Budget Presentation
to the General Assembly
of the Commonwealth of Pennsylvania
2018-19

#1 Public University in the Northeast
—Wall Street Journal/Times Higher Education

#1 Best-Value Public College in Pennsylvania
—Kiplinger’s Personal Finance

Top 5% of Universities Globally
—U.S. News & World Report

$3.95 billion in economic impact in Pennsylvania
—EI Report Data

Top 5 in NIH external research support
—NIH Data

Nobel Laureates, Pulitzer Prize winners, MacArthur “Genius” Fellows, Rhodes and Fulbright Scholars
—Our Alumni
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CHANCELLOR’S STATEMENT

The University of Pittsburgh is dedicated to realizing our mission of leveraging new knowledge for the benefit of humankind. Three key ways that we’re making a powerful and positive difference in society include:

1. Strengthening our role as an academic powerhouse

According to esteemed sources like *Kiplinger’s Personal Finance, U.S. News & World Report, The Wall Street Journal,* and the *Princeton Review,* the University of Pittsburgh is now ranked as:

- A top value in the state;
- A top university in the world;
- The top public university in the Northeast; and
- A college that creates futures.

Members of the Pitt community are working on seminal projects across a wide range of disciplines—everything from treating and curing cancer to building an energy grid of the future. And Pitt alumni and students have earned, among many other prestigious awards, Fulbright Scholarships, MacArthur Foundation “Genius” Grants, Nobel Prizes, and Pulitzer Prizes.

The drive to innovate new solutions—and move these solutions to the market—is stronger than ever. Evidence of our growing entrepreneurial expertise is clear: In 2017, Pitt faculty and students set a new record, acquiring more than 100 patents from the U.S. Patent and Trademark Office.

2. Driving economic stability and growth for the commonwealth

Every dollar invested in Pitt and its people generates a $26 return for the commonwealth, which translates to an economic impact of $3.95 billion. And earning a Pitt degree doesn’t just increase an individual’s earning power—it also yields significant gains for our economy. Our alumni’s annual economic impact tops $62 billion in the state of Pennsylvania alone.

In 2017, Pitt utilized record-high $764.5 million in external research support, which fueled work of life-changing significance in the fields of health, basic science, engineering, data analysis, and more.

Another point of pride: 96 percent of Pitt students who graduated in 2015—the latest class surveyed—reported being employed or committed to continuing their education. This statistic underscores our University’s extraordinary role—and success—in shaping the commonwealth’s current and future workforce.

3. Deepening our commitments as a vital community partner

Because we recognize the transformative power of a Pitt degree, we are committed to making higher education as affordable and accessible as possible—particularly for the state’s most economically vulnerable residents. On this front, we’ve:

- cofounded the Pittsburgh Admissions Collaboration, which creates a formal and clear pathway for Pittsburgh Public Schools students to go to—and graduate from—college;
- launched the Pittsburgh Public Scholars program, which offers automatic admission and financial support to all top-performing seniors in Pittsburgh Public Schools; and
- joined the Coalition on Access, Affordability, and Success, which has grown to 113 higher education institutions around the country and utilizes a common application to simplify the college admissions process.

Pitt is also expanding our commitments in the communities we call home. In spring 2018, we will open our first Community Engagement Center in Pittsburgh’s Homewood neighborhood. This center, and the others that follow, will enable us to better leverage our research capacity, academic expertise, and University resources to help alleviate some of the steepest challenges facing Pittsburgh’s urban neighborhoods.

The University of Pittsburgh’s long-standing partnership with the commonwealth has fueled our contributions in these three areas—and has long driven progress and prosperity in the state of Pennsylvania. I look forward to strengthening this partnership and our expansive catalog of shared achievements.

To do so, our consolidated appropriation request for fiscal year 2018-19 is $165,811,000, which includes Academic Medical Center funding. As the commonwealth navigates these uncertain economic times, I believe that one course of action should be clear: Adequate and sustained investment in public higher education—and in proven success stories like Pitt—is essential. The University of Pittsburgh’s academic, economic, and community contributions are irrefutable and indispensable and, as the ensuing pages articulate, help to build a better life for all Pennsylvanians.

As we like to say: *With Pitt, Pennsylvania Wins.*

Respectfully,

Patrick Gallagher
Chancellor
The University of Pittsburgh
OUR IMPACT

The University of Pittsburgh, in its role as a major research university, pursues new avenues of cooperation and partnership that benefit Pennsylvania students and the commonwealth.

This is an extension of the original partnership through which Pitt became a state-related institution in 1966. The central tenet of that agreement was a promise from the commonwealth of an annual appropriation to the University sufficient to offset the cost of tuition for Pennsylvania students, thus affording them access to the kind of high-quality education provided by a private institution at significantly less cost, and support Pitt’s expanding role as a regional anchor and engine of economic growth and vitality.

Pitt has and does deliver on this partnership. Despite several years of fiscal challenge, the University of Pittsburgh has sustained the progress that has propelled it into the very top ranks of American universities, providing its students (and the commonwealth) excellent value for their investment. Pitt’s quality is heralded well beyond the state by entities such as the *Wall Street Journal/Times Higher Education*, which named Pitt the “Top Public University in the Northeast” and the Princeton Review, which once again included Pitt in its “Best Value Colleges” list and ranked the University as one of the nation’s best institutions for undergraduate education. Pitt was, for the 12th consecutive year, ranked a best value among Pennsylvania universities by *Kiplinger’s Personal Finance*. Such rankings are of particular import because they weigh cost against quality and outcomes for students. Another marker of success is our undergraduate placement rate: an extraordinary 94 percent of students either continue their education or secure employment after graduation.

Offered here are examples of the kinds of activities that the University has managed to continue, through astute budget management and cost reduction efforts, despite less-than-adequate funding. Continued inadequate funding levels threaten to erode the quality represented by the examples that follow.

Innovation and Entrepreneurship

Translating discovery and invention by students and faculty from concept to commercialization is part of the work Pitt does to deliver on its partnership with the commonwealth.

The University of Pittsburgh Innovation Institute, formed in November 2013, is the focal point of Pitt’s initiative in innovation, commercialization, and entrepreneurship. Within the institute, there are a number of programs that support faculty and students in learning about and embarking on entrepreneurial efforts and reaching out to the business community to take part in the region’s small business ecosystem.

In the years since its formation, the Institute has reported record-high numbers of invention disclosures filed and patents received by Pitt faculty, students, and staff as well as record-high total license revenues received and startup companies formed from Pitt-developed innovations in the recently completed fiscal year 2017. As a comparison, in the three years prior to the Innovation Institute’s formation, there were 17 startup companies formed around Pitt discoveries. In the most recent three fiscal years, that number more than doubled to 39 new companies.
These results clearly demonstrate that the culture of innovation and entrepreneurship is accelerating at Pitt. Faculty and students are translating discoveries into products and services that improve and, in many instances, save people’s lives. Among the companies formed in fiscal year 2017 are

- Renerva, which has an exclusive license to Pitt regenerative medicine technology for peripheral nerve repair;

- Working for Kids, which has developed an educational platform to boost cognitive, social, and emotional skills in children in their first five years of life through a neuroscience-based approach; and

- APO Technologies, which has an exclusive option to Pitt technology for a device designed to improve the alignment of lower limb prostheses.

Pitt Ventures

These results are due in part to enhanced programming around new venture creation, particularly Pitt Ventures. Through Pitt Ventures, University faculty, students, and staff work one-on-one with an entrepreneur in residence to conduct customer discovery and value proposition exercises that help determine the best path to market their innovation. Additionally, because Pitt is a National Science Foundation Innovation Corps program site, those faculty, students, and staff can receive early stage seed funding to validate their ideas. Some of the results of the program include:

- BodyExplorer, an augmented medical reality system for training students and clinical staff;

- Aeronics, a small, lightweight, portable oxygen supply designed for those in clinical need as well as for improved endurance; and

- SMART CPR, an automated mechanical chest compression device for cardiopulmonary resuscitation.

Institute for Entrepreneurial Excellence

The Institute for Entrepreneurial Excellence (IEE), part of the Innovation Institute, was one of only five winners of the Lean for Main Street Training Challenge competition held by the U.S. Small Business Administration. The competitive grant will enable IEE’s Small Business Development Center to provide free proven “lean business” training programs to “Main Street” small businesses and entrepreneurs. Lean methodology—which involves increased consumer feedback and adaption to it—has long proven popular in technology start-ups, driving companies from a traditional business plan to a more simplified step-by-step approach. More than 150 teams on campus have used the training to work toward commercialization of new technologies. The institute is now able to transfer that knowledge to businesses throughout Western Pennsylvania and help them to target and expand their markets.

Energy GRID Institute

The Energy Grid Research and Infrastructure Development—or GRID—Institute, located in the Energy Innovation Center in Pittsburgh’s Hill District, enables Pitt researchers to evaluate major issues impacting our nation’s power grid as well as the patchwork of transmission and distribution systems around the globe. Equally important, it places our students, faculty, and staff alongside an unprecedented team of utility, industry, government, and foundation partners and firmly positions Pittsburgh as a key player—regionally and globally—in the race to modernize our energy infrastructure. The Energy GRID Institute acts as a grounded research center for all key stakeholders involved in the grid transition.

To date, the Energy GRID Institute has leveraged more than $15 million in funding from Pitt and utility and industry partners. This funding is supporting more than 20,000 square feet of new laboratory and administrative space at the Energy Innovation Center. Pitt, through the Energy GRID Institute, is the anchor tenant at this facility, leveraging existing industry partnerships to attract business and innovation to the Pittsburgh region. The Energy GRID Institute is also supporting the City of Pittsburgh in its ongoing energy development work through dedicated staff support for regional applied energy projects.

The Center for Energy

Established in 2008, the University of Pittsburgh Center for Energy is a University-wide endeavor that leverages the energy-related expertise of approximately 100 faculty members across campus from multiple disciplines and departments.

The center is a unifying entity for faculty members to collaborate with each other, regional energy industry leaders, government agencies, and the community to address the many challenges and opportunities associated with the generation, transmission, and utilization of energy. The center is ideally situated to accomplish this mission, given the Pittsburgh region’s abundant natural resources and leadership in the development of clean energy technologies and energy infrastructure, the presence of leading global energy companies, and engaged community and government constituents.

