ability to assess its planning, resource allocation, and institutional renewal. These systems have contributed significantly to the effective application of personnel to academic goals by providing both real-time and warehoused data to be used in conjunction with common software applications (e.g., spreadsheets and databases) to provide timely and accurate data that is critical in analyzing budgets and developing financial plans. Coupled with the University's Oracle-based financial system, these tools allow University personnel access to data and analysis at their fingertips that previously required extensive manual effort. Leveraging these tools provides a level of nimbleness and flexibility that is critical in managing the budget and finances of a large and complex organization such as the University of Pittsburgh.

In regards to assessment of processes and programs, the University does so at both the University and unit level. The University level includes student attitude and satisfaction surveys, broad measures of student achievement, ongoing academic program evaluations, and review and approval of new academic program initiatives. At the unit level, each school is responsible for assessing student achievement and satisfaction, designing appropriate curricula, and maintaining compliance with discipline-specific accrediting bodies.

STANDARD 3: INSTITUTIONAL RESOURCES

The human, financial, technical, physical facilities and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

1. Factbook, Financial Information	link	http://www.ir.pitt.edu/factbook/index.php
2. Annual Request & Instructions to academic units for budget and strategic planning	on file	
3. PAPBC Reviews of Annual Plans	on file	
4. Parameters Budget	on file	
5. Planning and Budgeting System (PBS)	link	http://www.academic.pitt.edu/pb/index.htm
6. Responsibility Centers, Annual Plans	on file	
7. Responsibility Centers, Strategic Plans	on file	
8. Commonwealth Appropriation Request Document	link	http://www.govtrel.pitt.edu/PDF/71888_Budget%20Book%202012.pdf
9. Provost Reviews of Annual Plans	on file	
10. Audited Financial Statements	link	http://www.bc.pitt.edu/afs.html
11. Board of Trustees Property & Facilities Committee - Minutes	on file	
12. Faculty - Appointments, Reappointments, Nonrenewals, Promotions, and Conferrals of Tenure	on file	
13. Planning in the Health Sciences	on file	
14. Faculty – Samples of AS Recruitment Requests, Provost Reviews and Approval of Requests	on file	
15. Faculty - Recruitment Requests, Roster, Position Numbers, Provost Annual Request to Academic Units	on file	
16. Policies 07 – Personnel	link	http://www.bc.pitt.edu/policies/index.html
17. Procedures 07 – Personnel	link	http://www.bc.pitt.edu/policies/index.html#per2
18. Staff – Compensation & Classification	link	http://www.hr.pitt.edu/compensation-classification
19. Staff - Description of Hiring Process (memo to	on file	

Deans, Directors, and Campus Presidents)		
20. Board of Trustees Audit Committee - Minutes	on file	
21. Board of Trustees Budget Committee – Minutes	on file	
22. Capital Budget	on file	
23. Facilities Plan	link	http://www.provost.pitt.edu/documents/Facilities_Plan.pdf
24. Information Technology Plan	on file	
25. Information Technology Plan, Executive Summary	link	http://technology.pitt.edu/about/it-plan/executive-summary.html
26. Information Technology Plan, Major Planned Initiatives 2003-2005	link	http://technology.pitt.edu/about/it-plan/planned-initiatives.html
27. Information Technology Plan, Update: May 2003	link	http://technology.pitt.edu/about/it-plan/May_2003_Update_and_Goals.html
28. Proposed Institutional Master Plan Update 1/29/10	on file	
29. Center for Instruction Development & Distance Education (CIDDE)	link	http://www.cidde.pitt.edu/
30. Computer Services & Systems Development (CSSD)	link	http://technology.pitt.edu/
31. Health Sciences Library System	link	http://www.hsls.pitt.edu/
32. University Library System (ULS)	link	http://www.pitt.edu/libraries.html
33. Council on Academic Computing (CAC)	link	http://www.pitt.edu/~vpres/CAC/
34. Information Technology Steering Committee (ITSC) minutes	on file	
35. Senate - Computer Usage Committee	link	http://www.pitt.edu/univsenate/committees/computerusage/mission.html
36. Audited A-133 Report	link	http://www.bc.pitt.edu/rca/ra.html
37. Commonwealth Financial Disclosure Report – Annual	on file	
38. Internal Audit Plan, FY2011	on file	
39. Policies 05 – Financial Affairs	link	http://www.cfo.pitt.edu/policies/index.html#fin1
40. Procedures 05 – Financial Affairs	link	http://www.bc.pitt.edu/policies/index.html#fin2
41. Sarbanes-Oxley Control Self Assessments - Annual	on file	
42. Sarbanes-Oxley Section 302 Questionnaires - Annual	on file	
43. Sarbanes-Oxley Section 404 Implementation	available upon request	
44. Academic Resource Center	link	http://www.as.pitt.edu/undergraduate/offices/arc/index.html
45. O'Hara Student Center (University Times article)	link	http://www.utimes.pitt.edu/?p=16871
46. Classroom Management Team	on file	

3.1 Strategies to measure and assess the level of, and efficient utilization of, institutional resources	1, 2, 3, 4, 5, 6, 7, 8, 9
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required to support the institution's mission and goals	
3.2 Rational and consistent policies and procedures in place to determine allocation of assets	1, 4, 5, 8, 10, 11
3.3 An allocation approach that ensures adequate faculty, staff, and administration to support the institution's mission and outcomes expectations	4, 5, 6, 12, 13, 14, 15, 16, 17, 18, 19
3.4 A financial planning and budgeting process aligned with the institution's mission, goals, and plan that provides for an annual budget and multi-year budget projections, both institution-wide and among departments; utilizes planning and assessment documents; and addresses resource acquisition and allocation for the institution and any subsidiary, affiliated, or contracted educational organizations as well as for institutional systems as appropriate	1, 2, 4, 5, 6, 7, 8, 20, 21, 23
3.5 A comprehensive infrastructure or facilities master plan and facilities/infrastructure life-cycle management plan, as appropriate to mission, and evidence of implementation	11, 21, 22, 23, 24, 25, 26, 27, 28
3.6 Recognition in the comprehensive plan that facilities, such as learning resources fundamental to all educational and research programs and the library, are adequately supported and staffed to accomplish the institution's objectives for student learning, both on campuses and at a distance	23, 29, 30, 31, 32, 44, 45
3.7 An educational and other equipment acquisition and replacement process and plan, including provision for current and future technology, as appropriate to the educational programs and support services, and evidence of implementation	6, 23, 24, 25, 26, 27, 33, 34, 35, 46
3.8 Adequate institutional controls to deal with financial, administrative and auxiliary operations, and rational and consistent policies and procedures in place to determine allocation of assets	5, 10, 11, 20, 21, 23, 36, 37, 38, 39, 40, 41, 42, 43
3.9 An annual independent audit confirming financial responsibility, with evidence of follow-up on any concerns cited in the audit's accompanying management letter	10, 20, 36
3.10 Periodic assessment of the effective and efficient use of institutional resources	3, 5, 6, 7, 9, 10, 11, 14, 15, 20, 21, 23, 24, 25, 26, 27, 28, 33, 34, 35, 36, 37, 38, 43

The University's financial planning includes the development of both an operating and capital budget that reflects the allocation of financial resources to best support the institution's goals and mission as established in Standard 1. These budgets are compiled through a "bottom-up" approach in which departmental planning and budgeting committees submit financial plans and priorities to the University's senior management. The University Planning and Budgeting Committee (UPBC) appoints a subcommittee (Parameters) which, in conjunction with management, develops key financial "parameters" to reflect the best path toward achieving the University's goals. Among those key parameters are anticipated support from the Commonwealth of Pennsylvania, the appropriate level of tuition and salary rate increases, institutional financial aid, mandated fringe benefit costs, debt service, and other academic and student initiatives. The Parameters subcommittee is typically chaired by a dean and consists of faculty, staff, students, and senior administrators.

The budget is monitored on a routine basis by management in consultation with the Board of Trustees (BOT) Budget Committee. The Budget Committee reviews the operating and capital budgets in detail with University management and a resolution is passed recommending approval of the budgets by the full BOT. On a quarterly basis, actual financial results are compiled, compared to the budget, and discussed with the Budget Committee along with periodic presentations on selected components of the budget including tuition, financial aid, research, debt service, cash flow, etc. Monthly financial analysis and comparisons to budget are done by the University's financial management team as well as at the department level through the distribution of monthly on-line budget reports.

Annually, an audit of the University's financial results is completed by a nationally recognized independent auditing firm with results reviewed and approved by the BOT Audit Committee. In addition, the University is subject to numerous other financial audits, including the Circular A-133 audit of federal awards mandated by the U.S. Office of Management and Budget and the commonwealth appropriation audit conducted by the Pennsylvania Auditor General's Office. These reports are also reviewed and approved by the Audit Committee. Audit comments contained in the Management Letter are responded to by management and reviewed with the Audit Committee. Corrective action is taken to resolve all audit comments and such actions are reviewed with the Audit Committee.

In regards to facilities, a comprehensive 12-Year Facilities Plan spanning the time period from 2007-2018 was developed to (1) review the adequacy of the amount and quality of existing space to meet the University's academic and student life needs; (2) assess the condition of existing facilities to determine the extent of deferred maintenance; (3) determine the financial investment required to renovate facilities to place them in contemporary condition; (4) review the utilization of rental property; and (5) determine the impact of the additional debt service and annual operations and maintenance costs on the operating budget. Projects were segregated into short, medium, and long-term, with the overall plan clearly establishing the centrality of the University's academic mission in facilities planning. The Facilities Plan recognizes the need

for academic priorities to drive capital development and places a high priority on the efficient and effective use of existing space. Instructional and library facilities were given a high priority along with the continuing need to maintain dynamic research facilities. Special attention was given to the University's signature building, the Cathedral of Learning, and preservation of existing space was given priority over new facilities. An annual capital budget is prepared in connection with the parameters established by the University's long-range facilities plan. The capital budget reflects these priorities each year by dedicating funding to the highest priority projects and detailing the sources of funding. Debt levels are monitored closely by University management in an effort to strike the appropriate balance between maintaining first-class facilities and being prudent with financial resources. The capital budget is approved each year by the BOT Budget Committee. Capital projects are vetted through the BOT Property and Facilities Committee to ensure their necessity prior to being approved by the Budget Committee.

The University's use of technology is governed by principles established in a document entitled, "An Information Technology Foundation for the 21st Century." This plan provides a baseline against which all subsequent technology initiatives are judged and evaluated. The plan also recognized that in a rapidly changing technology environment, a high degree of flexibility and responsiveness is required. Significant initiatives achieved as a result of the plan include upgrades to network infrastructure and a ten-fold increase in bandwidth over a five-year period; substantial upgrades in security and disaster recovery; development and enhancement of enterprise-wide services such as single sign-on access to an enterprise web portal for University and Internet materials, including online grades, billing statements, and the Blackboard (Courseweb) course management system; creation of a state-of-the-art network operations center to proactively identify, troubleshoot, and resolve network and critical enterprise service problems; enhanced support services for faculty and staff; and upgraded telecommunication systems and equipment.

In 2004, the University began implementing several key aspects of the Sarbanes-Oxley Act of 2002. Although the legislation does not apply to non-profit entities, University management, in conjunction with the Audit Committee, elected to voluntarily implement applicable sections of the legislation, including Section 404, which requires an entity to assess and attest to the key financial controls imbedded in its business operations. As a result, key financial controls were identified and tested within all major centralized business functions, including payroll, payables, research accounting, cash and investment management, purchasing, financial aid, capital assets, and other central business processes. The Internal Audit department provides a formal attestation of the SOX 404 results. An on-line Control Self-Assessment questionnaire is completed by all academic and administrative units each year to assess the financial controls in place within each unit. These questionnaires are evaluated each year by management and used as an audit tool by the Internal Audit department when school-specific audits are done. From the inception of the SOX implementation in 2004 through the completion of the first phase of process assessment in 2010, updates were provided to the Audit Committee at each of their four annual meetings. Going forward, annual updates will be provided to the committee to ensure their continued involvement and input.

STANDARD 4: LEADERSHIP AND GOVERNANCE

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

1. Administrative Committees Requiring Student Representation	on file	
2. Board of Trustees Committees Requiring Student Representation - List	on file	
3. Planning and Budgeting System (PBS)	link	http://www.academic.pitt.edu/pb/index.htm
4. Policy 01-02-03 – The Chancellor and Chief Executive Officer of the University	link	http://www.bc.pitt.edu/policies/index.html
5. Policy 01-02-04 – The Treasurer of the University	link	http://www.bc.pitt.edu/policies/index.html
6. Policy 01-02-05 – The Secretary of the University	link	http://www.bc.pitt.edu/policies/index.html
7. Policy 01-03-02 – Board of Trustees: Authority	link	http://www.bc.pitt.edu/policies/index.html
8. Policy 01-03-04 – Board of Trustees: Executive Committee	link	http://www.bc.pitt.edu/policies/index.html
9. Policy 01-03-05 – Board of Trustees: Investment Committee	link	http://www.bc.pitt.edu/policies/index.html
10. Policy 01-03-07 – University Senate	link	http://www.bc.pitt.edu/policies/index.html
11. Policy 01-03-08 – School and Regional Campus Governance	link	http://www.bc.pitt.edu/policies/index.html
12. Policy 01-03-10 – University Council on Graduate Study	link	http://www.bc.pitt.edu/policies/index.html
13. Policy 01-03-11 – Provost's Advisory Committee on Undergraduate Programs	link	http://www.bc.pitt.edu/policies/index.html
14. Policy 02-04-01 – Role of Faculty in School and Regional Campus Governance	link	http://www.bc.pitt.edu/policies/index.html
15. Senate Bylaws and Governance Documents	link	http://www.pitt.edu/univsenate/bylaws.html
16. Senate Committees Requiring Student Representation - List	link	http://www.pitt.edu/univsenate/bylaws.html
17. University Bylaws	on file	
18. University Charter	on file	

19. Senate - Council Minutes	link	http://www.pitt.edu/univsenate/scminutes.html
20. Student Government Board	link	http://www.pitt.edu/~sgb/
21. Board of Trustees Conflict of Interest Policy	on file	
22. Policy 01-03-01 – Board of Trustees: Membership	link	http://www.bc.pitt.edu/policies/index.html
23. Board of Trustees Members, Current (name, affiliation, and occupation - annotated) - List	on file	
24. Board of Trustees Institutional Advancement Committee - Minutes	on file	
25. Board of Trustees Investment Committee - Minutes	on file	
26. Board of Trustees Orientation Materials	on file	
27. Board of Trustees Committees- Mission Statements	on file	
28. Board of Trustees (and Committees) - Minutes	on file	
29. Board of Trustees - Retreat Agendas	on file	
30. Board of Trustees Compensation Committee - Minutes	on file	

4.1 A well-defined system of collegial governance including written policies outlining governance responsibilities of administration and faculty and readily available to the campus community	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
4.2 Written governing documents, such as a constitution, by-laws, enabling legislation, charter or other similar documents, that delineate the governance structure and provide for collegial governance, and the structure's composition, duties and responsibilities. In proprietary, corporate and similar types of institutions, a separate document may establish the duties and responsibilities of the governing body as well as the selection process	17, 18
4.3 Written governing documents, such as a constitution, by-laws, enabling legislation, charter or other similar documents, that assign authority and accountability for policy development and decision making, including a process for the involvement of appropriate institutional constituencies in policy development and decision making	17, 18
4.4 Written governing documents, such as a constitution, by-laws, enabling legislation, charter or other similar documents, that provide for the selection process for governing body members	17, 18
4.5 Appropriate opportunity for student input regarding decisions that affect them	1, 2, 3, 15, 16, 19, 20

4.6 A governing body capable of reflecting constituent and public interest and of an appropriate size to fulfill all its responsibilities, and which includes members with sufficient expertise to assure that the body's fiduciary responsibilities can be fulfilled	7, 17, 21, 22, 23
4.7 A governing body not chaired by the chief executive officer	22, 23
4.8 A governing body that certifies to the Commission that the institution is in compliance with the eligibility requirements, accreditation standards and policies of the Commission; describes itself in identical terms to all its accrediting and regulatory agencies; communicates any changes in its accredited status; and agrees to disclose information required by the Commission to carry out its accrediting responsibilities, including levels of governing body compensation, if any	Chief Executive Officer and Chair of University Board of Trustees, Certification on file.
4.9 A conflict of interest policy for the governing body (and fiduciary body members, if such a body exists), which addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that could pose conflicts of interest, and 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	21
4.10 A governing body that assists in generating resources needed to sustain and improve the institution	7, 24, 25
4.11 A process for orienting new members and providing continuing updates for current members of the governing body on the institution's mission, organization, and academic programs and objectives	26, 27, 28
4.12 A procedure in place for the periodic objective assessment of the governing body in meeting stated governing body objectives	29
4.13 A chief executive officer, appointed by the governing board, with primary responsibility to the institution	4
4.14 Periodic assessment of the effectiveness of institutional leadership and governance	28, 30

The University of Pittsburgh has a well-defined system of governance that is described in detail in University Policies and Procedures that are maintained by the University Office of the chief financial officer (CFO.) These Policies and Procedures, along with associated Guidelines and Handbooks for Faculty and for Staff, are readily available on the University's Web site and accessible to the University community and public at large. The policies that outline distinct roles and responsibilities of each constituency group and/or individuals are found in the Administration section of the Policies. The University is governed by a 51-member Board of Trustees (BOT). The complete membership of the BOT includes the Chancellor and chief executive officer and four categories of trustees: term (17), special (15), alumni (6), and Commonwealth (12).

Commonwealth trustees are appointed as provided by the University of Pittsburgh Commonwealth Act. Elected officers of the BOT include the chairperson, chairperson designate, chancellor and chief executive officer, treasurer, secretary, one or more assistant treasurers, and one or more associate or assistant secretaries. The chairperson of the BOT is a position distinct from the Chancellor and chief executive officer of the University. Responsibility for the entire management, control, and conduct of the instructional, administrative, and financial affairs of the University is vested in the BOT. The BOT adheres to a written conflict of interest policy that addresses remuneration, contractual relationships, employment, family, financial, and other interests that could pose conflicts of interest. The policy ensures that potential conflicts are disclosed and do not interfere with the impartiality of any individual trustee or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the University of Pittsburgh.

In accordance with University policy, the BOT may delegate to the chief administrative officer of the University, head of the University Faculty, and the various school faculties, authority to approve and implement University policies, subject to such limitations as the BOT may determine. Corresponding policy delineates steps for the preparation, review, approval, and distribution of new University policies, or revisions to existing policies. A chronology of updates and additions to the University of Pittsburgh Policies/Procedures for the most recent five years is maintained by the Office of the CFO and is available publically.

The pattern of governance in the University is one of shared responsibilities and authority. The University Senate is established through University policy and serves as the principle mechanism for faculty participation in University governance. The Senate considers and makes recommendations concerning educational policies and other matters of University-wide concern, fosters discussion, and maintains communication channels among students, staff, faculty, administrative officers, and the BOT on all matters affecting the welfare of the University and its constituent members. University Policy establishes the Senate structure and dictates broad representation from University administration, all levels of faculty (e.g., rank, tenure status, type of appointment), faculty librarians, and student and staff members of Senate Council and of Senate Standing Committees. Constituent bodies within the University Senate are the Faculty Assembly, Senate Council, and fifteen Standing Committees. The Senate functions according to Bylaws that were approved by the Faculty Assembly in February 2010, approved by the Senate Council in March 2010, and enacted in May 2010. Shared governance is also reflected in the University's Planning and

Budget System (PBS.)

The University Charter, University Bylaws, University Policies and Procedures, Bylaws of the University Senate, and school-specific bylaws outline structures and procedures for engagement of various constituencies, thoughtful and deliberate consideration of issues, policy development, and decision making.

While specific guidance is provided for student representation on committees of the University Senate, there is also a Student Government Board, which serves as the voice for all undergraduate students at the University. Members of the Student Government Board are elected by the student body and serve as a liaison between students and University administration. The Student Government Board functions under a Constitution, Bylaws, and Code of Ethics.

University leadership is responsible for communications with the Middle States Commission on Higher Education (MSCHE) and for certifying to the Commission that the University is in compliance with the eligible requirements, accreditation standards, and policies of the Commission. The Periodic Review Report, dated June 1, 2007, was presented by the Chancellor and chief executive officer to the Commission. In September 2010, the Chancellor and chief executive officer, representatives from the BOT, and faculty, student, and staff representatives met with a liaison from MSCHE to propose a structure and process for the University's next Self-Study to determine and document compliance with eligibility requirements, accreditation standards, and policies of the Commission. The Self-Study process, led by the University Senior Vice Chancellor and Provost, and the Vice Provost for Undergraduate Studies, actively engages over 60 individuals drawn from the University's five campuses, representing administrators, faculty, staff, students, and various constituent schools and programs.

