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CHANCELLOR’S STATEMENT

The University of Pittsburgh continues to make a positive difference in the lives of our students, in our communities, throughout the Commonwealth, and in the world at large. Since Pitt became a public, state-related university in the mid-1960s, the Commonwealth of Pennsylvania has been a critical partner in our ability to provide Pennsylvania students with the opportunity to receive the highest quality university education. One important component of that partnership has been the ability to use Commonwealth funding to offer substantial tuition discounts to Pennsylvania students. Currently, in-state students pay about $10,000 per year less than out-of-state students; however, under current state funding levels, only half of that amount is supported by funds from the Commonwealth, with the remainder provided by the University. Lower-cost tuition has been of immeasurable value to tens of thousands of individual Pennsylvanians, preparing them to be successful in today’s constantly changing knowledge-based world.

The value of a University of Pittsburgh education continues to be widely recognized. This is the 10th year in a row that our Pittsburgh campus has been ranked as the top value among all public colleges and universities in Pennsylvania by Kiplinger’s Personal Finance. This nationwide ranking looks at four-year colleges and universities that combine outstanding education with economic value.

As one of the top 10 research universities in the country, Pitt brings many benefits to the region. Pitt’s research activities bring hundreds of millions of dollars into the region each year, attract top talent in high-growth fields, and provide the environment for preparing the next generation of professionals and entrepreneurs whose talents will fuel the prosperity of the Commonwealth. In today’s knowledge-based economy, the value of higher education has never been greater. Simply put, the Commonwealth benefits from having an educated populace, a globally competitive workforce, a vibrant research community, and support for increasing Pennsylvania’s economic competitiveness in today’s global economy.

The dual roles of providing educational opportunities for individual Pennsylvanians while functioning as a critical economic engine for both Western Pennsylvania and the entire Commonwealth are at the heart of our request for an increased level of state funding.

Let me assure you that we take cost control very seriously at the University of Pittsburgh. Through prudent management of our operations, we work hard to control and reduce costs on all five of our campuses while maintaining the expected quality of all aspects of our operations. Nevertheless, the affordability of higher education for all students is a national concern. Current state appropriation levels, adjusted for inflation, represent the lowest percentage of state support since Pitt became a public university in the 1960s. This has put added strains on tuition and shifted additional financial burdens to students and their families. The Governor’s Advisory Commission on Postsecondary Education noted this trend, stating that: “This level of funding impacts both the affordability of postsecondary education for families in the Commonwealth and the ability of institutions to maintain high levels of quality.”

Based on these considerations, this budget request includes a specific recommendation to increase Commonwealth funding over prior year levels. We are proposing a 14.7 percent increase ($20 million) to our base appropriation, of which $7 million will be used to offset inflationary increases for operating expenses, $2 million to expand our innovation programs to drive economic growth for the region, and $11 million to allow us to control tuition increases for in-state students.

As I submit my first official budget request on behalf of the University of Pittsburgh, I look forward to working together to promote the shared goal of a prosperous Commonwealth of Pennsylvania by providing the highest quality educational opportunities to its citizens and harnessing the potential of our innovators and entrepreneurs.

Respectfully submitted,

Patrick Gallagher
Chancellor
University of Pittsburgh
MAKING AN IMPACT

When the University of Pittsburgh became a state-related institution in 1966, the promise from the Commonwealth in this partnership was an annual appropriation to the University sufficient to offer Pennsylvania students a high-quality education at tuition significantly less than comparable private institutions and sufficient to support Pitt’s designated role as a regional anchor and engine of economic growth and stability.

Despite recent significant fiscal challenges, the University of Pittsburgh has continued the sustained progress that has propelled it into the very top ranks of American universities. Pitt’s efforts have been widely recognized by outside entities such as the Princeton Review, which included Pitt in its “Best Value Colleges” list for 2014 and ranked the University as one of the nation’s best institutions for undergraduate education in the 2015 edition of its annual college guide. Only about 15 percent of America’s 2,500 four-year colleges are profiled in the book, which is the Princeton Review’s flagship college guide. “The University of Pittsburgh offers outstanding academics, which is the primary criteria for our choice of schools for the book,” said Robert Franek, the Princeton Review’s senior vice president for publishing and author of The Best 379 Colleges. More accolades come from Kiplinger’s Personal Finance, which again has ranked Pitt as a top value in public higher education as it has done for nine previous consecutive years. Such rankings are particularly meaningful because they are grounded in assessments of both cost and quality.

This record of accomplishment has been achieved during a time period of unprecedented fiscal challenges accompanied by substantial cuts in Commonwealth support. To cover this shortfall, the University worked to maintain employment levels while dealing with part of our deficit by delaying salary increases for most employees and imposing budget reductions that either were managed centrally or were distributed by senior leaders to the academic and administrative units reporting to them.

New Initiatives Put Increased Emphasis on Innovation and Entrepreneurship

The University of Pittsburgh Innovation Institute 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 and embarking on entrepreneurial efforts and in reaching out to the business community to take part in the region’s small business ecosystem. Pitt’s request for funding is in line with that goal and directly identifies the additional state funding for these initiatives.

1. **Student Start-up Program:** The Institute proposes the creation of the following two-part program to provide effective pre- and post-start-up support and mentorship for students:

   - **Pre-Start-Up Program:** The Institute will implement a systematic incubation/acceleration process to help student entrepreneurs at Pitt to advance their ideas toward new venture creation and growth. This is a student-based extension of our successful Pitt Ventures program, which we also will expand with the requested funds. The program includes business planning, product development, and customer discovery as well as extensive mentoring support. The goal: to
help student entrepreneurs and/or teams to transform their ideas into commercially viable businesses. This service will dovetail with the Institute’s more general educational programming offered on campus for all students. A physical incubator space has been identified on campus where student teams can come together for instruction, mentoring, and other start-up development activities. This plan calls for the establishment of a pilot incubator space manned partly by Institute staff, mentors, and/or executives in residence.

- **Post-Start-Up Program:** As student entrepreneurs reach the launch stage for their new ventures, the Institute’s incubation program also calls for additional post-start-up support. At this stage, the student will move his or her venture out of the University, and the Post Start-Up Program will assist in that process, also helping to link with the regional business ecosystem. The Institute’s student entrepreneurship initiative will work with the Institute’s PantherlabWorks program to develop an effective hand-off strategy that will allow for student entrepreneurs and their new ventures to receive additional business development assistance, mentoring, and other support to prepare them for those outside incubators/accelerators.