The Center for Energy continued efforts in 2016 to significantly advance its mission and the various activities related to energy research, education, and outreach across the University and throughout the community. This fiscal year, the center experienced an increase in new research funding totals of nearly 15 percent, including a continued growth trajectory for industry collaborations,
as well as strong support from various government agencies. New initiatives with the community and industry partners created additional opportunities for program growth and engagement.

The center hosted a number of high-visibility conferences, symposia, and national events throughout the year and contributed significantly to regional energy initiatives and programs. Energy education program efforts, including developments in key certificate program areas, were expanded. The center also spearheaded efforts in forming the new Tri-State University Energy Alliance. As the region, the nation, and the world continue to experience wide-ranging challenges in an era of dynamic energy transition, the Center for Energy is well positioned to create new opportunities for strong future growth and to have continued impact on and success in supporting the region’s role as a global leader in energy-related education, research, development, and demonstration.

The Student Experience

The most telling evidence of the value and quality that Pitt offers can be found in the growing numbers of student applicants.

More than 27,000 students applied for fall 2017 admission to the Pittsburgh campus. Including both first-year and transfer students, Pitt welcomed 4,123 new undergraduate students to the Pittsburgh campus this fall, bringing the total undergraduate population in Oakland to 19,123 (75 percent of whom are Pennsylvania residents). The quality of the applicants continues to hold strong, with an average SAT score of 1330 for our entering class.

Pitt has become not only a magnet for highly talented applicants but also a leading producer of high-performing students. Pitt undergraduates have claimed seven Rhodes Scholarships, 12 Truman Scholarships, nine Marshall Scholarships, a whopping 56 Goldwater Scholarships, two Churchill Scholarships, one Gates Cambridge Scholarship, and nine Udall Scholarships. Pitt also is among the nation’s leading producers of Fulbright scholars (97 undergraduates), Boren scholars (45 undergraduate), Whitaker International fellows, National Science Foundation fellows, Critical Language scholars, and Humanity in Action fellows. 2017 also saw Pitt students receive the Thomas R. Pickering Foreign Affairs Fellowship and Beinecke Scholarship, and a recent Pitt alumnus receive the University’s first German Chancellor’s Fellowship.

This remarkable level of student achievement reflects the exceptional levels of learning and growth occurring at the University of Pittsburgh and is clear evidence that Pitt is effectively advancing its vital mission. Of course, these public forms of recognition are accompanied by tens of thousands of more personal triumphs as our students use the power of higher education to build the platforms from which they will pursue their own life dreams, the majority of them living, working, and raising their families right here in Pennsylvania.

Pitt recently strengthened its foundational commitment to the City of Pittsburgh through the Pittsburgh Public Scholars program, which guarantees admission for valedictorians and salutatorians in the Pittsburgh Public Schools system. In addition, Pitt has committed a minimum of $2,000 for these students and if a valedictorian or salutatorian is eligible for a Pell Grant, Pitt will meet the full need. This complements the Pittsburgh Admissions Collaboration, a partnership with the Community College of Allegheny County and Pittsburgh Public Schools to provide a pathway and support for Pittsburgh Public Schools students to earn their undergraduate degree.

Pitt also has been a leader in developing programs designed to enhance the overall growth of our students and prepare them to embark upon lives of achievement and impact. Among many noteworthy efforts, some that stand out are:

- The comprehensive Outside the Classroom Curriculum, which provides students with a structured series of experiences designed to help participants grow holistically and make the most of their personalized collegiate experience. Students are encouraged to engage in leadership development opportunities, global and cultural awareness programs, wellness activities, career services, and more to develop highly desirable character traits and life skills.
- The PITT ARTS program, designed to expose students to the cultural richness of the greater Pittsburgh region. Participation in the PITT ARTS program has almost tripled over the past decade, rising to more than 63,000 instances of participation annually.
- Pitt’s pioneering partnership with the Port Authority of Allegheny County, which helps to support local mass transit, giving students fare-free access to public transportation.
- Pitt students at the Pittsburgh campus gave more than 365,000 hours in service to community in 2016-17.

At Pitt, it is easy to see the remarkable impact that a top research university can have—on both the lives of its students and in its home region.

Outstanding Faculty

Pitt faculty members have built an impressive record of achievement and honors. Senior faculty members have been elected to such prestigious groups as the National Academy of Sciences, National Academy of Medicine, American Academy of Arts and Sciences, American Association for the Advancement of Science, American Society for Clinical Investigation, National Academy of Education, National Academy of Engineering, and American Academy of Nursing. They hold some of the country’s most prestigious awards, including the National Medal of Science, MacArthur Foundation’s genius award, Lasker-DeBakey Clinical Medical Research Award, Charles S. Mott Prize in cancer research, Vannevar Bush Faculty Fellowship, and Andrew W. Mellon Foundation Distinguished Achievement Award for exemplary contributions to humanistic
studies. Equally important is the fact that more junior faculty members continue to claim national awards for their exceptional potential. These include Presidential and National Science Foundation Early Career Awards, the Howard Hughes Medical Institute Physician-Scientist Early Career Award, Pew Foundation Early Career Award, Sloan Faculty Fellowships, and Beckman Young Investigator Award.

The accomplishments, recognition, and research support garnered by our faculty members are clear signs that Pitt is building on its proud past, a legacy that includes developing the vaccine that won this nation’s war against polio, both the surgical techniques and drug therapies that have made human organ transplantation a treatment option that is available around the world, identification of the dangers of environmental lead on brain development, and the creation of artificial insulin that proved to be a lifesaving innovation for millions of people with diabetes. Pitt faculty members are currently leading the way in areas as diverse as computer modeling, gerontology, philosophy of science, nanotechnology, and urban education as well as in a host of other areas.

Research Strength

At the University of Pittsburgh, undergraduates have the opportunity to engage in research, scholarship, entrepreneurship, and creative experiences with faculty members who lead their fields. As students at a top public research university, Pitt undergraduates can choose to engage in a variety of research experiences across schools, disciplines, and academic settings. Experience-based learning that complements classroom learning allows Pitt undergraduates to develop mentoring relationships with faculty, gain critical skills, clarify life goals, and strengthen career aspirations. Active participation in research, scholarship, entrepreneurship, and creative endeavors strengthens a sense of belonging to the University and provides an intellectual and social community for undergraduates.

The strength of Pitt’s research program can best be measured comparatively. Pitt ranks among the top 10 of all U.S. universities in terms of federal research and development support attracted by members of its faculty. The University was awarded more than $827 million in research funding from all sources in FY 2016, of which the University received more than $475 million from the National Institutes of Health (NIH). This total is more than 10 percent greater than the year prior, and it ranks Pitt fifth in the United States, behind only Johns Hopkins University; University of California, San Francisco; the University of Michigan; and the University of Pennsylvania in terms of annual NIH research funds received.

The U.S. Department of Commerce estimates that every $1 million in research spending creates 36 new jobs, so those research dollars that are imported from outside Pennsylvania support more than 25,000 jobs. These knowledge-based jobs have helped to attract the world’s best and brightest scientists to Western Pennsylvania and to promote a culture of innovation and technology in the region.

University research has been a key source of economic growth. Pitt has attracted billions of dollars in sponsored research support to this region. That research has provided the foundation for such future-oriented economic development initiatives, including Pitt’s participation in the NIH Precision Initiative; a more than $1 million grant to establish a new Tissue Chip Testing Center at Pitt to develop three-dimensional “organs on a chip” for drug candidate testing; advances in brain-computer interface technology, for the first time enabling a paralyzed man to experience the sense of touch in his mind-controlled robotic arm (the research participant fist-bumped President Barack Obama with his robotic hand); Pitt’s leadership in a $21.8 million multi-institutional grant from NIH to undertake the first large-scale study of the link between exercise and brain health in older adults; Pitt’s new Energy Storage Technology Laboratory, working to engineer large-scale batteries to store energy from intermittent renewable sources like wind and solar; and the National Science Foundation Center for High-performance Reconfigurable Computing, and its successful deployment in March 2017 and ongoing operation (controlled from Pitt) of a novel computing system flying on the International Space Station.

Its success in research enables Pitt to serve as a vital economic engine in its home region. These research dollars imported annually by the University advance important work and are a widely recognized sign of academic strength. In addition, the University’s research operations make tangible and quantifiable economic contributions. Along with creating jobs for research staff and support personnel, Pitt scientists are contributing to new product development and technology commercialization. For example, more than 100 new patent applications were filed in FY 2017, and more than 145 agreements were executed with industry to transfer technologies from research laboratories at Pitt to start the pathway toward commercial impact. In the same timeframe, the University spun off 15 new companies founded on Pitt research and assisted in the formation of another 14 student-led companies. Knowledge and technology transfer have created the foundation for commercial ventures that promote regional entrepreneurship, economic development, and job creation.

Though its primary missions are education, research, and community service, an institution as comprehensive as Pitt also is central to the fiscal health and well-being of the larger community in which it operates. Pitt’s research endeavors as well as all of the University’s daily operations provide ongoing financial benefits to the region’s economy. The University significantly and positively impacts the regional economy through local expenditures, local government revenues, and the employment and personal income of residents.

The strength of the University and its employees enables Pitt to be a significant force in the local economy, with an annual total economic impact of $3.95 billion on our state economy. Pitt supports and sustains nearly 30,000 jobs while generating $190.75 million in city, county and state tax revenue annually.
Engaging with the Community

Pitt is a model of community engagement, making its expertise available to neighborhood groups, organizations, state and local government, and public agencies in ways that are consistent with the University’s teaching and research missions while contributing to the social, intellectual, and economic development of the region.

The work of a number of centers and initiatives shapes regional policy and programs. Many of these centers are connected with professional schools and represent multidisciplinary engagement. Even initiatives with international scope, such as the University’s Center for Global Health, have strong local community and economic impacts on the region, bring further distinction and recognition to the city, and serve to attract other investments.