STANDARD 5: ADMINISTRATION

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

1. Policy 01-02-03 – The Chancellor and Chief Executive Officer of the University	link	http://www.bc.pitt.edu/policies/index.html
2. Chancellor	link	http://www.chancellor.pitt.edu/about.html
3. Bio - Chancellor's Senior Staff	on file	
4. Bio - Dean, A&S - Pittsburgh Campus	on file	
5. Bio - Dean, Business - Pittsburgh Campus	link	http://www.business.pitt.edu/faculty/delaney.html
6. Bio - Dean, Dental Medicine - Pittsburgh Campus	link	http://www.dental.pitt.edu/sdm/dean.php
7. Bio - Dean, Education - Pittsburgh Campus	link	http://www.education.pitt.edu/people/alanlesgold/
8. Bio - Dean, Engineering - Pittsburgh Campus	link	http://www.engr.pitt.edu/ProfessionalProfile.aspx?id=2147485239
9. Bio - Dean, GSPIA - Pittsburgh Campus	on file	
10. Bio - Dean, Law - Pittsburgh Campus	on file	
11. Bio - Dean, Medicine and Senior Vice Chancellor for Health Sciences- Pittsburgh Campus	on file	
12. Bio - Dean, Nursing - Pittsburgh Campus	link	http://www.nursing.pitt.edu/faculty/facultydetail.jsp?primkey=dunbar
13. Bio - Dean, Pharmacy - Pittsburgh Campus	link	http://www.pharmacy.pitt.edu/Directory/profile.lasso?Page=69&Type=Faculty
14. Bio - Dean, Public Health - Pittsburgh Campus	link	http://www.publichealth.pitt.edu/interior.php?pageID=342
15. Bio - Dean, SHRS - Pittsburgh Campus	link	http://www.shrs.pitt.edu/cliffb/
16. Bio - Dean, SIS - Pittsburgh Campus	link	http://www.ischool.pitt.edu/people/larsen.php
17. Bio - Dean, Social Work - Pittsburgh Campus	link	http://www.socialwork.pitt.edu/people/davis.php
18. Bio - Dean, University Honors College - Pittsburgh Campus	on file	
19. Bio - Director, UCIS - Pittsburgh Campus	on file	
20. Bio - Office of the Provost Staff	link	http://www.provost.pitt.edu/
21. Bio - Provost and Senior Vice Chancellor	link	http://www.provost.pitt.edu/information-on/who-we-are/beeson-bio.html
22. Bio - Student Affairs, Senior Staff Bios	link	http://www.studentaffairs.pitt.edu/seniorstaff
23. Bio - UPB President	link	http://www.upb.pitt.edu/interior3Default.aspx?menu_id=42&id=176
24. Bio - UPG President	link	http://www.greensburg.pitt.edu/about/ootp/bio
25. Bio - UPJ President	link	http://www.upj.pitt.edu/304/
26. Bio - UPT President	on file	

27. Staffing Report - Numbers by Level and RC	link	http://www.ir.pitt.edu/factbook/index.htm
28. Diversity - Annual Reports	on file	
29. Staff - Description of Hiring Process (RFP memo to Deans, Directors, and Campus Presidents)	on file	
30. University Information Portal (Cognos)	on file	
31. Faculty Records Database	link	http://www.provost.pitt.edu/faculty-affairs/faculty-records-info.html
32. Financial Information Systems	link	http://www.fis.pitt.edu/about.html
33. Management and Information Analysis	link	http://www.ir.pitt.edu/factbook/index.php
34. PeopleSoft, description	on file	
35. PRISM	link	http://www.bc.pitt.edu/
36. Handbook - Faculty	link	http://www.provost.pitt.edu/handbook/handbook.html
37. Organization Charts	link	http://www.ir.pitt.edu/factbook/documents/fb09_033.pdf
38. Policy 01-02-03 – The Chancellor and Chief Executive Officer of the University	link	http://www.bc.pitt.edu/policies/index.html
39. Policy 01-02-04 – The Treasurer of the University	link	http://www.bc.pitt.edu/policies/index.html
40. Policy 01-02-05 – The Secretary of the University	link	http://www.bc.pitt.edu/policies/index.html
41. Policy 01-03-02 – Board of Trustees: Authority	link	http://www.bc.pitt.edu/policies/index.html
42. Policy 01-03-04 – Board of Trustees: Executive Committee	link	http://www.bc.pitt.edu/policies/index.html
43. Policy 01-03-05 – Board of Trustees: Investment Committee	link	http://www.bc.pitt.edu/policies/index.html
44. Policy 01-03-07 – University Senate	link	http://www.bc.pitt.edu/policies/index.html
45. Policy 01-03-08 – School and Regional Campus Governance	link	http://www.bc.pitt.edu/policies/index.html
46. Policy 01-03-10 – University Council on Graduate Study	link	http://www.bc.pitt.edu/policies/index.html
47. Policy 01-03-11 – Provost's Advisory Committee on Undergraduate Programs	link	http://www.bc.pitt.edu/policies/index.html
48. Policy 02-04-01 – Role of Faculty in School and Regional Campus Governance	link	http://www.bc.pitt.edu/policies/index.html
49. Senate Bylaws and Governance Documents	link	http://www.pitt.edu/univsenate/bylaws.html
50. Ad hoc review & Provost approval - Dental Medicine	on file	
51. Ad hoc review & Provost approval - SIS	on file	

52. Guidelines - Department Chair Review	on file
53. Guidelines - Review of Deans and Campus Presidents	on file
54. Planning and Budgeting System (PBS)	link http://www.academic.pitt.edu/pb/index.htm
55. Responsibility Centers, Strategic Plans	on file
56. Responsibility Centers, Annual Plans	on file
57. Provost Reviews of Annual Plans	on file
58. PAPBC Reviews of Annual Plans	on file
59. Staff - Description of Hiring Process	on file

5.1 A chief executive whose primary responsibility is to lead the institution toward the achievement of its goals and with responsibility for administration of the institution	1
5.2 A chief executive with the combination of academic background, professional training, and/or other qualities appropriate to an institution of higher education and the institution's mission	2
5.3 Administrative leaders with appropriate skills, degrees and training to carry out their responsibilities and functions	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26
5.4 Qualified staffing appropriate to the goals, type, size, and complexity of the institution	27, 28, 29, 59
5.5 Adequate information and decision-making systems to support the work of administrative leaders	30, 31, 32, 33, 34, 35, 57, 58
5.6 Clear documentation of the lines of organization and authority	36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49
5.7 Periodic assessment of the effectiveness of administrative structures and services	30, 31, 32, 33, 34, 35, 50, 51, 52, 53, 54, 55, 56, 57, 58

The institution's administrative structure and services facilitate learning, research, and scholarship; foster quality improvement; and support the institution's organization and governance. The University of Pittsburgh is led by the Chancellor. The responsibilities and authority of the

Chancellor and chief executive officer are outlined in University Policy 01-02-03 and equate to the powers and duties of a corporate executive. The Chancellor and chief executive officer recommends the powers, duties, and compensation of the other officers of the University to the Board of Trustees (BOT). The current version of Policy 01-02-03 was adopted by the BOT in July 2001.

The Chancellor is the 17th Chancellor in the University of Pittsburgh's history. The Chancellor came to the University in 1977, when he joined the law faculty. He served as dean of the School of Law from 1985 until 1993 and as interim Provost and senior vice chancellor for academic affairs from 1993 to 1994. In 1994, he was elevated to the special faculty rank of distinguished service professor. The University's BOT elected him interim Chancellor in 1995 and Chancellor a year later. The Chancellor is an award-winning teacher and an accomplished scholar in civil litigation. He served as a member of both the U.S. Advisory Committee on Civil Rules and the Pennsylvania Civil Procedural Rules Committee. The Chancellor possesses the unique combination of strength in teaching and academic experience, distinction in an area of intellectual inquiry, and leadership acumen, and serves the University of Pittsburgh in an exemplary fashion.

The University of Pittsburgh has regional campuses at Bradford, Greensburg, Johnstown, and Titusville, each of which is administered by a campus president. Across the University, individual schools are led by deans. Departments or divisions within schools are each headed by a chair. Roles, responsibilities, and authority of various administrative staff and reporting structures are outlined in the Faculty Handbook and are presented graphically in the University of Pittsburgh Fact Book. Campus presidents and the deans of the non-health sciences schools (Arts and Sciences, Business, Education, Engineering, General Studies, Honors College, Information Sciences, Law, Public and International Affairs, and Social Work) report to the senior vice chancellor and Provost. The health sciences schools (Dental Medicine, Health and Rehabilitation Sciences, Nursing, Pharmacy, and Public Health) are each led by a dean who reports to the Senior Vice Chancellor for health sciences. Note, the Dean of the School of Medicine is the Senior Vice Chancellor for health sciences.

In June 2010, the individual serving as the University Provost for 16 years returned to the faculty. The BOT selected the individual serving as vice provost for undergraduate and graduate studies as the new Provost and Senior Vice Chancellor. This appointment ensures continuity in philosophy and continued growth and achievement of the institution's goals and mission. The Provost's senior staff consists of six individuals who serve in vice provost roles: 1) vice provost for academic planning and resources management; 2) vice provost for undergraduate studies; 3) vice provost for graduate studies; 4) vice provost for faculty affairs; 5) vice provost and dean of students, and 6) vice provost for research.

The Provost and Senior Vice Chancellor is the University's chief academic officer and is responsible for leading the development and implementation of the University's academic vision. The Office of the Provost is responsible for general oversight of academic affairs, including education, research, and faculty and student life. The scope of efforts encompasses research, academic affairs, graduate studies, faculty affairs,

student affairs, academic planning, resource management, and strategic and program development. Senior tenure-stream and tenured faculty appointments are approved by the Chancellor. All other faculty appointments as well as all academic degree programs across the University require the Provost's approval. The Council of Deans provides advice and counsel to the Provost and Senior Vice Chancellor on academic matters and university-wide issues, including policy and practices, institutional advancement, budget, and planning. Members of Council include the deans (health sciences and non-health sciences), regional campus presidents, directors of major academic centers, and directors of key academic support centers.

A number of tools are available to the University's leadership to assess the effectiveness of administrative structures and services. Computing Services and Systems Development (CSSD) provides the infrastructure, resources, and support for these services. These include university computing accounts and electronic mail, and a telecommunications and network environment, including a campus-wide wireless network. Other systems used to support administrative activities across the University include the Faculty Records Database, Financial Information Systems, Management and Information Analysis, Pitt's Real-Time Integrated Solutions for Management (PRISM), and PeopleSoft. The Planning and Budgeting System provides the framework for assessing major changes such as the restructuring of the School of Dental Medicine and the School of Information Sciences. In addition, opportunities to assess the effectiveness of administrative structures and services occur during reviews of department chairs, deans, and campus presidents, as well as when the strategic plans and annual plans are submitted by the Responsibility Centers and reviewed by the Provost and the Provost's Area Planning and Budgeting Committee.

STANDARD 6: INTEGRITY

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

1. Academic Integrity Code	link	http://www.provost.pitt.edu/info/ai1.html
2. Student code of conduct - Pittsburgh Campus	link	http://www.provost.pitt.edu/handbook/handbook.html
3. Student code of conduct - UPB	on file	
4. Student code of conduct - UPG	on file	
5. Student code of conduct - UPJ	on file	
6. Student code of conduct - UPT	on file	
7. Handbook - Staff	link	http://www.hr.pitt.edu/emprededu/staffhb/default.htm
8. Policy 07-01-02 – Recruitment Requests: Staff Positions	link	http://www.bc.pitt.edu/policies/index.html
9. Procedure 07-01-02 – Recruitment Requests: Staff Positions	link	http://www.bc.pitt.edu/policies/index.html
10. Policy 07-01-03 – Nondiscrimination, Equal Opportunity, and Affirmative Action	link	http://www.bc.pitt.edu/policies/index.html
11. Procedure 07-01-03 – Nondiscrimination and Anti-Harassment	link	http://www.bc.pitt.edu/policies/index.html
12. Policy 07-05-01 – Performance Appraisal Program	link	http://www.bc.pitt.edu/policies/index.html
13. Procedure 07-05-01 – Performance Appraisal Program	link	http://www.bc.pitt.edu/policies/index.html
14. Policy 07-06-04 – Sexual Harassment	link	http://www.bc.pitt.edu/policies/index.html
15. Staff – Compensation & Classification	link	http://www.hr.pitt.edu/compensation-classification
16. Staff - Description of Hiring Process (RFP memo to Deans, Directors, and Campus Presidents)	on file	
17. Guidelines – Policy Statement for Graduate Student Researchers	link	http://www.pitt.edu/~graduate/GSRPolicyStatement.pdf
18. Guidelines – Policy Statement for Teaching Assistants, Teaching Fellows, and Graduate Student Assistants and Graduate Student Assistants	link	http://www.pitt.edu/~graduate/TATFGSAPolicyStatement.pdf
19. Guidelines – Postdoctoral Associates and	link	http://www.provost.pitt.edu/documents/postdocguidelines.pdf

Postdoctoral Scholars		
20. Guidelines – Research Associates	link	http://www.provost.pitt.edu/documents/raguidelines.pdf
21. Handbook – Faculty Section II: Faculty Policies, Subsection: Service and Outreach; and Section IV: Research Administration, Subsection: Conflict of Interest	link	http://www.provost.pitt.edu/leadership-in/faculty.html
22. Procedure 02-02-10 – Faculty Reviews and Appeals	link	http://www.bc.pitt.edu/policies/index.html
23. Procedure 02-03-01 – Faculty Grievances	link	http://www.bc.pitt.edu/policies/index.html
24. Procedure 02-03-01A – Faculty Grievances/Alternative Procedure	link	http://www.bc.pitt.edu/policies/index.html
25. Policy 05-02-02 – Conflict of Interest and Procurement Relationships	link	http://www.bc.pitt.edu/policies/index.html
26. Policy 05-02-03 – Code of Ethics	link	http://www.bc.pitt.edu/policies/index.html
27. Policy 07-02-05 – Control of Physical Access to Confidential Information	link	http://www.bc.pitt.edu/policies/index.html
28. Policy 07-05-02 – Conflict of Interest for Designated Administrators and Staff	link	http://www.bc.pitt.edu/policies/index.html
29. Policy 07-05-03 – Conflict of Interest for University of Pittsburgh Employees	link	http://www.bc.pitt.edu/policies/index.html
30. Policy 07-06-04 – Sexual Harassment	link	http://www.bc.pitt.edu/policies/index.html
31. Policy 07-06-05 – Access to Employee Personnel Files	link	http://www.bc.pitt.edu/policies/index.html
32. Procedure 07-06-05 – Access to Employee Personnel Files	link	http://www.bc.pitt.edu/policies/index.html
33. Office of Technology Management Annual Reports	on file	
34. Policy 02-02-02 – General Appointment and Tenure	link	http://www.bc.pitt.edu/policies/index.html
35. Policy 02-02-03 – Tenure: Obligations and Responsibilities	link	http://www.bc.pitt.edu/policies/index.html
36. Policy 02-02-04 – Criteria for and Terms of Appointment and Promotion: Full-Time Tenured or Tenure-Stream Faculty	link	http://www.bc.pitt.edu/policies/index.html
37. Policy 02-02-05 – Criteria for and Terms of Appointment and Promotion: Part-Time Tenured or Tenure-Stream Faculty	link	http://www.bc.pitt.edu/policies/index.html

38. Policy 02-02-06 – Non-Tenure Stream Faculty	link	http://www.bc.pitt.edu/policies/index.html
39. Policy 02-02-07 – Termination of Appointment for Cause	link	http://www.bc.pitt.edu/policies/index.html
40. Policy 02-02-08 – Termination of Appointment Due to Financial Exigency	link	http://www.bc.pitt.edu/policies/index.html
41. Policy 02-02-09 – Termination Due to Reorganization or Termination of Academic Programs	link	http://www.bc.pitt.edu/policies/index.html
42. Procedure 02-02-09 – Termination Due to Reorganization or Termination of Academic Programs	link	http://www.bc.pitt.edu/policies/index.html
43. Policy 02-02-10 – Faculty Reviews and Appeals	link	http://www.bc.pitt.edu/policies/index.html
44. Policy 02-03-01 – Faculty Grievances	link	http://www.bc.pitt.edu/policies/index.html
45. Policy 02-03-01A – Faculty Grievances/Alternative Policy	link	http://www.bc.pitt.edu/policies/index.html
46. Policy 02-03-02 – Guidelines on Academic Integrity - Student and Faculty Obligations and Hearing Procedures	link	http://www.bc.pitt.edu/policies/index.html
47. Policy 02-04-02 – Academic Responsibilities and Professional Conduct	link	http://www.bc.pitt.edu/policies/index.html
48. Policy 02-04-03 – Faculty-Student Relationships	link	http://www.bc.pitt.edu/policies/index.html
49. Affirmative Action Memo - Don Henderson	on file	
50. Academic Freedom, Provost Letter (2002)	on file	
51. Academic Freedom, Provost Presentation before the House Select Committee on (2005)	link	http://www.provost.pitt.edu/memo/Academic_Freedom_House_Committee.html
52. Academic Freedom, Provost Statement on (2003)	on file	
53. Final Tobacco Report (2004), Provost Memo	link	http://www.provost.pitt.edu/memo/11-12-2004.html
54. Guidelines - Academic Integrity	link	http://www.provost.pitt.edu/info/acguidelinespdf.pdf
55. University Bylaws (Faculty Handbook, Section II)	link	http://www.provost.pitt.edu/handbook/handbook.html
56. Policy 11-02-01 – Patent Rights and Technology Transfer	link	http://www.bc.pitt.edu/policies/index.html
57. Policy 11-02-02 – Copyrights	link	http://www.bc.pitt.edu/policies/index.html
58. Office of Student Affairs - UPB	link	http://www.upb.pitt.edu/interior2Default.aspx?menu_id=246&id=730
59. Office of Student Life - UPG	link	http://www.greensburg.pitt.edu/student-life

60. Office of Student Life - UPJ	link	http://www.upj.pitt.edu/926/
61. Office of Student Life - UPT	link	http://www.upt.pitt.edu/site/activities/index.html
62. New Department Chair Orientation, agenda	on file	
63. New Faculty Orientation	on file	
64. Life on Campus - Pittsburgh Campus	link	http://www.studentaffairs.pitt.edu/life_on_campus
65. Pitt Promise	link	http://www.studentaffairs.pitt.edu/resources/pittpromise.html
66. Speeches, Presentations, and Campus Updates by Chancellor, Selected Examples	link	http://www.chancellor.pitt.edu/publications/index.html
67. College Portrait (VSA)	link	http://www.oafa.pitt.edu/pdf/VSA_200708.pdf
68. Office of Admissions and Financial Aid	link	http://www.oafa.pitt.edu/
69. Office of Public Affairs	link	http://www.publicaffairs.pitt.edu/about.php
70. Freshman Prospectus	link	http://www.oafa.pitt.edu/pdf/FreshmanProspectus.pdf
71. Bulletins	link	http://www.bulletins.pitt.edu/
72. Schedule of Classes	link	http://www.registrar.pitt.edu/schedule_of_classes.html
73. Policy 02-01-02 - Course Structure	link	http://www.bc.pitt.edu/policies/index.html
74. Policy 02-01-03 - Course Inventory	link	http://www.bc.pitt.edu/policies/index.html
75. Procedure 02-01-03 - Course Inventory	link	http://www.bc.pitt.edu/policies/index.html
76. Policy 02-01-04 - Course Meeting Times	link	http://www.bc.pitt.edu/policies/index.html
77. Office of the Provost Website - Accountability: Accreditation with Institutional Profile, Substantive Change documents, Accreditation	link	http://www.provost.pitt.edu/leadership-in/accountability.html
78. Common Data Set	link	http://www.ir.pitt.edu/index.php
79. Factbook	link	http://www.ir.pitt.edu/factbook/index.php
80. University Website	link	http://www.pitt.edu/
81. Sarbanes-Oxley Control Self Assessments - Annual	on file	
82. Sarbanes-Oxley Section 302 Questionnaires - Annual	on file	
83. Sarbanes-Oxley Section 404 Implementation	available upon request	
84. Faculty Profile Vice Provost Faculty Affairs presentation Includes data on faculty grievances and appeals	on file	
85. Commonwealth Financial Disclosure Report – Annual	on file	
86. University Alert line	link	http://www.coi.pitt.edu/AlertLine.htm
87. Statement on Academic Freedom, Ad Hoc Committee on Academic Freedom University of Pittsburgh, June 4, 2003	link	http://www.pitt.edu/~provost/afstatement.html

