

# Faculty Voices

Strategic Plan 2015 | Faculty Working Group Report



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## Executive Summary

During the spring term of 2015, the Faculty Working Group (FWG), under the auspices of Faculty Senate and Pillar 3 of the 2015 Strategic Plan, partnered with the Organizational Effectiveness Group (OEG) of CMU's Software Engineering Institute (SEI) to co-facilitate faculty focus group discussions on the university's vision and strategies for the next decade.

Eight focus group sessions were held: one for each college or school and one for a group of University Professors. Focus groups were diverse, inclusive, and representative of faculty ranks and tracks. Each group of six to 12 faculty members met for 80 minutes; their discussions were co-facilitated by an experienced OEG leader and an FWG faculty member. Subsequent to focus group discussions, session notes were coded and analyzed to identify major themes.

Six major themes emerged: education, collaboration, governance, community, diversity, and sustainability. Common subthemes included the importance of interdisciplinarity in research and teaching; curricular reform; funding; student support; the role of central administration; regional/national/global partnerships; transparency and shared governance; research/practice balance; and the availability, design, and use of campus space.

Based on extensive analysis and discussion within the FWG, this report presents strategic goals and accompanying tactics that reflect the visions and concerns of Carnegie Mellon faculty. These goal and tactics serve as input for the university's ongoing strategic planning and as future agenda items for the Faculty Senate.

*On the cover: The word cloud represents the major themes and subthemes that emerged from eight faculty focus groups held between February and May 2015. The six words (education, collaboration, governance, community, diversity, and sustainability) in larger fonts are the major themes – with the relative size of the word conveying how frequently the theme was mentioned. Words on the periphery are subthemes, color-matched to their corresponding major themes.*

## Introduction and Background

On October 16, 2014, President Suresh announced the launch of a university-wide strategic planning process, broadly organized under three focus areas or “pillars” – Pillar 1: Transformative Teaching and Learning; Pillar 2: Transformative Research, Creativity, Innovation, and Entrepreneurship; and Pillar 3: The Transformative CMU Experience.

Campus-wide town hall meetings generated an array of ideas and concerns that cut across these three pillars, and several working groups were established to gather input and data on (for example) diversity, alumni, staff, and faculty issues. The Faculty Senate devoted its February meeting to an open faculty town hall on strategic planning. (See Appendix 17: Faculty Senate Minutes, February 3, 2015, p. 65.)

Under the auspices of Pillar 3 and the Faculty Senate, an initial organizing group<sup>1</sup> began meeting in December 2014 to undertake a systematic process of gathering representative faculty input across colleges, disciplines, ranks, and tracks. In January, the group decided to conduct a series of professionally facilitated focus groups and invited Ronald Placone (Assistant Teaching Professor, Tepper School of Business) and Elizabeth Monaco (Manager of the Organizational Effectiveness Group at SEI) to help facilitate the focus groups and to assist in analyzing the resultant data. Throughout the process, Elizabeth Ann Whiteman, Director of Accreditation and Strategic Initiatives, helped staff and coordinate FWG activities while also participating in the group’s analytical discussions. Thus, the FWG consisted of the 2014-2015 Chair and Vice Chair of Faculty Senate (Sandage and Przybycien), three other faculty members (Greenhouse, Kurland, and Placone), and two staff members (Monaco and Whiteman). The group’s working timeline was as follows:

December 2014 - February 2015	Organization and planning
February 3, 2015	Faculty Town Hall (open Faculty Senate meeting)
February - May 2015	Faculty focus group sessions
March - June 2015	Data analysis, presentations, and report writing

The FWG met 26 times through July 2015 to plan and conduct faculty focus group sessions, analyze data, and draft presentations and this report. In late April, initial findings were summarized in a presentation to university leadership and Pillar 3 Co-chairs, Ramayya Krishnan, Dean, H. John Heinz III College and Cooper Professor of Management Science and Information Systems, and Michael Murphy, Vice President for Campus Affairs. (See Appendix 18: PowerPoint Presentation to University Leadership, April 22, 2015, p. 70.) In late May, a draft of

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<sup>1</sup> The Pillar 3 Committee included Joel Greenhouse, Kristen Kurland, and 2014-2015 Faculty Senate Chair and Vice Chair, Scott Sandage and Todd Przybycien.

the major goals and recommended tactics (see pp. 6-8) was submitted to Krishnan, Murphy, Rick Siger (Director of Strategic Initiatives and Engagement), and incoming Provost Farnam Jahanian for consideration as the formal strategic plan was being prepared.

## Methodology

Faculty focus groups consisted of six to 12 members, drawn from elected faculty senators and augmented with others for inclusion and diversity, including that of faculty rank and track. Focus groups were 80 minutes in duration and were facilitated by an FWG faculty member and Elizabeth Monaco. Each session was transcribed by OEG staff.

<b>8 focus groups</b>
<b>69 participants</b>
<b>diverse voices</b>

Several steps were taken to ensure the integrity of the focus group process. For data collection, a combination of qualitative and human-centered design<sup>2</sup> methodologies were used to gather, identify, and document major themes. During focus group sessions, faculty were asked to identify one to three “big ideas” regarding Carnegie Mellon University and the strategic plan, ranging from strategic vision, to tactical ideas, to systemic problems. Focus groups then arranged their ideas into related clusters and subsequently engaged in discussions about the ideas generated. Non-attributional (anonymized) minutes were taken during each session. (See Appendices 9-16: Session Notes for Focus Group Sessions.)

After each focus group, OEG staff uploaded the discussion notes into a qualitative software package (NVivo). Keyword analysis of the notes and extensive discussion by the FWG revealed six major themes, listed here in order of frequency: education, collaboration, governance, community, diversity, and sustainability. Each theme, in turn, included a range of more specific subthemes<sup>3</sup>. (Supporting charts and tables are presented in Appendices 1-8.)

## Findings and Recommendations

Through analysis of focus group discussions, the FWG identified six strategic goals and provided a set of recommended tactics that addressed each goal. A list of these goals and tactics begins on the next page and is followed by a brief section that highlights certain key considerations for both strategic planning and for future Faculty Senate agenda items.

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<sup>2</sup> Human-centered design methodology facilitates thinking within groups that moves beyond surface ideas to deeper, more multi-faceted solutions.

<sup>3</sup> Comments that touched on more than one subtheme were counted under each relevant subtheme; for instance, an idea about entrepreneurship opportunities for students and underrepresented minorities was counted under the education, collaboration, and diversity subthemes. By contrast, when a single participant made a lengthy or multifaceted comment about one topic, that comment was coded only once.

**Strategic Goals and Recommended Tactics  
Resulting from Faculty Focus Group Discussions**

**Spring 2015**

**Goal 1: To be a world-class leader in the delivery of knowledge  
(Major theme: Education)**

- Tactic 1.1: Recruit, retain, support, and graduate a diverse, highly qualified student body.
- Tactic 1.2: Use innovative, creative, and evidence-based approaches to inform and lead the development of state-of-the-art curricula.
- Tactic 1.3: Provide undergraduate students with opportunities for research, experiential learning, and interdisciplinary activities that integrate with curricula.
- Tactic 1.4: Disseminate best practices in teaching, learning, and assessment.
- Tactic 1.5: Nurture a culture of creativity, innovation, wellness, and good citizenship, including global citizenship and cultural literacy.
- Tactic 1.6: Create high quality and flexible learning spaces that enable and promote state-of-the-art curriculum delivery.

**Goal 2: To be a world-class leader in the creation of knowledge through both research and practice (Major themes: Education, Collaboration)**

- Tactic 2.1: Undertake a comprehensive review of the promotion processes, expectations, and guidelines and their implications for faculty recruitment and retention across all tracks—including tenure, teaching, research, library, and special—across all campuses.
- Tactic 2.2: Provide explicit guidelines for promotion and retention that recognize and give credit for interdisciplinarity and non-traditional scholarship.
- Tactic 2.3: Create high quality and flexible collaborative research spaces and a climate that enables and promotes knowledge creation.
- Tactic 2.4: Employ central administration as an enabler for broad cross-disciplinary engagement; remove silos and administrative barriers.
- Tactic 2.5: Promote and facilitate collaboration at the local and regional levels (e.g., Metro 21), in addition to the national and international levels.
- Tactic 2.6: Embrace sustainability as a unifying value and theme that bridges research and practice while presenting CMU with opportunities to develop and demonstrate global leadership.

### **Goal 3: To leverage the full potential of the synergy between creation and innovation**

#### **(Major theme: Collaboration)**

- Tactic 3.1: Recognize and reward creative and social justice innovations on par with commercial and technological innovations.
- Tactic 3.2: Resource and leverage creativity, innovation and research, in the Arts, Humanities, and Social Sciences.
- Tactic 3.3: Expand CMU's global leadership role by explicitly capitalizing on our dual strengths in creativity and entrepreneurship, broadly defined.<sup>4</sup>

### **Goal 4: To create a community and quality of life that encourages and promotes excellence**

#### **(Major theme: Community)**

- Tactic 4.1: Be more proactive (e.g., in admission, tuition, and financial aid approaches) to make a Carnegie Mellon education available to a broader student population that is economically, intellectually, and culturally diverse.
- Tactic 4.2: Promote community and civility across all university campuses, populations, faculty, students, staff, and alumni.
- Tactic 4.3: Provide professional development opportunities and leadership training for faculty and department leaders, as well as for staff, students, and alumni.
- Tactic 4.4: Create a community that values work-life balance (e.g., improve options and access for child care).
- Tactic 4.5: Provide competitive compensation (salary and benefits) on par with expectations for a world-class institution.
- Tactic 4.6: Engage alumni as mentors, collaborators, and life-long learners.

### **Goal 5: To create a shared governance infrastructure that unlocks the university's full potential (Major theme: Governance)**

- Tactic 5.1: Advance a partnership model of collaboration between faculty and administration.

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<sup>4</sup> An important local and meaningful example of this tactic would be to recast the Forbes Avenue "Innovation Corridor" as an "Innovation and Creative Corridor," amplifying the impact of the project and explicitly projecting CMU's dual strengths, which are relatively distinct from our peer institutions. The ad absurdum counter-argument holds that "Design," "Entrepreneurship," or any number of additional terms could be applied to project inclusivity - where does it stop? The main aim of this tactic is to enhance CMU's reputation by celebrating its dual technical and non-technical/expressive cultures in language that both cultures clearly recognize and understand.

- Tactic 5.2: Employ faculty expertise as a significant and a substantial resource to tackle problems both specific to CMU and to higher education generally (e.g., diversity, financial sustainability).
- Tactic 5.3: Use the university as a test bed for problem solving.
- Tactic 5.4: Embrace a governance style that promotes expression and achievement of both bottom-up visions (a traditional strength of CMU) and top-down visions, and improve central coordination to manage the impact of significant top-down and bottom-up programmatic decisions.<sup>5</sup>
- Tactic 5.5: Achieve transparency, equity, and sustainability in the university funding model.
- Tactic 5.6: Promote representation and engagement of faculty at the grass-roots level in institutional operational and policy decisions that impact faculty.<sup>6</sup>
- Tactic 5.7: Diversify central and academic unit leadership to better reflect all dimensions of diversity, particularly gender and ethnicity, as well as disciplinary diversity.
- Tactic 5.8: Recognize the value to the university of conducting supported research projects where new intellectual property development is not the only aim or where industrial partners have pre-established and significant intellectual property rights. Adopt an intellectual property policy and research contract model that facilitates application for and receipt of non-governmental research support.

**Goal 6: Increase the representation, participation, and status of women and underrepresented minority students, staff, and faculty (Major theme: Diversity)**

- Tactic 6.1: Adopt a deliberate and generously resourced approach to increasing diversity at all levels.
- Tactic 6.2: Require training for and monitoring of senior administration, recruitment and hiring committees, and admissions officers, to overcome unconscious biases.
- Tactic 6.3: Emphasize goals that enhance the representation and status of women among students, staff, and faculty.
- Tactic 6.4: Set measurable goals, provide resources, and require accountability.
- Tactic 6.5: Expect executive leadership, including the Board of Trustees, to broadly and systematically engage diverse others in institution-level planning and decision making.

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<sup>5</sup> Two examples are unilateral expansion of master's degree programs by many units and how the exclusivity and review components of the UPMC (Big Data) agreement impedes units already working with multiple health care organizations.

<sup>6</sup> For example, recent changes to the university's smoking policy, healthcare options, and retirement plans.



## Paths Forward

Throughout the many strategic plan discussions during the 2014-2015 academic year, faculty and administrative leadership repeatedly expressed a mutual desire to further incorporate Carnegie Mellon's hallmark collaborative approach into university governance and problem solving.

The collaborative model recommended in goal five (and its associated tactics) preserves Carnegie Mellon's rich tradition of bottom-up initiatives and makes room for top-down initiatives that enable rapid responses to emerging opportunities and challenges. Taken together, these approaches will address the faculty's widely and strongly held desire for greater transparency in governance and decision making, a prevailing topic during focus group discussions.

With equal intensity, the faculty also desire that the university devote resources and innovative strategies to enhance the diversity (broadly defined) of the Carnegie Mellon community. This desire is complemented by a parallel aspiration that our collective sense of community be strengthened--another principal theme in all campus-wide conversations and in all faculty focus groups.

Increased transparency and a greater sense of community are the windfalls of the collaborative approach discussed in this report: They will develop and grow from partnerships between the university's visionary leaders and its expert faculty.

By documenting the aspirations and concerns of a representative sample of faculty across colleges, ranks, and tracks, this report provides actionable recommendations to strengthen the university community and to further Carnegie Mellon's position as a global leader in disseminating its creative and intellectual work to society in meaningful and sustainable ways.

This document is also intended to suggest concrete agenda items for the Faculty Senate in the coming years of transformative, strategic growth and redirection. For the near term, the 2015-2016 leadership of the Faculty Senate plans to act upon the concerns raised in the faculty focus groups by:

- Pursuing a comprehensive review of promotion, retention, and mentoring policies and procedures across all tracks, ranks, units, and campuses, including the clarity and equity of the standards and processes for promotion; methods of evaluating and valuing teaching; matters of status, recognition, and workload across tracks; and whether CMU's unusually long tenure clock serves as a competitive advantage or disadvantage;
- Working with administration to develop alternative research funding models given shrinking public resources, such as a more attractive environment and streamlined process for obtaining research grants from industrial partners when intellectual property generation is not the aim;

- Addressing long-term problems through the collaboration of the Faculty Senate and standing committees; for example, with the University Education Committee, the Senate could develop alternatives to the current Faculty Course Evaluation system, facilitate curricular innovation via exchange of best practices and cross-fertilization, and design flexible classroom alternatives that may be implemented as teaching spaces become available or are renovated; and
- Pursuing the establishment of a university-wide database or clearinghouse for faculty expertise and interests, to identify and suggest appropriate faculty members to serve on committees and task forces established to implement the university's strategic plan.