• **The University Center for Social and Urban Research**, in collaboration with Allegheny County, the City of Pittsburgh, and Carnegie Mellon University, has developed the Western Pennsylvania Regional Data Center, which provides an open data platform for local government, community organizations, and citizens. In FY16-17, 21,500 users have accessed data through the portal, a 62 percent increase compared with the previous year. Projects have included the Bird’s Eye View data explorer, the Pantherview Oakland mapping tool, an asset map for the Hill House Association in the Hill District, and the Allegheny County Health Department’s efforts to address the social determinants of cardiovascular disease.

• **School of Education’s Office of Child Development** conducts approximately two dozen projects in partnership with community organizations. Its larger programs include managing four agencies that deliver Early Head Start home visiting services, coordinating more than 20 family support programs, providing technical assistance to improve the quality of early care and educational services in Western Pennsylvania, evaluating and conducting strategic planning for the countywide LAUNCH program, and conducting the Positive Racial Identity Development in Early Care and Education (PRIDE) project to promote positive racial identity among young African American children in the region.

• **School of Law clinics** provided more than 10,000 hours of free legal help and services to 1,020 low-income individuals in the 2016-17 academic year. The law school operates clinics in elder, environmental, family, health, immigration, securities arbitration, and tax law.

Exhibit I

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<th>University of Pittsburgh’s Annual Impact on the Regional Economy</th>
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<td>$3.95 billion</td>
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More than 13,000 employees on five campuses: Pittsburgh, Bradford, Greensburg, Johnstown, and Titusville

102 new patents were issued to the University in FY 2017, bringing Pitt’s patent total to 863. More than 140 total start-up companies have been launched around Pitt technologies since the creation of the Innovation Institute in 2013.
• **School of Medicine** maintains the Matilda Theiss Health Center in neighboring Oak Hill as part of its medical services to underserved populations. Services include physical exams, chronic disease screening and management, immunizations, health education, minor surgery, obstetrical and gynecological care, dental care, and medication dispensing services. The Theiss Center is the only federally qualified health care center within UPMC.

• **Graduate School of Public Health** operates 37 research centers focused on finding breakthrough discoveries in public health for Western Pennsylvania. These centers include the Center for Rural Health Practice, the Pennsylvania/Mid-Atlantic AIDS Education and Training Center, and the Laboratory of Environmental Health, Reproduction, and Development. In the past year, GSPH has found new information and synthesized new solutions to address problems in obesity, health care in underserved communities, and the opioid crisis.

• **School of Dental Medicine** provided more than $4 million in fee savings for patients who self-pay or use medical assistance at Pitt’s Dental Clinic, $66,000 in free care through programs like Give Kids a Smile Day and the Adolescent Summer Clinic, and $159,000 in discounts to senior citizens and patients with low-income in 2016. Pitt dental students perform approximately 3,500 procedures per year for 2,400 patients during required two-week Student Community Outreach Program and Education rotations in federal qualified health care centers in the Western Pennsylvania region.

• **School of Pharmacy** provides medication consultations and Medicare Part D insurance counseling to more than 250 individuals each year. Faculty and students conduct educational outreach at 14 senior centers through a medication awareness program called Silver Scripts, which collects and analyzes senior medications for potentially dangerous drug interactions, and provides more than 9,000 medications to underserved patients through the Grace Lamsam Pharmacy Program for the Underserved.

• **The Pennsylvania Heroin Overdose Prevention Technical Assistance Center (TAC)** is a partnership between the School of Pharmacy’s Program Evaluation and Research Unit and the Pennsylvania Commission on Crime and Delinquency. The center provides support for county coalitions and task forces that aim to eliminate overdoses in their communities through data-driven strategies. TAC currently partners with 31 counties across the Commonwealth to provide live data for effectively addressing the public health and safety concerns related to opioids in our communities.

• **The Child Welfare Education and Research Programs** in the Pitt School of Social Work are a statewide initiative linking schools of social work across Pennsylvania to support the professional development of child welfare workers in the state. The programs house the Pennsylvania Child Welfare Resource Center, which provides training, technical assistance, and support for organizational improvement to the public child welfare workforce throughout Pennsylvania’s 67 counties. It is the second-largest child welfare training program in the country.

• **School of Social Work** students provide more than 350,000 field placement hours—valued at $7.6 million—to more than 500 local service agencies and organizations each year.

• **The Institute of Politics**, with an endowment from the Hillman Family Foundations, launched a student engagement arm in 2015 called the Elsie Hillman Civic Forum. The Elsie Forum advances the ideals of social responsibility and public service by providing educational programs, research projects, and civic engagement and leadership development opportunities to students and community leaders.

• **The Center on Race and Social Problems** helps to lead America farther along the path to social justice by conducting race-related research, minority emerging scholars, and disseminating race-related research findings and scholarship through a multidisciplinary approach and multiracial focus. 2017 programming included implicit bias training for community members and City of Pittsburgh Police officers and a free educational speaker series open to the public.

### Community Engagement Centers

The University of Pittsburgh is deepening its commitment to being a partner and resource to its surrounding urban neighborhoods, city, and region. Under the leadership of Chancellor Gallagher, Community Engagement Centers (CECs) will be established in city neighborhoods to forge even stronger partnerships between Pitt’s educational and research assistance and community leaders who are working to help their neighborhoods thrive. The result is a place-based strategy that will enrich the University’s core educational mission, coordinate and enhance existing engagement efforts, and help to alleviate some of the most enduring challenges of Pittsburgh’s urban neighborhoods.

The approach used to develop the Community Engagement Centers has extensively engaged campus and community stakeholders to shape a concept that ensures Pitt’s academic mission of teaching and research is enriched and the neighborhoods in which the CECs are located derive meaningful benefits. Outreach was done with campus units who had long-standing community engagement missions, community leaders within the neighborhoods where CECs will be located, and elected and public officials.
Example programming includes:

- A computer lab that will host training sessions to prepare candidates for Pitt employment opportunities, School of Computing and Information coding workshops, and STEM summer programming
- A Wellness Pavilion that will offer occupational therapy, audiology, physical therapy, athletic training and sports medicine, nutrition and dietetics, as well as wellness and human performance services
- Mental health counseling services offered by the School of Social Work
- Pro-bono legal assistance and legal workshops offered by Pitt Law School Alumni
- Business development and acceleration programming offered by the Institute for Entrepreneurial Excellence and Joseph M. Katz Graduate School of Business MBA Fellows
- Flexible classroom and community meeting spaces

The first Community Engagement Center will be located in Homewood and is slated to open in spring 2018.

REGIONAL CAMPUSES

Community service is a commitment shared by the Pitt community members at our Bradford, Greensburg, Johnstown, and Titusville campuses. The following are examples of how this tradition of outreach and service is realized in the daily activities of our faculty, staff, and students.

University of Pittsburgh at Bradford

- **Support Workforce Training**: Pitt-Bradford was awarded $275,268 through the Pennsylvania Department of Economic and Community Development in 2016-17 to support workforce training through the Workforce and Economic Development Network of Pennsylvania. The Office of Sponsored Programs worked with 17 manufacturing and information technology companies in Bradford, Cameron, Crawford, Elk, Erie, McKean, Potter, and Warren counties to provide reimbursement for work-related training to 1,683 employees.

- **Division of Continuing Education and Regional Development**: During the past year, the Division of Continuing Education and Regional Development enrolled 699 participants in 83 continuing education courses; entered into 26 training contracts with local businesses that provided workforce-related training to 842 employees; organized nine youth summer camps that enrolled more than 80 children of various ages; coordinated 60 external events serving 6,854 people through conference services; and developed seven extensive summer event-camps serving 748 participants from across the region. The Division hosted multiple technical trainings for manufacturers, including Operational Excellence, Supply Chain Excellence, Problem Solving/Root Cause Analysis, and Statistical Process Control.

- **Center for Rural Health Practice**: The Center for Rural Health Practice at Pitt-Bradford identifies and addresses issues in rural health and formulates policy recommendations for improvement of rural health practice and models of care.

- **The Harry Halloran Jr. and American Refining Group Energy Institute**: The Harry Halloran Jr. and American Refining Group Energy Institute is dedicated to serving the region as a primary locus for new knowledge and innovative approaches to the strategic development of traditional, alternative, and renewable energy sources. In the past year, the Energy Institute was represented at regional professional and community events, sponsored a host of campus events, collaborated with various units on campus to realize more sustainable operational practices, and represented the Bradford campus in the development of a University-Wide sustainability plan.

- **Allegheny Institute**: In 2016-17, Pitt-Bradford’s Allegheny Institute expanded the involvement of the campus in the Appalachian Teaching Project, which resulted in a local presentation and a regional conference panel discussion by students at the 40th Annual Appalachian Studies Association Conference at Virginia Tech in Blacksburg, Virginia.

- **College in High School**: Last year marked the 12th anniversary of the Pitt-Bradford College in High School program. The program currently partners with 26 high schools across the region to provide introductory college course work to juniors and seniors prior to graduation. Since its inception, the program has served more than 5,000 students.

- **Community Engagement**: Pitt-Bradford students contributed 4,300 community service hours to local organizations during the 2016-17 academic year.

- **Partnership with the Red Cross**: Pitt-Bradford partnered with the Red Cross to coordinate community service projects in observance of the September 11th National Day of Remembrance and Service.

- **Pitt-Bradford Make a Difference Day**: hosted projects with Hill Memorial Church, Bradford Manor, and Society for the Prevention of Cruelty to Animals, as well as a Tunungwant Creek Clean-Up sponsored by the Sinking Fly Fishing Club.

- **National Hunger and Homelessness Awareness Week**: There were 12 community service projects and educational programs coordinated during National Hunger and Homelessness Awareness Week.
• **Habitat for Humanity Club** coordinated its annual Collegiate Challenge trip to Winston-Salem, NC and contributed more than 120 hours of service.

• **Marilyn Home Museum and Exhibit Center:** The Marilyn Home Museum and Exhibit Center showcases highlights from the personal archive of legendary opera singer Marilyn Home. After nearly four years of planning, fundraising, and construction, the museum opened to the public on May 6, 2017. The museum has begun building a guest database and has applied for grant funding to organize an annual program of free concerts, lectures, and other events aimed at engaging the local community and the surrounding region. The museum, in partnership with the University, continues to fulfill its mission of encouraging revitalization in the six-county region it serves.

• **Arts Programming:** Through three performing arts series, Pitt-Bradford Arts provided 22 artistic performances, visual arts exhibitions, and author readings and lectures to an audience of more than 5,400 members of the campus and regional communities.