88. Student Payment Center	link	http://www.cfo.pitt.edu/students/
89. Provost Memo on Diversity, 2002	on file	
90. Office of Research (contains links to the following)	link	http://www.pitt.edu/~offres/
a. Conflict of Interest Policy for Faculty, Scholars, Researchers, Research Staff/Coordinators 11-01-03		
b. Copyrights Policy 11-02-02		
c. Patent Rights and Technology Transfer Policy 11-02-01		
d. Research Integrity Policy 11-01-01		
e. Rights, Roles and Responsibilities of Sponsored Research Investigators Policy 11-01-02		
91. Guidelines for Responsible Conduct of Research	link	http://www.provost.pitt.edu/documents/GUIDELINES%20FOR%20ETHICAL%20PRACTICES%20IN%20RESEARCH-FINALrevised2-March%202011.pdf
92. Research Conduct and Compliance Office	link	http://www.rcco.pitt.edu/
93. Annual Institutional Profile	on file	
94. E-App	on file	
95. Eligibility and Certification Approval Report (ECAR)	on file	
96. Program Participation Agreement (PPA)	on file	
97. Pennsylvania Information Management System (PIMS)	on file	
98. University Policy on Truth in Advertising	on file	
99. Guidelines for the Review of Academic Planning Proposals	link	http://www.academic.pitt.edu/pb/proposal-guidelines.htm
100. How to Graduate in Four Years	link	http://www.asundergrad.pitt.edu/success/graduate-4-years.html
101. Provost Letter to Families	link	http://www.provost.pitt.edu/memo/10-09-2009.html
102. Degree Maps from selected school	links	http://www.asundergrad.pitt.edu/advising/documents/BIOINFO.pdf http://www.engineering.pitt.edu/ECE/Undergraduate/EE/Electrical_Engineering_Curriculum_Chart/

6.1 Fair and impartial processes, published and widely available, to address student grievances, such as alleged violations of institutional policies. The institution assures that student grievances are addressed promptly, appropriately, and equitably	1, 2, 3, 4, 5, 6, 88
6.2 Fair and impartial practices in the hiring, evaluation and dismissal of employees	7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 49
6.3 Sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of	1, 10, 11, 12, 13, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31,

such conflict in all its activities and among all its constituents	32, 33, 90, 91, 92
6.4 Equitable and appropriately consistent treatment of constituencies, as evident in such areas as the application of academic requirements and policies, student discipline, student evaluation, grievance procedures, faculty promotion, tenure, retention and compensation, administrative review, curricular improvement, and institutional governance and management	1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 21, 22, 23, 24, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 88, 89
6.5 A climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom	21, 50, 51, 52, 53, 54, 55, 87
6.6 An institutional commitment to principles of protecting intellectual property rights	56, 57, 90
6.7 A climate that fosters respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives	2, 3, 4, 5, 6, 10, 11, 14, 50, 51, 52, 58, 59, 60, 61, 62, 63, 64, 65, 66
6.8 Honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials and practices	67, 68, 69, 70, 98
6.9 Required and elective courses that are sufficiently available to allow students to graduate within the published program length	71, 72, 73, 74, 75, 76, 99 (Section 1A), 100, 101, 102
6.10 Reasonable, continuing student access to paper or electronic catalogs	71
6.11 When catalogs are available only electronically, the institution's web page provides a guide or index to catalog information for each catalog available electronically	71
6.12 When catalogs are available only electronically, the institution archives copies of the catalogs as sections or policies are updated	71
6.13 Changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes are disclosed accurately and in a timely manner to the institution's community, to the Middle States Commission on Higher Education, and to any other appropriate regulatory bodies	93, 94, 95, 96, 97

6.14 Availability of factual information about the institution, such as the Middle States Commission on Higher Education annual data reporting, the self-study or periodic review report, the team report, and the Commission's action, are accurately reported and made publicly available to the institution's community	77
6.15 Information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered	67, 77, 78, 79
6.16 Institutional information provided in a manner that ensures student and public access, such as print, electronic, or video presentation	80
6.17 Fulfillment of all applicable standards and reporting and other requirements of the Commission	93
6.18 Periodic assessment of the integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented	81, 82, 83, 84, 85, 86

The University has a well-established set of policies, procedures and practices that ensure adherence in all of its endeavors to the highest possible standards of ethics and equity. These can be viewed on the Provost Office website, as well as in the Faculty Handbook, the Staff Handbook and the list of University Policies and Procedures that can also be accessed on the University's website.

Student rights and obligations are governed by the University's Guidelines for Academic Integrity and the Student Codes of Conduct that have been developed for the University's five campuses. In order to provide a means for students to seek and obtain redress for individual grievances, the Guidelines set forth procedures that should be followed. The Guidelines also provide that no student should be subject to an adverse finding and sanctions except in accordance with procedures appropriate for disposition of the particular matter involved. In all such cases, the objective is to provide fairness to the student as well as an orderly means for arriving at a decision, starting first with the individual faculty member and then designated administrative officers or bodies.

Policies and Procedures have been adopted to ensure impartiality in decisions with respect faculty and staff recruiting, evaluation, and corrective actions.

A culture and climate of mutual respect and avoidance or resolution of conflicts of interest or commitment are fostered by rigorous application of a variety of policies and procedures in such areas as filing of faculty grievances, appeals of faculty contract non-renewal and failure to be awarded tenure and/or promotion, non-discrimination, promotion of equal opportunity, anti-harassment in the work place, conflict of interest, sexual harassment, faculty-student relationships, safeguarding intellectual property, copyrights, and research integrity.

Financial management integrity is assured and promoted in a variety of ways, including a strict set of accounting and control systems that the University has put in place, which are applicable to all responsibility centers, annual audits of its financial statements by an independent audit firm and by the Commonwealth of Pennsylvania, and, most recently, by the University's voluntary adherence to major elements of the federal Sarbanes-Oxley (SOX) Act (which strictly applies only to for-profit companies that are listed on the major securities exchanges). Additionally, as part of the SOX compliance procedure, the University maintains a "Alert Line," which enables members of the University and external communities to anonymously report allegations of financial improprieties.

Academic and intellectual freedom of inquiry is embraced as a fundamental principle in the University Bylaws and was thoroughly examined and reaffirmed in the report of an ad hoc Committee on Academic Freedom appointed several years ago by the University Provost, which was widely circulated and appears on the Provost's website.

The University and the individual academic units accurately and faithfully disseminate institutional information and promotional materials to the general public and to prospective students and their families.

Accurate information is easily accessible online to prospective and current students with regard to curricular requirements and required and elective course availabilities for all academic units.

As shown earlier, the University's mission and goals were clearly articulated and reaffirmed in the 1990s by the Board of Trustees and have been clearly and consistently applied, making it unnecessary to disclose changes. All of the key Middle States reports and assessments are accessible on the Provost's website to prospective students and the general public, and the list of documents above offer a wealth of information, including such areas as four- and six-year graduation rates and student retention.

Implementation and application consistently over a period of many years of its various policies, procedures, and guidelines represent an attestation and continual assessment that they are working to serve the interests of the University community and symbolize the integrity of the institution.

STANDARD 7: INSTITUTIONAL ASSESSMENT

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

1. Mission Statement	link	http://www.ir.pitt.edu/factbook/fbweb05/general/MISSION.PDF
2. Board of Trustees - Position Statements 02-22-96	on file	
3. Board of Trustees - Statement of Vision, Ambition, and Direction 02-24-00	on file	
4. Planning and Budgeting System (PBS)	link	http://www.academic.pitt.edu/pb/index.htm
5. Information Technology Plan	on file	
6. Information Technology Plan, Executive Summary	link	http://technology.pitt.edu/about/it-plan/executive-summary.html
7. Information Technology Plan, Major Planned Initiatives 2003-2005	link	http://technology.pitt.edu/about/it-plan/planned-initiatives.html
8. Information Technology Plan, Update: May 2003	link	http://technology.pitt.edu/about/it-plan/May_2003_Update_and_Goals.html
9. Facilities Plan	link	http://www.provost.pitt.edu/documents/Facilities_Plan.pdf
10. Provost's Annual Instructions to Responsibility Centers for preparing their Annual Plans, FY 2001-2011	on file	
11. Responsibility Centers, Annual Plans	on file	
12. Introduction to Planning, annual presentation for new members of University Planning and Budget Committee, presented by Provost, samples	on file	
13. Provost Reviews of Annual Plans	on file	
14. Analysis, Ratios, Trends book	on file	
15. Purchasing	link	http://www.cfo.pitt.edu/purchasing/index.html
16. Sarbanes-Oxley Control Self Assessments - Annual	on file	
17. Sarbanes-Oxley Section 302 Questionnaires - Annual	on file	
18. Sarbanes-Oxley Section 404 Implementation	available upon request	
19. Quarterly assessment of investment managers and fund performance prepared for the Board of Trustees Investment Committee	on file	
20. Architectural and Engineering Assessment of 51 University buildings by external consultant,	on file	

Kingsland Scott Bauer Havekotte Architects		
21. Assessment of all student housing facilities by external consultant, Dynamic Design Engineering, 1999	on file	
22. Comprehensive building condition assessment by external consultants, IDC Architects, 2006	on file	
23. Housing Department maintenance, organization, and operating methods review by external consultants, Affiliated Building Services, 2004	on file	
24. Membership of the Provost Area Planning and Budgeting committee, FY 2001-FY 2010	on file	
25. Standing Committee on Computer Usage, Faculty Senate	link	http://www.pitt.edu/univsenate/committees/computerusage/mission.html
26. Standing Committee on Budget Policies, Faculty Senate	link	http://www.pitt.edu/univsenate/committees/budget/mission.html
27. Council on Academic Computing membership	on file	
28. Information Technology Steering Committee	on file	
29. Planning and Budgeting System 1992	on file	
30. Planning and Budgeting System Review 1996	on file	
31. Planning and Budgeting System Review 2002	on file	
32. PAPBC Reviews of Annual Plans	on file	
33. Responsibility Centers, Strategic Plans	on file	
34. Board of Trustees Audit Committee - Minutes	on file	
35. Buy-to-Pay Processes at the University	on file	
36. Standing Committee on Plant Utilization and Planning, Faculty Senate	link	http://www.pitt.edu/univsenate/committees/plant/mission.html

7.1 Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria: A foundation in the institution's mission and clearly articulated institutional, unit-level, and program-level goals that encompass all programs, services, and initiatives and are appropriately integrated with one another	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
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7.2 Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria: Systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that: maximize the use of existing data and information; clearly and purposefully relate to the goals they are assessing; are of sufficient quality that results can be used with confidence to inform decisions	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 35
7.3 Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria: Support and collaboration of faculty and administration	4, 19, 24, 25, 26, 27, 28, 29, 36
7.4 Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria: Clear realistic guidelines and a timetable, supported by appropriate investment of institutional resources	4, 9, 10, 11
7.5 Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria: Sufficient simplicity, practicality, detail, and ownership to be sustainable	4, 10, 11
7.6 Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria: Periodic evaluation of the effectiveness and comprehensiveness of the institution's assessment process	4, 10, 13, 29, 30, 31, 32
7.7 Evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation, and renewal and to improve and gain efficiencies in programs, services and processes, including activities specific to the institution's mission (e.g., service, outreach, research)	10, 11, 13, 33, 34
7.8 Written institutional (strategic) plan(s) that reflect(s) consideration of assessment results	11, 33

Extensive details on the University's processes for assessment and the use of assessment results to improve institutional effectiveness are provided in the Self-Study. What follows is a brief summary.

The University's planning, budgeting, and benchmarking activities are designed to foster alignment between the University and individual units, and allow units some flexibility to reflect their individual needs and requirements. These activities encourage assessment at every level of the University, and they are themselves reviewed on a regular basis to seek improvements in the process. The result is a set of processes that reflects the diversity of the units while encouraging units to act in a way that furthers the overall goals and mission of the University.

The University adopted its Planning and Budgeting System (PBS) in 1992, replacing an earlier Planning and Resource Management System (PRMS). Since its creation, the PBS has been reviewed and revised twice. As a result of accrued experience using the PBS and recommendations provided by two ad hoc review committees, the PBS itself has improved markedly over time, facilitating the University's efforts to achieve its mission by promoting the articulation of clear and measurable goals, transparency, and open dialog and communication. The University Senate also facilitates assessment of the PBS. The Senate Budget Policies Committee monitors planning and budgeting processes, fosters broad participation across the University, ensures transparency, and considers benchmarking data in its recommendations. For more details on the PBS, please see the annotation for Standard 2.

In 2007, the Provost convened an ad hoc Working Group to formulate new annual planning instructions "that would be responsive to the urgency that we (*the University*) continually better ourselves, clearly show results of previous year's activities in terms of the goals articulated in the previous year's plans, and commit to goals for the coming year in support of the longer range goals for improvement of the school or unit, as well as the university." The Working Group recommended that responsibility centers (RC) align their activities with the University's mission or Provost goals, that annual plans iterate specific short- and long-term goals, and that RCs use metrics to measure incremental progress towards longer-term goals. These recommendations resulted in a significant change, and a new template model for annual plans was created. Using the template, RCs now submit plans with more clearly demarcated strategic priorities, more clearly described goals, descriptions of specific continuing actions to reach those goals, and specific measureable outcomes to assess success in reaching each goal. These recommendations became the basis of instructions for the FY09 plans onwards as well as criteria for review by two groups. One group is the Provost Area Planning and Budgeting Committee (PAPBC), which comprises members of the unit-level Planning and Budgeting Committees. The other group comprises senior staff from the Office of the Provost. When both groups have communicated their findings to the Provost, the Provost sends a letter to each dean, director, and campus president providing detailed feedback on their annual plans and guidance for continued improvement.

To take advantage of additional assessment data, the University adopted in 2003 its current set of comparison peer and aspiration peer institutions as well as metrics to measure progress toward key goals. Comparison peers were based on similarity to the University's mission, student characteristics, academic program offerings, geographic location, and certain rankings. Aspiration peers were based on similarity to the University's scope, but superior on metrics such as student characteristics, scholarly and creative output, research and development expenditures, and faculty awards. Similar benchmarking strategies were adopted by the regional campuses, which identified separate comparison peer and aspiration peer institutions and metrics relevant to their unique missions and scope. Over time, this strategy has been implemented at all levels of the University, including the professional schools, Arts and Sciences, Health Sciences schools, and smaller units such as centers and departments. Data generated through the benchmarking process provide operational measures for assessing progress toward achieving University goals; communicate criteria for success to the University community and external constituents; and serve as checkpoints for strategic planning. Each year these data are made available to the Council of Deans, reported to the Board of Trustees (BOT), and disseminated in summary form to faculty and external constituents, such as alumni. In addition, the University Planning and Budgeting Committee (UPBC) annually reviews these data to identify key areas for financial investment.

In the area of finance and budget, the relationship between the University and its BOT has promoted a culture of assessment. The BOT passed a number of resolutions in 1996, including one related to operational efficiency and effectiveness, which states: "The Board requests that the Interim Chancellor immediately initiate an in-depth review and analysis of the organizational structure, staffing levels and capital assets of the entire University of Pittsburgh system... No later than the time of its October 1996 meeting, the Chancellor should report to the Board on steps that can be taken to improve the efficiency and effectiveness of the administrative areas to [be] the 'best of the best' within American colleges, universities and businesses. That report should include a comprehensive assessment of the one-time costs and ongoing savings that would result from the implementation of these recommendations." In 2000, the BOT passed another resolution, articulating high-level University goals and expectations for measurement and evaluation of those goals. Specifically, the resolution states: "Our overarching goal is to be among the best in all that we do. We will add – significantly, measurably, and visibly – to institutional quality and reputation through the accomplishments of our people, the strength of our programs, and the regional, national and international impact of our work."

Budget and finance at the University is a well-defined and robust organization with seven departments under the Chief Financial Officer. It is overseen directly by the BOT and the Chancellor, and makes several reports as well to a number of University Senate committees. For over a decade now, various forms of highly detailed reports monitoring projected to actual budgets are produced on shorter schedules. The BOT Budget Committee, for example, receives a quarterly report of budget to actuals, which is common in the for-profit sector but highly unusual in higher education. Monthly budget review and assessment also occur through a report entitled "Analyses, Ratios, Trends" (ART book.) This document compiles data for over thirty categories of revenues and expenses, typically broken down month by month, and sometimes as a

comparison of current to the previous fiscal year. These monthly snapshots allow for quick identification of emerging trends or problems, and facilitate timely attention to underlying issues. They support data-based planning by providing realistic projections of tuition, endowment returns, and grants, and they facilitate modeling responses to various scenarios of changes in revenue and cost streams. Within the area of budget monitoring, assessment is useful, cost effective, accurate and truthful, planned, ongoing, and organized. It is also documented, integrated with the institution's overarching goals, systematic and sustained, interfaced with academic and administrative areas, uses appropriate resources, is sufficiently practical, and periodically evaluated.

To manage the University's endowment, three forms of assessment are used, which are presented quarterly to the BOT, whose Investment Committee actively participates in policy decisions and reviews. 1, the Office of Finance regularly reviews the current mix of asset allocation across categories, and makes recommendations to the BOT Investment Committee based on statistical analyses of past performance, comparisons with peer institutions, consultant recommendations, and assessment of current market risks and opportunities. The BOT Investment Committee may then direct an adjustment in the overall allocation mix. 2, once broad patterns of allocation have been set, the Office of Finance uses a review process to find appropriate managers to conduct the specific investments. 3, the Office of Finance monitors the financial managers involved with the endowment.

To ensure the effectiveness of financial controls in the University's business processes, both centrally and at the departmental level, the University adopted in 2004 Sections 302 and 404 of the Sarbanes-Oxley Act. For more details, please see the annotation for Standard 3.