These examples underscore the degree to which the university's strategic planning process has generated discussions and ideas that may be pursued by the Faculty Senate, as well as by other university leaders. The faculty members who participated in the focus groups have done the university and the Faculty Senate an important service by contributing to a document that is intended to have life beyond the 2015 strategic planning process, as a source of data on faculty concerns and as a source of agenda items for the Faculty Senate in years to come.

## Appendix 1: Major Themes and Subthemes by Comment Frequency

Theme	Subtheme	N of References
Education	Curricular reform	52
	Student support	52
	Space	31
	Flexible classroom	25
	Admissions	21
	Learning science	17
	Master's degrees	15
	Technology-advanced learning	14
	Tuition	8
	Undergraduate research	7
	Pre-College	5
	<b>Subtotal</b>	<b>247</b>
Collaboration	Internal (interdisciplinary)	61
	External (local, global)	44
	Balance between research and practice	34
	Branding/exposure/marketing	22
	Innovation	22
	Creativity	20
	Alumni	11
	International	9
	Entrepreneurship	4
	<b>Subtotal</b>	<b>227</b>
Governance	Funding	52
	Central as enabler (remove obstacles)	46
	Transparency	38
	Coordination	12
	Contracts/IP/Policies	9
	<b>Subtotal</b>	<b>157</b>

Theme	Subtheme	N of References
Community	Excellence	24
	Tenure	14
	Faculty tracks (adjunct, teaching, research)	12
	Salary	12
	Family support	11
	Professional development	11
	Promotion	11
	Space	11
	Child care	6
	International	3
	<b>Subtotal</b>	<b>115</b>
Diversity	Deliberate approach	19
	Change	13
	Status of women	13
	Outcomes	12
	Status of minorities	12
	International	7
	Resources	7
	Research	6
	Cultural competence	4
	<b>Subtotal</b>	<b>93</b>
<b>Sustainability</b>	No subtheme	11
<b>Other</b>	No subtheme	16
	<b>Grand Total</b>	<b>866</b>

## Appendix 2: Theme and Subtheme Comment Frequency by College or Group

### Column Abbreviation Key

CFA	College of Fine Arts	NFG	Number of focus groups mentioning subtheme
CIT	Carnegie Institute of Technology	SCS	School of Computer Science
DC	Dietrich College of Humanities and Social Sciences	TSB	Tepper School of Business
HC	Heinz College	UP	University Professors
MCS	Mellon College of Science		

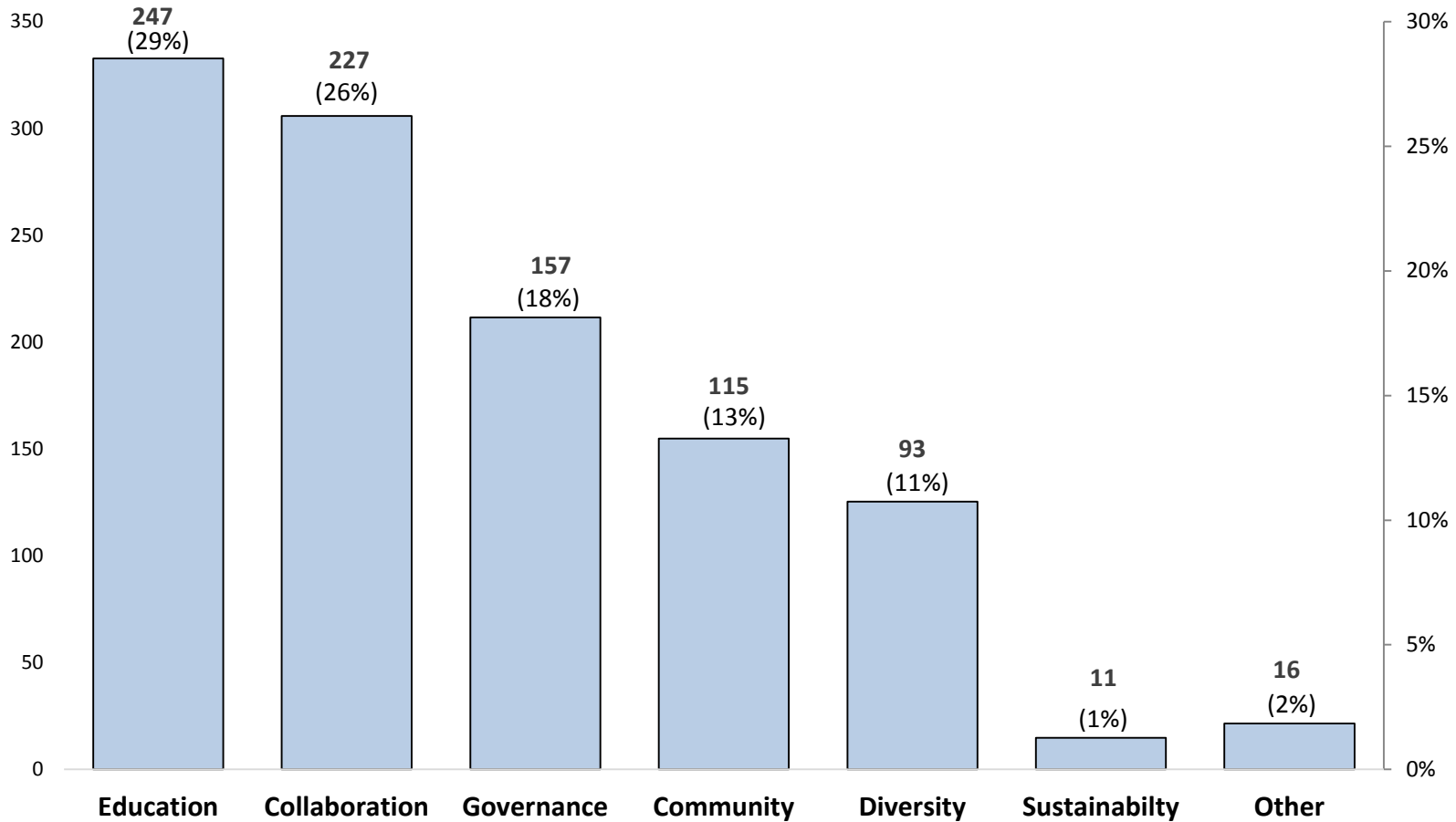
Theme	Subtheme	NFG	CFA	CIT	DC	HC	MCS	SCS	TSB	UP	Total
Education	Curricular Reform	8	7	5	10	5	5	5	9	6	52
Education	Student Support	8	9	7	4	2	5	7	16	2	52
Education	Space	8	5	6	4	1	3	6	2	4	31
Education	Flexible Classroom	7	4	4	4		3	7	1	2	25
Education	Admissions	5	6	5	3			2	5		21
Education	Learning Science	5		8			1	4	2	2	17
Education	Master's Degrees	7	1	6		2	1	2	2	1	15
Education	Technology Enhanced Learning	5		4	2	1	4		3		14
Education	Tuition	5	3	1	1			1	2		8
Education	Undergraduate Research	3	2	2			3				7
Education	Pre-College	3	1			2		2			5
<b>Education</b>	<b>Totals</b>	<b>NA</b>	<b>38</b>	<b>48</b>	<b>28</b>	<b>13</b>	<b>25</b>	<b>36</b>	<b>42</b>	<b>17</b>	<b>247</b>
Collaboration	Interdisciplinary	8	11	6	10	4	5	5	8	12	61
Collaboration	External (local, global)	8	8	4	12	4	2	2	8	4	44
Collaboration	Research/Practice Balance	8	6	11	3	3	5	2	3	1	34
Collaboration	CMU Reputation	8	2	5	4	2	1	1	5	2	22
Collaboration	Innovation	7	7	6	1		1	1	2	4	22
Collaboration	Creativity	6	6	4	1	2		4		3	20
Collaboration	Alumni	5	2	1			2	2		4	11
Collaboration	International	6	1	1	2	1			1	3	9
Collaboration	Entrepreneurship	4	1	1	1			1			4
<b>Collaboration</b>	<b>Totals</b>	<b>NA</b>	<b>44</b>	<b>39</b>	<b>34</b>	<b>16</b>	<b>16</b>	<b>18</b>	<b>27</b>	<b>33</b>	<b>227</b>
Governance	Funding	8	6	10	4	3	5	5	5	14	52
Governance	Central as Enabler/Remove Obstacles	8	3	12	3	4	3	7	5	9	46
Governance	Transparency	8	3	7	3	4	2	5	4	10	38
Governance	Coordination	5		3	1	2		4		2	12
Governance	Contracts, IP, Policies	5		3	2		2	1		1	9
<b>Governance</b>	<b>Totals</b>	<b>NA</b>	<b>12</b>	<b>35</b>	<b>13</b>	<b>13</b>	<b>12</b>	<b>22</b>	<b>14</b>	<b>36</b>	<b>157</b>
Community	Excellence	8	1	5	8	1	1	4	1	3	24
Community	Tenure	4		5	7		1		1		14
Community	Faculty Tracks	4			5	5	1		1		12
Community	Salary	6		1	6	1	1	2	1		12
Community	Family Support	5		3	3		1	3	1		11

Theme	Subtheme	NFG	CFA	CIT	DC	HC	MCS	SCS	TSB	UP	Total
Community	Professional Development	8	1	4	1	1	1	1	1	1	11
Community	Promotion	6		1	6	1	1	1	1		11
Community	Space	7	2	2	1	1	2	2	1		11
Community	Child Care	4		1	3		1	1			6
Community	International	3		1		1			1		3
<b>Community</b>	<b>Totals</b>	<b>NA</b>	<b>4</b>	<b>23</b>	<b>40</b>	<b>11</b>	<b>10</b>	<b>14</b>	<b>9</b>	<b>4</b>	<b>115</b>
Diversity	Deliberate Approach	5	2		7	3			3	4	19
Diversity	Openness to Change	6	2	1	5	1			3	1	13
Diversity	Status of Women	5		2	3	3			2	3	13
Diversity	Measurable Outcomes	5	2		5	1			3	1	12
Diversity	Status of Minorities	4			5	2			2	3	12
Diversity	International	5		1	3	1			1	1	7
Diversity	Provide Resources	4	2	1	3				1		7
Diversity	Leverage Faculty Research	3	1		3				2		6
Diversity	Cultural Competence	2				2			2		4
<b>Diversity</b>	<b>Totals</b>	<b>NA</b>	<b>9</b>	<b>5</b>	<b>34</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>13</b>	<b>93</b>
	<b>Grand Totals</b>	<b>NA</b>	<b>107</b>	<b>150</b>	<b>149</b>	<b>66</b>	<b>63</b>	<b>90</b>	<b>111</b>	<b>103</b>	<b>839<sup>7</sup></b>

<sup>7</sup> The grand totals between the tables in Appendices 1 and 2 are not equal (866 and 839 respectively) because the “Sustainability” and “Other” themes were excluded from Appendix 2 since subthemes for these two themes were not identified. If the total number of comments for Sustainability (n=11) and Other (n=16) were added to the grand total of the table in Appendix 2, the resulting sum would be 866 (i.e., 839+11+16 = 866).

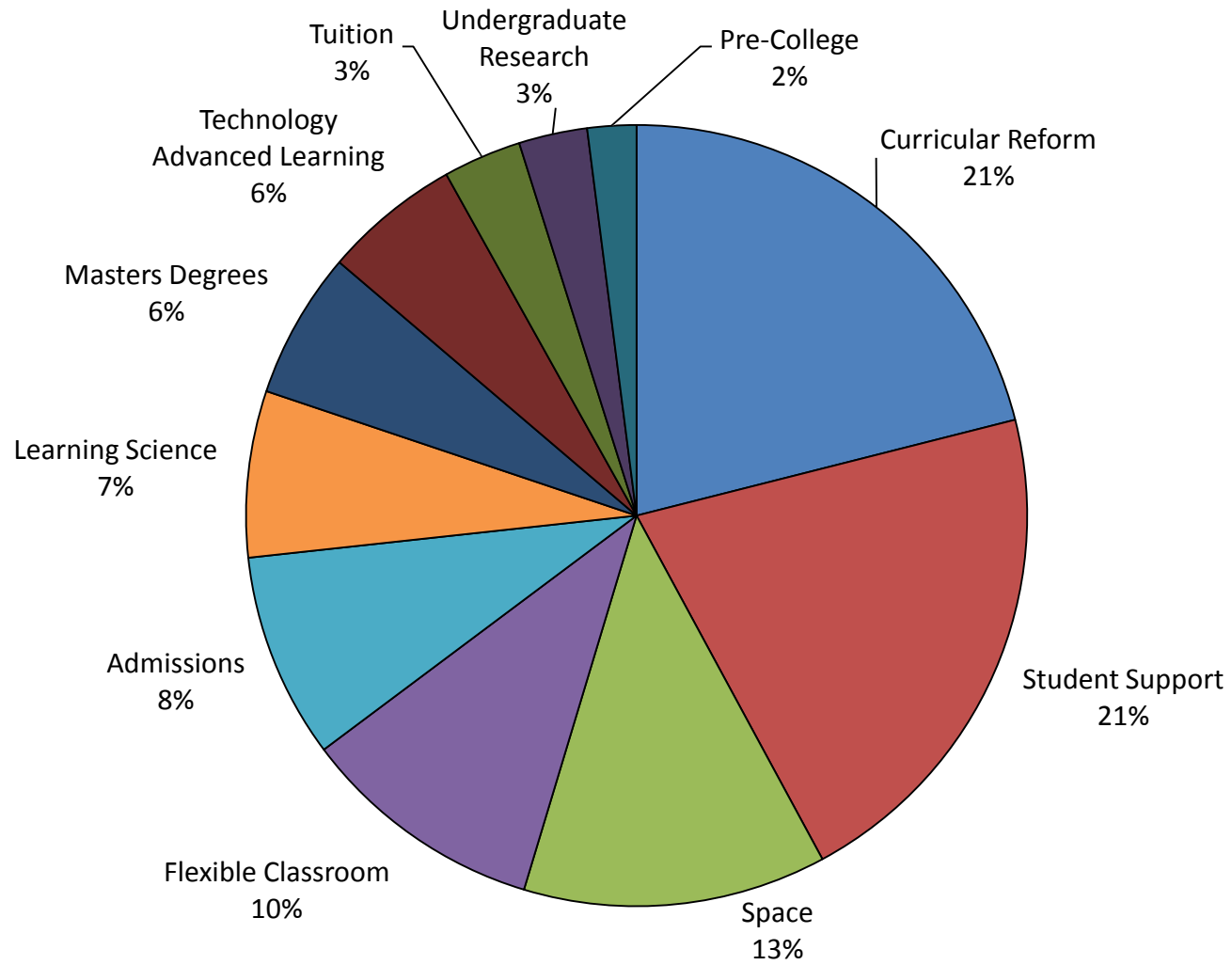
### Appendix 3: Major Themes by Comment Frequency (n, %)