2. **Expanding Pitt Ventures:** The Pitt Ventures program was initiated in 2013 with the support of the McCune Foundation and has been a complete success. The goal of Pitt Ventures is to more efficiently transfer discoveries from our research laboratories to reality. This model creates a virtual opportunity start-up that is provided with 1) leadership from a business mentor (an executive in residence), 2) oversight by a team of local technology professionals, and 3) participation of students (business, law, science, and engineering). Input from regional venture capitalists, regional economic development professionals, and business leaders also is incorporated. Thus, the program meets Pitt’s goals of promoting innovation within the University, teaching innovation to our students through enabling them to be part of the process, and serving the region through increasing start-up opportunities. This past year has proven that this program can be very successful in all three areas. We request funding to expand this program to be the major outreach effort for start-up development at Pitt.

**The Student Experience**

While third-party accolades speak to the institution’s commitment to quality, the most telling evidence of the value and quality that Pitt has to offer can be found in the ever-growing number of student applicants.

Pitt continues to attract applications from ever-larger numbers of highly qualified students. Over the past two years, applications to the University grew by nearly 25 percent on the Pittsburgh campus and by more than 15 percent on the regional campuses in just this past year alone. Including both freshmen and transfer students, Pitt welcomed 4,694 new undergraduate students to the Pittsburgh campus this year, 68 percent of whom are Pennsylvania residents. The quality of the applicants has continued to increase along with the numbers. The average SAT score for our entering class was 1298, and 54 percent were in the top 10 percent of their high school classes.

Pitt has become not only a magnet for highly talented applicants but a leading producer of high-performing students. Pitt undergraduates have claimed seven Rhodes Scholarships, 11 Truman Scholarships, nine Marshall Scholarships, a whopping 51 Goldwater Scholarships, two Churchill Scholarships, one Gates Cambridge Scholarship, and seven Udall Scholarships. Pitt also is among the nation’s leading producers of Fulbright Scholars, Boren Scholars, Whitaker International Fellows, National Science Foundation Fellows, Critical Language Scholars, and Humanity in Action Fellows.

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 advancing its vital mission very effectively. Of course, these very public forms of recognition annually 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 the students living, working, and raising their families right here in Pennsylvania.

As important as the classroom education is, 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 following:

- **The PITT ARTS program**, designed to expose students to the cultural richness of the greater Pittsburgh region. Participation in the University of Pittsburgh’s PITT
The design of the Outside the Classroom Curriculum, providing a structure for students to pursue important learning experiences not tied to classroom activities.

More than 4,000 students participate in community service projects annually, and 300,000 social work student internship hours are served annually in human service, nonprofit, and community-based organizations and agencies. During Annual Day of Caring activities, more than 3,300 student and staff volunteers worked on 88 service projects in more than 60 communities in and around the city of Pittsburgh. The projects undertaken included painting and decorating; laying flooring; food preparation, packing, and distribution; planting, weeding, and litter and trash removal; landscaping, tending community gardens, and doing trail maintenance; and providing a memorable day of companionship for the elderly in senior homes. In fact, Pitt students, faculty, and staff generate $70.1 million in charitable donations and volunteer services every year.

At Pitt, we have been fortunate enough to see the remarkable impact that a top research university can make—in both the lives of its students and in its home region. Our strong collective commitment to individual students, to this region, and to the greater good almost certainly is one key reason that Pitt has been able to meet each of the many challenges that already have come our way and to make our students an integral part of the community.

Outstanding Faculty

Pitt faculty members also have continued to build an unbelievably impressive record of achievement and honors. Senior faculty members have been elected to such prestigious groups as the National Academy of Sciences, the Institute of Medicine, the American Academy of Arts and Sciences, the American Association for the Advancement of Science, the American Society for Clinical Investigation, the National Academy of Education, and the American Academy of Arts and Sciences. They have claimed some of the country’s most prestigious awards, including the National Medal of Science, the John D. and Catherine T. MacArthur Foundation’s “genius award,” the Lasker-DeBakey Clinical Medical Research Award, the Charles S. Mott Prize in cancer research, and the Andrew W. Mellon Foundation Distinguished Achievement Award for exemplary contributions to humanistic studies. These are just some examples from a list that could go on and on.

The accomplishments, recognition, and research support garnered by our faculty 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, 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, and creative experiences with faculty members who are leaders in their fields. As students of 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, 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 American universities in terms of the federal science and engineering research and development support attracted by members of our faculty. The total University research funding number was nearly $700 million. 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 of 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.

Though the region’s more diverse 21st-century economy also has other strengths, the “eds and meds”—with Pitt and
UPMC sitting at their heart—have been a powerful force for revitalization and transformation. The education and health services supersector now is the largest source of employment in the Pittsburgh metropolitan area. It is the only sector that has added jobs every year since 1995 and now is responsible for more than one out of every five local jobs.

University research has been a key source of economic growth. Pitt alone has attracted billions of dollars of sponsored research support into this region. That research, combined with Carnegie Mellon University’s, also has provided the foundation for such future-oriented technology-based economic development initiatives as the Pittsburgh Digital Greenhouse, the Pittsburgh Life Sciences Greenhouse, the Pittsburgh Robotics Foundry, and the Technology Collaborative.

The 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. 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 $3.7 billion.

### Engaging with the Community

Pitt has become a model of community engagement—making our expertise available to neighborhood groups, organizations, state and local government, and other public agencies in ways that are consistent with the University’s teaching and research missions while contributing to the

### Exhibit I

<table>
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<tr>
<th><strong>University of Pittsburgh’s Impact on the Regional Economy</strong></th>
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<tr>
<td>$3.7 billion</td>
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<td>More than 13,000 employees on five campuses: Pittsburgh, Bradford, Greensburg, Johnstown, and Titusville</td>
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<td>Seventy-four new patents were issued to the University in FY 2014, bringing Pitt’s patent total to 615. More than 100 start-up companies have been launched around Pitt technologies.</td>
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social, intellectual, and economic development of the region. Among the recognitions that Pitt has received for efforts in this area are, for three consecutive years, the Good Neighbor Award from the United Way, and Pitt was recognized by President Barack Obama on the 2014 President’s Higher Education Community Service Honor Roll for extraordinary and exemplary community service contributions.