**University of Pittsburgh at Greensburg**

• **Community Engagement:** Pitt-Greensburg students, staff, and faculty participated in more than 100 service projects, raised $34,439, and provided more than 10,200 hours of service to more than 55 organizations. This does not include the funds raised at the JDRF Walk for a Cure or all of the services that individual students and student groups provide.

• **Community Arts Programming:** The Student Activities Board, Academic Village, Student Government Association, theatre arts department, and chorale offer lectures, music, theater, and other programming to the Greensburg area community.

• **Freshman Seminar:** Three hundred seventy-one first-year students completed 1,093 hours of community service with 10 local agencies. Three classes raised $512.

• **Habitat for Humanity:** Twenty-five members of the Habitat for Humanity chapter traveled to Tucker, Ga. for Alternative Spring Break week and provided approximately 1,000 hours of service. The group also provided an additional 350 hours working on monthly home builds and at the warehouse outlet. The group raised $14,425.

• **Housing and Residence Life:** Staff, community assistants, and residents provided more than 855 hours of service and raised $17,135.

• **Jeannette Head Start 20th Annual Holiday Party:** Students, faculty, and staff purchased and wrapped gifts to be given to 40 children in need. Housing and Residence Life organized and hosted the holiday party.

• **JDRF Walk for a Cure:** Nearly 1,400 walkers were on campus and raised more than $362,000 for JDRF (formerly known as the Juvenile Diabetes Research Foundation). Sixty students and staff members walked and raised more than $4,000. Housing and Residence Life hosted the walk.

• **Outdoor Adventure and Community Service Residence Community (OACS):** OACS members provided 269 hours of service and raised $364 for 11 community groups.

• **Phi Eta Sigma Freshman Honor Society:** Phi Eta Sigma held a Veterans Day luncheon and served 60 veterans and their families a free meal. Phi Eta Sigma also provided 47 hours of service to clean up Slate Run Creek and to make and deliver Valentine’s Day cards for nursing home residents.

• **Pitt Make a Difference Day:** Sixty-three students and staff provided 175 hours of service to the campus, county food bank, and the county parks and recreation department.

• **Red Cross Blood Drives:** The Health Center and the American Red Cross Club held four drives and collected 126 units of blood.

• **Student-Pennsylvania State Education Association (S-PSEA):** S-PSEA members provided 1,401 hours of service and raised $700 for the Connellsville flood relief efforts and stockings for the military funds.

• **Special Olympics of Pennsylvania (SOPA):** Twenty Special Olympians watched a Pitt-Greensburg basketball game and played a basketball game during halftime. $1,000 was raised for the Special Olympics program in Westmoreland County. Athletics, SGA, and S-PSEA members provided 140 hours to organize and host the event.

• **Student-athletes:** Fifty three student-athletes provided 326 hours of service and raised $1,343 for community and national organizations.

• **Student Government Association (SGA):** SGA’s annual faculty and staff vs. students volleyball game raised $5,000 for the Thinking of Nikki Foundation. SGA provided 120 hours of service to organize and host the event.

• **SGA Into the Streets:** Over five days in the fall and spring terms, SGA partnered with 27 community agencies to offer students various service opportunities. Approximately 250 students and staff members provided more than 990 hours of service.

• **Student Organizations:** More than 75 student organization members provided more than 475 hours of service and raised $3,414 for local and national charities.
University of Pittsburgh at Johnstown

- **Cutting-edge Engineering:** Pitt-Johnstown responded to changing workforce needs by introducing innovations in the academic program mix, including a new engineering program that culminates in a Bachelor of Science in Engineering in mechanical, electrical, civil, and computer engineering and a much-need program in chemical engineering. Offering the highly sought-after engineering degree will be essential to meet the emerging workforce needs of the Johnstown community and region.

- **Experientially Focused Business Programs:** Pitt-Johnstown’s popular business major received a boost recently when the faculty elected to form a new Division of Business and Enterprise. Promoting an ethos of creativity and innovation, the new division will build on area business collaborations among the entrepreneurship-focused programs. The December 2016 graduating class included the first students in Pitt-Johnstown history to earn degrees in the following new areas: accounting, finance, information systems, management, and marketing.

- **Practically Focused Multimedia Program:** A new major in multimedia and digital culture was launched to provide students with the necessary skills to communicate in a digital culture, to understand how technology affects both communicator and audience, and to make the most effective and creative choices with the latest innovations in digital technology.

- **Virtual Innovation:** Pitt-Johnstown introduced virtual reality (VR) equipment that is as much about 21st-century learning as it is about gaming. The VR system is a creative approach to enhancing the learning experience as well as providing opportunity for some gaming and some entertainment.

- **Real World Action Program** is Pitt-Johnstown’s unique and purposeful way of combining classroom learning with campus and civic engagement to provide students with a solid foundation for career and professional success. Emphasizing experiences that link theory to practice, students are encouraged and supported as they participate in internships, community service, elections, co-ops, service learning, study abroad, and mentored research projects.

- **Pitt-Johnstown @ Your Service program** is the umbrella under which all service projects are developed. Examples of activities sponsored as part of @ Your Service include: 1) the annual STEM Day event, which brought 300 high school students to campus; 2) the annual Great Americans Day Citizenship Forum, an event co-sponsored by the History Club that brought 280 people to campus; and 3) Catholic Campus Ministry’s mentoring of 75 local high school students. During the 2015-2016 academic year, 2,182 students (77.5 percent of the student body) were actively engaged in service-oriented work and projects, completing 87,000 service hours.

- **Code for the Commonwealth and Country:** With a goal of adding technology skills to the knowledge base of area students and infusing Cambria County’s talented workforce with technology literacy skills, Pitt-Johnstown launched a coding and digital literacy initiative called CODE (Coding Outreach for a Digital Economy) to bring digital literacy to the community. Working with partner school districts, CODE has helped to deliver computer coding instruction to more than 1000 elementary school students since its fall 2016 launch.

- **John P. Murtha Center for Public Service and National Competitiveness** formally opened with a dedication ceremony on April 6, 2017. The primary focus of the Murtha Center is to honor the Congressman’s distinguished legacy by inspiring students and the general public to become active in their communities, the military, and public service.

- **Robert M. Smith Academy “College Readiness Program”:** Pitt-Johnstown’s second annual Robert M. Smith Academy Real-World College Readiness Program for local high school students was held in July 2017. Thirteen students from Greater Johnstown, Somerset, and Westmont Hilltop high schools were selected to prepare for their upcoming transition to college.

University of Pittsburgh at Titusville

- **College Fair:** The University of Pittsburgh at Titusville hosted its annual college fair in November 2016. Representatives from 41 institutions of higher education, technical schools, and the military participated. The University welcomed more than 600 students from 11 different high schools.

- **Day of Poetry:** Pitt–Titusville sponsored “An Evening of Poetry and Jazz” with Philip Tenman and the Cato Band on campus in April, National Poetry Month. The annual event features poetry written and read by local elementary, middle, and high school students as well as works from the students at Pitt–Titusville.
National Association for Campus Activities Mid-Atlantic Region’s Outstanding Educational Program Award: Pitt-Titusville’s Division of Student Affairs was the recipient of the 2016 National Association for Campus Activities Mid-Atlantic Region’s Outstanding Educational Program Award for its participation in the University of Pittsburgh’s Year of the Humanities in 2015.

HOTAfest: Pitt-Titusville hosted HOTAfest (Heart of the Arts Folk Music and Arts Festival), sponsored by the Titusville Council on the Arts, in July 2017. More than 60 workshops were presented for hundreds of visitors from Pennsylvania, Ohio, New York, and Canada.

Student Engagement: In 2016–17, 335 students and staff members performed 811 hours of volunteer service. In addition, five students and an advisor joined Pitt-Bradford students for a Habitat for Humanity project in Winston-Salem, N.C, during spring break. The group completed 216 hours of service at two different housing sites.

Community Concerts: Pitt–Titusville sponsored four concerts for the community during the 2016–17 academic year. Approximately 150 members of the local community attended each event.

Community Lectures: Phillip Atteberry, associate professor of English, presented a three-week series titled “Hooray for Hollywood: The American Film Musical” at the Benson Memorial Library. Approximately 35 community residents attended the presentations each week.

Red Sand Project: in coordination with the Titusville YWCA and Women’s Services Pitt-Titusville hosted the Red Sand Project, which calls attention to those victims of human trafficking.

Week Without Violence: In coordination with the Titusville YWCA, Pitt-Titusville students went to the Titusville Middle School to discuss bullying.

Race Against Racism: In coordination with the Titusville YWCA, Pitt-Titusville hosted the annual community Race Against Racism.

March for Babies: The annual Oil Region March for Babies walk was held in the student union gymnasium.

CONCLUSION

At the University of Pittsburgh, we value our partnership with the Commonwealth of Pennsylvania and look forward to continuing to work together to promote the shared goal of building prosperity within our state. Pitt’s long-term, ongoing commitment to serving as a key creator of educational opportunity and as an economic engine is the basis of our request for an increase in state funding.

The collective efforts of the entire University community are driven by the belief in the power of higher education and in the societal benefits of making high-quality university opportunities available at a reasonable cost. We know that the products of University research already have improved the human condition and now stand at the center of this region’s innovation-driven economy. At the University of Pittsburgh, we are aware of how fortunate we are to be part of a community that includes so many talented and committed individuals.

The commonwealth appropriations of recent years, for which we are grateful, unfortunately do not fully address the inflationary impacts of prior years of no increase and funding challenges, including the deep cut experienced between FY 2011 and FY 2012. During those years, Pitt attempted to constrain tuition increases in an effort to soften the impact on students and families, but this is not sustainable.

Pennsylvania lags behind nearly every state in the nation in its investment in higher education funding, placing the burden of making up the difference on students and their families. A sustained and adequate investment by the commonwealth is needed to address affordability for students and to maintain the quality that has made Pitt a top choice among the highest achieving Pennsylvania students.

As demonstrated in this presentation, Pitt has become a destination of choice for high-achieving Pennsylvania students. Overall enrollment during the past two decades has grown by nearly 3,000 students. Pitt has supported this growth by aggressively pursuing strategies to reduce financial and operating risk throughout the institution, with an ongoing focus on implementing revenue enhancement and cost management measures to proactively position the University for growth.