*This table presents the major themes that emerged from the faculty focus groups, showing both the number of times each theme was mentioned and the percentage of total comments represented by that theme<sup>8</sup>.*



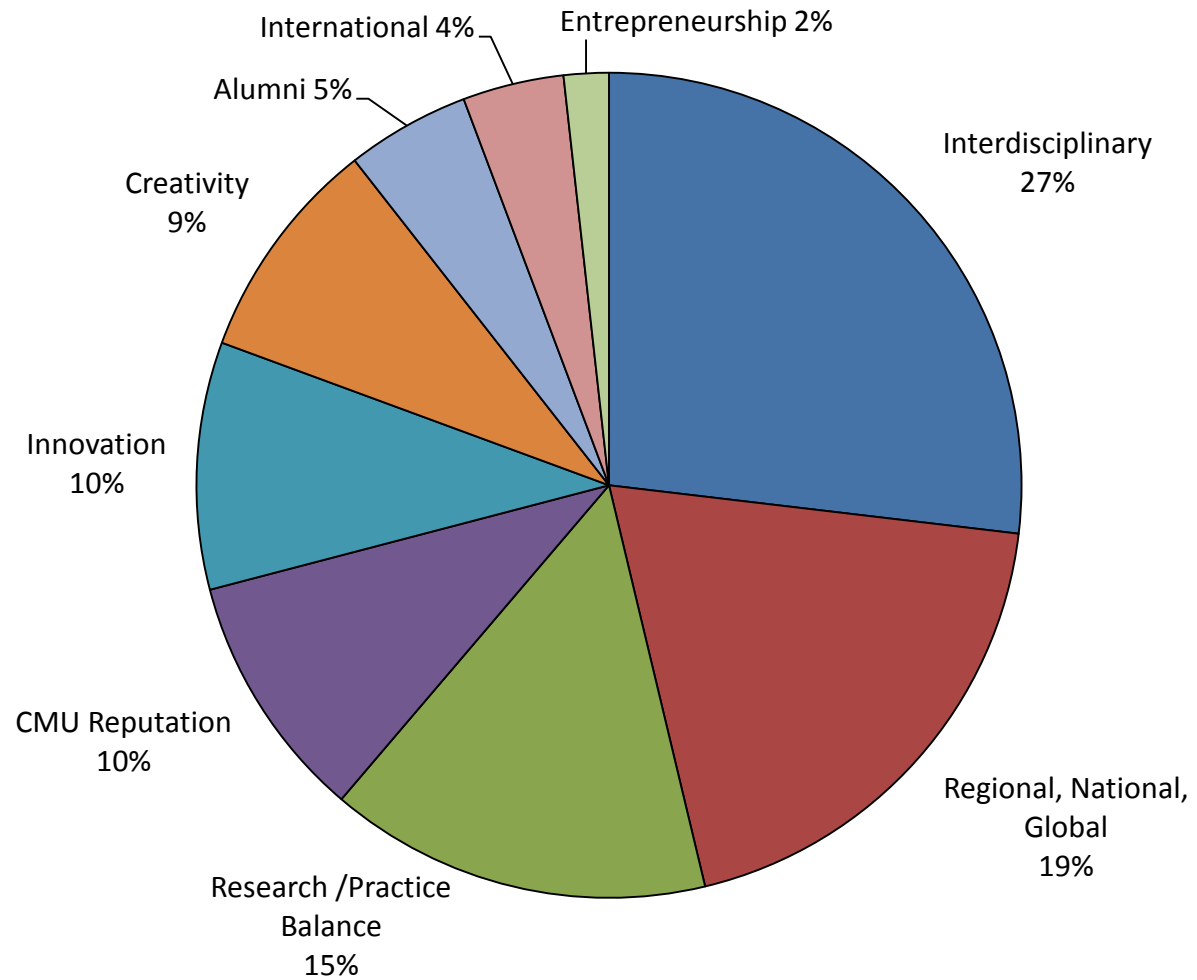
<sup>8</sup> The theme “Other” includes comments on Vision & Direction and Retirement.

**Appendix 4: Education Subthemes by Comment Frequency (n, %)**

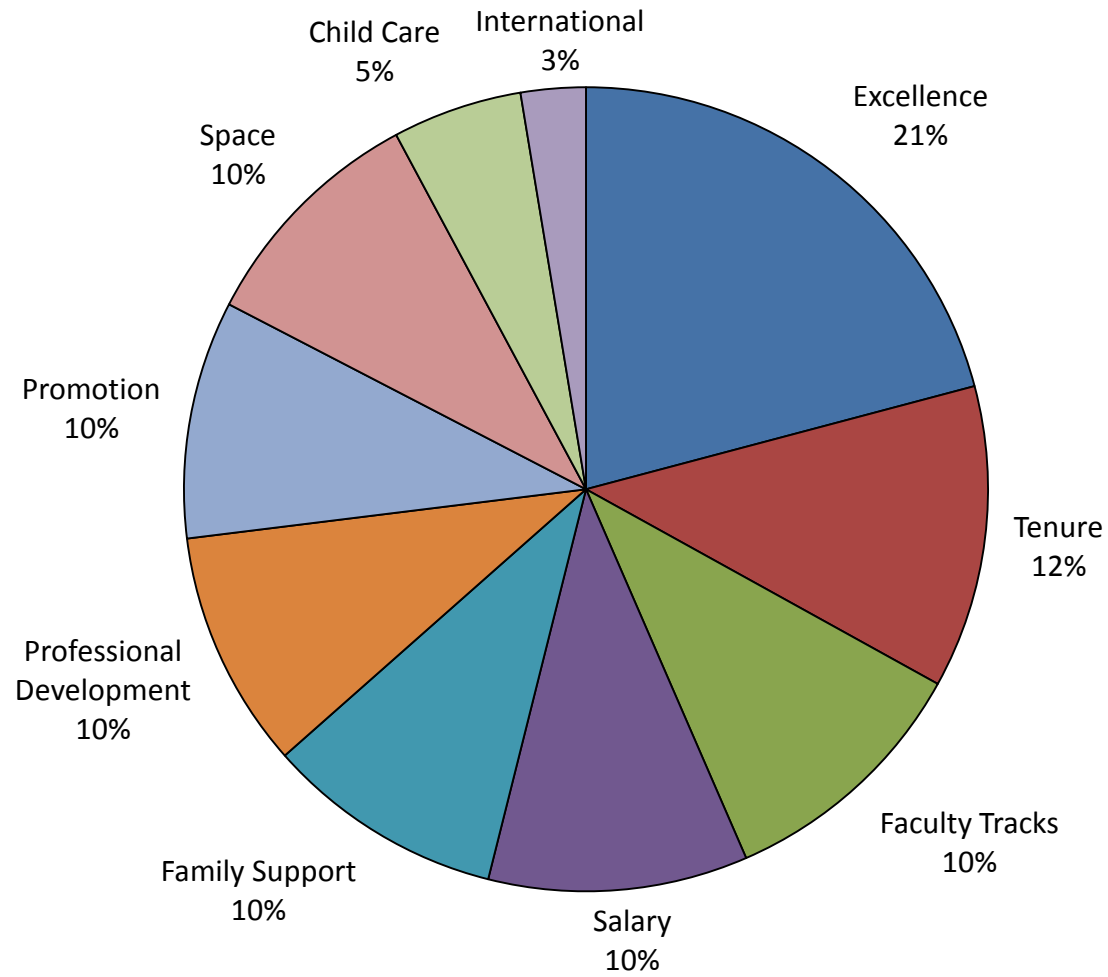




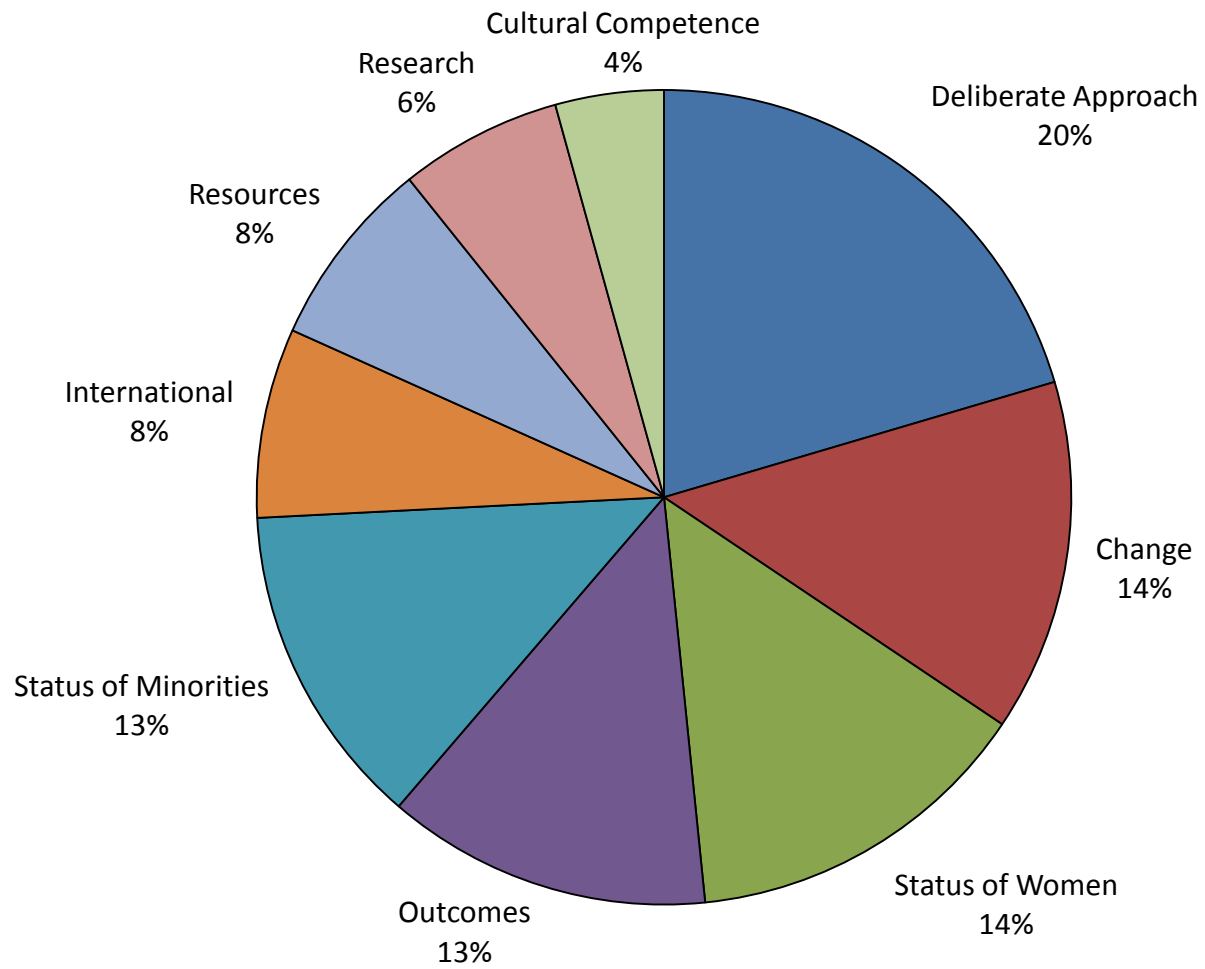
**Appendix 5: Collaboration Subthemes by Comment Frequency (n, %)**



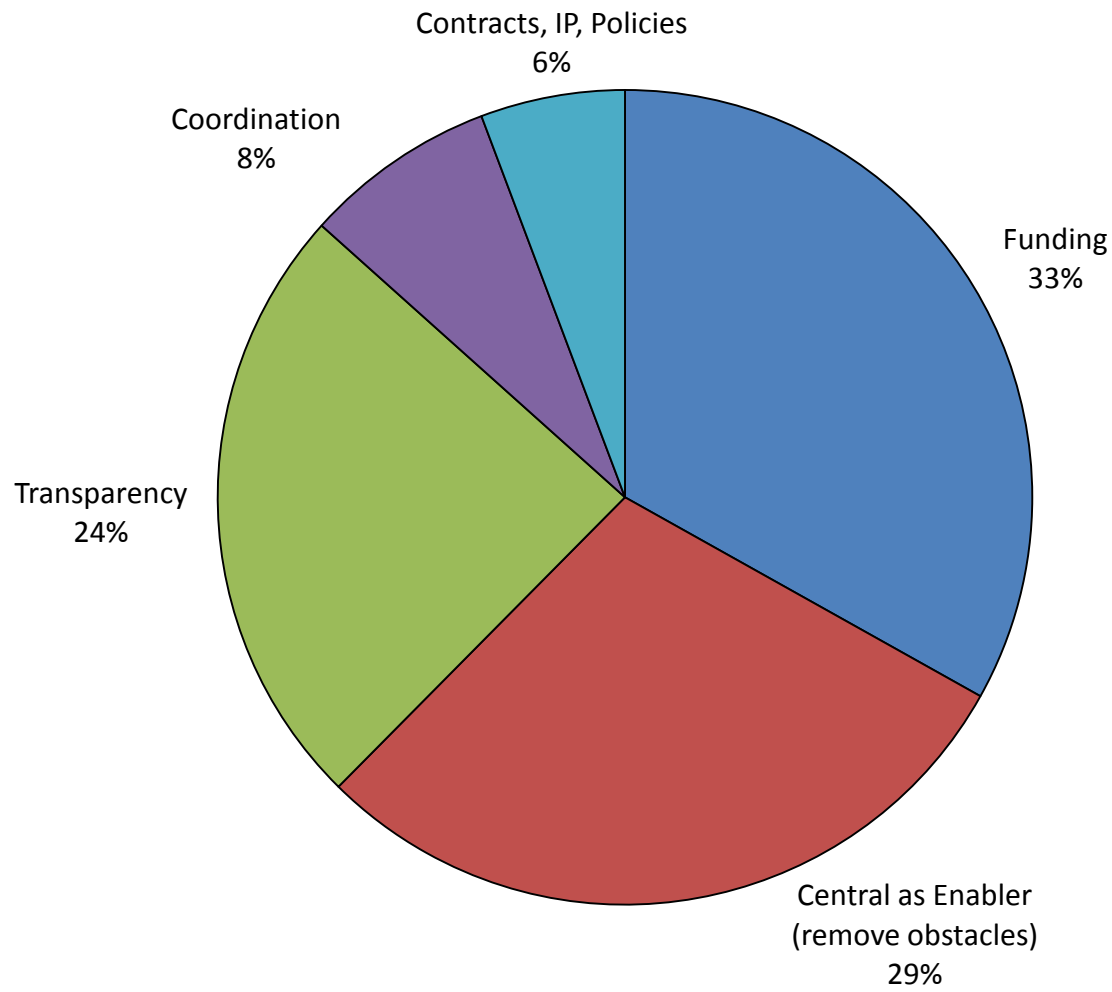
**Appendix 6: Community Subthemes by Comment Frequency (n, %)**



**Appendix 7: Diversity Subthemes by Comment Frequency (n, %)**



**Appendix 8: Governance Subthemes by Comment Frequency (n, %)**



## Appendix 9: Session Notes for Faculty Focus Group--Carnegie Institute of Technology (CIT)

*Please note: The following are raw session notes.*

**Carnegie Mellon University Strategic Plan  
Faculty Focus Group Sessions  
CIT: Carnegie Institute of Technology (College of Engineering)  
February 27, 2015**

**Facilitators = F**

**Attendees = A**

**Start Time: 12:08**

F: introduce F & F from SEI professional facilitators to help us make progress. I'm eyes & ears. We don't want to prime the pump or put objectives out there other than what you think is interesting. Things that are strategic, tactical (ideas for programs things we could be doing) also looking at problems/systemic issues that are top on your mind. Capture all and see what strategic plan or faculty senate could take up. Go around and intros.