A number of centers and initiatives reflect substantially on the University as a partner in shaping regional policy and programs. Many of these centers are connected with professional schools, and some represent multidisciplinary engagement. Even initiatives with international scope, such as the University’s new Center for Global Health, have strong local community and economic impacts on Pittsburgh and bring further distinction and recognition to the city that serve to attract other investments.

Among some of the most timely and notable centers and initiatives are the following:

- **Pitt’s Learning Research and Development Center**, which for more than five decades has aided scholars from a number of disciplines to conduct research on learning and instruction with the aim of contributing to the advancement of education and training.

- **The Pitt School of Education’s Office of Child Development**, which has sustained Allegheny County’s Early Childhood Initiative and aids a network of family support centers that help parents in the county with early childhood education and school preparedness.

- **The Pitt School of Law**, which supports clinics in elder law, environmental law, family law, health law, immigration law, securities arbitration law, and tax law.

- **Pitt’s School of Medicine**, which maintains the UPMC Matilda Theiss Health Center in neighboring Oak Hill as part of its medical services to underserved populations.

- **The Pitt Graduate School of Public Health**, which conducts Bridging the Gaps, which promotes multi-disciplinary health teams working with community partners in research service learning summer internships to address community health issues and needs, and also operates a Centers for Disease Control and Prevention Academic Center of Excellence in Environmental Public Health Tracking that provides a geospatial analysis of environmental health indicators for Western Pennsylvania.

- **The Pitt School of Dental Medicine**, which has long operated its dental clinic, where students work with faculty to provide free or low-cost dental care to residents and special needs patients of the surrounding community who may otherwise be unable to afford good dental care.

- **The Pitt School of Pharmacy**, which has made community engagement a priority and where faculty and students conduct educational outreach at senior centers and high-rises through a medication awareness program and the popular Brown Bag project that collects and analyzes senior medications for potentially dangerous drug interactions.

- **The Child Welfare Education for Leadership program** in the Pitt School of Social Work is a statewide training initiative linking schools of social work across Pennsylvania to support the professional development of child welfare workers in the state.

- **The School of Social Work** was recognized in 2012 by a proclamation by the mayor of Pittsburgh for its initiative, driven by faculty and students, in one of Pittsburgh’s largest and most distressed African American communities to replicate the Harlem Children’s Zone in the form of the Homewood Children’s Village in the Homewood neighborhood of Pittsburgh.

- **The Department of Pediatrics** founded the first pediatric bilingual-bicultural clinic in Pittsburgh and Southwestern Pennsylvania in mid-2002 and expanded it over the years to Salud Para Niños, a comprehensive health program for children providing culturally and linguistically competent primary care for children and families with a focus on prevention and empowering the Hispanic community to be informed about its health. Salud Para Niños (recognized in 2012 by a proclamation by the mayor of Pittsburgh) offers weekly and monthly clinics, community health fairs, and a bilingual literacy program for children and parents to learn English as a second language.

- **The Institute of Politics (IOP)**, which has for more than 26 years delivered to elected officials, community leaders, and the public timely information about critical issues affecting our region. IOP provides a neutral forum where that knowledge and associated diverse viewpoints are discussed, digested, enriched, and applied toward improving the quality of life and economic vitality of the city of Pittsburgh and the Western Pennsylvania region.

- **The University Center for Social and Urban Research (UCSUR)**, established in 1972, through which social and behavioral scientists collaborate with community
partners on a range of social and economic research activities and build community capacity to understand and address critical urban issues and needs. As a hub for interdisciplinary research and collaboration, UCSUR promotes a research agenda focused on the social and economic issues most relevant to our society, regional economic analysis and forecasting, the psychosocial impacts of adult development and aging, and environmental resource management.

- **The Center on Race and Social Problems (CRSP)**, which the University established in 2002 to help lead America further along the path to social justice by conducting race-related research, mentoring emerging scholars, and disseminating race-related research findings and scholarship. CRSP is multidisciplinary in its approach and multiracial in its focus.

- **Pitt's Center for Health Equity**, established in 1994 with a generous grant from the Richard King Mellon Foundation and committed to translating evidence-based research into community-based interventions and innovative outreach practices. The mission of the center is to improve the health and well-being of underrepresented racial and ethnic populations by eliminating health disparities. The University’s leadership in a citywide initiative to address growing issues with childhood diseases, most dramatically through a highly successful children’s vaccination campaign against measles, exemplifies Pitt’s public health impact.

- **The Joseph M. Katz Graduate School of Business**, which provides technical assistance and consulting services to help grow the small business environment in the region. Through its Small Business Development Center and its Institute for Entrepreneurial Excellence, it helps small, agricultural, and family business entrepreneurs to develop their business plans and access financing to undertake local business ventures.

The modern history of the University of Pittsburgh has been characterized by strong and expanded levels of engagement, interaction, and support for its neighboring communities. University representatives meet on a regular schedule with Oakland community groups, including the Oakland Planning and Development Corporation, the Oakland Business Improvement District, the Oakland Transportation Management Association, the Community Human Services, and Peoples Oakland. The University is regularly represented at community group meetings, including the Central Oakland Community Organization, Coalition of Oakland Residents, Oakcliffe Housing Club, Bellefield Area Citizens Association, Oak Hill Residents Council, and a number of other organizations.

As community group leaders, Oakland residents, neighboring institutions, City of Pittsburgh officials, and elected representatives regularly attest, the University has placed a strong emphasis on community consultation, engaging in extensive briefings, dialogue, and discussion regarding community and individual residents’ concerns, University master plans, and individual construction projects. In fact, the University’s public engagement efforts in the context of its campus master plan and construction of individual projects exceed the legal requirements imposed by the City of Pittsburgh, and Pitt’s initiatives in regard to being a good neighbor have been cited as examples for other institutions to follow. Pitt embraces this expanded approach to public consultation and discussion in order to consider all valuable input from the community.

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 Greensburg

- **Community Arts Programming**: The Student Activities Board, Academic Village, Student Government Association, theater department, and the Pitt–Greensburg Chorale and Chamber Singers offer lectures, music, theater, and other programming to the community.