STANDARD 8: STUDENT ADMISSIONS AND RETENTION

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

1. Admissions Guiding Principles - Pittsburgh	link	http://www.oafa.pitt.edu/expect.aspx
2. Admissions Guiding Principles - UPB 1	link	http://www.upb.pitt.edu/interior2Default.aspx?menu_id=66&id=322
3. Admissions Guiding Principles - UPB 2	link	http://www.upb.pitt.edu/uploadedFiles/News_and_Events/Newsletters/Viewbook7g1FINALUSETHIS.pdf
4. Admissions Guiding Principles - UPG	on file	
5. Admissions Guiding Principles - UPJ 1	link	http://www.upj.pitt.edu/74/
6. Admissions Guiding Principles - UPJ 2	link	http://www.upj.pitt.edu/25046/
7. Admissions Guiding Principles - UPJ 3	link	http://www.upj.pitt.edu/20617.pdf
8. Admissions Guiding Principles - UPT 1	link	http://www.upt.pitt.edu/site/mission/mission_statement.pdf
9. Admissions Guiding Principles - UPT 2	link	http://www.upt.pitt.edu/site/admissions/adm_next_step.html
10. Board of Trustees - Position Statements 02-22-96	on file	
11. Board of Trustees - Statement of Vision, Ambition, and Direction 02-24-00	on file	
12. Freshman Prospectus	link	http://www.oafa.pitt.edu/pdf/FreshmanProspectus.pdf
13. Mission Statement	link	http://www.ir.pitt.edu/factbook/fbweb05/general/MISSION.PDF
14. Admissions Criteria and Processes - Pittsburgh Campus 1	link	http://www.oafa.pitt.edu/freshadm.aspx
15. Admissions Criteria and Processes - Pittsburgh Campus 2	link	http://www.oafa.pitt.edu/stats.aspx
16. Admissions Criteria and Processes - Pittsburgh Campus 3	on file	
17. Admissions Criteria and Processes - UPB 1	link	http://www.upb.pitt.edu/interior2Default.aspx?menu_id=66&id=280
18. Admissions Criteria and Processes - UPB 2	link	http://www.upb.pitt.edu/interior2Default.aspx?menu_id=66&id=282
19. Admissions Criteria and Processes - UPB 3	link	http://www.upb.pitt.edu/interior3Default.aspx?menu_id=42&id=150
20. Admissions Criteria and Processes - UPG	on file	
21. Admissions Criteria and Processes - UPJ	link	http://www.upj.pitt.edu/25097/
22. Admissions Criteria and Processes - UPT 1	link	http://www.upt.pitt.edu/site/admissions/freshman.html
23. Admissions Criteria and Processes - UPT 2	link	http://www.upt.pitt.edu/site/admissions/adm_quick_facts.html
24. Academic Resource Center - Pittsburgh Campus	link	http://www.as.pitt.edu/undergraduate/offices/arc/index.html

25. Academic Success Center - UPB	link	http://www.upb.pitt.edu/asc.aspx
26. Academic Success Center - UPJ	link	http://www.upj.pitt.edu/285/
27. Disability Services - Pittsburgh Campus	link	http://www.drs.pitt.edu/
28. Disability Services - UPB	link	http://www.upb.pitt.edu/drs.aspx
29. Disability Services - UPG	link	http://www.greensburg.pitt.edu/student-resources/disability
30. Disability Services - UPJ	link	http://www.upj.pitt.edu/294/
31. Disability Services - UPT	link	http://www.upt.pitt.edu/site/health/hc_disability.html
32. The Learning Center - UPT	link	http://www.upt.pitt.edu/site/academics/aa_learning_center.html
33. The Learning Resource Center - UPG	link	http://www.greensburg.pitt.edu/student-resources/learning-resources
34. Reaching Inside Your Soul for Excellence (RISE) - Pittsburgh Campus	link	http://www.rise.pitt.edu/
35. Academic Support for Student-Athletes - Pittsburgh Campus	link	http://www.pittsburghpanthers.com/staffdir/pitt-staffdir.html
36. English Language Institute - Pittsburgh Campus	link	http://www.eli.pitt.edu/
37. English Language Support Program - UPB	link	http://www.upb.pitt.edu/interior2Default.aspx?menu_id=1277&id=17742
38. Facilitating Opportunity and Climate for Underrepresented Students (FOCUS) - Pittsburgh Campus	link	http://www.as.pitt.edu/undergraduate/offices/arc/focus.html
39. First-Year Success Program (FYSP) - UPJ	link	http://www.upj.pitt.edu/21136/
40. Language Media Center - Pittsburgh Campus	link	http://www.polyglot.pitt.edu/index.html
41. Math Assistance Center - Pittsburgh Campus	link	http://www.mathematics.pitt.edu/resources/mac-center.php
42. Nursing Student Support Services - UPB	link	http://www.upb.pitt.edu/interior2Default.aspx?menu_id=1277&id=17744
43. Programs to help under-qualified students meet learning goals - UPB (TRIO SSS)	link	http://www.upb.pitt.edu/trioss.aspx
44. Student Athlete Support Services - UPB	link	http://www.upb.pitt.edu/interior2Default.aspx?menu_id=1277&id=17743
45. University Writing Center - Pittsburgh Campus	link	http://www.wid.pitt.edu/about/writingcenter.php
46. Bulletins	link	http://www.bulletins.pitt.edu/
47. College Website – A&S, Pittsburgh Campus	link	http://www.as.pitt.edu/
48. College Website - Business, Pittsburgh Campus	link	http://www.business.pitt.edu/
49. College Website - Engineering, Pittsburgh Campus	link	http://www.engr2.pitt.edu/
50. College Website - Nursing, Pittsburgh Campus	link	http://www.nursing.pitt.edu/
51. College Website - UPB	link	http://www.upb.pitt.edu/
52. College Website - UPG	link	http://www.greensburg.pitt.edu/
53. College Website - UPJ	link	http://www.upj.pitt.edu/

54. College Website - UPT	link	http://www.upt.pitt.edu/site/index.html
55. Freshman Orientation - Pittsburgh Campus:	link	http://www.pittstart.pitt.edu/
56. PittStart		
57. Freshman Orientation - UPB: Beginnings	link	http://www.upb.pitt.edu/interior2Default.aspx?menu_id=66&id=8291
58. Freshman Orientation - UPG: Orientation	link	http://www.greensburg.pitt.edu/admissions/orientation
59. Freshman Orientation - UPJ: New Student	link	http://www.upj.pitt.edu/2280/
60. Orientation		
61. Freshman Orientation - UPT: Student Testing and	link	http://www.upt.pitt.edu/site/admissions/adm_next_step.html
62. Registration (STAR)		
63. Programs Offered 1	link	http://www.oafa.pitt.edu/majors.aspx
64. Programs Offered 2	link	http://www.oafa.pitt.edu/acprev.aspx
65. Viewbook - Pittsburgh Campus	link	http://www.oafa.pitt.edu/pdf/FreshmanProspectus.pdf
66. Viewbook - UPB	link	http://www.upb.pitt.edu/uploadedFiles/News_and_Events/Newsletters/Viewbook7g1FINALUSETHIS.pdf
67. Viewbook - UPG	on file	
68. Viewbook - UPJ	link	http://www.upj.pitt.edu/20617.pdf
69. Viewbook - UPT	on file	
70. College Portrait (VSA)	link	http://www.collegeportraits.org/PA/PITT
71. Common Data Set	link	http://www.ir.pitt.edu/index.php
72. Factbook	link	http://www.ir.pitt.edu/factbook/index.php
73. Student Learning Outcomes	link	http://www.academic.pitt.edu/assessment/index.html
74. A&S Majors and Minors	link	http://www.as.pitt.edu/undergraduate/advising/majors-minors.html#majors
75. A&S Course Descriptions	link	http://www.courses.as.pitt.edu/
76. Financial Aid Profile - Pittsburgh Campus	link	http://www.oafa.pitt.edu/fahome.aspx
77. Financial Aid Profile - UPB	link	http://www.upb.pitt.edu/interior2Default.aspx?menu_id=1265&id=260
78. Financial Aid Profile - UPG	link	http://www.greensburg.pitt.edu/admissions/financial-aid
79. Financial Aid Profile - UPJ	link	http://www.upj.pitt.edu/733/
80. Financial Aid Profile - UPT	link	http://www.upt.pitt.edu/site/fin_aid/index.html
81. Office of Student Accounts - UPT	link	http://www.upt.pitt.edu/site/business/ba_student_accounts.html
82. Payment Plan Options - UPB	link	http://www.upb.pitt.edu/paymentplans.aspx
83. Payment Plans - UPJ	link	http://www.upj.pitt.edu/869/
84. Scholarships - Pittsburgh Campus 1: University Academic	link	http://www.oafa.pitt.edu/universityschlrs.aspx
85. Scholarships - Pittsburgh Campus 2: Other Outside	link	http://www.oafa.pitt.edu/outsideschlrs.aspx
86. Scholarships - UPB 1: Merit	link	http://www.upb.pitt.edu/meritscholarships.aspx

87. Scholarships - UPB 2: Donor	link	http://www.upb.pitt.edu/interior2Default.aspx?menu_id=1265&id=4764
88. Scholarships - UPB 3: Outside	link	http://www.upb.pitt.edu/outsidescholarships.aspx
89. Scholarships - UPG 1: Merit	link	http://www.greensburg.pitt.edu/admissions/financial-aid/scholarshipinfo/merit
90. Scholarships - UPG 2: Outside	link	http://www.greensburg.pitt.edu/admissions/financial-aid/scholarshipinfo/outside
91. Scholarships - UPG 3: Donor	link	http://www.greensburg.pitt.edu/admissions/financial-aid/scholarshipinfo/donor
92. Scholarships - UPJ	link	http://www.upj.pitt.edu/877/
93. Scholarships - UPT 1	link	http://www.upt.pitt.edu/site/fin_aid/fa_upt_scholarships.html
94. Scholarships - UPT 2: Outside	link	http://www.upt.pitt.edu/site/fin_aid/fa_other_scholarships.html
95. Student Payment Center (including refunds) - Pittsburgh Campus	link	http://www.bc.pitt.edu/students/index.html
96. Title IV Refund Policy - UPG	link	http://www.greensburg.pitt.edu/admissions/financial-aid/generalinfo/titleIV
97. Articulation Agreements - Pittsburgh Campus	link	http://www.academic.pitt.edu/articulation/aa2001.htm
98. Articulation Agreements - UPB	link	http://www.upb.pitt.edu/articulation.aspx
99. Articulation Agreements - UPT	link	http://www.upt.pitt.edu/site/academics/aa_articulation_programs.html
100. PA TRAC Transfer Credit Framework	link	http://www.academic.pitt.edu/articulation/PA_TRAC_Transfer_Credit_Framework.htm
101. Credit Transfer Policy, Common Data Set, Section D	link	http://www.ir.pitt.edu/cds/index.htm
102. Transfer Credit Guides	link	http://www.academic.pitt.edu/articulation/transfer2000.htm
103. Transfer Credit Information - UPB	link	http://www.upb.pitt.edu/transfercredits.aspx
104. Transfer Credit Information - UPG	link	http://www.greensburg.pitt.edu/student-resources/advising/faq
105. Transfer Credit Information - UPJ	link	http://www.upj.pitt.edu/645/
106. Transfer Credit Information - UPT	link	http://www.upt.pitt.edu/site/academics/aa_transfer.html
107. Transfer Information - UPB	link	http://www.upb.pitt.edu/transfer.aspx
108. Transfer Information - UPG	link	http://www.greensburg.pitt.edu/admissions/option-program/transfer
109. Transfer Information - UPJ	link	http://www.upj.pitt.edu/25065/
110. Transfer Information - UPT	link	http://www.upt.pitt.edu/site/admissions/transfers.html
111. Transfer Information (including transfer credit policy) - Pittsburgh Campus 1	link	http://www.oafa.pitt.edu/transadm.aspx
113. Transfer Information (including transfer credit policy) - Pittsburgh Campus 2	on file	
115. Admissions Guidelines	on file	

8.1 Admissions policies, developed and implemented, that support and reflect the mission of the institution	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
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8.2 Admissions policies and criteria available to assist the prospective student in making informed decisions	14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
8.3 Programs and services to ensure that admitted students who marginally meet or do not meet the institution's qualifications achieve expected learning goals and higher education outcomes at appropriate points	25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46
8.4 Accurate and comprehensive information regarding academic programs, including any required placement or diagnostic testing	47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70
8.5 Statements of expected student learning outcomes and information on institution-wide assessment results, as appropriate to the program offered, available to prospective students	47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 70, 71, 72, 73, 74, 75
8.6 Accurate and comprehensive information, and advice where appropriate, regarding financial aid, scholarships, grants, loans, and refunds	76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96
8.7 Published and implemented policies and procedures regarding transfer credit and credit for extra-institutional college level learning	97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114
8.8 Ongoing assessment of student success, including but not necessarily limited to retention, that evaluates the match between the attributes of admitted students and the institution's mission and programs, and reflects its findings in its admissions, remediation, and other related policies	115

In 1996 the Board of Trustees (BOT) passed a resolution, *Aggressively Pursuing Excellence in Undergraduate Education*, which included a call for increasing our efforts to attract, retain, and graduate a diverse undergraduate student body. The BOT reaffirmed this goal in 2000 when it approved a resolution, *The University of Pittsburgh: 2000-2005*, stating, "The University of Pittsburgh's most basic and historic instructional responsibility is to achieve and sustain excellence in undergraduate education." To meet this goal, the Enrollment Management Committee (EMC) was created and continues to this day. Early on, the EMC noted that "as a University seeks to exercise greater control over its resources

while maintaining and enhancing the quality of its academic programs, the effective management of student enrollment constitutes a key element in the planning process. Moreover, the desire is to have the heads of academic responsibility centers, admissions and financial aid officers, budget officers, and the Provost's Office proceed in an organized and interdependent fashion."

Admissions policies, developed and implemented, that support and reflect the mission of the institution:

With the goal of admitting the highest quality and most diverse class of freshmen who will be retained and successfully graduate from the University, admission policies and guiding principles are embedded in enrollment planning and in the assessment of student academic performance within each academic unit and regional campus. At the conclusion of each year's recruitment and admission cycle, enrollment and retention data are forwarded to deans of undergraduate academic units so they can set enrollment goals and admission criteria for the next cycle. Admissions and enrollment plans are submitted to the Office of the Provost for approval prior to being forwarded to the Office of Admissions and Financial Aid (OAFA) for implementation.

Regional campuses 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 in each of the corresponding geographic regions. Admissions policies and procedures at each regional campus are aligned with University policies and procedures, but also reflect the profile of students that each regional campus serves.

Admissions policies and criteria available to assist the prospective student in making informed decisions:

OAFA's admissions website and the printed information used for recruitment purposes include specific profile information to address the question of institutional fit. The most recent profile of the freshman class is included in the campus folder, which is distributed to each visiting student/family. The University's profile and expectations of student performance are explained in detail in all presentations to prospective and admitted students, and serve as a point of discussion in individual student appointments. OAFA's website provides separate links for parents and for teachers and counselors with detailed information on this topic. The admissions process encourages applicants to take an active role in their admission and supplement their standardized test scores and grade point average (GPA) with information that provides the admissions committee with a broader view of the applicant. This is a clear message that the University is dedicated to the human and holistic review, enabling us to admit and enroll the highest quality and most diverse freshman class possible.

The admissions websites and printed materials of regional campuses provide policies, criteria, and overviews designed to ensure that students and their families have the information needed to make informed decisions. Offerings, profile, cost of attendance, and institutional fit are all

critical components of the decision making process. Given that the regional campuses have a higher proportion of first-generation college students, institutional fit is critical to ensure that students have the best possible opportunity to succeed.

Programs and services to ensure that admitted students who marginally meet or do not meet the institution's qualifications achieve expected learning goals and high education outcomes at appropriate points:

The University admits only those students who have the potential to succeed, and the University is committed to the success of every admitted student. All students are assigned an academic advisor who works with each student to plan his or her academic pathway. The Academic Resource Center (ARC) is the central office through which students can seek academic assistance when needed. The ARC provides the most comprehensive set of academic services available at the University and is staffed with highly trained master tutors and advisors/counselors who offer Study Skills Workshops and often function as Retention Specialists. In addition to the ARC, there are separate Academic Support Services for Athletes, a Counseling Center for personal and academic counseling, an Office of Disability Resources and Services, an English Language Institute for students for whom English is a second language, a Math Assistance Center, and the Writing Center. Each of these offices carefully monitors and analyzes the students who come to them for assistance and assesses the degree to which changes in services/functions need to be made to more adequately address students' needs.

Each regional campus has a process by which students are provisionally admitted to ensure access and opportunity for students in each geographic region. These provisions include programs designed to enhance learning and development, possible limitations placed on initial credit loads, possible placement in developmental coursework, access to peer and professional tutors, mid-term grade feedback and follow-up, and close monitoring to ensure that these students have the best opportunity to succeed.

Accurate and comprehensive information regarding academic programs, including required placement or diagnostic testing:

All prospective and admitted students receive time-sequenced, targeted communications, beginning with the University's view book, which describes the undergraduate academic units and regional campuses and lists degree and certificate programs. More detailed information regarding specific academic schools, programs and majors is available at OAFA's website and mailed to each admitted freshman in an individualized academic portfolio, including a profile of the student's dean, general education requirements, and degree requirements for their intended field of study. When freshmen submit enrollment deposits, OAFA contacts them about the PittStart program, which is the freshmen academic orientation and provides students with the opportunity to complete placement testing and meet academic advisors to select and register for courses. Information regarding potential incoming credits and placement for Advanced Placement and International Baccalaureate

coursework while in high school is available at OAFA's website and is reviewed and updated appropriately.

Regional campuses regularly review and update their online bulletins, admissions materials, and websites to ensure that accurate information concerning academic programs, placement, diagnostic testing, and services are available to prospective students and their families.

Statements of expected student learning outcomes and information on institution-wide assessment results, as appropriate to the program offered, available to prospective students:

Information about what programs in each school and campus offer is available on the University's website in the bulletins. Additional detail about programs is available on each school and campus website, and in some of the larger schools, links and PDF documents provide ample detail about what is required for each major, minor, and certificate as well as course descriptions and the requirements they fulfill.

Accurate and comprehensive information and advice where appropriate, regarding financial aid, scholarships, grants, loans and refunds:

OAFA's combined admissions and financial aid office provides prospective students and families and continuing students with the highest level of student service possible. The ever changing and complex federal, state, and institutional policies and procedures related to the application and eligibility for financial aid mandates a service-oriented environment, and the financial aid portion of OAFA's website is annually updated for compliance. As OAFA learns of changes, it contacts currently enrolled students. Financial aid advisors are available during business hours to serve students on a walk-in or scheduled basis.

At the regional campuses, admissions offices and financial aid offices work together to provide a comprehensive overview of all financial aid opportunities and the application process. This information is provided via the respective websites, admissions materials, financial aid materials, communications, as well as at open-houses for prospective students and during orientation.

Published and implemented policies and procedures regarding transfer credit and credit for extra-institutional college level learning:

OAFA updates and publishes a "Transfer Prospectus" each year, which is used as a general introduction for transfer students. More specific and detailed transfer information is on OAFA's website and updated annually by each academic unit. Once admitted, transfer students receive from the academic unit an official transfer credit evaluation, including those credits transferring as general education requirements and those

transferring as electives and/or as a major course. OAFA also updates and maintains the Pitt Connection Transfer Guides on its website, which provide a course by course evaluation for the transfer of course credits from selected community colleges within the Commonwealth of Pennsylvania.

Each regional campus maintains and publishes clear policies and procedures regarding the transfer of credits.

Ongoing assessment of student success, including but not necessarily limited to retention, that evaluates the match between the attributes of admitted students and the institution's mission and programs, and reflects its findings in its admissions, remediation, and other related policies.

The University has significantly increased the freshman applicant pool while simultaneously improving the credentials of those applying. This has resulted in improvements in the overall quality and preparation of enrolling students. When coupled with the wide array of support services and an institutional commitment to retention, student satisfaction, and graduation, we have moved closer to our goal of “achieving and sustaining excellence in undergraduate education.” The retention of undergraduate students continues to improve, and we continue to develop and implement new retention strategies. Just as importantly, our undergraduate students are a satisfied group as evidenced by the results of ongoing student satisfaction assessments of all University services. We also review longitudinal data on a variety of student satisfaction criteria to identify areas for improvement in services, processes, or policies, which may impact our students and their performance. The Princeton Review recently identified Pitt students as “the happiest students,” suggesting that our efforts are having the desired results.

Regional campuses also demonstrate a strong commitment to assessing student success by engaging and administering instruments such as CIRP, CSI, NSSE, CLA, and several others. The results of surveys suggest that each campus' recruitment practices and policies and student services are effectively positioning students to be successful.

Extensive details on the University's processes for assessment and the use of assessment results to improve program effectiveness and student success are provided in the Self-Study.