Included in group are Senators from CIT and faculty to level out tracks.

F Intro: Thank you. I'm from OEG. The process has nothing to do with SEI but our group helps organizations gather ideas in thinking. Our role is to facilitate your process. It's non-attributational. F is gathering notes and themes that then go to faculty point people who will then put into a report that you will all see. This data collection is one piece of the process – tactical, systemic. This is one piece we may decide to delve more deeply to do survey – you may hear about this as we go along. Now just gathering insights and info. I will ask broad question. Put as many thoughts on paper and then we'll ask you to categorize and sort the thinking. I may ask to probe more deeply. Definitions and clarifications. No wrong ideas. No bad ideas. Idea to gather as much collective thinking as possible.

Sticky notes. Colors are not important. Give you 5-7 minutes.

**Start 12:14.**

F: 1 to 3 ideas – tactical, strategic, systemic. One idea per sticky note. Main ideas that are on your mind.

Could be problems?

A: Yes, biggest thing on your mind

Small sticky and big marker – limit?

A: One idea/sticky. Can elaborate in parenthesis. But we will spend time defining.

Learning? Or whole strategic planning process?

A: Teaching & learning, research & campus experience pillar. Transformative CMU experience. From where you sit as what you see (first & foremost) as well as what you think overall for us all as your CMU experience.

More from your own experience or student? A: Your experience. How you interact with students. What are the main things?

CMU centered or CIT centered?

A: Whatever.

Can I self-match *stickies on the board*?

Where post?

A: Anywhere you like but if you see affinities you can include it.

**Stop Time: 12:23pm** (finished adding stickies)

F: next step we have 60 minutes to go through some of this. Take a look, go through, see what's up here and go through ideas to find clusters, similarities.

There's technology involved. Get up and move things around.

Tech learning. Classrooms. X put my thing about tenure – came up at town hall. International. Student support. Professional development resources. Sabbatical leaves.

Classroom but not curriculum.

F: Transparency?

A: Not transparency. But same orbit. Entrepreneurial, innovative.

Every year screaming for ideas. Generating ideas for next year.

Synergy between groups...found a similar one.

Encourage sabbatical with improved child support – quality of life. If you have good child care support you don't need sabbatical. Sabbatical should be default. Are applications rejected? I think it has to do with tenure – don't go before you get tenure. Encourage sabbatical earlier. When you hit tenure don't want to take sabbatical – worn out and probably should.

Sustainability are clusters – a theme.

Programs.

F: Sustainability from? Educational, operational, energy/renewal.....talk more about it.

It's different aspect of comments I receive - umbrella of sustainability. Different colors. Cost trajectory is not sustainable. New materials. Transcending theme is what we can do to make it go further.

F: More comments on sustainability, costs, operational, solar?...couple over here about admin costs and links.

F: What other themes? Establish culture of endowment, new programs – is this a theme?

A: suggestion of center of advanced studies. Mental science, which we have but for financial situation doesn't keep many people freedom which nobody would find for instance. Improve the scientific profile of university (this is one tactical example).

F: more about holistic.

A: no less tech.

I thought common denominator is endowment

We need endowment money. BOT buy asset, debt goes to central, central passes to department. Closing of loop would be penalty of endowment for board. Departments work more and pay out to the debt. Close loop so vision is constrained and that's all about the endowment.

Fundamental science. Way X said let's work if we can't get funding but they still matter so we can make a difference.

At Harvard they don't worry about fundraising b/c of large endowment. Criticize your presentation for the science but need it to pay for it.

F: rethinking of thinking of funding, endowment, work you are doing without constant concerns of funding.

Not like we can say let's get \$X for funding.

Declining success with NSF - # of dollars from NSF has been flat and with inflation going down. Grants writing is going up, budget is going up. We are dependent on grant writing because of lack of endowment.

Provide tools to go after larger initiatives. We get a lot of small grants. Budgets go up because of larger programs with more funding but we've been successful. MCS/CIT cross college centers is good idea. Goes into idea of institute of advanced studies to get people together to come up with something new. Not tomorrow but for next funding cycle.

In faculty senate too lengthy discussion about sustainability. Huge problems technology is facing – other departments mostly chimed in. Huge issues the planet is facing – global warming, rising sea levels. Technology is needed to do something. Students are interested and governments will become interested in this. Discussion focused around idea that CMU could position itself in this space but having large program with CIT, social sciences etc. but at strategic level something to think about.

F: being quiet to not color discussion.

F: this is all going into the report, all ideas will be included. Though it didn't come up today.

F: what other big bucket items? This is CIT focused. Women in CIT.

A: diversity.

F: talk more about it.

A: CIT is top 5 in strong city but last was 2003. Peer institution achieved that better as far as hiring minorities.

To a certain degree back to endowment. B&E not a lot of female faculty and out recruited by Penn and other school with large endowments. How big can our pockets be.

I think its lack of trying. I don't see these candidates interviewing here. Other schools it's a different ball game. It's not a priority in the process and strategic deliberateness.

Strategic priority to catch wide-net like endowment. Then retention issues. Not retention. Get them in the front door. Need more resources. We are at recruitment level.

Graduate recruitment. Never hear about CIT at other schools. Never got list to access students. Not organizing events without a voice this is a great place – no voice. Not viewed as a friendly place.

Strategic priority training search committees

F: is there a component of our PT process that plays in? Our unique tenure process

A: No. make case it's more attractive. Our process is similar to Harvard and Johns Hopkins, MIT maybe.

F: improve synergies, joint center approach

A: advance studies.

F: more shared facilities, create incubators

A: different innovation. Shared facilities are about classroom space. Technology within classroom. Facilities space that could have that – tactical. Make cultural - campus as test bed. It's different though because some are undergrad focused.

Larger issue that may be worth who thinking about 'shared facilities' can it be classroom, then meeting space but still same space. In terms of these ideas of more class at key times. Need more flexible space. We can't expand so ensure we are using resources in right way and efficient. We have labs used one semester and nothing 2/3 of year.

F: scheduling is hard

A: we are in the middle of scheduling but 3 weeks from now may not come up. Balance courses students want to take but don't want to have all the energy courses meet at same time b/c then they can't take it. Balance with required courses and breadth. Then instructors only teach t/th, etc. and who will accommodate that request. Crossing different majors. I hate my classroom (tiered, fixed desk) this is not how students are supposed to learn. I make them sit in clusters on the floor.



F: scheduling where students sit – their challenges of what to take when

A: undergrad research. Loss of practical experience. Students want interdisciplinary but you can't get that at undergrad level because of scheduling, classroom, flexibility.

Technology in classrooms. Little desk with blue books, calc. functionality of rooms is terrible. Flexible classroom (lectures, group work,). Classrooms where projector screen comes in front of board.

How do we rethink learning?

F: how to better enable that

A: current 13 week doesn't fit learning model. Students get killed this week/next week b/c all projects are due. Last full week of classes of all project classes in two crunch times. Allow flexibility with exam period and idea of m/w, t/th

F: innovative/culture insights

A: concept of not being correct type of schedule to rethink whole education system. Batch processing is inefficient, we know it but we do it to our kids. It's just how we do it. Need to break it up into smaller segments and facilitate smaller segments. Someone needs to be leader.

Provide incentives for faculty to take academic risks.

Global education and interdisciplinary all ties together. If we didn't have Avid. Leader is not risking to take the risk.

What we're talking about is important but we don't need to solve problem. Bring up strategic issues. CMU needs to position itself as academic leader. Put plan in place to build on.

Education could be its own breakout session.

Reinventing education. Moving forward. Goes back to tenure

F: good segue. Masters are draining resources. Mgmt. of larger MS program, reduce

A: Now they have bigger classes and on wait list. Small departments we assume they are grad students we don't need to take care of them but we do. When we rolled out masters, undergrads couldn't get in classes

F we have to take care of the masters students

A: masters bring money but cost of money. OIE has to deal with visa issues. Language issues. Support services is drained. quality control. CMU name.

F: caliber of student

A: reputation/brand of advanced degree from CMU. Masters have different goals than PhD students. ECE MCHC are still integrated. ChemE are segregated. Resource problem and ChemE may be only one that segregated.

Students feel overwhelmed, overwork, overloaded. Are they really?

Improve work exposure.

F: worldwide impact

We are known but we need a CMU marketing department. We just hired people for that. ECE doesn't get many European applicants.

Coordination of international experience, quality control.

F: quality control?

A: brand.

F: pay, time off, overhead increasing making grants weaker. Budgetary/finance stuff.

I see them together. Lean efficient administration. Concern is money gets wasted away from non-faculty. I was trying to say I came here 20 years ago I really felt CMU was small efficient administration there to help me. 10 years admin grew 2-3xs what it was and I'm not getting any more service. I see work burden going up. Maybe it's too early to say anything they need to grow for me to see results. Haven't seen any positive results from growing administration. More people asking you for stuff. In that case they are synonymous – I'm not complaining about salary. Why is overhead increasing and grants get weaker? We're doing more work. We are expanding our staff and guidelines say I need to get proposal in 10 days early.

F: tell me more about what you would want to see. More in your CMU experience

More staff and admin means more enablement so we get more time back to be more productive, research, funding, etc.

F: research, advising, publications

A: Our time is not going down and we are producing more

E: Enable to do more of what?

A: There are so many hours in the day. We can be strategic and think about how can we change teaching or we have to cross the t's and dot the i's. Fill out the forms.

E: whatever environment that helps you do what you are hoping (publish, mentor, etc.)

If you can quantify the return on investments that have been done. Many of faculty are pulling to admin roles. Then we get diluted even more.

Time: 1:05pm

F: none of this is griping. Important information to get out. Flip it so it sounds more strategic.

You arrived late but every comment is given your name...haha.

F: few more items then spend 10 minutes wrapping up.

F: and if these led to other ideas

F: work-life balance, sabbatical

Sabbatical relates to exposure. Your advance center? Yes. Going out to show ourselves to other universities. Improving. If we stay here 7-8 years. That's the purpose of why it was established. Not part of culture in my dept.

E: faculty exposure? Faculty evolution?

Work-life balance. Time and effort talking about undergrads and work-life balance. We don't talk about staff & faculty. Support so we can do our jobs. But if not less balance and more work.

I think it's interesting point (may not be place for this discussion). We get PhD students that are really good but they don't want faculty positions because they see our lives and it's not attractive for a number of students. I find my life very attractive to myself. These issues are important and relate back to diversity. Relates back to make CMU an attractive place to come and work. When they are interviewed they see it's a great community and great place to work with support for faculty.

F: work-life balance isn't the same for everyone. But attraction and what would make CMU attractive to different groups.

You brought up for the students. Don't let students just see it as a good place to get a technical education. Find a better balance. Being innovative and something in education. Thought is that's great but what do we take out of it.

**Time: 1:10**

F: open up if anything else is on your mind. Send me an email if it comes to you later today

One hand stuff about keeping practical experience and other hand promoting fundamental science which sort of point different directions. Usually in these discussions there's "we want more support for x, y, z but we hate how big the administration is". Great incentives. With new admin support is it what faculty want and reaching objectives or for bureaucracy.

We are getting less but are we seeing more on the other end? I think our time is still a big short to see.

F: what are we getting out of all of the investment/resources dedicated to administration. How do we measure the impact/quantify. How do we communicate that impact to get more support/resources in

the right place. We didn't surface today was internal communication. Brand new leadership team here. That may surface.

We get how many bazillion emails but discussions like this is how we communication. Small groups talking. As faculty we need to get together in small groups. If you feed me, I'll go anywhere.

I was impressed with A he fairly quickly came to faculty meeting, introduced himself and started positive.

Administration is adding people but would be nice to meet those people before they are off in another country.

F: seems like we've exhausted the input. If there are things that come up send it to us and we'll capture it either in strategic plan or on faculty senate. Thank you for taking time out of day to come. We thought brain storm would be more productive. Sometimes the discussion gets channeled so thank you.

End Time: 1:20pm

## Appendix 10: Session Notes for Faculty Focus Group--College of Fine Arts (CFA)

*Please note: The following are raw session notes.*

### **Carnegie Mellon University Strategic Plan Faculty Focus Group Sessions College of Fine Arts Date: March 17, 2015**

Start Time: 12:05

F: Welcome. I'm faculty between school of architecture and Heinz. Strategic plan has 3 focus areas: teaching & learning, research/entrepreneurship, then transformative CMU experience. F & I are on subcommittee of faculty (staff, students, alumni, friend and faculty). Town Halls are nice way to get feedback but we thought focus groups would get to heart of faculty issues. Set-up small focus groups with variety of faculty. Discussion we can't facilitate so we asked F who will talk about process.

#### Introductions

F: this is your meeting. I'm facilitating your discussion. Gathering your feedback today with stickies. All of this is non-attributional. We're going to take 5 minutes and ask you to generate 1, 2, or 3 ideas. One note per sticky – 3 stickies total. Think about this framework: write about biggest ideas regarding strategic plan – strategic and visionary to tactical or programmatic idea or systemic/pain point. We'll look at your post-its, find themes and delve deeper.

A: Since this is a CFA group do you want our points as they deal with CFA?

F: It can be anything – your perspective. If we don't catch everything here we are catching it all if it comes up during the discussion.

A: can I put this anywhere?

F: yes. If you see some infinities and similar ideas place them next to it.

F: No ideas will be lost from this process. Even if they don't seem to be the biggest ideas they'll be included.