- **Early College Experience**: Five Pitt–Greensburg students mentored high school seniors who have a social or emotional disability and are enrolled in the Freshman Seminar.

- **Freshman Seminar**: One hundred fifty-five freshman students each completed a minimum of three hours of community service by working on one of eight projects. Students completed a reflection paper on their experience. The projects benefited the Blackburn Center Against Sexual and Domestic Violence, local nursing homes, Toys for Tots, and Westmoreland County Bureau of Parks and Recreation, among others.

- **Habitat for Humanity**: Twenty-five faculty and staff members and students participated in the Alternative Spring Break trip in Marion County, S.C., to build a home for a single mother. In addition, students raised more than $2,000 for the Habitat for Humanity of
Marion County. The volunteers contributed more than 800 hours of service. Students also regularly volunteered with both the Greater Pittsburgh and Central Westmoreland Habitat for Humanity chapters and staffed the Habitat Restore in Irwin, Pa.

- **Jeannette Head Start 17th Annual Holiday Party:** Students, faculty, and staff purchased and wrapped gifts to be given to 41 underprivileged children at a holiday party with Santa Claus.

- **Juvenile Diabetes Research Foundation (JDRF) Walk to Cure Diabetes:** More than 1,400 walkers were on campus and raised more than $400,000 for JDRF. Sixty students and staff members walked and raised $2,000.

- **Outdoor Adventure and Community Service Residential Living Community:** Projects included Adopt-A-Highway, the JDRF walk, Feeding the Spirit soup kitchen, Special Olympics, Weatherwood Nursing Home and Rehabilitation Center, Westmoreland County Food Bank, Westmoreland County Bureau of Parks and Recreation, and the Humane Society of Westmoreland County.

- **Phi Eta Sigma Freshman Honor Society:** Phi Eta Sigma held a Veterans Day luncheon, offering all veterans on campus and in the local community a free meal for themselves and their families. More than 50 people attended. Phi Eta Sigma also raised funds for cancer research, donated toys to Toys for Tots, delivered valentines to a nursing home, and held its annual campus creek clean-up.

- **American Red Cross Blood Drives:** The Health Center held four drives and collected 120 units of blood.

- **Special Olympics:** Fourteen Special Olympians watched the Pitt–Greensburg vs. Pitt–Bradford basketball game and then played a basketball game during halftime. More than $1,400 was raised for Special Olympics Pennsylvania of Westmoreland County.

- **Student Government Association (SGA):** SGA’s annual faculty/staff vs. students basketball game raised $5,000 for Jamie’s Dream Team to help a seriously ill child fulfill her dream.

- **SGA Into the Streets:** Over three days in both the fall and spring terms, SGA partnered with 12 community agencies to offer service opportunities. More than 350 students and staff members provided more than 750 hours of service.

- **Student Organizations:** Student organization members provided more than 300 hours and raised nearly $10,000 for local and national charities.

- **United Way Day of Caring:** Pitt–Greensburg staff members assisted the American Red Cross in distributing fire safety information door to door in Jeannette, Pa.

- **Westmoreland County Food Bank Sixth Annual Campus Challenge:** Students, faculty, and staff donated more than 1,400 pounds of food to win the campus challenge over Seton Hill University, Saint Vincent College, and Westmoreland County Community College.

- **Greensburg Holiday Parade:** SGA built a float and participated in the holiday parade.

- **SGA Pitt Plus:** The program grew from 15 to 43 local businesses offering discounts to our students.

- **The Student Pennsylvania State Education Association** provided more than 3,100 hours of service through its Lunch Buddies and Read for Lifelong Learning programs.

- **QUEST: Finding Your Future:** Academic Advising, Admissions, and Career Service offered five one day camps for high school students. More than 50 professionals from community businesses and organizations and 107 students participated.

- **Student-athletes** provided more than 500 hours of service and raised more than $2,300 for projects including the Salvation Army/WTAE-TV’s Project Bundle-Up and Thanksgiving dinner, national RAINN Day against sexual violence, cancer research, and the Special Olympics.

- **Student Services:** Staff members serve on the Westmoreland County Suicide Awareness and Prevention Task Force (Ray of Hope), the Blackburn Center Against Sexual and Domestic Violence, the Westmoreland County Pride Project, and Westmoreland County American Red Cross boards. Twelve staff members made fleece blankets and stuffed animals for a local women’s shelter and cleared the campus Bell Nature Trail.

- **Combined, Pitt–Greensburg students, staff, and faculty** raised more than $14,800 and provided more than 6,400 hours of service to 66 different community and national organizations.
University of Pittsburgh at Johnstown

- **RealWorld Action Program:** The signature RealWorld Action Program (RWAP) has successfully engaged 1,800 Pitt–Johnstown students, or 61 percent of the student body, in service-oriented work and projects. In performing 10,180 hours of volunteer service, students have benefited 56 community organizations and institutions, including K–12 education, health care, food pantries, veteran organizations, and a variety of community-based nonprofit organizations. Additionally, national organizations, including the American Cancer Society, the American Heart Association, the American Red Cross, and the YMCA/YWCA, also are supported by our RWAP participants. Participants in the RWAP Community and Civic Engagement area served an estimated 2,000 individuals and mentored 140 local at-risk young people.

- **Pitt–Johnstown @ Your Service:** Service to the community has become a distinctive part of the Pitt–Johnstown culture through our signature Pitt–Johnstown @ Your Service program. @ Your Service includes the following core components: 1) student-athletes providing volunteer service or raising money for charitable organizations, 2) organized service opportunities offered as part of new student orientation for incoming first-year students, 3) PITT-nic in the Park, 4) annual campus light-up night, and 5) an extensive campuswide recycling program.

- **Windber Research Institute (WRI) Collaboration:** This highly successful collaboration connects Pitt–Johnstown faculty and students with WRI scientists on projects that include research into prostate cancer in African American men and an ongoing exchange of research interests, student internships, and real-world opportunities. These efforts, as well as others that will be launched in the future, are enabling WRI and Pitt–Johnstown to actively contribute to the improved health of our region and beyond.