STANDARD 9: STUDENT SUPPORT SERVICES

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

1. Reaching Inside Your Soul for Excellence (RISE) - Pittsburgh Campus	link	http://www.rise.pitt.edu/
2. Policy 02-03-02 - Guidelines on Academic Integrity	link	http://www.cfo.pitt.edu/policies/policy/02/02-03-02.html
3. Career Services - Pittsburgh Campus	link	http://www.careers.pitt.edu/
4. Career Services - UPB	link	http://www.upb.pitt.edu/career.aspx
5. Career Services - UPG	link	http://www.greensburg.pitt.edu/student-resources/careerservices
6. Career Services - UPJ	link	http://www.upj.pitt.edu/274/
7. Counseling Centers - Pittsburgh Campus	link	http://www.counseling.pitt.edu/
8. Counseling Centers - UPB	link	http://www.upb.pitt.edu/counselingservices.aspx
9. Counseling Centers - UPG	link	http://www.greensburg.pitt.edu/student-resources/counseling
10. Counseling Centers - UPJ	link	http://www.upj.pitt.edu/306/
11. Counseling Centers - UPT	link	http://www.upt.pitt.edu/site/health/index-csd.html
12. Disability Services - Pittsburgh Campus	link	http://www.drs.pitt.edu/
13. Disability Services - UPB	link	http://www.upb.pitt.edu/drs.aspx
14. Disability Services - UPG	link	http://www.greensburg.pitt.edu/student-resources/disability
15. Disability Services - UPJ	link	http://www.upj.pitt.edu/294/
16. Disability Services - UPT	link	http://www.upt.pitt.edu/site/health/hc_disability.html
17. Intramurals and Recreation Pittsburgh Campus	link	http://www.intramurals.pitt.edu/
18. Living-Learning Communities – Residence Pittsburgh Campus	link	http://www.reslife.pitt.edu/competitiveedge/index.html
19. New Student Orientation - First Year Experience - Pittsburgh Campus	link	http://www.fye.pitt.edu/orientation/
20. Office of Admissions and Financial Aid Summer Intervention Program	on file	
21. Office of Cross-Cultural and Leadership Development	link	http://www.cclld.pitt.edu/
22. Office of Residence Life - Pittsburgh Campus	link	http://www.reslife.pitt.edu/
23. Office of Student Affairs - UPB	link	http://www.upb.pitt.edu/interior2Default.aspx?menu_id=246&id=730
24. Office of Student Conduct	link	http://www.studentaffairs.pitt.edu/studentconduct

25. Office of Student Employment and Placement Assistance	link	http://www.hire.pitt.edu/
26. Life on Campus - Pittsburgh Campus	link	http://www.studentaffairs.pitt.edu/life_on_campus
27. Office of Student Life - UPG	link	http://www.greensburg.pitt.edu/student-life
28. Office of Student Life - UPJ	link	http://www.upj.pitt.edu/926/
29. Office of Student Life - UPT	link	http://www.upt.pitt.edu/site/activities/index.html
30. Parent and Family Resources	link	http://www.studentaffairs.pitt.edu/parents
31. Pitt Program Council	link	http://www.pitt.edu/~ppc/
32. Student Resources - Pittsburgh Campus	link	http://www.studentaffairs.pitt.edu/
33. Student Health Services - Pittsburgh Campus	link	http://www.studhlth.pitt.edu/
34. Student Health Services - UPB	link	http://www.upb.pitt.edu/healthservices.aspx
35. Student Health Services - UPG	link	http://www.greensburg.pitt.edu/sites/default/files/Student-Handbook-2010-2011.pdf
36. Student Health Services - UPJ	link	http://www.upj.pitt.edu/297/
37. Student Health Services - UPT	link	http://www.upt.pitt.edu/site/health/index-hc.html
38. Student Services - UPB	link	http://www.upb.pitt.edu/student-services.aspx
39. Student Services - UPG	link	http://www.greensburg.pitt.edu/student-resources
40. Student Services - UPJ	link	http://www.upj.pitt.edu/70/
41. Student Services - UPT	link	http://www.upt.pitt.edu/site/activities/sa_office.html
42. Bio - Dean of Students – Pittsburgh Campus	link	http://www.provost.pitt.edu/information-on/who-we-are/humphrey.html
43. Bio – Student Affairs, Senior Staff Bios – Pittsburgh Campus	link	http://www.studentaffairs.pitt.edu/seniorstaff
44. Bio – Vice President and Dean of Students - UPB	on file	
45. Bio - Director of Student Affairs - UPG	on file	
46. Bio - Director of Student Affairs - UPJ	on file	
47. Bio - Director of Student Affairs - UPT	on file	
48. Student code of conduct - Pittsburgh Campus	link	http://www.studentaffairs.pitt.edu/sites/default/files/PDFsandForms/StudentAffairs/2011studentcodeofconduct.pdf
49. Student code of conduct - UPB	on file	
50. Student code of conduct - UPG	on file	
51. Student code of conduct - UPJ	on file	
52. Student code of conduct - UPT	on file	
53. Advising – Pittsburgh Campus, A&S	link	http://www.as.pitt.edu/undergraduate/advising/index.html
54. Advising – Pittsburgh Campus, Business	link	http://www.business.pitt.edu/cba/student-services/student-advising.php

55. Advising – Pittsburgh Campus, Engineering	link	http://engineering.pitt.edu/Freshman/Advising/Advising_Home_Page/
56. Advising – Pittsburgh Campus, Nursing	link	http://www.nursing.pitt.edu/department/sso/index.jsp
57. Advising – UPB	link	http://www.upb.pitt.edu/AdvisingCenter.aspx
58. Advising – UPG	link	http://www.greensburg.pitt.edu/student-resources/advising/guidelines
59. Advising – UPJ	link	http://www.upj.pitt.edu/75/
60. Advising – UPT	on file	
61. Academic Resource Center – Pittsburgh Campus	link	http://www.as.pitt.edu/undergraduate/offices/arc/index.html
62. NCAA Manual	link	http://www.ncaapublications.com/p-4180-2010-2011-ncaa-division-i-manual.aspx
63. Big East Manual	link	http://www.bigeast.org/AbouttheBIGEAST/PolicyManual.aspx
64. Athletics Compliance Committee	link	http://www.pitt.edu/univsenate/committees/athletics/mission.html
65. Athletics Certification Peer Review Team Report	on file	
66. University Policy on Admission of Student Athletes	on file	
67. Internal Audit Plan, FY2012	on file	
68. Policy 09-08-01 – Pennsylvania Residency Classification: Eligibility for Reduced Tuition Rates	link	http://www.cfo.pitt.edu/policies/policy/09/09-05-04.html
69. Office of Affirmative Action, Diversity, and Inclusion (OAADI)	link	http://www.hr.pitt.edu/diversity
70. Campus Safety – Pittsburgh Campus	link	http://www.safety.pitt.edu/
71. General Record Retention Schedule	link	http://www.library.pitt.edu/libraries/archives/records_management.html#retention
72. Policy 09-08-01 – Access to and Release of Educational Records	link	http://www.bc.pitt.edu/policies/policy/09/09-08-01.html
73. Procedure 09-08-01 – Access to and Release of Educational Records	link	http://www.bc.pitt.edu/policies/procedure/09/09-08-01.html
74. Division of Student Affairs, Annual Plans	on file	
75. Division of Student Affairs, Strategic Plans	on file	

9.1 A program of student support services appropriate to student strengths and needs, reflective of institutional mission, consistent with student learning expectations, and available regardless of place or method of delivery	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41
9.2 Qualified professionals to supervise and provide the student support services and programs	42, 43, 44, 45, 46, 47

9.3 Procedures to address the varied spectrum of student academic and other needs, in a manner that is equitable, supportive, and sensitive, through direct service or referral	48, 49, 50, 51, 52
9.4 Appropriate student advisement procedures and processes	53, 54, 55, 56 ,57, 58, 59, 60
9.5 If offered, athletic programs that are regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other institutional programs	62, 63, 64, 65, 66, 67
9.6 Reasonable procedures, widely disseminated, for equitably addressing student complaints or grievances	2, 48, 49, 50, 51, 52, 68
9.7 Records of student complaints or grievances	68, 69, 70
9.8 Policies and procedures, developed and implemented, for safe and secure maintenance of student records	71, 72, 73
9.9 Published and implemented policies for the release of student information	72, 73
9.10 Ongoing assessment of student support services and the utilization of assessment results for improvement	74, 75

On the Pittsburgh Campus, the University's Division of Students Affairs has its mission statement the following:

The Division of Student Affairs, in collaboration with, and in service to academic and non-academic units, will actively contribute to the education of the whole student by providing learning experiences and opportunities – through programs and services – designed to prepare students to be successful in the global community.

The Division of Students Affairs is led by the dean of students and vice provost, and it is staffed with a highly qualified team of student services professionals and includes various departments such as Career Development, a Counseling Center, Cross-Cultural and Leadership Development, Disability Resources and Services, International Services, Residence Life, Student Employment and Placement Services, Student Health Services, Student Conduct, and Student Life. These units offer a diverse package of programs and development tools available to all students to enhance

their educational experience and develop their social and professional skills throughout their stay at the University of Pittsburgh.

Tools such as the Student Academic Integrity Code, the Student Code of Conduct, student advising services, and student handbooks also provide structured guidelines and parameters which establish consistent expectations of students and enhance the learning environment. These tools provide direction to students in all phases of their academic life, including the expectation of appropriate student conduct, grading and attendance policies, academic integrity, placement services, and due process procedures. In addition, the schools have student advising offices that provide every student the opportunity to explore their academic options and take advantage of the many resources and opportunities available to them.

Athletic programs are offered at both the NCAA intercollegiate level as well as intramural activities. Intercollegiate athletics is governed by the regulations set for by the NCAA and are administered by the University's Department of Athletics on all five campuses. Intramural athletic activities are administered by the Division of Student Affairs through the Intramural and Recreation Program. This program provides structured activities and open recreation facilities for students, faculty, and staff across numerous exercise and athletics facilities across campus.

Student complaints and grievances may include financial, academic, and social concerns. Financial complaints are managed through the Student Appeals Office and primarily center on residency issues, tuition and billing-related issues, and waiving of fees. Such complaints are logged in an Access database and maintained for seven years. Academic complaints are handled at the school level with overall student conduct governed by the Student Code of Conduct. While procedures may vary from school to school, complaints are generally processed through a progressive chain of command which may include the instructor, department chair, and the dean's office.

The University maintains a policy related to rights to review, inspect, and release educational records. This policy is comprehensive and is available via the University's web page. The policy affirms (i) the rights of Students to access Education Records and to ensure that those records are accurate; (ii) the rights of the University regarding the approval, denial, and charging for requests; (iii) the regulations and restrictions on Directory Information; and (iv) the requirements for the release of information, or access to Student Education Records by a third party and the conditions under which release or access may be permitted by University officials, all in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment.

To ensure that its programming is supporting the mission of the University and that it is making appropriate progress, each of the programs within the Division of Students Affairs assesses whether it has met the target goals set the previous year. The goals, programs, targets, and assessments are detailed every year in the Division of Students Affairs Annual Plan, which covers a wide range of areas such as, Freshman

Orientation, Outside the Classroom Curriculum, Career Development, Counseling Services, Cross Cultural and Leadership Development, Student Health Services, and other programs. The Division of Students Affairs also benchmarks its activities and progress against comparison and aspiration peers, and conducts site visits to other universities to learn from their successes in areas such as freshman to sophomore retention and the use of technology to more effectively communicate with students and parents. In addition, the Division of Students Affairs uses assessment tools such as surveys and participation rates to measure the efficacy of particular programs in meeting their stated goals and to develop plans for areas that need improvement.

The regional campuses are committed to providing the very best student support services possible in order to help students to grow, flourish, and ultimately succeed. Each regional campus offers the following services: student activities and leadership, student health services, career servicers, campus safety and security, advising, academic support and developmental services, athletics, judicial affairs, and student records management. Although the services offered by each individual unit at the respective campus may differ slightly based on goals that may be unique to that unit, all are aligned and work within the policies and procedures of the University as they pertain to the University's mission and vision. Two examples of regional service distribution concerning advising and developmental services are provided.

At Greensburg, various decentralized services are provided in the areas of support and advisement. Academic advisors, among other services, help students plan for and choose the appropriate courses to register for in their academic programs. Some individuals have the primary responsibility of helping students develop the important skills necessary for academic success. A Director of the Learning Center provides tutoring services and study skills training to students, and two Career Counselors help students identify possible internship opportunities and work with the academic advisors to help undecided students choose a major. Additional advising services include academic intervention and monitoring, and relocation and transfer services. Because a large number of students relocate from the Greensburg campus to the Pittsburgh campus, weekly Joint Staff meetings (including academic advisors, admissions counselors, career counselors, the Registrar, and the Director of Financial Aid) are conducted in May and June with Pittsburgh campus representatives from the School of Health and Rehabilitation Sciences (SHRS), the College of Business Administration (CBA), the Swanson School of Engineering, the Health and Physical Activity Program, the School of Arts and Sciences, and the School of Nursing. In the past these meeting have provided the Joint Staff with valuable information to help carry out their work.

At Bradford, all degree-seeking students are assigned a faculty advisor. Students who are provisionally admitted, have not declared a major, or have been accepted into the TRiO program are assigned a secondary advisor. Students eligible for the TRiO SSS program are assigned a secondary advisor who is a professional advisor hired with funding from a TRiO grant. Provisionally admitted students and students who have not declared a major are assigned the director of the Advising Center as their secondary advisor. The Advising Center at Bradford provides

academic assistance and support to all currently enrolled students. Some of the services that the Advising Center provides include information about academic success, study skills assessments, workshops on topics such as procrastination, time management, and/or test taking strategies, assistance with registering for classes, withdrawing from a course, and/or understanding major requirements when the faculty advisor is not available. In addition, the director of the Advising Center chairs a committee that includes the director of Career Services, the director of the TRiO SSS program, the director of the Academic Success Center (ASC) which provides peer tutoring services and oversees Disabilities Resource Services (DRS), the director of counseling, and several faculty members. Current monitoring of student success includes review of mid-term and final grades, opportunities for faculty referrals for help at the Academic Success Center or the Advising Center (an online student referral system will be launched this fall), careful monitoring of retention and graduation rates, and a careful review of students who have not met the minimum requirements for good academic standing.

STANDARD 10: FACULTY

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

1. Faculty - Recruitment Requests, Roster, Position	on file	
2. Provost Annual Request to Academic Units	on file	
3. Faculty – qualifications and diversity	link	http://www.ir.pitt.edu/factbook/documents/fb11.pdf
4. Faculty Profile (Dr. Blair presentation 10/28/09)	on file	
5. Guidelines - Faculty Appointments, Reappointments, Nonrenewals, Promotions, and Conferrals of Tenure	link	http://www.provost.pitt.edu/memo/faculty_personnel_actions.html
6. Guidelines - Review of Academic Planning Proposals	link	http://www.academic.pitt.edu/pb/proposal-guidelines.htm
7. Provost's Advisory Committee on Undergraduate Programs (PACUP)	link	http://www.provost.pitt.edu/pacup/
8. University Council on Graduate Study (UCGS)	link	http://www.pitt.edu/~graduate/ucgs.html
9. Center for Instruction Development & Distance Education (CIDDE)	link	http://www.cidde.pitt.edu/
10. Faculty Recognition - Chancellor Award Recipients (Distinguished Teaching, Research Awards, and Public Service)	link	http://www.chancellor.pitt.edu/awards.html
11. Faculty Recognition (including TA teaching awards) - Honors Convocation: List of Honorees	on file	
12. Faculty Recognition (including TA teaching awards) - Mentoring Awards	link	http://www.pitt.edu/~graduate/ucgsmentoring.html
13. Innovation in Education Awards Program - Advisory Council on Instructional Excellence (ACIE)	link	http://www.pitt.edu/~facaffs/acie/awards.html
14. Office of Research	link	http://www.pitt.edu/~offres/
15. Guidelines - Annual Review of Faculty, Provost Memo	link	http://www.provost.pitt.edu/faculty-affairs/annual-review.html
16. Small Grants Program - University Research Council (URC)	link	http://www.pitt.edu/~vpres/URC/programs.htm
17. Technology Commercialization Alliance	link	http://www.pitt.edu/tca/

18. Faculty - Annual Review (Provost's 1999 Memorandum to the Deans)	link	http://www.provost.pitt.edu/faculty-affairs/annual-review.html
19. Handbook - Faculty (Section II: Faculty Policies)	link	http://www.provost.pitt.edu/handbook/handbook.html
20. Handbook - Faculty (Section III: Academic Policies)	link	http://www.provost.pitt.edu/handbook/handbook.html
21. Handbook - Faculty (Section IV: Research Administration)	link	http://www.provost.pitt.edu/handbook/handbook.html
22. Handbook - Staff	link	http://www.hr.pitt.edu/empredu/staffhb/default.htm
23. Policy 02-02-10 – Faculty Reviews and Appeals Policy and Procedures	link	http://www.bc.pitt.edu/policies/policy/02/02-02-10.html
24. Policy 02-03-01 – Faculty Grievances Policy and Procedures	link	http://www.bc.pitt.edu/policies/policy/02/02-03-01.html
25. Guidelines – Research Associates	link	http://www.provost.pitt.edu/documents/raguidelines.pdf
26. Guidelines – Post-Doctoral Associates and Scholars	link	http://www.provost.pitt.edu/documents/postdocguidelines.pdf
27. University Bylaws, Articles V and VI (Faculty Handbooklink Section II: Faculty Policies)	link	http://www.provost.pitt.edu/handbook/handbook.html
28. Report of Senate Educational Policies Committee on Part-time Faculty Survey , May 7, 2002	link	http://www.pitt.edu/univsenate/committees/educational/Annual%20Reports/05-07-02%20Summary%20of%20Part-Time%20Faculty%20Survey.pdf
29. Provost's Letter on Part-time Faculty to Senate Educational Policies Committee, October 2002	link	http://www.provost.pitt.edu/memo/10-17-2002.html
30. University Bylaws, Article II (Faculty Handbook Section II: Faculty Policies)	link	http://www.provost.pitt.edu/handbook/handbook.html
31. Report (to the Provost) of the Ad Hoc Committee on Academic Freedom	link	http://www.pitt.edu/~provost/afstatement.html
32. Provost's response to the Ad Hoc Committee on Academic Freedom Report	link	http://www.provost.pitt.edu/memo/10-10-2003.html
33. Tenured, Tenure Stream and Non-tenured Faculty Statistical Report, AY 2009-2010	link	http://www.pitt.edu/univsenate/committees/tenure/Report%20on%20Faculty%20Composiiton%202010%20final%20%284%29.pdf
34. Tina & David Bellet Teaching Excellence Awards	link	http://www.as.pitt.edu/teaching/awards.html#bellet
35. Policy 01-03-08 – School and Regional Campus Governance	link	http://www.bc.pitt.edu/policies/index.html

36. Policy and Procedure Governing Appointment to Distinguished Professorships	link	http://www.provost.pitt.edu/faculty-affairs/distinguished.html
37. Academic Analytics (under development)	link	http://www.academicanalytics.com/
38. Academic Analytics, Overview	on file	
39. Academic Analytics, Using the data	on file	
40. Research Profile, University of Pittsburgh	on file	
41. Excellence in Research, University of Pittsburgh	on file	
42. <i>The Top American Research Universities: 2010 Annual Report</i> , the Center for Measuring University Performance, pp 24-25	link	http://mup.asu.edu/research2010.pdf
43. Policy Statement for Teaching Assistants, Teaching Fellows, and Graduate Student Assistants	link	http://www.pitt.edu/~graduate/TATFGSAPolicyStatement.pdf
44. TA Handbook and TA Services	link	http://www.cidde.pitt.edu/teaching/ta-services
45. Policy Statement For Graduate Student Researchers	link	http://www.pitt.edu/~graduate/GSRPolicyStatement.pdf
46. Factbook, Faculty and Staff Information	link	http://www.ir.pitt.edu/factbook/documents/fb11.pdf
47. Survival Skills and Ethics Programs for TAs	link	http://www.skillsandethics.org/pitt/
48. Graduate and Professional Student Assembly	link	http://www.gpsa.pitt.edu/
49. ITA English Comprehensibility Test	link	http://www.pitt.edu/~graduate/itatesting.html

10.1 Faculty and other professionals appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, and sufficiently numerous to fulfill those roles appropriately	1, 2, 3, 4, 5 26, 27, 43
10.2 Educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified	6, 7, 8, 35
10.3 Faculty and other professionals, including teaching assistants, who demonstrate excellence in	5, 9, 10, 11, 12, 13, 34, 37, 43 (Page

teaching and other activities, and who demonstrate continued professional growth	4), 44 (links to TA Handbook, TA/TF/GSA Policy), 45, 46, 47, 48, 49
10.4 Appropriate institutional support for the advancement and development of faculty, including teaching, research, scholarship, and service	9, 13, 14, 15, 16, 17
10.5 Recognition of appropriate linkages among scholarship, teaching, student learning, research, and service	4, 18, 20 (page 67-68 under Faculty Development), 21, 27 (University Bylaws, The Faculty, Chapter II, Article II, 2.1 Basic Mission of the University and 2.2 Other Elements of Missions, reprinted in Faculty Handbook, page 21)
10.6 Published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons	5, 15, 19, 22, 23, 24, 25, 26, 31, 32, 35, 36
10.7 Carefully articulated, equitable, and implemented procedures and criteria for reviewing all individuals who have responsibility for the educational program of the institution	5, 15, 19, 22
10.8 Criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty	27, 28, 29
10.9 Adherence to principles of academic freedom, within the context of institutional mission	30, 31, 32
10.10 Assessment of policies and procedures to ensure the use of qualified professionals to support the institution's programs	5, 25, 26, 30, 36, 38, 39, 40, 41, 42, 43

The University maintains a large and highly qualified and academically prepared faculty and a professional supporting staff. The faculty data and faculty profile sources noted above illustrate the size, distribution, and other characteristics of the University's faculty and supporting professionals. As also documented, a rigorous faculty recruitment process is in place which focuses on achievement and maintenance of quality

and the congruence of those recruited to the University with the strategic directions of the individual schools and departments. Faculty recruitment proposals are overseen and approved by the Provost and/or the Senior Vice Chancellor for the Health Sciences. An equally rigorous process is in place that ensures that only highly qualified Research Associates, Postdoctoral Scholars, Postdoctoral Associates and other professional support staff are recruited for appointments within the various Schools and departments.