F: having this also could lead to an idea for faculty senate if it's not in the strategic plan. Now we need to begin to see common themes (come closer, slide chair closer). What are we seeing in terms of some affinities?

F: Let's start here: Community involvement. Stronger working relationships in community in the classroom. Environmental. Start pulling similarities.

Is there one for education? University-wide core. These are about bringing in students – cost of tuition, acceptance. Visioning is thinking about marketing and how we're putting forward our vision. Concern about emphasis about brain science. Social evasion practice, defining innovation.

A did some work on mapping maps and have students map what matters to them. Figure out their values and align their work to that. If you want to have transformative experience you should know where you want to go.

F: student-centered approach?

A: I have students map out value sets to align their professional goals with personal values.

F: Elbow room

A: stay flexible and fluid.

F: do we have questions about space? A: yes, we are growing in terms of programs and faculty and not in terms of space. New ways of making/planning and being innovative. Where's the place to do it? Integrative/cross disciplinary.

F: Let's open up and hear deeper thinking. In terms of innovation. Grouped with chairs in front (circle). We have this innovation...

A: it's probable that the kind of space and amount of space could lead to innovation. Could. More space, better space. More innovation – I think they're closely related. We've gotten to a place where people are excited about innovation and it's become a dry buzz word. For universities we need to think about start-ups, new enterprises, new ways of thinking about social innovation but you can't learn about those things unless you are in these situations and taking time to see how things change over time. We can't afford time in our curriculum to do that but it's not supported on a university level where we aren't trying these things. If you look at start-up models (Olympus, alpha gear) wonderful but one mind-set. We at CMU should be changing that and in 5 years be leaders in social innovation. You can be innovation in western PA. The world is here and we can do enriching things around that. I think our spatial facilities are epithetical – we work in silos and in separate rooms. They are doing spaces now which are big warehouses where everyone is intermixed. I don't have the ability to do that.

F: expansion in thinking, space. Going bigger and broader.

A: gets into mission and vision. We are not add-on that makes university look pretty but we are integrated into that. Different way of thinking. Cross-disciplinary approaches the building have us isolated. ETC is far away and I've been trying to integrate but it's hard because we are isolated. To build off of that. What role does CMU have in local community? How can we engage in local community? Where are those spaces outside of campus community? That could relate to at education university council the interim provost talked about what they're developing. Degree with long-tails – education for life. We can integrate that with alumni and before they start school into the community.

F: strong working relationship in industry and classroom.

A: how do you do this? It's good to say CU should become more innovative and socially active. How do you raise money and do that? Some might say go into building because campus doesn't work anymore. Or we have bigger buildings on campus – social innovation, political innovation. Being innovative to me sounds empty. I think it has to start at administration. We need to think of legal action – what do these points mean to our discipline.

University wide core course where every student takes course on innovation/entrepreneurship and taught with everyone at university and becomes central where we can share and sets the tone.

University community activities. That relates to time, allowing people time to do it. Structuring time that's held sacred for those communities to take place.

Tuition and role of administration. Huge opportunities if trying to go opposite direction; it's about changing the nature of what we do. Let's work with what we have.

I'm concerned about idea of who we are as a university, in the world. We are the instrument by which the rich get richer and poor get poorer. We are the mechanism that does that. I'm concerned and I don't like being that. I don't think there's anything more core to that being who we are. I don't think we're ugly on the inside but I agree with what you're saying. We address in a band aid way. Faculty senate stats were talked about financial aid and as long as we continue (it's great). Can we identify talented students who would be a good fit but never think of it. We have pre-college programs at CFA that many students can't come to because they're expensive. Admissions gave breakdown of demographics of groups but do we know about finances? Who is getting aid, etc. I think pre-college programs should identify needy but great fit students. That's happening when we see who we admit. During interviews I see someone with drive and passion but high school gave them no opportunity and someone studied at college level (private arts high school). They're a great fit but what about the person with drive. How do we look at admissions process? I was involved in recruitment and there's no question there were countless students that we accepted that didn't come because of cost and students that didn't even apply. I think it needs to be much more transitional what can it be in 10-15 years. If Germany can give it free can we put on a price cap?

F: other ideas how CMU can be more transformative.

A: I think it's the idea of transparency. If we are looking at transformative way of higher ed and being transparent. We can have the best students go into world without financial burden. Reality is the loan keeps them from buying a house, starting a family. What is CMU in 10 years could say we've become this global leader where education doesn't cost this much. I don't know how we do it. This has to be focal point of fundraising.

F: Building the endowment.

A: president said we're right in front of next cap campaign. If goal of campaign is working towards admissions systems (regardless of ability to pay). I think if we up a level we are saying we're in a funding model that's unsustainable. How do we transition to a sustainable education and experience? Leaving lights on in CUC is wasting money.

F: funding model is off. Look at sustainability model and how can we be more sustainable. A: strategy if we want students to experience the future they should experience it here. How do we embody sustainment? How do we teach students how to balance it? Is that a core value? It seems like a radical shift. If driving down costs and overhead, how do we do that?

F: it's almost a visioning session. What are our core values and what should we put in that plan to make sure we get it correct. Other thoughts/ideas? On funding model, tuition, attracting right students (best & brightest).

F: were there issues about how CFA fits in to campus?

A: One thing I'd like to know about is there's money going towards brain science and I don't see same generosity to the arts. Being here for many years, receiving Berkman's were great because I could do so much with that \$7K. if we could increase goal for junior faculty.

Past CMU president had year on design across university. There were discussions and meetings on campus to talk about what it meant to each of them. I put 'thematic' ideas that are university-wide that we might take on. If every program had to have a sustainability piece what would it be and how would they take it on?

In our economic and political system. Liberal arts is no longer something you send your student to study – let's use word creativity. We need to get our message out there in another way. Changing that becomes easier for other disciplines on campus I put "creative thinking" instead of "design thinking". When you say let's make sure our freshman know creative thinking (let's not use that word). Expressive thinking. Let's not use that word either.

F: I'm seeing lots of things and words being used with different meaning

A: Equity. Arts and STEM and word choices, funding models, operating tenure, junior faculty not good or bad, but just different. This may not be good though for campus. In school of design had committee defining research we came up with 4-5 categories and how we broadly define research. I research much different through A. How do we fit in a university that defines research so narrowly and leverage a broader definitely to equal the playing field for research funding. As you practice you are getting better.

F: expanded definition of research, creativity. What is the context with which these are being pursued? The CFA context I'm bothered by everything has to solve a problem and be new and innovative. We train basic skill-sets that are not valued in tenure system. If college is about training liberal broad-minded thinking and research – how do we find a better balance?

F: if college is traditionally this or that...what is that?

A: this is my third year here but it seems like we are struggling to find our footing. One foot entrenched in what we know works and floundering to find where else we can find footing (dabbling in robotics) trying to find out that intersection. Beyond face of technology and arts – what does it mean? This is how we attract people, but what are we doing with it? Where are we going with it? Be an institution that asks that question. Catchphrases need heart to it. There's a lot of thinking that goes behind gadgets but we just see gadgets in press. Be able to tap into that through campus. I'm tapping into areas on campus. It's the same thinking but we don't know what's going on elsewhere. I seek out experts in certain field and use integrative process and engage them as experts we find better solutions. You have multidiscipline looking at it and get best ideas from all over. I'm working in a silo so I need to expand and take advantage of whole university. If that was encouraged it would be beneficial to the arts.



I think it's about removing barriers more than making things happen. It's not as much defining things but get out of the way. Be excited about the environment which we are in. Attempt to over define or over structure is a danger. When I was a student here I only took courses in music school and love that students can take courses in whole place. Innovation and collaboration will happen if you don't tie people's hands but have exciting, enriching environment. People are excited to just be here. I agree but no one has ever told me I can't do something here. I find colleagues outside of program years later but no one has ever said don't talk – group is encouraging to go outside silos. We don't have silos...yes we do.

Student find demands of program she's locked in and not able to. She thought the conservatory model was worth looking at busting apart. That would be hard because that's part of who we are. Breakdown boundaries but there are few boundaries. If we work we find our groups but Metro 21 and structure would be more forceful to get us to change our ways. I think it's another promote these. Let us find an identity and structures that might lead to change.

Mentoring is so important. We are putting together new curriculum that's filled with courses students should take and leaves no room for freedom of class choices. Pack basic learning into first two years and let students find their path for the next two. I like this idea and enjoy classes where I have variety of students (majors) in those classes.

F: how easy is it to get students into courses?

A: yes, that's a problem to let in students from other areas. It's an impediment. I can only teach so many because of grading and my group fills those seats.

I feel like I'm in a silo because of the building I'm in. We moved to new center and I no longer see/hear the same things.

In Germany when you go to carpenter school if you ask for work person has to hire you for first year out of school. If students have chance to see what they're good at and find place where they fit. See that I have to change and tinker. Our students don't get to go out and do internships in areas where they might be a good fit.

F: want to start wrapping up (1:08pm). We have some big ideas. What are those core topics?

A: I loved the comment about girl in drama, robot and theater and you asked about future. Do we really know what 10 years out looks like? We know technology and innovation will be a big part of it. In 20 years who is going to be able to fly a plane. We need to reimagine what that future is. I think that's touches on what we're talking about. As a university what are we defining that future to be? I agree our field has changed to localized too. People moving into Pittsburgh because of localized situations and the atmosphere, scale, sense of place where things are happening and they can be part of it.

F: local, impact, immediate.

A: how do we definite that? We're seeing that happen with people moving to Pittsburgh for clear reasons. We sit separate from that so how do we think about that and community. Not in normal sense of community but how are we as university true part of community?

We didn't talk about sustainability. It's core that the world is coming to an end if we don't face up to it. How do we live it. I think that ties to defining that future.

F: why are fundraising. Let's teach it and live it.

F: funding model. Expansive thinking is a big cluster here. Creativity, innovation, expanding, redefining for the world.

A: Write down Expansive Thinking. Innovation comes from when disciplines come together. What are instances where CMU has been good is letting overlap and explore areas. Seams are areas to explore, where those can cross together.

Transformational change. It's coming. What could we agree on? Reducing the cost. Change how we operate (daylight only). Transformational Creative Change. I think university needs our strengths from the college of fine arts, the creativity. CMU is unique because we have such strengths in CFA, Engineering, Computer Science. Idea of transformation is small hits but way we all work and idea of embracing and understanding that change is right word. How do we create things to be different? It's not just saying it, it's believing it. Getting everyone on-board. We are moving forward but some people are too busy to get on-board but if you don't that you don't get cultural shift. You need movement forward. I don't CFA and humanities to be eclipsed and we shouldn't change our names but the university has to be inclusive.

Book: How would you measure your life. Last chapter was about culture. Whole university should read the book from business perspective but guy uses family to talk about culture. We have to establish that culture and then establish that into our students.

F: Meeting with School of Art separate because they have group meeting.

F: you can add anything additional by sending my way.

End: 1:19pm

## **Appendix 11: Session Notes for Faculty Focus Group--Dietrich College of Humanities and Social Sciences (DC)**

*Please note: The following are raw session notes.*

**Carnegie Mellon University Strategic Plan  
Faculty Focus Group Sessions  
Dietrich College of Humanities and Social Sciences  
March 2, 2015**

**Facilitators = F  
Attendees = A**

**Start Time: 12:01pm**

F: Good afternoon. Thank you for coming and taking time to participate. I'm going to do brief intro and set context with overview of why we are here. Then turn it over to our facilitator. As you all I think know the University is going through strategic planning process. As process is going on it's going quickly in a short time line so many of us including faculty senate this is a good opportunity as the university has opened its doors to reflect on what it is that we like, what is CMU, that's been successful and identify issues that we can move forward through new leaders/provost and have our voices heard. We want faculty focus groups with each college and found facilitator. Turn this over to F.

F: welcome. It's an honor to work with you. I manage OEG at SEI. We support all members of our org, manage development, facilitate meetings, strategic planning. We were called in to support this component of the planning process. We are facilitating your process through generating ideas. What of your thinking is around the strategic planning process. In your mind what are strategic visionary thoughts of where CMU is going. Tactical/programmatic (new program ideas). Systemic/problem issues. Take all info/ideas and surface that to leadership driving strategic planning. Format is designed to generate the most possible ideas in time allotted. We'll ask you to take sticky and sharpie and write 1 idea per sticky and place them on the charts. Non-attributional. Group together to find themes/attributional. If you want to talk further contact me.

F: what is meant by strategic?

A: Strategic – 8-10 big new initiatives linked to capital campaign. If you don't get your idea on the list he won't know it needs money.

Tactic/systemic – faculty senate added to process. We can create a record ex. Child care, classroom space, etc. everyday items that need to be addressed. May not be addressed by strategic plan but on faculty senate. Tactical – how do we do this? Systemic – entrenched problems.

F: if you have pain points include them because it could be strategic.

F: What's written on post-its we're going to sort on the wall. What you came to talk about is what we talk about. Triage the issues that you bring. Spend the hour talking about things that are really important to you.

F: grab some stickies and sharpie and spend 10 minutes

A: can we add details?

F: yes, but try to have big idea on sticky and we can discuss later

A: these should be viewed as ideas not issues?

F: they can be issues.

A: one idea?

F: 4 ideas. One idea/sticky.

**Start writing: 12:14**

A: where should we put them?

F: anywhere for now. If you see affinities though you can place them next to each other.

**Stop: 12:19**

F: Let's begin to group. Some are more obvious

F: can you read them to us.

One way can be broadly categorized is outward looking, vs. inward looking.  
Shortening tenure track, cmu experience.

Research professors support process. F: A: no clear promotion process, incentives, etc. for research faculty. That goes with promotion tenure and shortening tenure clock.

Choose majors, breadth and depth. Integrate arts & sciences.

Understand interdisciplinary – faculty perspective. Faculty in more than one dept.

Interdisciplinary research – bring together really different fields. I didn't know things going on in the college. Create mechanisms to bring together. I have similar idea...support co-taught courses. Would be costly because of loss of course.

F: idea you have a new/novel approach from faculty only?

A: no, there is no mechanism for bringing faculty from different perspectives. They don't meet each other. I had to work hard to make those connections there are no mechanisms at university to promote that.

I talk about undergrad experience that silos students that are undergrads. It should be transparent in MCS and Dietrich like they are entering one college. They can sort into majors but to come in sends message sciences are separate from social sciences. I definitely agree that's a concern. Students coming in and apply to college and there are barriers to taking other classes. That's a big problem. I understand SCS and arts but for these two to be separate doesn't make sense.

Exit credentials. Students should be certified for knowledge contribution and not just checking boxes. I think our students should be aspiring to be honors. They want to take part. Students could get certification but could contribute to ongoing production of knowledge. Teaching aspiration.