- **Entrepreneurship Program:** Through the new program Allegheny Innovation, we are creating a robust and systematic means for identifying, educating, and nurturing entrepreneurial talent among our students. One of the strengths of the entrepreneurship program is the network of community partners who are supporting the program. Partners include Lift Johnstown; the Community Foundation for the Alleghenies; Young Professionals of the Alleghenies; Johnstown Area Regional Industries; Goodwill Industries of the Conemaugh Valley, Inc.; the U.S. Small Business Administration; and local entrepreneurs, investors, and consultants. The goal of the group is to contribute to local economic development by systematically matching investors with entrepreneurs. The program has a variety of elements, including Pitt–Johnstown’s development of an entrepreneurial talent pipeline and physical space (our Idea Lab) for idea/product development through which student entrepreneurs can compete for investment support. Pitt–Johnstown played a key role in developing the first-ever Pitch Fest at the annual Showcase for Commerce. Based loosely on the Shark Tank television program, Pitch Fest consisted of six presentations (four of which were given by Pitt–Johnstown students and alumni) by budding entrepreneurs to a panel of judges. Presenters whose ideas were chosen received $3,000 in start-up funding and $3,000 of in-kind contributions.

- **Johnstown Free Medical Clinic:** Nursing students participate in a clinical rotation at the Johnstown Free Medical Clinic, a nonprofit organization consisting of volunteer doctors, nurses, and pharmacists who provide free medical and pharmaceutical care to low-income uninsured adults.

- **Tutoring Services for Local Schoolchildren:** The Education Division established a formal articulation agreement with the Greater Johnstown School District, providing intensive tutoring for pre-K–8 students as a structured component of teacher preparation and the district’s Response to Intervention program.

- **Help, Understanding, Guidance, and Support (HUGS) Program:** HUGS is helping to minimize the impact of divorce, separation, and custody disputes on children. Pitt–Johnstown developed and offers the program through a partnership with the Cambria County Court of Common Pleas. Since the program was launched in 1996, 6,700 parents, guardians, and grandparents have completed the program’s four-hour educational seminar.

- **Pasquerilla Performing Arts Center:** The Pasquerilla Performing Arts Center advances the region’s cultural development through a wide range of programming. Events, including full-scale Broadway performances, large musical groups (the center is home to the Johnstown Symphony Orchestra), dance troupes, and internationally known speakers, attract an average of 20,000 patrons annually. The center also offers the very popular Stage Door Series for school-age children in grades K–4. The center’s executive director also is an active member of the Arts Coalition of the Alleghenies, which advocates for the region’s arts community.
University of Pittsburgh at Bradford

- **Support of Workforce Training:** Pitt–Bradford was awarded $201,900 through the Pennsylvania Department of Economic and Community Development in 2013–14 to support workforce training through the Workforce and Economic Development Network of Pennsylvania and worked with 21 companies in McKean, Potter, Warren, Elk, Erie, and Crawford counties to provide work-related training to 1,261 employees.

- **Division of Continuing Education and Regional Development:** During the past year, the Division of Continuing Education and Regional Development enrolled 1,134 participants in 125 continuing education courses; entered into 16 training contracts with local businesses that provided workforce-related training to 663 employees; organized eight youth summer camps that enrolled more than 100 children of various ages; coordinated 69 external events serving 6,372 people through the Office of Conference Services; and developed six extensive summer event-camps serving 800 participants from across the region, Commonwealth, and nation.

- **Center for Rural Health Practice:** Through Pitt–Bradford’s Center for Rural Health Practice, staff and faculty members work with University of Pittsburgh colleges and schools to advance studies in rural health and formulate policy recommendations for the improvement of rural health systems.

- **The American Refining Group/Harry R. Halloran Jr. Energy Institute:** Dedicated to serving the region as a primary locus for new knowledge and innovative approaches to the strategic development of renewable energy sources, Pitt–Bradford’s Energy Institute also collaborates closely with the energy industry in developing and delivering vital workforce training. In the past year, the Energy Institute has engaged in consultancy and research development with local industries such as American Refining Group, Inc.; TerraGreen Energy LLC; and the U.S. Department of Energy/New York State Energy Research and Development Authority West Valley Demonstration Project. In addition, the director of the Energy Institute has delivered public testimony to the Pennsylvania Department of Environmental Protection’s Environmental Quality Board as well as to the U.S. House of Representatives’ Committee on Natural Resources’ Subcommittee on Energy and Mineral Resources at a hearing titled American Energy Jobs: Opportunities Education. The Energy Institute was represented this past year at events throughout the region, such as the McKean County Fair’s Energy Day and the Kinzua Visitors Center groundbreaking ceremonies. The Energy Institute’s sponsorship of campus events such as the Sustainable Living Series, Earth Day poster competition and celebration, and Alternative Energy Forums continues to generate productive discourse on energy issues and sustainability.

- **Allegheny Institute of Natural History:** Through Pitt–Bradford’s Allegheny Institute of Natural History, the faculty developed several interesting service learning projects with ties to the expanding tourism sector. Activities during the past year included providing information to promote preservation of historic homes in Smethport, Pa., and collaborating with the Allegheny National Forest to develop trail information as a way of promoting tourism in the region. This work is invigorating service learning opportunities for students on the campus and tying faculty interests and courses directly to an expanding sector in the region in tourism and tourism management.

- **Community Engagement:** Pitt–Bradford students contributed a cumulative total of 5,637 community service hours to local organizations during the 2012–13 academic year and 4,897 hours during the 2013–14 academic year.

University of Pittsburgh at Titusville

- **New Programming:** As a result of an ongoing strategic planning initiative, Pitt–Titusville is adding new programs and courses of study. New associate’s degree programs in biological sciences, computer technology, psychology, criminal justice, and history began in the fall of 2013. The associate’s degree in computer technology, for example, will enable graduates to pursue entry-level employment as a computer technician, network administrator assistant, or Web site developer. The implementation of the new degree programs was geared to appeal to more prospective students in northwest Pennsylvania and to provide them with a seamless transition to enter the workforce or to transfer to the Bradford campus if they intend to pursue a baccalaureate degree.

- **Division of Continuing Education and Regional Development:** During the past year, the Division of Continuing Education and Regional Development created and delivered seven continuing education courses, enrolling 65 participants from across the region.
• **Health Careers Day:** Pitt–Titusville hosted a health careers day. Approximately 90 students and eight guidance counselors from five local high schools (Cranberry, Union City, Titusville, Oil City, and Corry Area) participated in the event.