These academically prepared and qualified faculty play a central role at this institution in designing, maintaining, and updating the educational curricula within the Schools and departments. This centrality is attested to in the documents cited above. For example, University Policy 01-03-08, "School and Regional Campus Governance," states in part: "Chairmen preside over faculty deliberations leading to the development of a faculty position on matters of academic programs, curriculum, requirements for majors, course content... The chairmen present faculty recommendations to the dean/campus president." The University's "Guidelines for the Review of Academic Planning Proposals" require that proposals for "New or Substantially Modified Majors, Degree Programs, Academic Departments or Schools," as well as their termination, must include "A list of the faculty groups and relevant administrators who were consulted, and a summary of their comments on the proposed change(s)." The University Council on Graduate Study, consisting largely of members of the Graduate Faculty from across various academic units, has as its responsibilities, the development of basic standards, regulations, and policies applicable for graduate instruction and research and to review, evaluate, and make recommendations." The Provost's Advisory Committee on Undergraduate Programs, which includes a large majority of faculty among its membership from across the University, has the overarching responsibility "to monitor the overall quality of the undergraduate programs of the University."

Excellence in teaching and related activities is among the University's aspirations for its faculty at this comprehensive institution. The centrality of teaching excellence is established in the University's and the individual School's promotion and tenure guidelines. A program is in place at both the University and academic unit level that is aimed at attaining and rewarding instructional excellence. For example, the Provost has created and sponsors the Provost's Advisory Council on Instructional Excellence, consisting of teacher/scholars from across the University, which "advises the Provost on the means to encourage instructional development and teaching excellence at the University of Pittsburgh." Among its other activities, the Advisory Council sponsors the annual "Innovations in Education" Awards Program, which is intended to support "projects that enhance teaching at the University of Pittsburgh and foster new instructional approaches that represent advances over existing approaches." Almost 400 proposals have been submitted from faculty in units across the entire University, and a third of these have been funded, since the Program's inception during academic year 1999-2000. Additionally, since the 1980s, the University annually sponsors the Chancellors Distinguished Teaching Award competition and makes a relatively small number of awards based on reviews of a large number of compiled and submitted faculty dossiers. Companion Chancellor's Award programs exist in the areas of Research and Public Service. Based on a rigorous review process, the University annually identifies a small number of especially accomplished faculty members as University

Distinguished Professors, Distinguished Professors (of a specific discipline) and Distinguished Service Professors. The Provost's Award for Excellence in Mentoring is intended to identify and recognize faculty who have demonstrated excellence in developing the next generation of successful teacher/scholars. Teaching excellence is also documented and celebrated at the individual School and departmental level, most notably the Tina and David Bellet Teaching Excellence Awards for faculty members teaching undergraduate students in the School of Arts and Sciences. As the documents and links cited above show (e.g., the TA Handbook, Policy Statements on TA/TF/GSA and GSR) rigorous policies and programs are also in place for the appropriate training and evaluation of Teaching Assistants, Teaching Fellows, and Graduate Student Researchers.

In addition to a variety of faculty support mechanisms at the School and departmental level, the University has put in place a range of organizations and programs which are designed to promote faculty development in the areas of teaching, research and service. The documentation citations above include those for the comprehensive Center for Instructional Development and Distance Education (CIDDE), the Provost's Advisory Council on Instructional Excellence and the Innovation in Education Awards Program that it annually sponsors, the comprehensive Office of Research (that facilitates faculty development in the area of externally sponsored research), the annual Research Small Grants Program sponsored by the University Research Council, and the Technology Commercialization Alliance (that promotes the commercialization of faculty research results). The value of faculty public and community service contributions is recognized in the Faculty Handbook and is also recognized in the criteria for promotion and tenure at the University and School levels. Outstanding faculty service contributions are recognized through the annual Chancellor's Distinguished Public Service Awards that are referenced in earlier documentation.

Recognition of appropriate linkages among scholarship, teaching, student learning, research and service may be observed in the sections of the Faculty Handbook noted above, the Provost's 1999 memorandum on Faculty Annual Reviews, which reflects resolutions by the Council of Deans and the University Senate Tenure and Academic Freedom Committee, the Provost's January 1998 Guidelines on "Faculty Appointments, Reappointments, Promotion and Tenure," as well as in the promotion and tenure criteria developed by the individual Schools, which are approved by the Provost and are on file in the Provost's Office.

Of long-standing at the University are published and implemented standards and procedures in the areas of faculty appointment, renewal, promotion, and tenure. A well-developed appeal procedure with regard to adverse decisions is also in place, as is a procedure for lodging faculty grievances in matters relating to alleged impairment of professional progress. The University's Bylaws and associated procedures provide for termination of faculty appointments for cause with regard to the different categories of faculty (tenured and non-tenured) as well as adjudication procedures. The relevant University policies and procedures are documented above. Guidelines covering all of these areas have also been developed for the University's Research Associates and its Postdoctoral Associates and Scholars. These policies and procedures

pertaining to faculty, research associates and postdocs are readily accessible via the online Faculty Handbook, the University's website and the Provost's website.

A rigorous annual review process is in place for faculty at all ranks and tenure status, as well as for staff, and research associates. For faculty, the basic principles and coverage for annual reviews was codified in 1999 by the Council of Deans and Senate Tenure and Academic Freedom Committee and endorsed by the Provost. For the Provost-area Schools and departments, a random sample of annual review letters is reviewed by the Provost's Office to ensure compliance with these principles.

The principles governing the appointment of part-time faculty are set forth in articles V and VI of the University's Bylaws. In 2002, the Senate Educational Policies Committee conducted a comprehensive survey of part-time faculty in the various academic units of the University and made recommendations in light of essentially favorable findings in such areas as promoting communication and incorporating such faculty into the ongoing activities of the units. The Provost endorsed those recommendations and distributed his endorsement letter and the survey report to the deans. The documentation is referenced above.

Article II of the University's Bylaws sets forth the University's commitment to the principles of Academic Freedom. The Provost appointed a blue-ribbon faculty committee and staffed by the Provost's Office that submitted a comprehensive report 2003 that outlined the levels and nuances with respect to the principles and their applicability to specific situations. The Provost endorsed that report in October 2003. The documentation is noted above and is readily available through online University links. At the individual faculty level, the University Senate Tenure and Academic Freedom Committee is dedicated to the protection and preservation of the faculty members' academic freedom. Its mission is readily accessible on the University Senate's website.

Assessment of policies and procedures to ensure the use of qualified professionals to support the institution's programs. The rigorous faculty annual review process referenced earlier is the University's ongoing mechanism for ensuring high quality faculty performance in all of its academic units. The rigor, breadth and effectiveness of the University's policies and procedures with regard to ensuring the recruitment, appointment, promotion and retention of faculty and faculty supporting professionals of the highest possible quality have been established over a period of many years. Benchmarking using quality indicators in such areas as faculty publications, faculty external research support, and faculty awards show that the academic stature of the University's faculty has grown steadily over the years, thereby helping to validate the intent of those policies and procedures.

STANDARD 11: EDUCATIONAL OFFERINGS

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

1. Bulletins	link	http://www.bulletins.pitt.edu/
2. Guidelines - Review of Academic Planning Proposals	link	http://www.academic.pitt.edu/pb/proposal-guidelines.htm
3. Student Learning Outcomes - Guidelines	link	http://www.academic.pitt.edu/assessment/index.html
4. Student Learning Outcomes - for each program by school and campus	on file	
5. Guidelines - Program Evaluations	link	http://www.pitt.edu/~provost/guidelines.pdf
6. Outside the Classroom Curriculum	link	http://www.occ.pitt.edu/
7. Program Evaluations - Schedule	on file	
8. Programs - New & Revised, Selected Examples	on file	
9. Student Learning Outcomes - Reports	on file	
10. Blackboard (CourseWeb)	link	http://www.cidde.pitt.edu/technology/courseweb
11. Computer labs - Pittsburgh Campus	link	http://technology.pitt.edu/network-web/computing-labs.html
12. Office of Registrar - Pittsburgh Campus	link	http://www.registrar.pitt.edu/
13. University Library System (ULS): Information Literacy and Assessment of Learning Program	link	http://www.library.pitt.edu/services/classes/infoliteracy/
14. University Library System (ULS): Information LibGuides	link	http://pitt.libguides.com/
15. University Library System (ULS): Information Literacy Video Tutorials	link	http://www.library.pitt.edu/services/classes/infoliteracy/teaching.html
16. Pitt Online	link	http://www.online.pitt.edu/
17. Articulation Agreements - Pittsburgh Campus	link	http://www.academic.pitt.edu/articulation/aa2001.htm
18. PA TRAC Transfer Credit Framework	link	http://www.academic.pitt.edu/articulation/PA_TRAC_Transfer_Credit_Framework.htm
19. Policies - Credit Transfer Policy	link	http://www.ir.pitt.edu/cds/index.htm
20. Transfer Credit Guides	link	http://www.academic.pitt.edu/articulation/transfer2000.htm
21. Transfer Credit Information - Pittsburgh Campus	link	http://www.oafa.pitt.edu/transadm.aspx
22. Transfer Credit Information - UPB	link	http://www.upb.pitt.edu/transfercredits.aspx

23. Transfer Credit Information - UPG	link	http://www.greensburg.pitt.edu/admissions/option-program/transfer
24. Transfer Credit Information - UPJ	link	http://www.upj.pitt.edu/645/
25. Transfer Credit Information - UPT	link	http://www.upt.pitt.edu/site/academics/aa_transfer.html
26. Center for Instruction Development & Distance Education (CIDDE) - Provost's Faculty Diversity Seminar	link	http://www.cidde.pitt.edu/-33
27. CGS Programs for Adult Learners	link	http://www.pitt.edu/~upce/school.htm
28. Center for Instruction Development & Distance Education (CIDDE) – Syllabus Design	link	http://www.cidde.pitt.edu/-33
29. Center for Instruction Development & Distance Education (CIDDE) – Instructional Technology	link	http://www.cidde.pitt.edu/technology/instructional-technology
30. Office of Veterans Services	link	http://www.veterans.pitt.edu/

11.1 Educational offerings congruent with its mission, which include appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the programs or degrees offered	1, 2, 3
11.2 Formal undergraduate, graduate, and/or professional programs—leading to a degree or other recognized higher education credential—designed to foster a coherent student learning experience and to promote synthesis of learning	1, 2, 3
11.3 Program goals that are stated in terms of student learning outcomes	1, 2, 3
11.4 Periodic evaluation of the effectiveness of any curricular, co-curricular, and extra-curricular experiences that the institution provides its students and utilization of evaluation results as a basis for improving its student development program and for enabling students to understand their own educational progress	2, 3, 5, 6, 7, 8, 9
11.5 Learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support the institution's educational programs	2, 3, 10, 11, 12, 29
11.6 Collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum	2, 3, 13

11.7 Programs that promote student use of a variety of information and learning resources	2, 3, 13, 14, 15
11.8 Provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of the institution's courses and programs regardless of the location or delivery mode	2, 3, 16
11.9 Published and implemented policies and procedures regarding transfer credit. The consideration of transfer credit or recognition of degrees will not be determined exclusively on the basis of the sending institution or the mode of delivery but, rather, will consider course equivalencies, including expected learning outcomes, with those of the receiving institution's curricula and standards. Such criteria will be fair, consistently applied, and publicly communicated	2, 3, 17, 18, 19, 20, 21, 22, 23, 24, 25
11.10 Policies and procedures to assure that the educational expectations, rigor, and student learning within any accelerated degree program are comparable to those that characterize more traditional program formats	2, 3
11.11 Consistent with the institution's educational programs and student cohorts, practices and policies that reflect the needs of adult learners	2, 3, 26, 27, 30
11.12 Course syllabi that incorporate expected learning outcomes	2, 3, 28
11.13 Assessment of student learning and program outcomes relative to the goals and objectives of the undergraduate programs and the use of the results to improve student learning and program effectiveness	2, 3, 4, 9

The University is dedicated to high-quality undergraduate and graduate programs in the arts and sciences and professional fields; focused areas of concentration within specified undergraduate and undergraduate programs; and continuing education programs adapted to the personal enrichment, professional upgrading, and career advancement interests and needs of adult learners. The Pittsburgh campus offers a multitude of these degree-granting and enrichment programs housed in 16 undergraduate, graduate, and professional schools. In addition to the Pittsburgh campus, the University system includes regional campuses at Bradford, Greensburg, Johnstown, and Titusville that offer an array of undergraduate degree programs, pre-professional programs, and a number of graduate programs and certificate programs. The school bulletins cited above for each University campus delineate the educational offerings congruent with the University's mission.

In its commitment to the education of diverse students from the region, nation, and the world; to the expansion of boundaries of knowledge, discovery, and technology; and to the enhancement of the quality of life in the Western Pennsylvania region and beyond, the University offers a wide array of educational opportunities. Programs at the University include formal undergraduate programs leading to a baccalaureate degree in a variety of majors, graduate programs culminating in a Master's or doctor of philosophy degree, and degrees specific to the professions, including law, engineering, business, and the health professions. Other educational enhancement programs in the form of extra-curricular programs for undergraduate students and certificate programs for undergraduate, graduate, and post-graduate learners are offered across the University campuses.

The focus on student learning outcomes assessment has driven a common strategy across the University to delineate learning goals and objectives specific to each program, associated assessment methods, and continuous quality improvement processes that are responsive to evaluation results. Details of the University's commitment to and implementation of strategic and systematic assessment of student learning outcomes are addressed in the Self-Study associated with Standard 14.

The University holds all undergraduate and graduate programs accountable to the Guidelines for Conducting Evaluations of Academic Programs promulgated by the Office of the Provost. The quality and effectiveness of programs, the extent to which defined learning objectives have been met, the priority that the University attaches to the programs, and the costs of these activities are considered as the University proceeds with its continuous review and adjustment of institutional plans, activities, and resource allocation. The goal of the program evaluation system is to improve the quality and effectiveness of the University's educational programs. Graduate degree programs, undergraduate major programs, courses for non-majors, supervision of postdoctoral students, and any teaching program for which any given structural unit is responsible are included in the evaluation. It is expected that specific recommendations aimed at maintaining or enhancing the quality of programs will be an outcome of this evaluation process.

The University operates under a universal charter granted by the General Assembly of the Commonwealth of Pennsylvania. As a state-related university and a member of the Commonwealth System of Higher Education, the University operates with an understanding of the role it is expected to play in serving the needs of the state. While the University is independent with respect to its mission and programs, the State Board of Education is authorized to adopt policies under which the Secretary of Education shall approve or disapprove any proposals establishing or terminating campuses, or changing the fundamental level of education offered by an existing campus. Approval by the University's Board of Trustees is required for any proposal establishing, merging, or terminating an existing school, University center, or regional campus, or establishing or terminating a broad degree type within an academic responsibility center. Approval by the chancellor is required for proposals

that significantly change the mission of a school, center or regional campus; establish, merge, or terminate an academic department, institute, or center; establish, reorganize, or terminate an administrative unit; or significantly alter resource allocations among responsibility centers. Approval by the provost is required for any proposal that establishes or terminates a degree program within a degree type, an academic major, a certificate program, a minor, or an area of concentration; modifies significantly the established goals or reorganizes a school, center, or regional campus; alters significantly the distribution of resources of a school, center, or regional campus, or among departments; modifies the objectives or programs of a school, center, or regional campus; or alters the name of a unit or degree program.

The University's curricular, co-curricular (e.g., certificate programs, areas of concentrations, and minors), and formal extra-curricular experiences are periodically evaluated as set forth in documents cited above. All existing and newly proposed degree- and certificate-granting programs must delineate an evaluation plan to assess attainment of the objectives stated for the respective programs. Each plan, consistent with the University's assessment requirements, must articulate the program's mission, learning outcomes consistent with the University's learning goals, selected assessment methods linked to each learning outcome, evidence generated through use of the assessment methods, expected target performance levels, and the process of faculty and administrative review that ensures assessment results are used for program improvement. Extensive details on the University's processes for assessment of program effectiveness and student learning outcomes assessment system are provided in the Self-Study associated with Standards 7 and 14.

Learners engaged in the University's educational programs, and the faculty, administrators, and staff members responsible for delivering those programs are supported by an extensive array of resources, facilities, instructional equipment, and library services. The Office of the University Registrar is the official source for all student academic records, provides oversight of all registration and enrollment services, and schedules of classroom facilities. The Center for Instructional Design and Distance Education (CIDDE) provides teaching support for faculty and teaching assistants; instructional technology support and equipment for classroom and on-line instruction, including course management through Blackboard (CourseWeb); student response systems; and instructional content development and distribution through iTunes U. The University's Library System (ULS) is the 26th-largest academic research library in North America and the 16th-largest among the prestigious public libraries of the Association of American Universities. It provides a large array of innovative services that support the institution's educational programs and the learners served by them. The University's collection of holdings and electronic resources continues to grow and includes hundreds of databases, more than 35,500 electronic journals, and more than 200,000 electronic books. The ULS facilitates its use with an electronic library catalog.

The ULS Information Literacy and Assessment of Learning Program focuses on assuring that all University students are capable of gathering and evaluating information effectively and appropriately; identifying information sources appropriate to their respective disciplines; critically

evaluating and incorporating information to address a specific information need; using appropriate information technology; and adhering to guidelines related to the protection of intellectual property and the legal and ethical uses of information. The ULS partners with faculty across the University to foster information literacy by providing related teaching and assessment tools.

Librarians are available to work with faculty members to design class-specific sessions to facilitate information literacy and to design research assignments that address specific learning outcomes. The ULS uses the Standardized Assessment of Information Literacy (SAILS) test to assess freshmen and seniors at the University. Results obtained from the SAILS test allow librarians and administrators to reliably determine students' information literacy skills, and provide for external and internal benchmarking of student skills.

Programs that promote student use of a variety of information and learning resources include the ULS Faculty Toolbox for Information Literacy, flexible course-integrated library instruction classes, and information literacy video tutorials.

Through Pitt *Online*, selected graduate professional programs are available to qualified individuals without regard to geography. The programs selected for Pitt *Online* have been conceived and designed to ensure that they provide the highest quality educational experience for the students. The same faculty is responsible for the programs both on and off-campus, and they provide the same commitment to quality, rigor, and the maintenance of the highest professional standards. Student and technology support services have been designed to provide an excellent learning environment through carefully conceived virtual access to the University's comprehensive digital library, to a wide range of instructional materials, and to advising.

Long-standing at the University are published and implemented policies and procedures regarding transfer credit. The consideration of transfer credit and recognition of degrees include a determination of course equivalencies, including expected learning outcomes. Criteria for the transfer of credit are designed to ensure the long-term academic success of the candidate, are consistently applied across candidates, and are publicly available on the University's Web site. The relevant articulation agreements and transfer guides are documented above.

The University adheres to policies and procedures, outlined in the Guidelines for the Review of Academic Planning Proposals, that require qualitative and quantitative data that provide evidence of equity in educational expectations, rigor, and student learning in any accelerated degree program when compared to the same measures for more traditional program formats for the same degree program.

The University serves a broad continuum of learners, ranging from traditional, college-aged students through more advanced learners seeking continuing education programs for personal enrichment, professional upgrading, and career advancement. A variety of educational programs,

including undergraduate, graduate, professional, and certificate programs are available to meet the needs of various student cohorts. In addition, the Office of Veterans Services assists veterans, guardsmen, and reservists in receiving their military benefits; facilitates their transition into university life; and supports their ongoing academic success. Additionally, the University embraces classroom diversity based on a number of factors, including age and life experience. While focused primarily on race and gender diversity, the Faculty Diversity Seminar provides faculty development on managing diversity in the classroom. The Faculty Diversity Seminar is a two-week faculty development opportunity, sponsored by the Office of the Provost with assistance from the Provost's Advisory Committee for the Faculty Diversity Seminar and CIDDE, that provides addresses key aspects of diversity in both classroom content and course pedagogy.

CIDDE, in its support for learning design and course development, offers resources for faculty to help create courses, syllabi, and course materials. Guidance specific to syllabus design lists Course Objectives as a key component and suggests that short-term and long-term objectives be written as performance statements that detail observable outcomes. Consistency in format and process links course syllabi to components of the program assessment plans.