In spirit of that but something happening in other places. Creation of a portfolio so they have what they did after 4 years. We don't have a mechanism for that or encouragement. Showcasing their skills. More than a stamped set of boxes with passing grades. What's behind lines on resume.

Race & ethnicity institute. Talk going around but we don't do research on these topics. Create a mechanism where people work on these issues. Collaborate interdisciplinary on this topic.

F: what other ideas did you put up here? Civic profile, climate change issues. Anyone want to elaborate?

A: I don't know who put that. I agree with contribution of social sciences. Humanities more generally. Issues that are considering more technical, engineering I think humanities has a lot to contribute to them. Making human perception the technical people can't handle. There are many areas we can contribute to but how do we make the road without institutional mechanism to help form path.

Race fits around that. The "Anistans"?? project. These are ways that could promote more leadership so it's not just technical profile.

Faculty recruitment and student recruitment in diversity. Graduate student recruitment and faculty the institution is a link to promote people diversity but also research. I think CMU has done well with outreach in diversity in community outreach. Pittsburgh has large African American and done a lot of good things but institute has to be known for doing research its doing. CMU needs better profile of research that rarely gets talked about.

In terms of international presence. We aspire to be international but focus of our curriculum is not international. We need to bring in diversity to look at that internationally. We just think of us sending out our perspective and not how we can learn from others. Bringing in not just elite, increase financial aid to others.

Dealing with issues of recruitment bias. In STEM minorities are hard to recruit. Demographics are shifting tough for women in sciences who want to have children. Changing nature of CMU process ways of dealing with this to help

Pittsburgh offers a unique perspective because we have history of immigration that's clustered. We could open up conversation to ethnic identity. When you think of group of young people based on ethnic identification. Goes beyond race in America but whole notion of what ethnicity does for you. I taught for many years but we struggled to get Hispanic minorities into the college. Student fought with dad about going to college b/c he thought women had place in the house.

Can't forget about social economic issues. These people have to work and education may be luxury. We need to incorporate diversity and equality occurs from many aspects, not just race. Look at it interdisciplinary to see what really affects.

Green colored notes in alignment with what has been said but take this knowledge and scholarship and fold it back into the community. CMU is engaged with community but could be more engaged. One program is bring your daughters and sons to work day to get more exposure. Broader aspects of taking scholarship to community.

I endorsed that and Jared was so invested in improving Pittsburgh region but current admin has been disappointing. It doesn't seem high on his agenda. President of CMU has deep obligation to the community and region.

Knowledge skill portfolio. I don't know if there's traction but something that I never understood.

Late adds/late drops are time wasters. Faculty time is wasted by those practices.

F: let me clarify.

A: shopping culture. You don't know your class until 3 weeks into your semester and then half way through students leave because of grades. It's a big time waster. Student is client. We swung pendulum too far in that direction.

F: Facilities, classrooms, etc.

A: difficult to schedule course and get suitable classroom. Right size, equipment, chalkboard. Often the classroom doesn't function the way would be optimal. Certain times are more popular than it's impossible to get a classroom. Either the scheduling courses. Bottleneck because one person has big spreadsheet and does all of the scheduling. Maybe we just need more classrooms. Classroom renovation needs to be done.

F: Education, teaching, learning.

A: no more junky technology. Functional classroom space.

Add special event needs. It's difficult to schedule any special events because space is so overwhelmed. You just plan something and take a risk.

Added virtual classrooms for online courses. People teaching online classes all over the world. Strategic plan don't want to be "A". A way we could reach communities that are disadvantages.

F: Handling overhead and indirect expenses. Funding models for teaching.

A: difficulty of getting reimbursements when you travel and have expense. I think it's referring to grants. The overhead rate of grants is an issue. At university you get overhead back but here you get zero. I need to fight with my department head and that shouldn't be the case.

F: endowment and teaching.

A: endowment is low and central funding is pushing tuition costs through the roof. That leads to problem. Student loan bubble is coming soon. Not a safe financial model for the university. Needs to be reevaluated. Tuition needs to be in conversation - Suresh is looking at model.

Some colleges do get different treatment than others. Look at it systemically and where is money coming from but where is it going. They are creating administrative positions with high salaries that are going to be paid with those costs. Tuition has grown but I don't know where that money is going. More transparencies in how money is being spent. Tepper quad was no transparency. That money could go to better things.

F: faculty salary, merit increases, equity, benefits, job security.

A: we have a model that doesn't include merit increases for accomplishment. Salary increments, occasional tenure promotion. Keeps faculty applying for positions elsewhere instead of rewarding

faculty for doing good work here. Faculty are rewarded for bringing in an offer from other university. National problem now - It's almost impossible to do merit increases.

F: what is strategic issue?

A: create university wide system to make things transparent. Dean's receive certain percentage and head decides how it's distributed. You never know how they decided. This is not a happy family for transparency. If I get more then my colleague gets less and that's not fair and I want to know why (parking lot.) Pool for faculty salary is too small. Academic administration is tedious process and if you put it in faculty salaries then less somewhere else.

F: alumni relationships, engagement. A:

F: faculty involvement in admissions.

A: admissions being divorced is bringing in wrong students. Bring in students geared to what faculty think they are doing.

F: can you bump that up a level?

A: I don't know what admissions model is and who drives it (who pays highest tuition). Loss we have in faculty time is because we get students who are not suited for our classrooms. How can faculty educate admissions

E: admission process, model.

A: disconnect from educational enterprise. We teach them but don't have say who we bring in. In graduate we control students we bring in. We have to pay for our tuition for our graduates. It's not healthy to have such a divide from education to admissions.

F: workplace bias, female integration.

A: it was interesting at last faculty meeting talking about diversity. Lack diversity. This touches me personally. I don't want to go in that direction to satisfy numbers we need quality. We need to start somewhere I haven't been here long enough but there's an issue and we need to start somewhere. I wrote the other one and I've been here long enough to say nothing has been done. In 15 years in my dept. not one single woman has tenure (social indecision sciences). I participated in female meetings but they don't continue/build but I learned a lot in those programs. No mechanism to do that but I would like to have more of those and learn from each other. These are female international issues. We had meetings but they shrunk and part of problem is getting women involved.

F: day care, child care, day care. Is there a more strategic issue.

A: it's linked to female recruitment issues. Women are early care giver and I know in psychology there is a negative bias. Finding day care that's accessible and affordable (especially true for nursing). There aren't places for graduate students to nurse on campus. There are diaper changing in the newly remodeled restrooms.

F: topic for me comes to mind. Being more inclusive, culturally competent in terms of research, center, approach for faculty, staff, student.

A: would progressive be right word, work environment. It's inclusive. Working conditions (ex. When meetings are scheduled, certain demands during academic year) and there's no understanding for it. We shouldn't stereotype that this is only for women. Look at whole individual.

Integration of languages. I wrote about including humanities and international experience that includes requirements for gen ed. If we are preparing students to participate in world we should prepare them. Learn languages, cultures I a must. This could be an asset for our students to have that global knowledge. We are international here and have connection with other campuses. I've heard student say they will take a language to get it out of the way.

F: value proposition in looking at integrated approach.

A: there are CMU startups for language acquisition that we could leverage to show that integration. I thought a large proportion of our students take a language. It's not a requirement. Because of scheduling issues and demands of college students are reducing the other classes they can take – they can't expand and take that language class.

F: training for non-traditional careers.

A: this is focused more on grad students. Back log of jobs available but focus is on tenure-track position and we're training them for their skills. 4/5 life sciences grads won't get a job in their field. Think of skill-sets and other industries they apply to.

F: when we think of PhD do we need to retool?

A: no things we hold dear industry doesn't care. CV shows publication but should focus on coding skills. One of the skills many students are missing is how to write research proposals. No formal training on how to go through process to get research grants and they will be essential. This speaks to undergrad portfolio. Just having list of classes doesn't mean as much as showing your work.

Qatar campus. Do we know how well humanities are served outside of Qatar campus? Maybe we should create opportunities for humanities faculty to serve in other countries. Recent PhD may teach at Qatar should we create opportunities at these other campuses for our PhD students. All other campuses are constrained masters programs.

Time: 12:10

F: Any other thoughts.

F: what are the groups/clusters?

What do we have that looks strategic? We are all focusing on our pain points.

F: early on ideas had to do with tenure, promotion, salaries and those connect with diversity, family support and as we bump it up becomes strategic.

This includes working conditions – how you are paid, treated.

Do we succeed in recruiting and retaining faculty we want to have. That would make more compelling case. I've seen data and it's a problem. We lose faculty because of salary. But that's not the only reason.

F: our tenure process makes us less competitive because it's so pushed out.



People can bring themselves up early. What kind of commitment does institution want to make for faculty. Teaching faculty vs. tenure faculty. People from industry, adjuncts it very different department to department and how they are treated. It's systemic in that case. Students pay a lot of money but get a good faculty pool. Have to look at how to sell it. Improved working conditions doesn't sell it. Parents don't want students to get taught by adjuncts, etc. (Parking Lot)

Educational structure. Online courses. Where does CMU stand on that. How do we want to restructure our classes. Flipped classroom?

F: CMU brand and this concept. They may be separate or together. Perception and brand. A: branding the experience. I have a problem with this language. It's like we're selling something. If someone comes out of CMU what does that mean – why do they get recruited? These are the unique, well-trained students (however that's packaged). Wow CMU and it's not just the courses that they took.

Community involvement. Greater connections with outreach. Diversity – faculty research and recruitment. Rubric that talks about new interdisciplinary research. Stop silo-ing.

F: I heard we have international presence but not doing good with international education on campus.

Qatar is never highlighted. Faculty has asked but still not highlighted. They have too many requirements on campus for them to fulfill travel.

Research under interdisciplinary.

F: just gathering as much as we can. Nothing falls off of this list. You can see the report but just a preliminary list, just seeing things surface.

F: Thank you all. It was useful and helpful to hear the ideas. There will be a report. Thanks.

**End Time: 1:21pm**

## Appendix 12: Session Notes for Faculty Focus Group--H. John Heinz III College (HC)

*Please note: The following are raw session notes.*

**Carnegie Mellon University Strategic Plan  
Faculty Focus Group Sessions  
Heinz College  
March 20, 2015**

**Facilitators = F  
Attendees = A**

**Start Time: 12:03 p.m.**

F: There are three focus areas that are part of the CMU Strategic Planning. Within the transformative CMU experience. I am part of the subcommittee with F and others and we noticed that the town halls are good but we are finding that we are not getting to the issue of the faculty at the town halls so we are doing focus groups. F is from the SEI and she will be facilitating today – we are looking for some systemic issues – we have done three so far and we will be looking for threads between these three focus groups. I'm here as an observer not as a participant. Take 5 to 6 minutes and populate your sticky notes – if you begin to see affinities please go ahead and cluster.

F: Walk through the process and we will be going around the room and introducing ourselves. We want you to think about this from three different areas – 1) strategic visionary thinking – what we will look like in 10 years 2) tactical programmatic ideas – what kind of program you would like to see in your area 3) systemic problems – something that is on your mind – an obstacle that you would like to have removed. This is very diagnostic – if there are some low hanging fruit we can identify them and have something to work. Want your two to three or four ideas – one idea per sticky. We will be rolling this up to a high-level and no attribution.

A: Would like to have F participate – result – F will not be participating.

A: Need clarity about the process – what are you asking us to do? Are we are focusing broadly?

F: Yes, think about things at the tactical level and strategic level. Think about walking around campus today, did you see something that stuck out that you think should be addressed.

F: transformative research creativity and innovation and entrepreneur. This one of the other groups.

F: When it comes to diversity, we are looking at diversity and trying to gather all the comments and synthesize them.

### STICKY NOTE REVIEWS

Concerns of lack of diversity especially gender and ethnicity, training students.

F: Let's talk about the affinity with related to diversity – what do you have in mind?

A: Sense that we need to emphasize diversity and people need to work with diverse populations of people, those above and below you. We have to develop our soft skills, we really don't train people on soft skills. The soft skills are communication, self-analysis, and understanding about behavior and understanding about gender, race, etc. Soft skills should be integrated into every class – we have a class on these topics but it really needs to be infiltrated into all the education. If you are in public policy you may be talking to a mayor or senator or a low income level person and you need to be able to speak different levels, respect for time. Need to be respectful of time.

F – Cultural competencies, how we can prepare ourselves, are we talking about graduate or undergraduate.

A: Mostly seeing a need on graduate.

A: We don't really have an environment that is inclusion. We have signs in our bathroom – we have people from different cultural background that are trying to determine where to go. Diversity of space issues. We don't have very many African American faculty university wide. This is a quickly solvable issue. The president has to decide to address this and if he can he has the ability. Gender hostile environment – it emerges, it's partly a Pittsburgh environment but this is happening on campus. There is a communication issue about talking this issues with student – some of the students, especially those without English as first language that they need help with the soft skills so they are better positioned in the career they choose. Writing and communication.

A: Is Heinz a research school or a training school on public policy? It is almost a bifurcated identity. This is from the student and faculty perspective – how does some of the research translate into the practical side. Helping student build data analytic portfolios' – I see peoples vitae and they don't really tell you what they are capable of. How about building something that the students can build something that shows what they are capable about. Getting students to start posting on blogs and getting or building interests. You can get a high grade but not able to translate into practice – need to demonstrate your practices.

We have PHD program and master side that focuses on practice. We have adjunct and teaching faculty that teach Masters – we don't know many other adjuncts – there is not many mixing between the different layers of faculty. Students have a longitudinal view – we need a community of faculty that have a shared visions.

It gets worse when we go interaction – these are just teaching faculty – in Heinz we don't do this unless we maintain a research focus across all campuses. I've never seen evidence that there is any research going on in Adelaide and possibly in Qatar. Outside Pittsburgh we only have teaching track, we do have visiting faculty no tenure track. Senate representatives from Qatar feel very isolated and feel that their voice is not being heard. Qatar and Adelaide are either going to be small teaching outpost or they need to be integrated into the larger university. There should be some degree of scholarly group not just teaching – it is CMU.

A was treated horribly and this upsets me and it should not have been that way. You can't just say you are going to focus on XYZ but that history needs to be considered and not jettisoned. F – What is the history, describe it?

F: CMU in the 50, 60, 70 emerged as one of the most innovated places in social sciences and revolutionaries fields, especially economics. We have not been able to sustain this, administration needs to build upon this as a place that is important in social sciences or make it a support area with Computer Science as the main focus. If we want to make social sciences important again we need to think about it. Right now administration believes innovations begins and lives in technology and not in computer sciences/technology it really needs the social sciences.

A created a group to scientists how to communicate – listened to this on a pod-cast. Social scientists blend to make the parts better. That is the MIT model, every unit exists for and support of engineering and sciences. CMU could be the support of the larger core competency of the university like MIT. This issue came up with the interview of presidential candidates. We hired A and he was the Engineering model – other candidate stated that CMU could build excellence including all departments. One is invest in our current competencies or invest in other areas.