This request is made within that context. As described throughout this presentation, prudent management of our operations has allowed us to control and reduce costs on all five of our campuses while maintaining quality in all aspects of our operations. We have been systematically strengthening our research and entrepreneurial and start-up efforts, supporting economic growth for the commonwealth. These efforts serve as tangible evidence of our commitment to keeping tuition affordable while meeting the mandates of our mission.

With gratitude for past support, we look forward to a strong partnership with the commonwealth in continuing the University’s unbroken 230-year tradition of building better lives.
BUDGET REQUEST

A Culture of Accountability

By 1995, the University of Pittsburgh had come to the clear realization that it had to dramatically improve the quality of its programming to serve the commonwealth effectively by attracting and retaining the most talented students and faculty. The University implemented a long-term, systematic strategy to focus its investment in its core academic and student life programs. That strategy called for partnerships among the University, students and their parents, research sponsors, alumni, friends, and the commonwealth to provide the resources required to achieve the necessary improvements.

Unfortunately, due to the decline in commonwealth support, a greater share of the burden has had to be carried by students, their parents, and private donors. Their support for the University has demonstrated that the value of a Pitt education and the contributions that Pitt makes to the people of the commonwealth are widely recognized. Despite higher-than-hoped-for tuition levels necessitated largely by disproportionate cuts in commonwealth support, both the number of applications and the qualifications of the students who enroll have improved greatly. Pitt's funded research base, in a highly competitive environment, also has increased significantly. Similarly, the University's successful capital campaign attracted tens of thousands of donors who contributed at record levels because of the high level of confidence they have in the University.

Competing, as it must, with institutions that have far larger resource bases, Pitt has been very careful and thoughtful in its expenditures. To that end, it has implemented a detailed investment strategy that it has followed faithfully each year.

The University of Pittsburgh is a far different institution from what it was 22 years ago, and its improvements have been annual and systematic. These changes have been the result of careful planning and an investment strategy that directed resources to high-priority areas. Each year, through the budget process, every unit of the University critically examines every aspect of its operation and reallocates its own existing resources toward emerging priorities. The budget process annually identifies specific pools of funds for investment by senior officers to areas of highest promise. Through this reallocation, the University has developed numerous new academic and student life programs that are highly attractive to students, attracted and retained a superior faculty, built a high-quality research environment, modernized the physical plant, implemented enterprise management systems, and developed world-class information technology and library systems.

Through its structured process of goal setting, reallocation of resources, and assessment of results, Pitt has put in place a culture of accountability that ensures the effective use of resources.

The University is clear in its goals, has definitive strategies by which to attain those goals, and carefully measures its effectiveness in all of its efforts. Based on this culture, the University is well positioned to make the most effective use of additional investments, particularly by the commonwealth.

Cost Savings, Efficiencies, and Revenue Enhancement Initiatives

The University of Pittsburgh continues to make impressive progress in its drive to ever-higher quality—in academic excellence, groundbreaking research, community outreach, and all other aspects of this major public research university—even as it has controlled its expenses by creating efficiencies, cutting costs, raising revenues from federal research grants and private fundraising, and tightening its overall budget. As a result, Pitt continues to be a primary driver of the Western Pennsylvania economy.

All this has been accomplished in spite of state support that continues to dwindle. The University now receives less than 8 percent of its overall budget from the state versus the more than 30 percent it received in the mid-1970s.

Pitt has done the best it could in the face of state budgets that have severely eroded the commonwealth’s original commitment to the University since it became state related in 1966. Pitt’s record of doing more with less is equal to any university in the country. The sound financial management of the University has been recognized by a number of independent resources, including the Middle States Commission on Higher Education team.

Both financial rating firms (Standard & Poor’s and Moody’s Investors Service) have affirmed the University’s long-term and short-term ratings (AA+/A-1+; Aa1/VMIG1, respectively) and stable outlooks, concurrent with the recent issuance of the Series 2017 A/B/C Taxable Bonds. The Series 2017 Bonds generated interest cost savings and eliminated costs and requirements related to federal post-issuance compliance. Standard & Poor’s commented in its April 24, 2017 credit report, “We assessed Pitt’s enterprise profile as extremely strong, based on the comprehensive research-based university’s strong demand and enrollment measures as well as its solid and stable senior management team. We assessed the university’s financial profile as very strong, characterized by good revenue diversity, strong financial operating performance, and solid available resource ratios for the rating category.” Positive factors cited within the Standard & Poor’s credit report included: “stable enrollment, solid student demand, and strong student quality; good revenue diversity from student tuition and fees, research grants, gifts, endowment income, and state operating appropriations.” The stable outlook by Standard & Poor’s is accredited to the University’s ability to “sustain its strong demand characteristics, diversified revenues, and timely implementation of budget adjustments, and solid financial resource ratios.” In addition, the
April 19, 2017 Moody’s credit report noted that the long-term rating reflects the University’s “significant scale of operations and strong financial resources, with consistently healthy operating performance and manageable debt levels. The rating favorably considers Pitt’s excellent strategic positioning as a premier urban academic and research institution with a strong student market.” Moody’s further expounds: “Pitt’s strong academic reputation, diversified programs, and urban location will continue to translate into excellent strategic positioning and overall consistent student demand despite the competitive landscape.”

In regard to continuing challenges facing the University, Standard & Poor’s noted: “a continued strained federal funding environment for research; declining number of high school graduates in the region, mitigated by Pitt’s national draw; and significant other postemployment benefits.”

Pitt’s long-term credit ratings are just one notch shy of the highest AAA/Aaa long-term rating level.

How has Pitt accomplished so much during a time of diminishing state support? The following are examples of the cost-cutting and efficiency measures that have been implemented:

- **Channeled Spending Program and Strategic Purchasing:** The University consolidated suppliers and negotiated better pricing and volume discounts, resulting in savings of $6.6 million in FY 2016.

- **Budget Cuts:** The steady erosion of state support has resulted in several University budget reductions totaling $60 million over the past nine years.

- **Postretirement Medical Benefits:** The University has redesigned its postretirement medical benefits program to increase eligibility requirements and cap University contributions. Cumulative savings over the past four years amounted to $34 million.

- **Bonds Issued:** The University issued $777 million in fixed-rate taxable refunding bonds in 2017 resulting in the legal defeasance of existing debt and total net savings of $28.6 million.

- **Energy Conservation:** Through energy conservation initiatives, the University achieved annual utilities savings of $3.8 million since FY 2002 and cumulative savings of $65 million since 1996.

- **Information Technology (IT) and Telecommunications:** Through various improvements in IT and telecommunications strategy and sourcing, the University has saved approximately $5 million over the past four years.

- **Employee Benefits:** The University extended the employee vesting period for its defined contribution plan, saving $5.1 million over the past four years.

- **Electronic Reporting:** Through the electronic distribution of departmental budget reports, student bills, paychecks, and other departmental reports, the University saves approximately $2 million annually through reduced paper usage and postage, printing, and labor costs.

- **Research Administration Productivity:** Through the use of an Oracle-based reporting and accounting system, an improved organizational structure, and more efficient operations, the University’s research and cost accounting department is now able to administer $46 million in research activity per staff member versus only $19 million in FY 2000.

- **Increased Facilities Management Productivity:** From 1996 to 2015, the Facilities Management Division grew by only 13 employees despite managing 140 capital projects per year during the past 20 years, compared with 40 projects per year during the four years prior to that. Also in that time period, it managed an additional 3.7 million square feet of property.

- **Administrative Restructuring:** The University has realigned resources to meet academic needs through administrative restructuring, which saved costs and personnel. The administration of the College of General Students has been moved into the Kenneth P. Dietrich School of Arts and Sciences. Major administrative restructuring has occurred in the School of Dental Medicine and at the Bradford and Titusville campuses.

- **Programmatic Consolidation and Elimination:** Schools realign resources to meet student demand. As resources are directed away from programs with low student demand, they are either consolidated or formally removed from the course catalog. As a result of this process, 66 academic programs have been eliminated over the past 20 years.

- **Voluntary Early Retirement Plan:** In 2012, the University implemented a voluntary early retirement plan for qualified staff employees; 352 staff members participated in the program, resulting in a total savings of $16 million.

- **Cost Control:** The University has not given a standard noncompensation, nonfinancial aid increase in the operating budgets of the schools, centers, and regional campuses in more than 20 years. This means that outside of new costs brought about by new facilities or initiatives, the University has not increased budgets in categories such as mailing, supplies, and travel costs. This budgetary discipline is critical in incentivizing the various cost savings initiatives as well as managing the impact of inflation.

In response to this challenging economic environment, it is clear that the University has focused on maximizing its resources; implementing efficiencies and cost-saving programs; and carrying out its three-part mission of education, research, and public service without sacrificing quality.
LINE ITEM OVERVIEW

Until FY 2010, support for the University of Pittsburgh from the commonwealth was distributed into various line items. With approval of that state budget, the historical nonmedical line items (Educational and General, Services for Teens at Risk, Disadvantaged Students, and Student Life Initiatives) were absorbed into one General Support funding line. The Rural Education Outreach line item was included with General Support until FY 2012, when it was separated back to an individual line within Pitt’s appropriation. The University continues to allocate funding according to these historical line items using the same proportion of each line item total from the FY 2009 budget.

Line Item: General Support

The University of Pittsburgh’s Educational and General expense funding comes from two primary sources: the annual commonwealth of Pennsylvania appropriation and tuition payments. These two revenue streams provide our major source of discretionary income. The Educational and General funding we receive determines our ability to continue our progress in meeting and maintaining the quality of our mission.

Although Pitt receives significant levels of funding in sponsored research and private gifts, the vast majority of these dollars are designated by the donors and legally required to be used for their specified purposes. These funds cannot be reallocated to cover general operating expenses or to meet other urgent needs. The Educational and General funds are the dollars the University must stretch to keep faculty and staff salaries competitive, maintain facilities, invest in library collections, improve student access to technology, provide a safe environment for all members of the Pitt community, and enhance student extracurricular community and recreational learning opportunities.