Since 2006, the University's commitment to promote a culture of assessment and initiate a systematic process for student learning assessment has been evident on all University campuses and in each degree-granting and certificate program. The template assessment matrix links program's mission, learning outcomes consistent with the University's learning goals, selected assessment methods linked to each learning outcome, and evidence generated through use of the assessment methods. For each assessment, an expected target performance level is stated and the process of faculty and administrative review that ensures assessment results are used for program improvement is outlined. The use of the assessment matrix facilitates on-going monitoring of student achievement of learning outcomes. Extensive details on the University's processes for assessment and the use of assessment results to improve program effectiveness and student learning are provided in the Self-Study associated with Standards 7 and 14.

STANDARD 12: GENERAL EDUCATION

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

1. General Education - Provost Goals	link	http://www.academic.pitt.edu/assessment/learning_goals.html
2. Student Learning Outcomes - General Education Reports	on file	
3. General Education Curriculum - A&S catalog	link	http://www.as.pitt.edu/undergraduate/requirements/general_education_catalog.pdf
4. General Education Curriculum - A&S requirements	link	http://www.as.pitt.edu/undergraduate/requirements/gened.html
5. General Education - College Writing Board	link	http://www.wid.pitt.edu/about/collegewritingboard.php
6. General Education - Writing Requirement	link	http://www.wid.pitt.edu/about/requirements.php
7. General Education Curriculum - Business	link	http://www.cba.pitt.edu/academics/arts-and-sciences.php
8. General Education Curriculum - CGS	link	http://www.cgspitt.org/medialibrary/File/25714_RequireBA%281%29.pdf
9. General Education - Dental Medicine	on file	
10. General Education - Education	on file	
11. General Education - Nursing	link	http://www.nursing.pitt.edu/academics/undergraduate.jsp
12. General Education - SIS	on file	
13. General Education Curriculum - SHRS	link	http://www.shrs.pitt.edu/CSD.aspx?id=211&nav=294
14. General Education Curriculum - UPB requirements	link	http://www.upb.pitt.edu/interior2Default.aspx?menu_id=26&id=396&terms=General+Education
15. General Education Curriculum - UPG catalog	link	http://www.greensburg.pitt.edu/academics/academic-programs
16. General Education Curriculum - UPG requirements	link	http://www.greensburg.pitt.edu/academics/genreq
17. General Education Curriculum - UPT requirements	link	http://www.upt.pitt.edu/site/academics/docs/2111_Fall_Schedule.pdf
18. General Education Curriculum - UPJ catalog	link	http://www.upj.pitt.edu/27603/
19. General Education Curriculum - UPJ requirements	link	http://www.upj.pitt.edu/27603/
20. General Education Curriculum - UPT catalog	link	http://www.upt.pitt.edu/site/academics/docs/2111_Fall_Schedule.pdf
21. Council of Deans Guidelines for Documenting the Assessment of Student Learning Outcomes at the University of Pittsburgh	link	http://www.academic.pitt.edu/assessment/pdf/assessment_guidelines.pdf
22. General Education Curriculum - CBA	link	http://www.cba.pitt.edu/academics/arts-and-sciences.php

Requirements

23. General Education - SSW requirements BASW	link	http://www.socialwork.pitt.edu/downloads/BASWHandbook.pdf
24. Board of Trustees - Position Statements 02-22-96	on file	
25. Board of Trustees - Statement of Vision, Ambition, and Direction 02-24-00	on file	
26. Speeches, Presentations, and Campus Updates by Provost, Selected Examples	link	http://www.provost.pitt.edu/memo/MemoArchive.html
27. Study Abroad	link	http://www.abroad.pitt.edu/
28. Undergraduate Research	link	http://www.as.pitt.edu/undergraduate/experience/research-ops.html
29. The University of Pittsburgh Study of Writing	link	http://www.academic.pitt.edu/assessment/pdf/Pitt-writing-study.pdf
30. Faculty Participation in Speaking in the Disciplines and Writing in the Disciplines Seminar – Pittsburgh Campus, A&S	on file	
31. University Library System (ULS): Information Literacy and Assessment of Learning Program	link	http://www.library.pitt.edu/services/classes/infoliteracy/
32. Bulletins	link	http://www.bulletins.pitt.edu/
33. Viewbook - Pittsburgh Campus	link	http://www.oafa.pitt.edu/pdf/FreshmanProspectus.pdf
34. Viewbook – UPB	link	http://www.upb.pitt.edu/uploadedFiles/News_and_Events/Newsletters/Viewbook7g1FINALUSETHIS.pdf
35. Viewbook - UPG	on file	
36. Viewbook - UPJ	link	http://www.upi.pitt.edu/20617.pdf
37. Viewbook - UPT	on file	
38. Assessment of Student Learning: Result and Actions for each program by school and campus	on file	
39. Accreditation Reports for Business, Engineering, and Nursing	on file	
40. Planning - Responsibility Centers, Annual Plans	on file	
41. General Education Curriculum – A&S Curriculum Document (FAS Gazette, April 15, 2003)	on file	
42. International Plan	link	http://www.provost.pitt.edu/documents/International%20Plan%20Framework.pdf
43. International Plan , presentations	on file	

12.1 A program of general education of sufficient scope to enhance students' intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 41
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baccalaureate programs (An institution also may demonstrate how an alternative approach fulfills the intent of this fundamental element.)	
12.2 A program of general education where the skills and abilities developed in general education are applied in the major or concentration	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23
12.3 Consistent with the institutional mission, a program of general education that incorporates study of values, ethics, and diverse perspectives	1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 42, 43
12.4 Institutional requirements assuring that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline	2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 29, 30, 31
12.5 General education requirements clearly and accurately described in official publications of the institution	4, 14, 16, 17, 19, 22, 32, 33, 34, 35, 36, 37
12.6 Assessment of general education outcomes within the institution's overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement	31, 38, 39, 40

In 1996 the Board of Trustees (BOT) passed a resolution, *Aggressively Pursuing Excellence in Undergraduate Education*, which included a call for increasing the standards of our undergraduate programs, and adopting appropriate standards to ensure that all undergraduate students achieve the levels of quantitative, communicative, and global skills essential to success in our modern global society. The BOT built upon this declaration in 2000 when it approved another resolution, *The University of Pittsburgh: 2000-2005*, which includes the goals of becoming among the country's most selected universities and of striving to ensure that the learning and growth opportunities offered to our undergraduate students are second to none. In a series of memos to the University community from 2003 onwards, the Provost detailed the qualities of every Pitt graduate, regardless of the degree earned, and in consultation with the Enrollment Management Committee set them as University's goals for our graduates. These are:

- 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
- Have a sense of self, responsibility to others, and connectedness to the University

In 2006 the Council of Deans approved the *Guidelines for Documenting the Assessment of Student Learning Outcomes at the University of Pittsburgh*. These *Guidelines* detail the programs to be assessed, the requirements of the assessment process, responsibility for assessment, and an initial timetable. Learning outcomes, assessment instruments, and standards of comparison are articulated by the program faculty, coordinated at the departmental level by the chairs, and at the school/unit level by the deans, directors or campus presidents. To the extent possible, assessment plans make use of existing qualitative and quantitative data, as well as direct and indirect evidence linked to the learning outcomes. Initial assessments for general education were conducted during Academic Year 2008-2009. The general education curriculum at the University of Pittsburgh is of sufficient rigor and scope to enhance the student's general intellectual growth and of sufficient depth to prepare students for majors within Arts and Sciences, at the regional campuses, and within the professional schools. A 30 credit minimum is required for baccalaureate degrees and a 15 credit minimum is required for associate degrees across programs (on regional campuses), and the content is distributed across coursework.

On the Pittsburgh campus, schools that enroll undergraduates include Arts and Sciences, Business, Dental Medicine, Education, Engineering, Health and Rehabilitation Sciences, Information Sciences, Nursing, and Social Work. The majority of general education requirements for these schools are fulfilled through courses in Arts and Sciences. In addition, Business, Dental Medicine, Engineering, and Nursing comply with the University's assessment of general education requirements through their professional association accreditation. Each of the regional campuses has developed its own set of requirements and assessments. Descriptions of the general education requirements are available on the Pittsburgh Campus in the Arts and Sciences Undergraduate Studies Office and are also readily accessible online within the bulletins for each campus. Academic advisors play a key role in helping students select the most appropriate courses from the General Education Course catalogue that are aligned with the student interests and satisfy general education requirements.

Pittsburgh campus – Arts and Sciences requirement:

- Students must pass an introductory composition course by the end of the first two terms of full-time enrollment. Students who score over 600 on the SAT Verbal Exam and a 5 on the College Board *Advanced Placement Exam* may be exempted from the introductory composition requirement.
- Students must pass at least one course in university-level mathematics (other than trigonometry) for which algebra is a prerequisite, or an approved course in statistics or mathematical or formal logic in an A&S department.
- Students learn the techniques of literary analysis through a course that includes a range of literary texts. Students are required to take two additional courses: one in the arts that introduces modes of analysis appropriate to music, theatre, or the visual arts, and might be a survey, genre, period, or artist course; and one in literature, the arts, or a course that trains students in creative expression in writing, theatrical arts, studio arts, filmmaking, photography, musical performance, musical composition, or dance.
- A required course in philosophy emphasizes close reading, analysis, and evaluation of classic works of philosophy.
- A required social science course treats topics in the social or behavior sciences, including social psychology.
- Students must complete a course dealing with a crucial human time sequence, such as economic, political, social and cultural change within a society, or from one society to another; change in science, and the idea of science; change in literature and the arts.
- Three required courses in the natural sciences introduce students to scientific principles and concepts.
- Students are required to complete two terms of university-level study in a second language other than English.
- Students must complete three foreign culture/international courses chosen from at least two of the categories within regional, comparative, or global classifications. At least one of the courses must be about a culture or cultures other than those of the Mediterranean, Central and Western Europe, and French or English-speaking North America.

The study of values, ethics, and diverse perspectives is incorporated in the general education requirements of all schools that offer undergraduate degrees, whether the general education requirements are provided in whole or part by A&S. In addition, the study abroad program is by design and nature dedicated to the exposure and integration of values and ethics across different cultures, and it has successfully fulfilled this mission for students from all schools and from diverse majors.

The flexibility of offerings from the general education curriculum provides the foundation to support general intellectual inquiry and growth and still develop the skills and knowledge necessary for the student's major and subordinate areas of concentration. Students apply, **within their chosen majors**, the knowledge and skill acquired through the general education requirements. Students also complete two writing-intensive (W) courses designed to teach writing within a discipline, one of which must be within their major field of study.

In 2007, the Arts and Sciences Undergraduate Council (A&S-UC) began assessing the effectiveness of the general education requirements across

all A&S departments and within schools for which they provide general education courses. Learning objectives were identified for each requirement, and the courses most often used by students to satisfy requirements were catalogued. Departments developed assessment plans for these courses and regularly collect and analyze data. A&S-UC requires all proposals for courses seeking to satisfy general education requirements to include plans to assess the learning objectives of the relevant requirement. In this way, A&S-UC has enhanced its capacity to assess the effectiveness of the requirements in promoting the relevant learning outcomes. All such courses are required to use assessments to determine the effectiveness of instruction and to make alterations when appropriate. General education requirements are continually assessed, and **results have been used to make improvements to teaching and curricula.**

To assess student information literacy, the University Library System (ULS) uses the Standardized Assessment of Information Literacy (SAILS.) The ULS has measured the information literacy aptitudes of incoming freshmen for several years, which has been compared to a national standard in multiple categories. Results have led to a retooling of information literacy instruction. The ULS is currently analyzing additional assessment possibilities for information literacy, including developing an immersive program that can be integrated into all academic departments.

Regional campuses:

Taken together, the four regional campuses comprise over one quarter of the undergraduate population. The faculty at each regional campus developed plans for general education based on the University goals, which were approved by their respective faculty senates. Planning for the assessment of student learning outcomes was initiated at regional campuses as early as 2001 at Johnstown and 2003 at Greensburg. All regional campuses now have defined assessment plans for general education, which have been reviewed by the Office of the Provost. Each regional campus has taken a different approach to assessing general education. Bradford defined one learning outcome linked to each of its general education goals in writing, oral communication, practical computation, information literacy, scientific reasoning, and understanding of people and cultures. Greensburg has a defined plan for each skill and general education category, including writing, speaking, information literacy, quantitative skills, humanities, social sciences, natural sciences, and foreign culture. Johnstown has defined plans for skill components, including writing, oral communication, and quantitative reasoning. Additional plans for humanities, natural sciences, and social sciences are under development. Titusville created assessment plans for courses commonly taken in each general education area. All regional campuses have collected data on general education learning, which have led to programmatic change.

Extensive details on the University's processes for assessment and the use of assessment results to improve program effectiveness and student learning in general education are provided in the Self-Study.

STANDARD 13: RELATED EDUCATIONAL ACTIVITIES

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

1. Bulletins	link	http://www.bulletins.pitt.edu/
2. Academic Resource Center	link	http://www.as.pitt.edu/undergraduate/offices/arc/index.html
3. Study Skills Workshops	link	http://www.as.pitt.edu/undergraduate/success/study-skills-support.html
4. Math Assistance Center	link	http://www.mathematics.pitt.edu/resources/mac-center.php
5. Facilitating Opportunity and Climate for Underrepresented Students	link	http://www.as.pitt.edu/undergraduate/offices/arc/focus.html
6. Student Support Services	link	http://www.as.pitt.edu/undergraduate/offices/arc/ss.html
7. Upward Bound	link	http://www.as.pitt.edu/undergraduate/offices/arc/upward-bound.html
8. Student Learning Outcomes - Certificate Programs Reports	on file	
9. Certificate Programs - Accreditation Reports	on file	
10. Certificate Programs within each School	on file	
11. Guidelines - Certificate Programs	link	http://www.academic.pitt.edu/pb/proposal-guidelines.htm
12. Accreditation Standards and Guidelines – Dental Medicine	link	http://www.ada.org/sections/educationAndCareers/pdfs/predoc.pdf
13. Accreditation Standards and Guidelines – Nursing	link	http://www.aacn.nche.edu/accreditation/pdf/standards09.pdf
14. Accreditation Standards and Guidelines – Medicine	link	http://www.lcme.org/functions2010jun.pdf
15. Accreditation Standards and Guidelines – Pharmacy	link	http://www.acpe-accredit.org/pdf/FinalS2007Guidelines2.0.pdf
16. Guidelines - Awarding Credit for Prior Learning	link	http://www.bulletins.pitt.edu/undergrad/4gen_academic.htm - allowablecred
17. Guidelines - Awarding Credit for Prior Learning - UPB	link	http://www.bulletins.pitt.edu/bradford/policies.htm - Anchor-General-40878
18. Guidelines - Awarding Credit for Prior Learning - UPG	link	http://www.bulletins.pitt.edu/greensburg/upg-academicpolicies.htm - Anchor-Credit-11726
19. Guidelines - Awarding Credit for Prior Learning - UPJ	link	http://www.bulletins.pitt.edu/johnstown/upj-academicpolicies.htm - creditexam

20. Guidelines - Awarding Credit for Prior Learning - UPT	link	http://www.bulletins.pitt.edu/titusville/titusville-academic.htm - Anchor-Admissions-46919
21. Guidelines - Awarding Credit for Prior Learning: CGS - Guidelines - College Level Examination Program (CLEP) Exams	link	http://cgspitt.org/medialibrary/File/CGS_Handbook_AY10-11_3-29-10.pdf
22. Guidelines - Awarding Credit for Prior Learning: University Policy	link	http://www.bc.pitt.edu/policies/policy/09/09-04-06.html
23. Guidelines for Arts and Sciences Undergraduate Academic Internships	link	http://www.as.pitt.edu/faculty/teaching/guidelines-intern.html
24. Office of Experiential Learning	link	http://www.as.pitt.edu/undergraduate/offices/experiential-learning/index.html
25. College of General Studies	link	http://www.cgspitt.org/
26. Outside the Classroom Curriculum	link	http://www.occ.pitt.edu/index.html
27. Branches, Additional Locations, and Other Instructional Sites – List	on file	
28. University Center for International Study	link	http://www.ucis.pitt.edu/main/index.html
29. Executive MBA Programs in Pittsburgh, São Paulo and Prague	link	http://www.business.pitt.edu/katz/emba/index.php
30. Study Abroad	link	http://www.abroad.pitt.edu/
31. College of Business Administration Study Abroad Partners	links	http://www.cba.pitt.edu/academics/study-abroad/euromed.php http://www.cba.pitt.edu/academics/study-abroad/ebs.php http://www.cba.pitt.edu/academics/study-abroad/solvay.php http://www.cba.pitt.edu/academics/study-abroad/pompeu.php http://www.cba.pitt.edu/academics/study-abroad/rouen.php
32. Engineering International Programs	link	http://webster.engr.pitt.edu/international/
33. Facilities Plan	link	http://www.provost.pitt.edu/documents/Facilities_Plan.pdf
34. Planning – UPB	on file	
35. Planning – UPG	on file	
36. Planning – UPJ	on file	
37. Planning – UPT	on file	
38. Student Learning Outcomes - Regionals and Other Locations Reports	on file	
39. Guidelines - Review of Academic Planning Proposals	link	http://www.academic.pitt.edu/pb/proposal-guidelines.htm
40. Online Programs - Pitt Online List	link	http://www.online.pitt.edu/programs/index.php
41. Pitt Online	link	http://www.online.pitt.edu/

42. Report to Council of Deans on Online Programs	on file	
43. Plans to Assess Student Learning Outcomes - for each program by school and campus	on file	
44. iTunes U at Pitt	link	http://www.cidde.pitt.edu/itunesu-support-services
45. College of General Studies – Online Courses	link	http://www.cgspitt.org/pittonline.cfm
46. International Plan	link	http://www.provost.pitt.edu/documents/International%20Plan%20Framework.pdf
47. International Plan , presentations	on file	
48. Guidelines – Distant Learning	link	http://www.pitt.edu/~provost/offcampused.html
49. College of General Studies	link	http://www.cgspitt.org/course-information.cfm
50. School of Information Sciences	link	http://www.ischool.pitt.edu/fasttrack/

13.1.a Basic Skills: Systematic procedures for identifying students who are not fully prepared for college level study	1
13.1.b Basic Skills: Provision of or referral to relevant courses and support services for admitted under-prepared students	1, 2, 3, 4, 5, 6, 7
13.1.c Basic Skills: Remedial or pre-collegiate level courses that do not carry academic degree credit	1, 2, 3, 4, 5, 6, 7
13.2.a Certificate Programs: Certificate programs, consistent with institutional mission, that have clearly articulated program goals, objectives and expectations of student learning and that are designed, approved, administered, and periodically evaluated under established institutional procedures	1, 8
13.2.b Certificate Programs: Published program objectives, requirements, and curricular sequence	1
13.2.c Certificate Programs: Program learning goals consistent with national criteria, as appropriate	1, 8, 9
13.2.d Certificate Programs: Available and effective student support services	1, 8, 9, 10, 11
13.2.e Certificate Programs: If courses completed within a certificate program are applicable to a degree program offered by the institution, academic oversight assures the comparability and appropriate transferability of such courses	1, 8, 9, 10, 11

13.3.a Experiential Learning: Credit awarded for experiential learning that is supported by evidence in the form of an evaluation of the level, quality and quantity of that learning	1, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24
13.3.b Experiential Learning: Published and implemented policies and procedures defining the methods by which prior learning can be evaluated and the level and amount of credit available by evaluation	1, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24
13.3.c Experiential Learning: Published and implemented policies and procedures regarding the award of credit for prior learning that define the acceptance of such credit based on the institution's curricula and standards	1, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
13.3.d Experiential Learning: Published and implemented procedures regarding the recording of evaluated prior learning by the awarding institution	1, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24
13.3.e Experiential Learning: Credit awarded appropriate to the subject and the degree context into which it is accepted	1, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24
13.3.f Experiential Learning: Evaluators of experiential learning who are knowledgeable about the subject matter and about the institution's criteria for the granting of college credit	1, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
13.4.a Non-Credit Offerings: Non-credit offerings consistent with institutional mission and goals	1, 25, 26, 27, 28
13.4.b Non-Credit Offerings: Clearly articulated program or course goals, objectives, and expectations of student learning that are designed, approved, administered, and periodically evaluated under established institutional procedures	1, 25, 26, 27, 28
13.4.c Non-Credit Offerings: Academic oversight assures the comparability and appropriate transferability of such courses, if courses completed within a non-credit or certificate program are applicable to a degree program offered by the institution	1, 25, 28
13.4.d Non-Credit Offerings: Periodic assessment of the impact of non-credit programs on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals	1, 25, 28