There is move toward more central string pulling at CMU. CMU strength is bottom up at the departmental level. Some ways there are silos and some places we have cross collaboration. There is a risk to what extent does the center of gravity go to Werner Hall.

F - What kinds of new programs come out of what we already do well. Creative Square is a maker movement, 3-day printing, etc. It is a community development project and 90% funded by DoD. This was the social scientists creating the program and getting funded by the DoD. We need balance not necessary a service model. Administration is focused on where we are going to get money. We have a money hungry attitude which is not forward thinking. Disagree that this might be forward thinking. What I see emerging from A and A is that we become an MIT or CalTech or a variant of them. I would like us to see MIT with good CFA. CFA can't be strong without a strong social scientists.

Community Discussion: There is a sense from people that are not in engineering and science that the tack-over is complete. It a tone deaf perspective. We need to have the strength of the dept heads and deans to communicate to Werner hall. We need to rely on these leaders to come to the plate. We have one of the best health economists in the world and A didn't even know it was happening. We don't have the right people on the communities. Leadership doesn't think you need to hear before the rest of us. It wasn't clear they were going to sign the agreement. It's a communication issue – even before this administration – there has always been a lack of communication.

As an adjunct I don't expect to get involved in all the unimportant things like brownies are available, but the important information is not getting through to me.

Space Need – space for adjunct also needs to be considered. Space issues are already starting to be discussed.

Growth – Focused on engineering and CS at the cost of what we really believe in as opposed to what is most profitable. International programs have to revenue positive are day-one. This shuts off strategic – it might not be profitable immediately but has the potential. We only go for the big and sure bets.

What do you want to be: For Heinz, the sentiment that will be pure social, not necessary for profit, arts management as an example. What is the value system from understanding society and what are the tools for understanding society. Do we want to continue down this path? This is positive - not fight but to energize it. Values of the university – your feet are in two camps. I would put my money behind the

faculty because they know what the good questions are, let Werner hall be the leaders and get the funding.

F: If the faculty were to come together what would it look like? Faculty tell these stories back to the leadership. We need to make the University aware of these things so they can make value out of it. These stories have to be told and get back to Werner Hall. So many things are going on, how do we get these projects that are happening to be known. Everyone's busy because we are so busy and this happens to everybody. I have an idea for an easy visual way to share this information. Students work on interesting projects and how do we get this across to everybody. There are parts of the direction that the previous administration disbanded two of the organizations that I was part of – I agree with his vision but the problem with decentralization is suffering of communication. How do we get awareness of what is going on across campus and publishing it more broadly?

Online teaching for minimal skill level. Sometime students come in and don't have a skill level and some do and some don't. If we could do some pre-testing and then some mediation so everyone starts at a base level. There is a fad towards MOOCs and using technology to deliver commodity courses. Qatar is very isolated and we do have the opportunity to utilize technology to facilitate communication and building of a community. But, these have to be done at only certain times of the day.

Additional topics.

Continued evolution of teaching track. We have made a nice move over the last decade with our teaching track, other universities are doing this. There are a lot of progress but the position is still ill defined and how is it assessed. We need to know what does this mean, there is opportunities of being leads for re-appointment for an associate professor – basic committee work.

CMU should be way better at public relations. A co-authored paper with colleagues from other universities and the other universities were successful at promoting the work and nobody from CMU followed-up. Thus, the other university got the credit for this paper/work. There needs to be an easy fluid way to communicate this. The university needs to make it easier for people to write grants.

F – how do we keep find ways for people to keep this going? Intellectual engagement and have this encouraged would be nice.

Thank Warner Hall for F.

**Stop Time 1:26 p.m.**

## Appendix 13: Session Notes for Faculty Focus Group--Mellon College of Science (MCS)

*Please note: The following are raw session notes.*

**Carnegie Mellon University Strategic Plan  
Faculty Focus Group  
Mellon College of Science  
March 25, 2015**

**Facilitators = F  
Attendees = A**

**Start Time: 12:05**

F: welcome to the meeting. The impetus behind the focus groups has been that the town hall model is not collecting enough data about the concerns of the faculty. Learning issues have dominated the town halls. This is an opportunity to meet with each of the college senators and spends some time to learn about what is on your mind. We hope that the kind of ideas that are generated will be of three kinds 1) large dreams, 2) tactical ideas, 3) systemic problems that might not be solvable by raising money and should be on the agenda for things to be solved.

F: We are facilitating your process today, gathering you input that will be put in a report.

F: Broad curriculum revision, what is the thinking?

A: MCS we have had the same curriculum for many years and it was really hard to throw it all out and come up with something that is modern and keep us with the fields. Would be nice for other colleges to do something similar. The most important things was sitting down and having a real conversation with colleagues in other departments and talk about how things have changed – also sensitive to student wellbeing – looking at how much demand that we are placing on the students. Development of students on multiple dimensions - this talks about a process that took place over many years with very interdisciplinary involvement, bringing together tenure and teaching track faculty and talking about areas with potential. In the curriculum that includes wellness, arts, etc. We now have a director of core education and director of student affairs and a lead committee that is going to continue this work. Need to come up with a way that is sustainable and need to look at resources.

F: Idea of about integration, interdisciplinary, can you tell use more about this?

A: Really talks about group thinking and making a seamless experience for the student. In talking about group talk and multi-media is this a help or obstacle in helping foreign students. In the first seminar there will be mentors for the faculty so we can know what the buzz on the street is.

F: More active learning, organized internships for students, being more proactive, share you thinking;

A: Everly Center, they are just not interacting with enough faculty, they need to be more pro-active. They should walk down the hall and ask “do you want me to sit your seminar and give you some tips”, there is so much knowledge such as tips that they could give us and they don’t share. We need to go toward more active learning and get away from traditional lecture.

F: What is move away from this traditional model and what kind of space would this require?

A: Like a video game, you have a skill tree and you fill up your skill tree and longer term it could be a combination of structured and less structured. Some aspects of the co-curricular are developed outside the classroom with faculty contact. How do faculty get credit for this type of work, transnational 9 unit class but how can you get unit credits for this type of work.

F: Space, what kind of resource do you need, what kind of development do you need.

A: We need to provide the space, support and resources to do this new kind of teaching. Group work in class, there is a real shift in how knowledge is transmitted. I know my students should not waste their time in memorization anymore. Our students are taking more and more classes with less participation. They are able to skate by and I see the students become less and less engaged. The class time is when you can engage with them but there is more and more people in my classes.

F: Let's flip this, if we are putting our visionary hats on and we are divining a future where students are fully engaged and we had the resources.

A: Lecture on YouTube and they can pre-watch the videos and then use the time in class to ask questions. Why should we have different physicist when someone taught the best lectures in physics. We could take these guys lectures to CMU and the faculty present this and then you have time in class to talk to students. This has worked some places but not everywhere. Some students still get lost so having the course – so it becomes key what you are doing in class. Online learning has caused problems and has shot up like a rocket and shot down like a rocket. Online learning doesn't work with Mathematics and some of it is going to stay and can help but we I have been seeing is that to do it right is extremely hard and requires a lot of time commitment to develop a thing as it should be. To do it right it not easy. I don't believe it should be applied universally. It is very resource intensive and allows faculty members to have more time to be interactive; there is stuff that you have to remember and there is stuff that you don't have to go over in class because they can look it over. CMU was well ahead at one time and now we are not.

F: Organized Internships for students.

A: Students gave talks and it made it easier for them to get summer internships. Students are adrift and hard to find internships. We do not integrate alumni and they are willing to do so but development doesn't let you talk to them.

F: Alumni integration.

A: Our recent alumni are some of the best mentors for the students because they know what it is like in the real world, they are connected while we are not since we haven't been in the real world for a while. If freshman get connected with a senior then they have three years of access to someone who is in the real world. Alumni are a resource that is completely untapped but the college has to be behind it and ours is not. We shouldn't wait until the students graduate, we should connect earlier. Federal funding is going down the drain and it's getting harder to get funding for centers or other initiatives and maybe we could get our alumni to help. If we have something that would engage Alumni that would have a CMU lifelong learning program that provides sense of continuity. Student driven, like the buggy races are the CMU experience and we could increase this greatly. If we could encourage more of this.

F: What is the essence of the core CMU experience?

A: It's applying what you learn to a real work situation. You learn to spread your discipline across lines because problems are more complicated. There is also the team building – we do a bit in courses but

these big CMU events like the buggy race and carnival are different. We have courses- for example, engineering for non-engineers.

F: Funding, Resources, is there a business model CMU can benefit from, exploiting PIT/CMU.

A: We don't have these big federal grants or centers that other universities have. We have to drive the funding priorities and A is driving these. Need to be in the pre RFP stage and CMU being strategic promoters and we need to tell the work that the way CMU is going is the way they are going. But this is not the traditional way we work, we are humble. There is a selection process because not all ideas are created equal. How do we know which are the better ideas that we can work on? MCS is way behind CS in resources and how we can attract resources? It's not clear how we can break this cycle. There is some institutional help to mitigate some of these differences. We are lagging behind here, even with the guys in the other buildings, and this filters down to the student level. Students enter MCS and then transfer elsewhere, they think is MCS is easier. Engineering, we have equipment that needs to be updated and maintained and if we don't have the funding we just have to manage. CS, just buy new equipment. MCS doesn't have a safety net. With federal funding problems there will be gaps and we may lose our little edge.

F: Graduate student funding.

A: Our graduate students are expensive. The CS student requires a lot of training to get into our program. Allow us to have indirect cost reimbursement. More presidential fellowships and lower the costs. The cost to support graduate students is really expensive, around 70 grand each. Incentives for risk taking if you have some funds – but if everything is on deliverables you can't take risks. Charging research grants overhead and charging them tuition. What if the GS tuition were a third less than it is? MCS faculty salary is being tied to graduate students. We have high incentives to keep graduate students that are not headed toward a career in science. Students are our only safety net. Other universities have endowments, centers, and training grants. To have Alumni involved you really need great students.

F: How do funding undergraduate research in risk taking experiment.

A: Why don't we tax the fracking – get some help to get us funding. Development, it can be really cheap to help out an undergraduate, and maybe young alumni might be into supporting this but we don't do this.

F: Do we have an Alumni infinity group?

A: Development are always looking for someone to talk to these groups but it's reactive and not proactive, we have to reach out to them.

F: Enablement, better engagement, etc.

A: Done some of this and it is not super clear and not sure what or how. I only get the outreach when they are looking for someone for larger donations. We do have crowd sources- is there a way to leverage this? There is faculty mentored undergraduate research. It does take resources in the lab to take a student and supervise them and end up helping them manage the project and it takes up tons of my time. If I don't have someone to help out with the undergrads or a graduate student I can't take them on.

F: Teaching Track faculty issues.



A: This should be investigated, there is a page of issues that have never been addressed – it is a can that gets down the road. Different departments have different experiences on how we are managed or mismanaged. It is very important that this is considered and it is a travesty. We have a branch campus that consists entirely of teaching faculty. Research Faculty and just to be re-appointed required a massive package to stay. Not once had no feedback about my teaching as a teaching faculty for many years. Every three years I have to hope that I'm re-appointed and it's very difficult to be affective. This is a very department-specific issue.

F: This issue has come up in the other groups and the purpose of this group is to get things on the radar.

A: I'm tired of this always getting brought up and not being addressed – would like to put a foot note that this will not be addressed.

F: Climate Change

A: Climate change is going to change everything in our world and we can sit back or find ways to address it and it requires a radical approach. Opportunity for interdisciplinary work and in MCS it should be interdisciplinary. There is lot going on including a big building that is looking at this research. What would CMU be without computer science? Climate change is going to be everyone's face in 10 years and what if we could be at the forefront of this work? We know what is happening and we need to decide what the hell to do.

PIT/CMU/PMC. Can we generalize, we have statistics, science, etc. what disciplines can we integrate. We don't integrate these on a single project.

Other units and looking at their core education. This meeting shows we have great discussions within MCS but not outside. I see other people outside but as a group we don't have enough of these discussions at a larger level. We have identified a lot of barriers and if the administration can look at them and make them go away. We, CMU, are not known for science and what sire did for CS would be nice to be done for science. None of the science departments are at the same level as CS.

**End Time 1:10**

## Appendix 14: Session Notes for Faculty Focus Group--School of Computer Science (SCS)

*Please note: The following are raw session notes.*

**Carnegie Mellon University Strategic Plan  
Faculty Focus Group Sessions  
School of Computer Science  
March 23, 2015**

**Facilitators = F**

**Attendees = A**

**Start Time: 12:05**

F: Started with an overview of the three-pillars. Write down your thoughts, three to five and think about them from three perspectives.

1. What are your strategic visionary thoughts - forward thinking
2. Tactical programmatic ideas
3. System problem focus – pain points

A: What if I stayed up all night and I have more than three ideas?

F: Start with three to five and then we can continue and you can provide your thoughts.

F: We are going to take a look at all the ideas you generated and look for some affinities. Not everything will fit into categories and that is fine.

F: Quality of life, stressfulness, are we doing enough – what is your thinking on this?

A: One of the challenges of WLB is we need someone to hold on the hand brake and we need it to be easier to transition from work to home. Healthy spaces, spaces where people can relax, quick and easy medical services. I refer students to the campus counseling service and the director of counseling services is benchmarked against other similar institutions. I wonder if there is possibility for us to have more people there – students are not able to get in because they are completely booked.

F: Become a leader of support for staff, students so we can become a

In college ++ we have really good services, but what we are given compared to industry is off, they get so much more and we are drained. We would like to be treated as professional instead of college students ++. Given the context of what the environment is out there, should we raise the standard out here?

A: Students taking too many course: We are all pretty bright and competitive and if we re-thought the evaluation criteria, if we changed the incentives structure across the board but start with student o reward the behaviors that we want to see. Give them some credit for other things that they are doing. When you get in a mode of chasing units you get more, need to refocus. Beefing up the support structure on the councils, we need a better ratio and give them better advice. They should be guides to get a good education. If generic faculty had a better life. The advice should be learned from others not from us. These things are good because they improve the quality of life of students and faculty and this

would/could help us attract students and faculty. If day care could be included in the offer package that would help. Day-care was a two-to-three year wait list. It used to be the wait list was process off of it and included Ph.D. students and outside CMU. I have colleagues that have been waiting for three years to get into the school and their kids will age out. We are not seeing the people that did not come here because of this.

F: Tell us more about the gift Tax.

A: When I first wrote NSF proposal they used to require in-kind match – when I get outside gifts too much is taken out. The historical work of the university is going out and doing something radical – bottom up ideas and energy. We really need to cherish the 1000 flower? Industrial grants we have not gotten and they see our overhead numbers and they walk away, it's off-putting. The university has more to gain for us to take the money than taxing us. I'm blending granting and contracts.