The level of commonwealth support for Educational and General purposes affects the tuition Pitt must charge its students. Over the years, even prior to the massive cuts in FY 2012, Pennsylvania has been a “low-appropriation/high-tuition” state. The University has worked diligently and extensively to implement cost-cutting and operational efficiencies to offset declining commonwealth support while maintaining a high quality of education. Although Pitt has done much to streamline its operations, the need to sustain excellence remains our primary concern. An adequate and predictable increase in our appropriation is an essential element if Pitt is to address the issue of affordability as it continues to offer a quality education to qualified, high-achieving Pennsylvania students.

Rural Education Outreach

With the Rural Education Outreach line item, the University of Pittsburgh at Bradford continues to deliver educational services to the most rural populations in Pennsylvania (McKean, Elk, Cameron, Forest, Potter, Crawford, and Warren counties). These funds enable Pitt–Bradford to dedicate resources to meet the region’s special postsecondary, training, and business needs. Through new programs, computer/technology training, and business workshops, along with technical assistance, Pitt–Bradford continues to improve the workforce and the competitiveness of north-central/northwestern Pennsylvania.

Funds in the Rural Education Outreach line item support the academic degree programs of accounting, hospitality management, computer information systems and technology and nursing, and proposed new academic programs in Engineering Technology and Forensic Science. Additionally, the line item supports the professional development, workforce development, and business services administered by the unit of Continuing Education and Regional Development.

A recent economic impact study showed that Pitt–Bradford contributes more than $67 million to the regional economy each year. Pitt–Bradford supports 555 direct jobs and an additional 184 positions produced by the indirect effects of the University’s expenditures. Additionally, 56 percent of Pitt–Bradford graduates remain in the region, contributing significantly to an educated workforce.

Pitt–Bradford assumed administrative oversight of the University of Pittsburgh at Titusville (Crawford County) in May 2012 as part of a restructuring aimed at increasing operational efficiencies and collaborative programming. The Rural Education Outreach line item also supports the integration and strengthening of Pitt–Titusville.

Former Line Items

Services for Teens at Risk (STAR-Center)

Founded in 1986 by the Pennsylvania General Assembly, STAR-Center is in its 31st year of developing, providing, and disseminating best practices for prevention and treatment of youth suicide and suicidal behavior to educational and health professionals, families, and youth at risk. Through research, clinical care, training, and outreach, STAR-Center has become a widely recognized resource on youth suicide prevention and has had a strong influence on national best practice guidelines.

State prevention initiatives: STAR-Center continues to provide integral leadership and technical support for the Pennsylvania Youth Suicide Prevention Initiative (PAYSPI) and the Substance Abuse and Mental Health Services Administration (SAMHSA) five-year grant for suicide prevention in schools awarded to the state in 2014.

• This year, STAR-Center worked with PAYSPI and the SAMHSA grant team to revise Pennsylvania Department of Education’s Act 71 sample policy and administrative guidelines for schools, provided statewide Act 71 gatekeeper training for educators through Pennsylvania Association of Student Assistance Professionals, and provided training for mental health clinicians on evidence-based interventions.
• STAR-Center is contributing to the development of a free independent training platform for educational and mental health professionals.

• In May 2017, STAR-Center facilitated a panel discussion for parents and community members, sponsored by Pennsylvania Senator Jay Costa, to address the potentially harmful impact for youth viewing livestreaming events and graphic media depictions of youth suicide. The recorded event is now archived and has been reshown statewide on the PCNC channel, making it accessible to all 67 counties.

• STAR-Center director Dr. David Brent served on the Advisory Committee of the Joint State Government’s Commission, which was convened in response to the 2016 Senate Resolution 7.

**Annual conference and website:** The annual conference, with a keynote by Senator Costa, attracted more than 410 professionals from educational and human services professions representing 20 counties. The STAR-Center website hosts free downloadable manuals for treatment and a guide for postventions in schools following a tragic event. A total of 18,399 manuals were downloaded this year and the website averaged 392 visits per day.

**Outreach:** STAR-Center’s outreach program continues to provide training and technical assistance to nearly 2,000 professionals from 40 counties throughout the Commonwealth on the recognition and management of suicidal risk in community settings including schools, primary care facilities, community centers and churches, and with individuals and groups. STAR-Center is available to any organization or school when a suicide or other tragedy occurs. Educators and other community members can call for timely assistance in coordinating an effective response.

**Clinical care:** STAR-Center provides rapid and comprehensive outpatient assessment and treatment for depressed, anxious, and suicidal youths. We offer multiple levels of care, including an Intensive Outpatient Program (IOP) for 13 to 18 year old teens. The STAR-Center IOP is designed for more acutely distressed teens at very high suicidal risk to help divert them from the hospital or to transition them from a higher level of care. More than 1,900 IOP sessions were provided in the last year.

In response to Commonwealth-wide concern about suicide in college students, STAR-Center has developed a new program for students attending a Western Pennsylvania college or university, called Co-STAR. The goal of ‘CO-STAR’ or “College Option—Services for Transition Age Students at Risk” is to partner with local colleges and universities and provide rapid and comprehensive assessment and treatment for depressed, anxious, and suicidal college students.

Six local universities have been chosen based on the high level of demand for access to specialty services as well as the high risk for suicide in this population. During fact-gathering meetings at the universities, each school identified a consistent and high clinical need for prompt access to the IOP level of care. Typically, these would be college students ages 18-24 “stepping down” from the acute inpatient level of care following a suicidal episode; students in crisis presenting at the WPIC Emergency Room or students in crisis at the university counseling centers.

**Training and technical assistance:** STAR-Center has provided training for four sites to assist in expanding their clinical services, including developing their own IOP program. The Center also provided short-term training opportunities in the clinic for psychiatric and pediatric residents, medical students, and PhD and master’s-level students, to learn STAR-Center methods in evidence-based assessment and intervention, training more than 70 professionals in the past year. An additional 27 graduate students, psychiatric residents, and pediatric residents trained with STAR-Center for six to 12 months.

**Research:** Currently, the faculty who work in STAR-Center hold nine NIMH-funded grants and two foundation grants devoted to the use of technology to extend and enhance interventions, testing psychological treatments for emotionally labile, suicidal youth, developing efficient screening tools for suicidal youth in mental health clinics and pediatric emergency rooms, and identifying novel biological tests and interventions for treatment resistant depression and suicidal behavior.

**Academic Medical Center Funding: School of Medicine**

The School of Medicine is one of the nation’s leading academic centers of basic and applied research. The school is the nucleus of the region’s cutting-edge biomedical research initiatives and home to a growing number of world-class investigators engaged in research in accelerating fields like cell biology and drug discovery; immunology; developmental and structural biology; regenerative medicine; cancer diagnostics and therapeutics; molecular biology, genomics, and proteomics; bioinformatics and computational biology; neuroscience; precision medicine; and comparative effectiveness research. Since 1998, Pitt has consistently ranked among the nation’s top 10 educational institutions and affiliates in National Institutes of Health research funding. In federal fiscal year 2016, the faculty of the University ranked fifth in dollars awarded, with more than $513 million in total funding, approximately 90 percent of which was attributable to the School of Medicine.

Although noted for research, the School of Medicine makes educating tomorrow’s physicians its top priority. The school’s curriculum melds medicine’s scientific and humanistic aspects by emphasizing patient involvement from the first day of medical school. Students train in a broad variety of community settings, and each student engages in a research project aimed at cultivating creative and independent thinkers in medicine and biomedical science. The school’s accreditation was renewed for the maximum
period of eight years in 2011 by the Liaison Committee on Medical Education, the accrediting authority for MD degree programs in the United States and Canada.

In 2016-17, the School of Medicine had 601 MD students, of whom 281 (47 percent) are women and 320 (53 percent) men. Of these, 172 (29 percent) were from Pennsylvania. Approximately 15 percent of the students were from groups underrepresented within the medical profession.

Graduate training programs in the School of Medicine are organized along programmatic, rather than departmental, lines, enabling graduate students to conduct research with faculty mentors in virtually all of the school’s 31 departments. PhD students may focus on cell biology and molecular physiology, cellular and molecular pathology, microbiology and immunology, molecular genetics and developmental biology, molecular pharmacology, biomedical informatics, computational biology, molecular biophysics and structural biology, neurobiology/ neuroscience, integrative systems biology, and clinical and translational science. Master’s degrees are offered in biomedical informatics, clinical research, and medical education. Given the documented national need for continued expansion in the quality and number of physicians, in 2017 Pitt began offering a special biomedical master’s degree designed to prepare students who would be excellent physicians but have had less-than-optimal preparation for medical school. Following graduation, skilled scientists from all of these training programs will become the next generation of university researchers and teachers as well as leaders in the entrepreneurial workforce of the commonwealth’s biotechnology cluster.

The Center for Continuing Education in the Health Sciences serves approximately 219,000 physicians and other health professionals annually through formal courses, case conferences, and self-study activities. A large majority of the center’s participants practice within the Commonwealth of Pennsylvania. Through its extensive programming, the center has addressed a variety of the commonwealth’s major public health and quality issues, including the opioid crisis, provision of behavioral health services in underserved areas, increased rates of hepatitis C infection among incarcerated populations, and variations in care identified by the Pennsylvania Patient Safety Authority. As part of the academic missions of the University of Pittsburgh and UPMC, approximately 75 percent of the center’s activities are offered to participants at no cost. The 50 percent cut to Pitt’s Academic Medical Center funding in FY 2012 resulted in a further reduction of the tuition discount for Pennsylvania students.

The ultimate result of this diminishing support is that the differential between in-state and out-of-state tuition has decreased to a level at which many Pennsylvania resident students seek their medical education and training out of state.

This reduction in the number of physicians receiving education and training in Pennsylvania could greatly reduce the pool of individuals willing to practice in the commonwealth.

*Pitt’s School of Medicine funding since 2006 is contained within the Academic Medical Center line in the Department of Human Services Budget.