• **National Poetry Month Observance:** Pitt–Titusville hosted the annual Day of Poetry on campus during National Poetry Month (April). The annual event features poetry written and read by local elementary, middle, and high school students as well as works from students at Pitt–Titusville.

• **Student Affairs Award:** The Pitt–Titusville Division of Student Affairs was the recipient of the National Association for Campus Activities’ 2012 Mid-Atlantic Region’s Outstanding Educational Program Award for its successful 2011 National Collegiate Alcohol Awareness Week.

• **Facility Use for the Community:** Each year, Pitt–Titusville provides free use of facilities to the March of Dimes for its annual walk; to Titusville High School for its prom; and for the YWCA-sponsored May Dance for seventh, eighth, and ninth graders.

• **Arts Festival:** Pitt–Titusville hosted HOTAfest (Heart of the Arts Folk Music and Arts Festival), sponsored by the Titusville Council on the Arts, in July 2014. More than 60 workshops were presented for hundreds of visitors from Pennsylvania, Ohio, New York, and Canada.

• **Orientation Projects:** Each year during Freshman Orientation, Pitt–Titusville freshmen assist with volunteer projects at 10 sites in Titusville. In 2014, the projects included working in city parks, sorting clothing at a local charity, preparing the YWCA’s facilities for its early years program, adopting a highway, and painting the Perry Street Station.

• **Service Learning:** In fall 2014, Pitt–Titusville piloted service learning in two freshman seminars for a total of 36 students. One seminar’s project is the historic Ida Tarbell House. The other is working with three agencies: the United Way, YWCA, and the Titusville Council on the Arts.

• **Volunteer Work:** The Office of Student Affairs provides opportunities each year for students to volunteer at various agencies in the Titusville area. In 2012–13, 224 students volunteered for a total of 600 hours. In 2013–14, 266 students volunteered for a total of 700 hours.

**Conclusion**

As referenced earlier, the University of Pittsburgh’s current levels of state support are equal to the levels of support received in 1995—in nominal dollars, with no adjustment for inflation. Of course, the University’s expenses have not remained flat over that extended period. In fact, over those years, the Consumer Price Index has risen by nearly 55 percent and the Higher Education Price Index has risen by more than 75 percent. Dealing with a 2014 cost structure when state support has been taken back to 1995 levels, then, is one very significant challenge. It also should be noted that Pitt enrollments have grown by nearly 3,000 students and our annual research expenditures have increased by more than $500 million since 1995, so the Commonwealth is receiving a much higher rate of return from every dollar invested in Pitt.

Pitt’s administration is 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 while also taking specific measures to mitigate the risk associated with federal contracts.

The collective efforts of the entire University community are driven by the belief in the power of higher education and in society’s obligation to make 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.

With gratitude for past support, we look forward to a strong partnership with the Commonwealth as we work to extend our University’s strong, unbroken, 228-year-old 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 if it were to serve the Commonwealth effectively by attracting and retaining the most talented students and faculty. The University implemented a long-term, systematic strategy to increase its investment in its core academic and student life programs. That strategy called for partnerships among the University, students and their parents, research agencies, 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 Pitt makes to the people of the Commonwealth are widely recognized. Despite higher-than-hoped-for tuition levels necessitated in part by disproportionate cuts in Commonwealth support, both the number of applications and the qualifications of the students who enroll have improved dramatically. Pitt’s funded research base, in a highly competitive environment, also has increased significantly. Similarly, the University’s successful capital campaign has attracted tens of thousands of donors who have contributed at record levels because of the high level of confidence they have in the University.

Competing as it must with institutions that have a far larger resource base, 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 dramatically different institution than it was in 1995, 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 utilization 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 dramatic progress in its drive to ever-higher quality—in academic excellence, pathbreaking 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. And Pitt continues to be a primary driver of the Western Pennsylvania economy.

All this has been accomplished in spite state support that continues to dwindle—the University now receives less than 8 percent of its budget from the state versus more than 30 percent 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 review team. Most recently, Pitt received a long-term upgrade in its bond rating, from AA/positive to AA+/stable, from Standard & Poor’s. That is worthy of particular note given the recently issued negative assessments regarding the general outlook for higher education. In its report, the agency stated: “The positive outlook reflects our view of the university’s fundamental institutional credit strengths, including a strong and pro-active management team, which has generated consistently solid financial operations of a full-accrual basis despite a constrained state funding environment and successful completion of a capital facilities plan with limited additional debt planned.” Other positive factors
cited in the report included “stable enrollment, strong student demand, and strong student quality” and “good revenue diversity from student tuition and fees, research grants, gifts, endowment income, and state operating appropriations” (which accounted for only 6.6 percent of the fiscal year 2012 budget).

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 cumulative savings of more than $117 million over the past five years.

- **Budget Cuts:** The steady erosion of state support has resulted in several University budget reductions totaling $53 million over the past six 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 were more than $31 million.

- **Contract Negotiation:** The Office of Facilities Management purchases electricity and natural gas from various energy suppliers through pricing agreements that vary in length depending on market conditions. For electricity purchases, the market is closely monitored, and when rates are favorable, competitive pricing is obtained for various periods of time. While rates were trending downward, a five-year contract was locked in for the purchase of electricity from January 2012 through December 31, 2016. The five-year fixed-price contract is projected to save the University $17 million when compared with the prior contract.

- **Energy Conservation:** Through energy conservation initiatives, the University achieved recurring utilities savings of $3.1 million since FY 2012 and cumulative savings of $50.6 million since 1996.

- **Information Technology and Telecommunications:** Through various improvements in IT and telecommunications strategy and sourcing, the University has saved $10.1 million over the past four years.

- **Employee Benefits:** The University extended the employee vesting period for its defined contribution plan, saving $4.6 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 more than $1.6 million annually through reduced paper usage, postage, printing, and labor costs.

- **Increased Productivity:** Since 1996, the Office of Facilities Management grew by only seven employees despite managing 140 capital projects per year during the past 18 years, compared with 40 projects per year during the four years prior to that. Also in that time period, it managed an additional 3.6 million square feet of property. In 2000, in the Office of Research Accounting, each grant accountant handled $19 million in research grants. Today, each accountant handles nearly $40 million in grants.