13.5.a Branches, Additional Locations, and Other Instructional Sites (including business/corporate locations and study abroad): Offerings at branch campuses, additional locations, and other instructional sites (including study abroad locations and programs offered at business/corporate sites) that meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings	1, 29, 30, 31, 32, 33, 34, 48, 49
13.5.b Branches, Additional Locations, and Other Instructional Sites (including business/corporate locations and study abroad): Activities and offerings at other locations meet all appropriate standards, including those related to learning outcomes	1, 29, 30, 31, 32, 33, 34
13.5.c Branches, Additional Locations, and Other Instructional Sites (including business/corporate locations and study abroad): Adequate and appropriate support services	1, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40
13.5.d Branches, Additional Locations, and Other Instructional Sites (including business/corporate locations and study abroad): Periodic assessment of the impact of branch campuses, additional locations, and other instructional sites on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals	1, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40
13.6.a Distance or Distributed Learning: Distance learning offerings (including those offered via accelerated or self-paced time formats) that meet institution-wide standards for quality of instruction, articulated expectations of student learning, academic rigor, and educational effectiveness. If the institution provides parallel on-site offerings, the same institution-wide standards should apply to both	1, 41, 42, 43, 48
13.6.b Distance or Distributed Learning: Consistency of the offerings via distance learning with the institution's mission and goals, and the rationale for the distance learning delivery	1, 41, 42, 43, 47, 48
13.6.c Distance or Distributed Learning: Planning that includes consideration of applicable legal and regulatory requirements	1
13.6.d Distance or Distributed Learning: Demonstrated program coherence, including stated program learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded	1, 41, 42, 43, 44, 45, 47, 48, 49, 50

13.6.e Distance or Distributed Learning: Demonstrated commitment to continuation of offerings for a period sufficient to enable admitted students to complete the degree or certificate in a publicized time frame	1, 41, 42, 44, 47, 48
13.6.f Distance or Distributed Learning: Assurance that arrangements with consortial partners contractors do not compromise the integrity of the institution or of the educational offerings	Not Applicable
13.6.g Distance or Distributed Learning: Validation by faculty of any course materials or technology-based resources developed outside the institution	1, 41, 42, 44
13.6.h Distance or Distributed Learning: Available, accessible, and adequate learning resources (such as a library or other information resources) appropriate to the offerings at a distance	1, 41, 42, 44
13.6.i Distance or Distributed Learning: An ongoing program of appropriate orientation, training, and support for faculty participating in electronically delivered offerings	1, 41, 42, 44, 46
13.6.j Distance or Distributed Learning: Adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support electronic offerings	1, 41, 42, 44
13.6.k Distance or Distributed Learning: Periodic assessment of the impact of distance learning on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals	1, 44
13.7.a Contractual Relationships and Affiliated Providers: Contractual relationships with affiliated providers, other institutions, or organizations that protect the accredited institution's integrity and assure that the institution has appropriate oversight of and responsibility for all activities carried out in the institution's name or on its behalf	Not Applicable
13.7.b Contractual Relationships and Affiliated Providers: Consistency of any course or program offered via contractual arrangement with the institution's mission and goals	Not Applicable

13.7.c Contractual Relationships and Affiliated Providers: Adequate and appropriate accredited institutional review and approval of work performed by a contracted party in such functional areas as admissions criteria, appointment of faculty, content of courses/programs, instructional support resources (including library/information resources), evaluation of student work, and outcomes assessment	Not Applicable
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The University is dedicated to high-quality educational programs, including undergraduate and graduate degree programs, certificate programs, and enrichment programs within specified undergraduate and undergraduate programs to meet the needs and interests of the spectrum of learners that engage with the University. Standards for admission are established across the system's campuses. Specific educational activities may be characterized by learner group to ensure academic success (e.g., basic skills programs, University Honors College), content (e.g., areas of concentration, Outside the Classroom Curriculum, certificate programs), location (e.g., Study Abroad opportunities), or delivery (e.g., Pitt *Online*). The University holds these programs to rigorous standards that ensure appropriate structure and content and require on-going assessment to ensure continuous quality improvement. The school bulletins cited above for each University campus delineate the educational offerings congruent with the University's mission.

The Academic Resource Center (ARC) offers a comprehensive set of academic services, including assistance in study skills, tutoring, peer mentoring, time management, and test-taking skills. The ARC also maintains a tutor directory, which is a campus-wide listing of tutors and assistance provided by departments, Schools, and Special Support Services. The Math Assistance Center (MAC), which is a part of the ARC, provides assistance to students enrolled in first-level algebra and trigonometry courses through faculty and undergraduate teaching assistant (UTA) office hours. A team of professional retention specialists assist at-risk students with academic development and preparation for academic success. Other educational services offered by the ARC include a health-focus seminar for second-term freshmen interested in pursuing careers in the health sciences; Facilitating Opportunity and Climate for Underrepresented Students (FOCUS), which is a peer mentoring program that provides the tools to assist students with a successful transition from high school to college life; and the Federal TRiO programs, which are educational opportunity outreach programs designed to motivate and support students who meet government-specified criteria. The Student Support Services (SSS) program assists students with basic college requirements and serves to prepare and motivate students for successful completion of post-secondary education. SSS goals are to increase college retention and graduation rates of the students served. Another TRiO program, Upward Bound, is a college-readiness program that provides fundamental support to high school students in preparation for college, focusing on study skills, social skills, and identification of interests, strengths, and potential career paths.

The University's co-curricular educational opportunities (e.g., certificate programs, areas of concentrations, and minors) are periodically

evaluated as set forth in documents cited above. All existing and newly proposed certificate-granting programs must delineate an evaluation plan to assess attainment of the objectives stated for the respective programs. Each plan, consistent with the University's assessment requirements, must articulate the program's mission, learning outcomes consistent with the University's learning goals, selected assessment methods linked to each learning outcome, evidence generated through use of the assessment methods, expected target performance levels, and the process of faculty and administrative review that ensures assessment results are used for program improvement. Extensive details on the University's processes for assessment of program effectiveness and student learning outcomes assessment system are provided in the Self-Study associated with Standards 7 and 14.

Program objectives, requirements, and associated curricular sequence for certificate programs are published by the respective host school or academic center. Examples are set forth in documents cited above. The Guidelines for the Review of Academic Planning Proposals clearly delineate required components of proposals for certificate programs, including academic requirements, a comparison with requirements of similar programs, and a discussion of new courses, internships, and research experiences that must be introduced to offer the program. In addition, a proposal must include the rationale for the certificate program, specifically explaining either the relation of the proposed change to the current mission and goals articulated in the long-range plans of the University, the responsibility center, and/or the department, or the external and internal environmental influences or trends justifying the proposed change, if the change is not a specific part of the current long-range plan. Proposals must also identify the individual(s) responsible for academic oversight to ensure comparability and appropriate transferability of courses between certificate programs and degree-granting programs.

Selected schools within the University offer individually designed study other than regular courses. Students are limited by the individual schools as to how many such independent study, directed reading, directed research, prior learning, and internship credits can be counted among the required credits for the degree. The documents cited above outline guidelines for the awarding of credit for such experiences, including policies and procedures for the awarding of credit for such experience and the need to document relationship to the respective program's curriculum, standards, and expected learning outcomes. Within the School of Arts and Sciences, the Office of Experiential Learning connects Arts and Sciences undergraduates with opportunities to earn credits outside the classroom by engaging in internships, research, and teaching. It places students in "hands-on" activities that are tied to current coursework, and encourages them to reflect on and analyze their experiences in an academic context.

Experiential education is also a significant component of many of the professional degree programs in the health sciences and, increasingly, in other professional schools (e.g., business, law, engineering) at the University. Requirements for such programs, including evaluation of the level, quality, and quantity of that learning are outlined in accreditation standards for those programs.

The Outside the Classroom Curriculum (OCC) is a University-wide initiative designed to educate the student through a series of programs, activities, and experiences that complement academic studies. Derived from the provost's goals for University's graduates, the curriculum engages students as they grow in nine key areas, while progressively completing an array learning experiences outside the classroom. Students selecting participation are required to attend a specific number of events that will foster growth in designated OCC focus areas, including leadership development, sense of self, career preparation, university participation, communication skills, respect for diversity, healthy lifestyle, service to others, and appreciation for the arts.

As the region's leading provider of adult education programs, the University of Pittsburgh College of General Studies (CGS) offers nontraditional students cutting-edge programs in the context of a world-class university system. Flexible course scheduling, online course offerings, and off-site locations enable learners to meet the challenges of work, family, and school. CGS also offers specialized student services to provide resources and tools to meet the unique needs of engaged adult learners. CGS academic programs offer a continuum of educational opportunities: from degree completion, to post- baccalaureate certificates, to professional development, to the Osher Lifelong Learning Institute for adults age 55 and over.

The University holds all undergraduate and graduate programs, regardless of location and inclusive of programs at regional campuses, accountable to the Guidelines for Conducting Evaluations of Academic Programs promulgated by the Office of the Provost. The quality and effectiveness of programs, the extent to which defined learning objectives have been met, the priority that the University attaches to the programs, and the costs of these activities are considered as the University proceeds with its continuous review and adjustment of institutional plans, activities, and resource allocation. The goal of the program evaluation system is to improve the quality and effectiveness of the University's educational programs. Graduate degree programs, undergraduate major programs, courses for non-majors, supervision of postdoctoral students, and any teaching program for which any given structural unit is responsible are included in the evaluation. It is expected that specific recommendations aimed at maintaining or enhancing the quality of programs will be an outcome of this evaluation process.

The University integrates all campus locations, including Pittsburgh and the regional campuses, in analyses of space utilization, facilities renovation, and capital investment as outlined in the University's long-range facilities plan that outlines infrastructure plans through 2018.

The University of Pittsburgh is recognized as a leading institution in international scholarship and education worldwide. The University Center for International Studies (UCIS) is a University-wide matrix organization that encompasses centers for area studies and centers on topical specializations in international studies. It coordinates international education curricula and provides support services such as the Study Abroad

Program. It provides a framework for the multidisciplinary work of the University with a total of 19 components, jointly sponsored, and affiliated units. Its mission is to integrate and reinforce all the strands of international scholarship in the University in research, teaching, and public service. UCIS does not compete with departments or schools. UCIS programs and centers, therefore, do not give degrees but award certificates of attainment to candidates for academic degrees in the University's departments and schools. UCIS does not appoint its own faculty, but links faculty from departments and schools to their tasks in international scholarship. Thus, the multidisciplinary work in the UCIS Centers is firmly based on disciplinary competence while supporting bridges of scholarly cooperation for international knowledge.

The University offers a small array of certificates and masters-level degree programs through Pitt *Online*. Pitt *Online*'s mission is to provide graduate professional programs of the same quality, taught by the same faculty, with the same superb level of support services as their counterparts offered to resident students enrolled on the Pittsburgh Campus. The programs selected for Pitt *Online* have been conceived and designed to ensure that they provide the highest quality educational experience for the students. The same faculty is responsible for the programs both on and off-campus, and they will provide the same commitment to quality, to rigor, and to the maintenance of the highest professional standards.

Fully online programs are available through the School of Education, School of Nursing, University Center for Social and Urban Research, and the Katz Graduate School of Business. All required courses and electives are completed in an online format. Students progress through any program completing course work just as in a traditional classroom with assignments, assessments and participation requirements. Online students interact with instructors and fellow students via online discussions and submit assignments online. While online courses are as rigorous as on-campus courses, online students need to be organized, technically savvy, self-disciplined, and prepared to complete course work without direct supervision. The School of Information Sciences offers a mostly online, FastTrack Master of Library and Information Science, which is an ALA-accredited degree program designed to meet the needs of highly motivated, independent learners seeking a career in the information professions. CGS offers nontraditional students cutting-edge programs in the context of a world-class university system, as well as online courses and off-site locations to enable the targeted student population to meet the challenges of work, family, and school.

Online students have access to the online student orientation course, tutorials, and the student handbook. Additionally online students have access to the University's technology helpdesk (24/7 technical resources available to all faculty, staff, and students) to support any questions about the online course system and materials.

Support services have been carefully designed to provide an excellent learning environment through carefully conceived virtual access to the University's comprehensive digital library, to a wide range of instructional materials, and to advising. All University of Pittsburgh students,

including online students, are assigned a student advisor. Upon acceptance into the University and to Pitt *Online*, students are assigned an advisor from the school responsible for the specific degree or certificate program. Online students have the same access as on-campus students to digital library resources, including reference services, and online students can access the physical resources when they visit campus.

The University's Center for Instructional Design and Distance Education (CIDDE) was established to strengthen the instructional development and support services available to faculty. The Center enables faculty to identify and use technology and other instructional resources to deliver instruction, enhance the quality of instruction, and promote efficient learning by students. CIDDE provides faculty with a primary contact point for instructional design services and assists in developing and supporting distance education programs.

The University has recently initiated efforts to establish a presence on iTunes University with iTunes U at Pitt. CIDDE offers consulting services and limited production assistance to members of the University community who wish to create and post instructional content to iTunes U.

The University does not have consortial partners, affiliate providers, or contractual relationships with outside contractors.

STANDARD 14: ASSESSMENT OF STUDENT LEARNING

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

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| 1. Assessment of Student Learning: Result and Actions for each program by school and campus | on file | |
| 2. Accreditation Reports for Business, Dental Medicine, Engineering, and Nursing | on file | |
| 3. Mission Statement | link | http://www.ir.pitt.edu/factbook/fbweb05/general/MISSION.PDF |
| 4. Board of Trustees - Position Statements 02-22-96 | on file | |
| 5. Board of Trustees - Statement of Vision, Ambition, and Direction 02-24-00 | on file | |
| 6. Speeches, Presentations, and Campus Updates by Provost, Selected Examples | link | http://www.provost.pitt.edu/memo/MemoArchive.html |
| 7. Responsibility Centers, Annual Plans | on file | |
| 8. Description of the process through which assessment plans are developed and reviewed within each school | on file | |
| 9. Council of Deans Guidelines for Documenting the Assessment of Student Learning Outcomes at the University of Pittsburgh | link | http://www.academic.pitt.edu/assessment/pdf/assessment_guidelines.pdf |
| 10. Student Learning Outcomes - Guidelines | link | http://www.academic.pitt.edu/assessment/index.html |
| 11. Center for Instruction Development & Distance Education (CIDDE) list of workshops and reviews | on file | |
| 12. Provost Office Reviews of Assessments of Student Learning: Result and Actions for each school and campus | on file | |
| 13. A listing of curricular changes that have resulted from the assessment process for each school and campus | on file | |
| 14. A description of the process for the evaluation of programs within each school and campus | on file | |

and how the assessment of student learning
is incorporated into that process

15. Guidelines - Review of Academic Planning
Proposals

link

<http://www.academic.pitt.edu/pb/proposal-guidelines.htm>

16. International Plan

link

<http://www.provost.pitt.edu/documents/International%20Plan%20Framework.pdf>

17. International Plan, presentations

on file

14.1.a Clearly articulated statements of expected student learning outcomes (see Standard 11: Educational Offerings), at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development, that are appropriately integrated with one another	1, 2, 16, 17
14.1.b Clearly articulated statements of expected student learning outcomes (see Standard 11: Educational Offerings), at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development, that are consonant with the institution's mission	1, 2, 3, 4, 5, 6, 16, 17
14.1.c Clearly articulated statements of expected student learning outcomes (see Standard 11: Educational Offerings), at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development, that are consonant with the standards of higher education and of the relevant disciplines	1, 2, 7
14.2.a A documented, organized, and sustained assessment process to evaluate and improve student learning that meets the following criteria: systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that: maximize the use of existing data and information; clearly and purposefully relate to the goals they are assessing; are of sufficient quality that results can be used with confidence to inform decisions; and include direct evidence of student learning	1, 2, 7
14.2.b A documented, organized, and sustained assessment process to evaluate and improve student learning that meets the following criteria: support and collaboration of faculty and administration	1, 2, 7, 8
14.2.c A documented, organized, and sustained assessment process to evaluate and improve student learning that meets the following criteria: clear, realistic guidelines and timetable, supported by appropriate investment of institutional resources	1, 2, 7, 9, 10, 11, 13

14.2.d A documented, organized, and sustained assessment process to evaluate and improve student learning that meets the following criteria: sufficient simplicity, practicality, detail, and ownership to be sustainable	1, 2, 7, 13
14.2.e A documented, organized, and sustained assessment process to evaluate and improve student learning that meets the following criteria: periodic evaluation of the effectiveness and comprehensiveness of the institution's student learning assessment processes	2, 8, 12, 13
14.3 Assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes	1, 2, 13
14.4 Evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning	1, 2, 7, 13
14.5 Documented use of student learning assessment information as part of institutional assessment	2, 7, 13, 14, 15

Extensive details on the University's processes for assessment and the use of assessment results to student learning are provided in the Self-Study. What follows is a brief summary.

For a description of the Board of Trustee resolutions and Provost Memoranda that led to the establishment of the University's goals for its graduates, please see the annotation for Standard 12.

In 2006 the Council of Deans approved the *Guidelines for Documenting the Assessment of Student Learning Outcomes at the University of Pittsburgh*. These *Guidelines* detail the programs to be assessed, the requirements of the assessment process, responsibility for assessment, and initial timetable. **All certificate and degree granting programs have developed plans that clearly describe expected learning outcomes consonant with the University's mission and mechanisms to assess those learning outcomes.** Learning outcomes, assessment instruments, and standards of comparison are articulated by the program faculty, coordinated at the departmental level by the chairs, and at the school/unit level by the deans, directors or campus presidents. To the extent possible, **assessment plans make use of existing data that are both qualitative and quantitative, as well as direct and indirect evidence that are linked to the learning outcomes.** Initial assessments for each certificate and degree granting program were conducted during Academic Year 2007-2008. The *Guidelines* also indicate that all learning outcomes should be consistent with the University's goals for all undergraduates.

In keeping with the University's decentralized structure, the faculty of each program, with staff support, is responsible for the assessment of student learning, with oversight by the appropriate dean and ultimately the vice provosts for undergraduate and for graduate studies. Thus, faculty members are responsible for the development and administration of the assessment processes of individual programs in accordance with the appropriate programmatic or departmental governance structure. **This ensures that the learning outcomes are consonant with the standards within the relevant disciplines.** Department chairs are responsible for coordinating the assessment process for departmentally-based programs. Deans, directors, and campus presidents are responsible for coordinating the assessment process for school-based and campus-based programs. Schools and regional campuses are responsible for developing internal procedures for documenting program assessment, and they report annually to the Provost on school and campus assessment activities and relevant results as part of their planning process. **This decentralized structure ensures that faculty are involved and that they receive appropriate support and collaboration from the administration.**

To help programs improve their plans, good examples from programs within the University are identified and posted on the website. In addition, **the vice provosts for undergraduate and for graduate studies annually provide deans, directors, and campus presidents with a review of their unit's plans and some explanation on how to help programs improve their plans.** The vice provosts have used this review process to identify institutional resources that are available, such as the Center for Instruction Development & Distance Education (CIDDE), which provides relevant workshops and reviews, and to emphasize that these plans should be sustainable and integrated into the process for the evaluation of programs to further integrate the assessment of student learning in the workings of the University. **To ensure sustainability,** schools and campuses are encouraged to use multi-year assessments, in which progress towards some goals are assessed less frequently than annually, but goals are chosen that warrant assessment at least every three to five years. Programs are also encouraged to use a sample of student work. Schools and programs may request permission to substitute a professional accreditation process as their assessment protocol by showing how that professional accreditation process maps onto the University's framework for assessment. These recommendations and the vice provosts' reviews have helped deans, directors, and campus presidents provide additional guidance to their programs as they continue to use and refine their plans to assess student learning outcomes.

Since 2007 when all degree and certificate granting programs across the University were required to develop plans to assess student learning outcomes, the results of **the assessments have provided sufficient and convincing evidence demonstrating that students in all degree and certificate granting programs are either sufficiently achieving the identified learning outcomes or the programs have developed and implemented actions plans to address areas of teaching and learning that need improvement.** In addition, the assessment of student learning

is being incorporated into the annual planning process of each academic unit in the University, and into the periodic evaluation of each program within each unit, thus ensuring that it is an integral part of institutional assessment and a key component of our culture of assessment.