Academic Medical Center Funding: Dental Clinic, School of Dental Medicine*

The School of Dental Medicine provides dental care to patients through 14 on-site dental clinics. Specialties include restorative dentistry/comprehensive care, dental hygiene, pediatric dentistry, orthodontics and dentofacial orthopaedics, periodontics and preventive dentistry, endodontics, prosthodontics, oral and maxillofacial surgery, and dental anesthesiaology. The school also operates a contemporary, well-equipped Center for Patients with Special Needs, where the number of unique patients seen each year has grown from 465 in 2010 to 700 in 2016. Overall, more than 60,000 patients from Southwestern Pennsylvania have been treated at the school since 2010, and in 2016 alone, more than 100,000 procedures were performed.

The school’s high-quality services are provided on a nondiscriminatory basis to a large number of patients who cannot afford to receive dental care elsewhere. In 2016, the school provided free services valued at approximately $66,000 through the summer Adolescent Screening Clinic, the annual Give Kids a Smile program, and in connection with students’ board examinations. More valuable than free services, however, are the low fees offered every day that save patients millions of dollars compared with what they would pay at private practices. For self-pay patients, these differences totaled an estimated $2.3 million in 2016. Medical Assistance patients constitute more than one-third of all clinic patients, including most patients of the Center for Patients with Special Needs. Reimbursements to the school for these patients totaled approximately $1.8 million less than these services would have cost at typical private practice rates. The school also offers special reduced prices on particular services from time to time. In 2016, patients with low-income and senior citizens received discounts totaling $159,000 in addition to the already low fees the school normally charges.

The clinics also serve as the foundation of the educational program of the School of Dental Medicine, in which many of Pennsylvania’s future dental practitioners receive their training. To augment their experience in the school’s clinics, students receive additional exposure to dental public health needs of Pennsylvania residents through a mandatory curricular program called the Student Community Outreach Program and Education (SCOPE). During their external SCOPE rotation, students provide dental care in one of 20 federally qualified health care centers throughout Western and south-central Pennsylvania under the supervision of adjunct faculty members. On average over the past several years, the school’s students performed 3,500 procedures per year for 2,400 patients per year during their
federally qualified health center rotations. SCOPE also creates valuable encounters between senior students, who will soon face decisions regarding where to practice, and these adjunct faculty members, who have dedicated their professional lives to serving Pennsylvanians in greatest need. Today, more than 7,500 School of Dental Medicine alumni, many of whom are adjunct faculty members, practice in nearly every county of the commonwealth and around the globe.

The school’s mandate to provide meaningful patient care experiences for the students who will become the region’s and the nation’s future dentists while serving the unmet oral health needs of low-income citizens of the commonwealth presents a compelling case for increasing public funding for school-based dental services. A specific area of opportunity is the restoration and expansion of adult Medical Assistance coverage for more advanced procedures (root canals, crowns, bridges, dentures, etc.) performed in an academic medical center like Pitt’s.

*Pitt’s Dental Clinic (School of Dental Medicine) funding since 2006 is contained within the Academic Medical Center line in the Department of Human Services Budget.

Academic Medical Center Funding: Western Psychiatric Institute and Clinic*

Mental and behavioral health disorders remain the leading cause of premature mortality and decline in quality of life within the United States and throughout the world, accounting for nearly 25 percent of the global burden of years lived with disability. Western Psychiatric Institute and Clinic (WPIC) has been responding to this growing public health concern for more than 60 years.

The only university-based psychiatric program and part of the only state-related academic medical center in Western Pennsylvania, WPIC is home to the Department of Psychiatry of the University of Pittsburgh School of Medicine. WPIC integrates research, education, and clinical services and has provided many opportunities to bring the latest knowledge and best practices quickly into clinical settings and ultimately to individuals in need of care.

WPIC is a world leader in advancing the behavioral health field and setting the global standard for care. Ranked among the best psychiatric hospitals in the country by U.S. News & World Report, WPIC is at the forefront in preventing and diagnosing illness and in treating individuals recovering from mental illness and/or addiction disorders. Many individuals and families from across Pennsylvania come to WPIC and its network sites for assessment and treatment in nationally recognized programs of clinical excellence.

In FY 2017, WPIC provided treatment and support to more than 40,000 individuals and families; its 24-hour crisis program provided more than 140,000 services. Many of these individuals required immediate intervention and care.

WPIC continues to expand the use of telepsychiatry services, providing additional access to a full range of clinical expertise and consultation from WPIC to 11 sites located in eight counties.

WPIC’s pediatric integrated care has also expanded across Western Pennsylvania, with the Telephonic Psychiatric Services (TIPS) model of telephonic access to psychiatry. Under the direction of Dr. Abigail Schlesinger, the TIPS program supports primary care practice across 27 counties in Western Pennsylvania.

WPIC’s Crisis Training Institute provides an array of training in crisis management, trauma informed care, suicide intervention, mental health awareness, and critical incident stress management (CISM). CISM serves as the basis for the 55-plus members of the ASAP Staff Support Team, which provides support to individuals within WPIC and Allegheny County affected by an adverse event. In the past fiscal year, approximately 130 individuals were trained in CISM increasing the commonwealth’s behavioral health response capabilities.

As the leading provider of behavioral health workforce development and training in the commonwealth, WPIC is an academic training center for medical students, psychiatric residents, other health professionals, students, and pre- and postdoctoral fellows.

WPIC remains a national leader in research funding awarded by the National Institutes of Health. Approximately 80 percent of WPIC research funding supports clinical research projects.

The 50 percent cut (approximately $3.6 million) to Pitt’s Academic Medical Center funding in FY 2012 has had widespread adverse effects on WPIC, including (1) the inability to absorb the cost of care for indigent patients at WPIC’s 303 licensed beds and more than 90 ambulatory programs that historically have served the needs of more than 32,000 individuals and families in the region and (2) staff reductions that reduce WPIC’s research and training capacity, resulting in fewer grants and contracts and lost job creation.

*Pitt’s Western Psychiatric Institute and Clinic funding since 2006 is contained within the Academic Medical Center line in the Department of Human Services Budget.

Academic Medical Center Funding: Center for Public Health Practice*

The Center for Public Health Practice (CPHP), established in 1995 with an appropriation from the Commonwealth of Pennsylvania, is a catalyst for engaged scholarship in public health through applied research, practice-based teaching, and professional service. CPHP’s programs include workforce training, cutting-edge research and education in public health practice, and technical consultation and development for the commonwealth’s public health agencies.
CPHP was awarded a multimillion-dollar grant from the Health Resources and Services Administration to establish and operate the Mid-Atlantic Regional Public Health Training Center (MAR-PHTC). As one of 10 centers in the national network, MAR-PHTC joins with partners at Drexel University, West Virginia University, Johns Hopkins University, and the Institute for Public Health Innovation to provide training for the public health workforce in Pennsylvania; West Virginia; Virginia; Delaware; Maryland; and Washington, D.C., and claims public health informatics as its area of expertise. Target audiences include the current and future workforce. Skill-based training is developed and delivered in both face-to-face and distance-accessible modalities to address the assessed needs of the current workforce. Experiential learning opportunities — projects supported by faculty advisors and field placements — are provided to graduate students in schools of public health throughout the region. MAR-PHTC partners with the Allegheny County Health Department to conduct an annual Pittsburgh Summer Institute in Applied Public Health, a combined practicum and learning program that pairs students with public health professionals. Recent trainings included legal interventions to combat Zika, how to use informatics to attain Public Health 3.0, and the history of the opioid epidemic.

CPHP has been funded by the Centers for Disease Control and Prevention to strengthen the current and future Medical Reserve Corp (MRC) workforce by providing its volunteers with an Emergency Law Inventory, which will be an open-access repository of more than 1,500 legal summaries identified by the MRC as relevant to volunteer service. Currently, CPHP is developing online training modules, as well as a resource library, to assist tribal nations interested in expanding their legal preparedness capacity. In addition, in collaboration with the District of Columbia Department of Health, CPHP has developed the District of Columbia Public Health Emergency Law Manual, with an accompanying website.

The Pennsylvania Department of Health funded CPHP to conduct emergency operation planning workshops for nursing homes and childcare centers throughout the state and to develop training modules for its learning management system. The department has provided funding to CPHP to implement a prevention program, WalkWorks, aimed at increasing opportunities for physical activity through the creation of walking routes in rural areas in which data reflected high rates of obesity and related chronic diseases. Sixty-seven 1- to 2-mile walking routes have been created in 14 counties throughout the commonwealth. Also, CPHP is developing webinars for the department to help educate clinicians and pharmacists about the benefits and requirements of using the Pennsylvania Drug Monitoring Program.

Since 2009, funding from the Commonwealth of Pennsylvania to CPHP has been greatly reduced. This loss of core support reduces CPHP’s ability to compete for grants and contracts from federal agencies and other funding sources — multiplying the funding loss to millions of dollars. The impact of these cuts is felt in job losses, reduced educational capacity, and decreased research productivity, thereby affecting the commonwealth.

*Pitt’s Center for Public Health Practice funding since 2006 is contained within the Academic Medical Center line in the Department of Human Services budget.