- **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 Studies 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. The School of Information Sciences programs now are overseen by a schoolwide council.

- **Programmatic Consolidation and Elimination:** Schools realign resources to meet student demand. As resources are directed away from programs with low student demand, those programs are either consolidated or formally removed from the course catalog. As a result of this process, 65 academic programs have been eliminated over the past 18 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.

In response to this challenging economic environment, it is clear that the University has focused on maximizing its resources; implementing efficiencies and cost-savings programs; and carrying out its three-part mission of education, research, and public service without sacrificing quality.
THE UNIVERSITY OF PITTSBURGH FY 2015–16 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 2015–16 Budget Request (in thousands)</th>
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<tbody>
<tr>
<td><strong>General Support</strong></td>
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<tr>
<td>Allocated to Educational and General, Disadvantaged Students, Services for Teens at Risk, and Student Life Initiatives</td>
<td>$153,656</td>
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<tr>
<td>Rural Education Outreach</td>
<td>2,637</td>
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<tr>
<td><strong>TOTAL NONPREFERRED APPROPRIATION REQUEST</strong></td>
<td><strong>156,293</strong></td>
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**Academic Medical Center Funding* (through the Department of Human Services)**

<p>| | |</p>
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<tr>
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<tbody>
<tr>
<td>School of Medicine</td>
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<tr>
<td>Dental Clinic</td>
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<tr>
<td>Western Psychiatric Institute and Clinic</td>
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<tr>
<td>Center for Public Health Practice</td>
<td>269</td>
</tr>
<tr>
<td><strong>Total Academic Medical Center Funding</strong></td>
<td><strong>11,655</strong></td>
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</tbody>
</table>

**Grand TOTAL General Support and Academic Medical Center**                  | **$167,948**                             |

* These line items are no longer contained in the University’s nonpreferred appropriation bill. They are now funded through the Department of Human Services, together with matching federal Medicaid funds, pursuant to the “federalization” initiative implemented in FY 2006.
### Commonwealth Appropriations: Line Items (In Thousands)

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<tr>
<th>Line Item</th>
<th>FY 2014 Actual</th>
<th>FY 2015 Budget</th>
<th>FY 2016 Request</th>
<th>Increase/ (Decrease) over FY 2015</th>
<th>FY 2016 Governor’s Recommendation</th>
<th>Increase/ (Decrease) over FY 2015</th>
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<td>$133,993</td>
<td>$153,656</td>
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<td>Total (excluding Academic Medical Funding)</td>
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<td>$136,293</td>
<td>$156,293</td>
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* 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.
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<td>Total -All Levels</td>
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<td>267.0</td>
<td>521.6</td>
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<td>508.0</td>
<td></td>
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<td>297.6</td>
<td>613.0</td>
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<td>910.6</td>
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<td>189.2</td>
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<td>18,119.2</td>
<td>6,452.0</td>
<td>2,045.4</td>
<td>26,616.6</td>
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<th>Graduate</th>
<th>Doctorate-Professional Practice</th>
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<td>Total</td>
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</tbody>
</table>

| University Total | 24,217.2 | 6,452.0 | 2,045.4 | 32,714.6 |
Headcount Enrollment by Pennsylvania County
Total University
Fall Term 2014

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

Pennsylvania Students 24,098 69.0% (Includes 244 Unclassified)
Other U.S. Students 7,773 22.2% (not shown on this map)
International Students 3,063 8.8% (not shown on this map)
TOTAL 34,934 100.0%
Alumni Residing in Pennsylvania by County
2014

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 those alumni of record as well as those alumni who are without a current address.


Alumni of Record
Pennsylvania 184,119
Other U.S.* 112,689
(Includes 2,478 Unclassified)
Outside U.S.* 7,715

Alumni of Record Total 304,523
Living Alumni Without Current Address 9,059
Total Living Alumni 313,582

*Not shown on this map.
LINE ITEM OVERVIEW

In the past, support for the University of Pittsburgh from the Commonwealth was distributed into various line items until FY 2010. With the 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 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 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 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 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. Additionally, the line item supports the professional development, workforce development, and business services administered by the unit of Continuing Education and Regional Development.

An economic impact study conducted in 2012 showed that Pitt–Bradford contributes more than $67 million to the regional economy each year. Pitt–Bradford supports 740 jobs with 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 Titusville.

Therefore, the University respectfully requests an increase in the FY 2015 Commonwealth appropriation to $156,293,000 for General Support and Rural Education Outreach, with $2 million of the increased funding targeted specifically to support new innovation and entrepreneurship initiatives.
Former Line Items

Services for Teens at Risk (STAR-Center)

Founded in 1986 by the Pennsylvania General Assembly, STAR-Center is in its 29th year of developing and disseminating best practices for prevention and treatment of youth suicide and suicidal behavior to educational and health professionals, families, and youths at risk. Through research, clinical care, training, and outreach, STAR-Center has become a widely recognized resource and has had a strong influence on national best practice guidelines. STAR-Center continues to provide technical assistance and leadership at the state level with executive involvement on the Pennsylvania Youth Suicide Prevention Initiative (PAYSPI) and the Garrett Lee Smith (GLS) Youth Suicide Prevention in Primary Care Grant. In particular, STAR-Center collaborated with PAYSPI for passage of the Act 71 Suicide Prevention Bill for Educators and participated in a GLS symposium for health care professionals that is now archived at the national Suicide Prevention Resource Center (and is one of the center’s top five viewed webinars). In addition, STAR-Center facilitated two statewide conference calls regarding county-specific suicide prevention activities and the task force breakfast at the statewide fall suicide prevention conference, reaching professionals and survivors from more than 30 counties. STAR-Center also contributed to free archived training and educational materials for physicians and mental health professionals on topics like medication management of suicidal youths and clinical interventions for self-injurious youths. The annual STAR-Center conference attracted more than 300 professionals from schools, clinical and research centers, protective services, law enforcement, and juvenile probation.

Research: STAR-Center is led by David Brent, MD, who holds the first endowed chair in suicide studies in the United States. He and his colleagues have garnered 46 external grants totaling more than $75 million since STAR-Center’s inception and have written national practice guidelines for the treatment of youth depression.

Clinical Care: Since its inception, more than 9,300 youths have received assessment and treatment. In recent years, STAR-Center clinicians developed the Intensive Outpatient Program, which allows for a seamless continuum of care for depressed and suicidal teens.

Outreach: This past year, STAR-Center provided training materials or technical assistance for approximately 1,300 individuals from 20 Pennsylvania counties, with more than 86,000 individuals and groups served since the program’s inception. STAR-Center postvention specialists are on call to any organization or school 24 hours a day, 365 days a year, for timely assistance in coordinating an effective response when a suicide or other tragedy occurs.

Web Site: This past year, the center’s Web site, starcenter.pitt.edu, received 97,629 visits, averaging 267 hits per day. STAR-Center’s best practice procedure and treatment manuals, presentations, and webinars are available for download. These resources include manuals on postvention; supporting survivors of suicide; parent education about mood and anxiety disorders; and treatment of depressed, anxious, and suicidal youths. When possible, STAR-Center webinars and conference presentations also are archived on the Web site.

Although there has been progress in the treatment of youth depression and suicidal behavior, suicide still ranks as the third leading cause of death in adolescents and in children ages 10–14. In particular, youths who are victims of bullying (including cyberbullying) and those who are the aggressors have higher rates of suicide, depression, and post-traumatic stress disorder than nonvictims and bystanders. LGBTQ (lesbian, gay, bisexual, transgender, and queer) youths also experience significantly higher rates of suicide attempts. Research suggests that for every suicide, regardless of the deceased’s age, there are at least six survivors.

To continue this critical work and to meet the ever-expanding requests for service, the University requests that the Commonwealth maintain its funding at the current FY 2015 level.

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 1997, Pitt has consistently ranked among the nation’s top 10 educational institutions and affiliates in National Institutes of Health research funding; the School of Medicine is currently ranked fifth among the nation’s medical schools.
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 2014–15, the School of Medicine has 599 MD students, of whom 283 (47 percent) are women and 159 (27 percent) are from Pennsylvania. Approximately 16 percent of the students (96) are from groups that are underrepresented within the medical profession.

Pitt’s medical school also offers graduate studies in molecular genetics and developmental biology, biomedical informatics, cell biology and molecular physiology, cellular and molecular pathology, clinical research, medical education, molecular pharmacology, molecular virology and microbiology, immunology, integrative molecular biology, neurobiology, computational biology, molecular biophysics and structural biology, and clinical and translational science. 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 146,000 physicians and other health professionals annually through formal courses, case conferences, and self-study activities. The center works with a variety of statewide constituencies to produce education that advances new models of health care, interprofessional practice, translation of best evidence into clinical care, improved health outcomes, and public health initiatives.

The 50 percent cut to Pitt’s Academic Medical Center funding in FY 2012 resulted in 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 will decrease to a level at which many Pennsylvania resident students will 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 Pennsylvania Department of Human Services budget.

** Pitt’s Dental Clinic (School of Dental Medicine) funding since 2006 is contained within the Academic Medical Center line in the Pennsylvania Department of Human Services budget.
Academic Medical Center Funding: Western Psychiatric Institute and Clinic***

Mental and behavioral disorders remain the leading cause of years of life lost to disability and premature mortality in 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. Consistently ranked among the best psychiatric hospitals in the country by U.S. News & World Report, WPIC is at the forefront in the prevention, diagnosis, and treatment of mental illness and/or addictive disorders. Many individuals and families from across Pennsylvania come to WPIC for assessment and treatment in nationally recognized programs of clinical excellence.

In FY 2014, WPIC provided treatment and support to more than 34,000 individuals and families and received more than 150,000 inquiries through its 24-hour crisis telephone service, many of which required immediate intervention and care. WPIC has expanded the use of telepsychiatry services to provide additional access to a full range of clinical expertise and consultation.

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 training serves as a basis for the 70-plus-member WPIC Behavioral Health Response Team, which provides intervention to individuals affected by acute stress reactions following an adverse event. In the past fiscal year, approximately 60 people have been trained in CISM to increase the Commonwealth’s behavioral health response capabilities.

The leading provider of behavioral health workforce development and training in the Commonwealth, WPIC is an academic training ground for medical students, psychiatry residents, other health professionals, students, and pre- and postdoctoral fellows. WPIC remains number one nationally in National Institutes of Health research funding. Approximately 75 percent of WPIC research funding supports clinical research projects, many of which directly benefit participants through free evaluations and care.

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 the inability to absorb the cost of care for indigent patients at WPIC’s 310 licensed beds and 50 ambulatory programs that historically have served the needs of more than 34,000 individuals and families in the region and staff reductions that reduce WPIC’s research and training capacity and, thus, result 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.

The Pennsylvania Public Health Training Center annually reaches more than 3,000 public health practitioners with more than 10,000 contact hours of training and continuing education opportunities conducted via face-to-face (classroom and conference) and distance-accessible (webinar and videoconference) modalities. Technical assistance is provided to local health departments to support preparation for national accreditation.

The Graduate Certificate Program in Public Health Preparedness and Disaster Response is cosponsored by the Departments of Behavioral and Community Health Sciences, Environmental and Occupational Health, and Health Policy and Management of the University of Pittsburgh Graduate School of Public Health. This unique certificate program gives the school a competitive edge in attracting top students among schools of public health nationally.

CPHP has partnered with the Allegheny County Health Department to conduct the annual Pittsburgh Summer
Institute in Applied Public Health, a combined practicum and learning program that pairs students with public health professionals. This program has been recognized as a “Promising Practice” by the Health Resources and Services Administration.

The Public Health Adaptive Systems Studies project, based at CPHP, is one of nine national Preparedness and Emergency Response Research Centers funded by the Centers for Disease Control and Prevention.

The Pennsylvania Department of Health has requested and funded CPHP to conduct numerous preparedness and management-related trainings, including facilitating the development of the PADOH strategic plan, development of the State Health Improvement Plan, developing online modules pertaining to the health of special populations, and assessing PADOH’s ability to meet national accreditation standards and provide continuing education.

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 as a whole.

**** Pitt’s Center for Public Health Practice funding since 2006 is contained within the Academic Medical Center line in the Pennsylvania Department of Human Services budget.
On the front: Students study in the Commons Room, which is the bottom floor of the Cathedral of Learning, pictured above.