THE UNIVERSITY OF PITTSBURGH FY 2018–19 BUDGET REQUEST

The University of Pittsburgh requests the following amounts in our appropriation for the upcoming fiscal year:

<table>
<thead>
<tr>
<th>Line Items</th>
<th>FY 2018–19 Budget Request (in thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Support</td>
<td>$151,421</td>
</tr>
<tr>
<td>Allocated to Educational and General, Disadvantaged Students, Services for Teens at Risk, and Student Life Initiatives</td>
<td></td>
</tr>
<tr>
<td>Rural Education Outreach</td>
<td>2,691</td>
</tr>
<tr>
<td>TOTAL NONPREFERRED APPROPRIATION REQUEST</td>
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</tr>
<tr>
<td>Academic Medical Center Funding* (through the Department of Human Services)</td>
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</tr>
<tr>
<td>School of Medicine*</td>
<td>5,728</td>
</tr>
<tr>
<td>Dental Clinic*</td>
<td>674</td>
</tr>
<tr>
<td>Western Psychiatric Institute and Clinic*</td>
<td>5,028</td>
</tr>
<tr>
<td>Center for Public Health Practice*</td>
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<tr>
<td>TOTAL ACADEMIC MEDICAL CENTER FUNDING</td>
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<tr>
<td>GRAND TOTAL REQUEST General Support and Academic Medical Center</td>
<td>$165,811</td>
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</table>

* The Academic Medical Center funds are aggregated within the Department of Human Services budget and include matching federal Medicaid funds. The amounts listed are estimates pending confirmation from the Department of Human Services.
### UNIVERSITY OF PITTSBURGH

**Commonwealth Appropriation (In Thousands)**

<table>
<thead>
<tr>
<th></th>
<th>FY 2017 Actual</th>
<th>FY 2018 Budget</th>
<th>Requested FY 2019</th>
<th>Governor’s Preliminary FY 2019</th>
<th>Change from FY 2018 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td>Dollar</td>
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<tr>
<td>General Support:</td>
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<td></td>
</tr>
<tr>
<td>General Support per General Fund Budget(^{1})</td>
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<td>$144,210</td>
<td>$151,421</td>
<td>$144,210</td>
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<tr>
<td>Less: General Fund Portion Federalized(^{1})</td>
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<td>(19,067)</td>
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<tr>
<td>Add: New Federalized General Support(^{2})</td>
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<td><strong>Total General Support(^{3})</strong></td>
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<td>Academic Medical Centers (AMC):</td>
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<td></td>
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<tr>
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<td>5,662</td>
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<tr>
<td>Dental Clinic</td>
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<td>674</td>
<td>759</td>
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<tr>
<td>Public Health</td>
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<td>303</td>
<td>269</td>
<td>303</td>
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<td><strong>Total AMC Funding(^{4})</strong></td>
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<td>11,699</td>
<td>13,174</td>
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<td><strong>GRAND TOTAL</strong></td>
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<td>$161,674</td>
<td>$165,811</td>
<td>$161,674</td>
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</table>

\(^{1}\) These line items are funded by the Commonwealth of Pennsylvania's General Fund budget.

\(^{2}\) This new line item represents federal Medicaid funds.

\(^{3}\) The Total General Support line item is allocated by the University to Educational and General operations and the Disadvantaged Students and Services for Teens at Risk programs.

\(^{4}\) These line items are funded by the PA Department of Human Services budget and include federal Medicaid funds.
<table>
<thead>
<tr>
<th>Pittsburgh Campus</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Doctorate-Professional Practice</th>
<th>Total - All Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Kenneth P. Dietrich School of Arts and Sciences</td>
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<td>College of General Studies</td>
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<td>379</td>
<td>1,010</td>
<td>631</td>
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<tr>
<td>Joseph M. Katz Graduate School of Business</td>
<td>435</td>
<td>347</td>
<td>782</td>
<td>435</td>
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<tr>
<td>School of Education</td>
<td>227</td>
<td>7</td>
<td>234</td>
<td>406</td>
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<tr>
<td>Swanson School of Engineering</td>
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<td>2,967</td>
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<td>41</td>
<td>70</td>
<td>394</td>
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<tr>
<td>Graduate School of Public and International Affairs</td>
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<td>143</td>
<td>407</td>
<td>264</td>
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<tr>
<td>School of Social Work</td>
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<td>11</td>
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<td>415</td>
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<tr>
<td>School of Computing and Information</td>
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<td>183</td>
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<tr>
<td>College of Business Administration</td>
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<td>2,047</td>
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<tr>
<td>School of Dental Medicine</td>
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<td>65</td>
<td>59</td>
</tr>
<tr>
<td>School of Nursing</td>
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<td>585</td>
<td>120</td>
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<tr>
<td>School of Pharmacy</td>
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<td>191</td>
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<tr>
<td>Graduate School of Public Health</td>
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<td>451</td>
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<tr>
<td>School of Medicine</td>
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<td>125</td>
<td>447</td>
<td>595</td>
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<tr>
<td>School of Health and Rehabilitation Sciences</td>
<td>550</td>
<td>4</td>
<td>554</td>
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</tr>
<tr>
<td>University Center for Social and Urban Research</td>
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<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>18,390</td>
<td>936</td>
<td>19,326</td>
<td>5,530</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Regional Campuses</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Doctorate-Professional Practice</th>
<th>Total - All Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Johnstown</td>
<td>2,713</td>
<td>71</td>
<td>2,784</td>
<td>2,713</td>
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<tr>
<td>Greensburg</td>
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<td>87</td>
<td>1,523</td>
<td>1,436</td>
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<tr>
<td>Titusville</td>
<td>255</td>
<td>40</td>
<td>295</td>
<td>255</td>
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<tr>
<td>Bradford</td>
<td>1,229</td>
<td>107</td>
<td>1,336</td>
<td>1,229</td>
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<tr>
<td>Total</td>
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<td>305</td>
<td>5,938</td>
<td>5,768</td>
</tr>
<tr>
<td>University Total</td>
<td>24,023</td>
<td>1,241</td>
<td>25,264</td>
<td>5,530</td>
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</table>

Note: The EdD degree program in the School of Education, which had been categorized as a Doctorate-Research/Scholarship degree, was restructured as a Doctorate-Professional Practice degree in June 2014. Beginning in Fall Term 2015, all EdD enrollments are reported here as Doctorate-Professional Practice, even as a number of continuing students are completing their studies via the Doctorate-Research/Scholarship track.
FTE ENROLLMENT BY CAMPUS, SCHOOL, LEVEL, AND STATUS
Pittsburgh Campus, Regional Campuses, and University Total
Fall Term 2017

<table>
<thead>
<tr>
<th>Pittsburgh Campus</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Doctorate-Professional Practice</th>
<th>Total -All Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenneth P. Dietrich School of Arts and Sciences</td>
<td>11,118.2</td>
<td>1,272.4</td>
<td></td>
<td>12,390.6</td>
</tr>
<tr>
<td>College of General Studies</td>
<td>782.6</td>
<td></td>
<td></td>
<td>782.6</td>
</tr>
<tr>
<td>Joseph M. Katz Graduate School of Business</td>
<td></td>
<td>573.8</td>
<td></td>
<td>573.8</td>
</tr>
<tr>
<td>School of Education</td>
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<td>95.8</td>
<td>821.2</td>
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<tr>
<td>Swanson School of Engineering</td>
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<tr>
<td>School of Law</td>
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<td>45.4</td>
<td>394.8</td>
<td>440.2</td>
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<tr>
<td>Graduate School of Public and International Affairs</td>
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<td>321.2</td>
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<td>321.2</td>
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<tr>
<td>School of Social Work</td>
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<td>465.4</td>
<td></td>
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<tr>
<td>School of Computing and Information</td>
<td>163.8</td>
<td>484.2</td>
<td></td>
<td>648.0</td>
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<tr>
<td>College of Business Administration</td>
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<td></td>
<td></td>
<td>2,069.8</td>
</tr>
<tr>
<td>School of Dental Medicine</td>
<td>63.8</td>
<td>59.0</td>
<td>327.0</td>
<td>449.8</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>584.4</td>
<td>145.2</td>
<td>114.0</td>
<td>843.6</td>
</tr>
<tr>
<td>School of Pharmacy</td>
<td>191.0</td>
<td>79.8</td>
<td>266.0</td>
<td>536.8</td>
</tr>
<tr>
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<td>504.6</td>
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<td>School of Medicine</td>
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<td></td>
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<td>University Center for Social and Urban Research</td>
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<td>6.0</td>
</tr>
<tr>
<td>Total</td>
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<td>6,175.2</td>
<td>1,995.4</td>
<td>26,935.0</td>
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<table>
<thead>
<tr>
<th>Regional Campuses</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Doctorate-Professional Practice</th>
<th>Total -All Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnstown</td>
<td>2,741.4</td>
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<td></td>
<td>2,741.4</td>
</tr>
<tr>
<td>Greensburg</td>
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<td>1,470.8</td>
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<tr>
<td>Titusville</td>
<td>271.0</td>
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<td>271.0</td>
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<td>Bradford</td>
<td>1,271.8</td>
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<tr>
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<td>5,755.0</td>
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<table>
<thead>
<tr>
<th>University Total</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Doctorate-Professional Practice</th>
<th>Total -All Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>24,519.4</td>
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<td>1,995.4</td>
<td>32,690.0</td>
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Note: The EdD degree program in the School of Education, which had been categorized as a Doctorate-Research/Scholarship degree, was restructured as a Doctorate-Professional Practice degree in June 2014. Beginning in Fall Term 2015, all EdD enrollments are reported here as Doctorate-Professional Practice, even as a number of continuing students are completing their studies via the Doctorate-Research/Scholarship track.
Headcount Enrollment by Pennsylvania County
Total University
Fall Term 2017

Note: Figures include undergraduate, graduate, and doctorate-professional practice students.

<table>
<thead>
<tr>
<th>Pennsylvania Students</th>
<th>23,220</th>
<th>67.1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other U.S. Students</td>
<td>8,124</td>
<td>23.5%</td>
</tr>
<tr>
<td>International Students</td>
<td>3,236</td>
<td>9.4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34,580</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Legend:
- 5,000 or more
- 100–4,999
- 25–99
- 0–24
Note: Data presented in the above Pennsylvania county map are the numbers of alumni of record. Furthermore, the data reflect the University's five campuses.

Total living alumni include these alumni of record as well as those alumni who are without a current address.

As the commonwealth navigates these uncertain economic times, ... one course of action should be clear: Adequate and sustained investment in public higher education—and in proven success stories like Pitt—is essential. The University of Pittsburgh’s academic, economic, and community contributions are irrefutable and indispensable and help to build a better life for all Pennsylvanians.

PATRICK GALLAGHER
CHANCELLOR, UNIVERSITY OF PITTSBURGH
The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, as fully explained in Policy 07-01-03, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. The University also prohibits and will not engage in retaliation against any person who makes a claim of discrimination or harassment or who provides information in such an investigation. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University’s mission. This policy applies to admissions, employment, and access to and treatment in University programs and activities. This is a commitment made by the University and is in accordance with federal, state, and/or local laws and regulations. For information on University equal opportunity and affirmative action programs, please contact: University of Pittsburgh Office of Diversity and Inclusion; Katie Pope, Title IX Coordinator, and Cheryl Rufin, 504 and ADA Coordinator; 500 Craig Hall; 200 South Craig Street; Pittsburgh, PA 15260; 412-648-7860.

For complete details on the University’s Nondiscrimination Policy, please refer to Policy 07-01-03. For information on how to file a complaint under this policy, please refer to Procedure 07-01-03.

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