Flexible funding models. Disney has a partner in Zurich and they have been able to come up with more flexible funding models, need to stop worrying about every IP. Trying to do joint IP is a bigger factor – the 12% doesn't off-put Disney but the 65% does. The university needs to loosen up that they need to have ownership of every bit of IP.

F: What would it look like if there were none of these barriers?

A: OSR needs to be more encouraging and less lawyering and they are interfering in activities. CMU want to take complete ownership of everything and this makes projects step backward. This affects alumni relationship.

F: I'm hearing two things relations with alumni and the communities are being impacted.

A: I know colleagues at MIT and other institutions that we don't. Administrative staff is growing faster than faculty. Practically every department had to add staff when they offloaded work to the departments. Workday, the system is full of people that have to push yes right away without checking if the information is correct. We moved backward. Central administration does things to make their job better. Nobody came to us and ask how we should change the way we pay undergraduate teaching assistance. It is now my job to go through 43 people's pay information – we used to pay people 7.45 an hour to do this and now I'm having to do it and it takes a minimum of 45 minutes to do this each time.

F: Changing our pay to be commiserate with other institutions.

A: 20 to 30% different than other institutions. Would you be willing to keep a salary less than MIT if we were to fix things?

F: How about Tech invitations?

A: We provide access to information, long term job placement, what fraction of your tuition dollars do we do that you can't get at the public library? Can we have a model that states what the important elements of education at the university are and have someone look at it to see where the holes are? A thousand percent agreement with this – just getting basic information, what is our strategic vision to give us a unified platform? Also, how will we align with the international campuses? This is not competitive with a grass-roots approach. Half the players view this as money. If we use the approach if we teach the world everything would follow

F: If we were to start become one CMU what would that look like?

A: Focus on doing great science and education and let the other stuff follow. We build things, this should be world class education for the few that can handle it. We need to start thinking about in

person classes versus online classes. We need to demonstrate the value of people being here in person. The motivation is great but I would also be happy to have access to 3-D printers etc. I can't seem to learn how to do this. ID8, I'm not a fan of this but it was not born out of our department, it was born out of Warner Hall. If we all got together to build something collaborative it would look different. ID8 is not perfect but it's going to evolve. A did try to be collaborative. Something that facilitates this interdisciplinary idea of collaboration. Human side of teaching is so obvious here. It's diminished since we have gotten large. No matter, improve the residential experience first.

F: Interdisciplinary concept, where were you going with this?

A: The good part of ID8, big companies like Disney are going to stop hiring people that are creative or technical. They are starting to hire more people who have a strong technical and creative bend.

F: Pulling these thinkers together, these perceptions, what would that look like?

A: It's encouraged for faculty and it's also being encouraged at the student level. I'm seeing more students that are arts majors in my classes and nobody told me ahead of time and many of them dropped so that they didn't response. It's great to pay lip service. We also have a large wait list. Arts classes tend to be a more competitive model. We have low barriers between colleges and department. Some of the faculty have gotten together to do things. There were no organizational impediments to getting this done except making the time.

F: What would be some of these ideas and topics?

A: ID8 is one of these. Give people time and the freedom to be creative. Should be bottom up. If it is easy for the bottom up to coalesce and it has to have someone who is going to be it and the one who stays up late, etc then that is when we should look at it from a top-down approach. They started recruiting for yes people. Funding can come from any place and junior faculty have approach me with idea. It's not the deans or provost that think about this stuff. It's hard for students to become a CS major. It's easier to have a CS minor. You can do this with art, you can't even take a course, and there are barriers. When you create one-off courses that don't move you toward pre-requisite change in our major – you get a taste but it sets you back. Does the taste of really require that you take a course for a grade? Can there be something that students participate in that give them a taste that isn't a course, there is an opportunity to provide...or address the demand? Explore at a low cost. We don't have anything/space on our academic calendar. We can do this during the evening. Students are really fond of the new student orientation. Juniors are pushing for student orientation and the faculty participating. Students are also teaching courses. By attaching units to it you are feeding the units beast – but if you added something else you would drive the right behavior. We have a 5<sup>th</sup> year scholar program and the student writes a perspective and they can get a free 5<sup>th</sup> year, this is hard to do. Let's figure out how to make a one semester version of this available to more people across the organization. It's not easy to fund. If it's going to work for foreign students there are more considerations. Focuses students on not just getting to the finish line but focused on learning. Almost all of our students are masters' students, problems because they are not here very long. If you admit someone to the master's program, its highly expensive, and they have no ability to make mistakes. Let's explore ways to let them make mistakes.

I'm not sure if anyone thought through the master's program. Lots of undesirable things are happening. For professional degrees, is the overall quality as good as undergraduate or Ph.D. level? Think about our brand. I think this requires a major overhaul. We do want a program like this but what is the true cost of this. MSC is an exception to this. No fault remedial semester is another idea. If we were to take the pre-req from the undergraduate classes before entering the masters we can gauge their readiness.

How are masters program graduates' jobs compared to cream of undergraduate? University needs to look at incentives.

F: Let's talk about space.

A: We need to build bridge if we are going to build a building across the street. Why can't we close Forbes?

F: Labs and large classrooms.

A: We have all these large classes and we don't have large classrooms. We have the ability to teach more students but we don't have the right space. Another shortage of small class that needs to be run seminar size.

F: What kind of learning and how does the space configure?

A: If the lecture hall is not part of the future what does that say about our space? The apprentice approach with mentoring from faculty and industry mentors. We have to build our own classroom for critiques because we can't get it from campus. We are all experimenting with flip classrooms. There are a small handful of collaborative clusters. On the verge or radically pedagogical approaches to teaching. We have such a diversity of answers so we can't really answer this right now. If you want this kind of teaching you have to build the space.

F: Ongoing participation of Alumni.

A: Except for engineering, don't get input. Some departments poll their alumni. This is low hanging fruit. Sequester 5% of faculty salaries and see how the evaluations go. Our current evaluation methods is not good, not just teaching but also contributions to education. Going beyond what we are currently evaluating.

F: Academic Integrity

A: It is the trigger point, it is important for our brand and culture. It needs to be recognized and to be thought out.

F: Intersession theme

A: fall and spring sessions have a one day mid semester and run an optional program on that day. Like a taste of my department...take me out and teach me to sketch. Student stress and wellness, student organization are starting to demand a large amount of time. Student facing organizations should reach out to find out how many hours they are committing.

A: Can we get copies of the notes? A good focus group and best practices is the let the focus group see the notes.

F: I will reach out to F to find out if we can share the notes. We are working directly with F and need to check with him.

**Stop Time 1:21 p.m.**

## Appendix 15: Session Notes for Faculty Focus Group--Tepper School of Business (TSB)

*Please note: The following are raw session notes.*

**Carnegie Mellon University Strategic Plan  
Faculty Focus Group Sessions  
Tepper School of Business  
March 27, 2015**

**Facilitators = F**

**Attendees = A**

**Start Time: 12:04**

F: Thank you. Wonderful process and I'm just here as a colleague and part of sub-committee working with F. Some of you know F from Senate. Want to get faculty more engaged in strategic planning. F & I have worked together.

F: I'm just here to observe. One reason we want to have this group is also to be able to find out what non-strategic problems, concerns may be on the faculty's mind for follow-up next year. Strategic will be large aspirational dreams and there may be small day to day things on your mind we want to capture.

F: Thank you. It's been great to work on this. All of the info will go to the committee along with recommendations. Provide 3 ideas for discussion- strategic/visionary (what kind of CMU do I want to work for CMU/Tepper), programmatic/tactical, and systemic (pain points). One idea per sticky – 3 or 4. Then take and put them on flip chart and we'll have conversation around flip charts. Take 5 minutes to populate stickies.

Time: 12:16

F: process will be to see the ideas and I loosely identified some of the affinities. One here says focus on placement rather than admissions/branding. Permeability and walking the talk. What comes to mind?

A: idea that university should see that students are paying exorbitant costs to get a job. Focus on this and we can relieve anxiety on our students. If they know we are on top of this and can focus on intellectual piece. Placement policy is what they're looking for. I think that's connected to branding. We have reputation because of how we place our students. If we strengthen placement we can strengthen brand. It's interesting when we say we're in business school and liberal arts for us placement is straight forward. Students know what they want to do and most are going into jobs, outcome orientated. Liberal arts come at this differently. My daughter is in anthropology and focused on how this starts my career. It's more where do I go next.

F: broadening the concern beyond placement. Being a stepping stone for students.

A: What's the path? Set students on trajectory and figure it out. I'm trying to understand if there's a problem with placement. They're in basement (admissions) and students don't know alternatives out there. Business students have aspirations and when they leave all decide on investment bank. We need to counteract that. What are the career paths? Something related specialize in arts and quantitative.

Interesting for students is society needs people who can bridge those two. Play to our strengths and how students can bridge school (A&S). We split them but need to bring together what computers and humans can do. Tremendous value-added and few people do it well. Our school is positioned to help students figure out how to be there.

E: Play to the strength of what CMU is? What does that look like if we were doing it well?

A: investment bankers are quantitative and have people skills which is why they do well. Lots of other ways to combine it and have them do well but they don't know about it. This relates to permeability and walk the talk. We are above most of our peers but not where we need to be. Allow joint endeavors but it's easier said and done. Takes a special student to be able to do it. Silo and psychology barriers that we put up. We need "go-betweens". I like that word. They are wonderful people and I don't know how to create them but we need them. Across the board (undergrad and grads). At what point do we start crossing over? Do we do it within people or across people? I think graduate programs probably do this a little better. Undergrads can take courses in other schools but grads cannot.

F: what does this look like if we were to implement? Would it be around themes? Space for students?

A: In class I talk to my students about investment banking and I can be concrete about what it takes to be an investment banker. Two models develop the person who can do both and develop the other person who can do the other thing. How do you bring people together with very different backgrounds? I need to understand your background, and trust. Any small team situations I think in education we need to pull people together and give time it takes to understand differences.

F: provide space, support. Other interdisciplinary

A: one of my other stickers is that every student be double major. One practical major and another one that they really like. We can keep liberal arts, history alive but give them what they need. It wouldn't be mandatory but would be optional to have practical major and something else. Create spaces where students come together from different disciplinary areas to solve problems together.

A: students have a path they all tell each other about. If you want to go into consulting here is what you have to do at each step. If everyone around them is saying this is how you will get a job they are limiting themselves with the range of possibility at 18 and too early. We need to let them know what their options are. You also have to have faculty in place to facilitate that.

A: maybe this is just communication. Students do great in our course and then they go on in another course and can't do it anymore and forget everything we learned. I'd like to talk a year-out and see how it's going. We don't have a good sense of outcomes long-term.

F: ties into alumni engagement, what alum need

A: we deal with this, more on graduate side, Tepper is a little different with giving (we are more financially independent) but this is always in discussion.

F: model you have is that model for rest of campus in regards to giving and alumni relations so they further support us

A: our model is not that different and we are not doing it great. Our competitors have been doing it long and better. I put law school there for this reason. We have one professional school (we have two – Heinz also) those are the typical schools who are going into high paying jobs. CMU having technology focus and there's a place to leverage that advantage. Specialize in technology.

F: mix students who want to be here, intellectually interesting

A: make us a higher choice on their list. MBA does well but undergrads are not selected because they want to be here. We have high-touch. Student satisfaction for undergrads is low.

F: what is some thinking on that?

A: university of school? University can tell if they want to be here on the MBA level so we are successful but this could be the second choice school for undergrads.

F: focus on that? Approach to that?

A: who comes on-campus at the undergrad level to interview our students for placement? What types of jobs? Consulting. A lot of finance. Leverage technology is business school. Double majors will go into tech. Undergrad admissions goes through central. We are talking about business school but we are a little separated from campus. Could we get central admission to go into the specific schools? We can give them the criteria of the type of student we are looking for but don't look at applications.

A: do students come in dissatisfied because they were second choice? Do we increase that or does it stay the same? There are a lot of student services activities for business undergrads. How do you institutionalize that with a size of 3? Is undergrad student satisfaction different in business than university? Students are lower than the rest of the university.

F: Exploiting technology

A: I think increasing technology is going to be a leverage point for us.

F: for collaboration, classrooms?

A: All of the above. Delivery of content.

F: what are we doing that's working?

A: I'm working with Eberly center on SIG on how to use Camtasia and if you develop videos my question is about efficiency and how do you decide time to spend and make sure you are up on technology because you always have to be able to innovate. Library service was long and do they want to get rid of librarians and hire technology. There is massive technology out there and we are looking for user friendly ways to use it. We should be producing people who can solve these problems. We can't produce this stuff ourselves. Trying to teach someone else's course using their materials is problematic.

F: can you take baby steps?

A: we're doing our online hybrid programs. What type of support do faculty need? We're still on learning curve about what is the best level of support? How do we coordinate with the university and Eberly center? Having a centralized resource that can collect all of the things the different areas are using when it comes to technology.

A: increasingly returns to scale is important. University as a whole could learn how to use film and then share with all of us.

F: transparency across central administration

A: veil is still down and it's difficult. We just don't know how the money flows. This is a big undergraduate problem. It's so difficult for us to plan growth in programs. There is no system and transparency about the system I can't do my job. We don't have incentive system align. Some is understanding how incentive system works and what central is doing and how this is aligned. It's always



been an issue and with new administration let's fix this. When I did the undergrad program and I would always hit a brick wall where the money flows. Can't operate and makes it difficult for us to do our jobs well.

A: old trajectory of university is going and will focus on a limited number of things and be great at it and some things we're good at now may become not important. CFA becomes less a part of CMU. Concern about direction of CMU being different from who we are and been. I've heard this is a huge concern. The way we portray ourselves in media and focal points being arranged. It's so unequal in terms of focus.

F: what is essence of CMU?

A: people who get things done. Re-integrate the mind and machine. That's the thing of the century but we're becoming more machine. We're at risk of positioning ourselves away from the sweet spot of this century. We are all agreeing.

F: we are close to sweet-spot?

A: when I first got here (5 years ago) it was noticeable that CMU is a small campus and what we do we do very well. We are a city with rich history in arts, philanthropy so it would be great to continue. We don't have every engineering field but ones we do have are terrific. Arts drama and back-stage production house.

F: we don't do everything but what we do we should do well but any other thoughts?

A: I think we are problem solvers. Innovative. We need a lot of innovation to figure out how to bring mind and machine together. We are scrappy – with small budget.

A: CFA has major with other school and we are working on one now too.

F: community around us? Our role in community

A: faculty should get more involved as a whole in the community. Whether arts or non-profits, hospital or things they find important and be able to give back. It makes us more of a part of the city. We should act like the Prima University in this town and give back more to the community. City of Pittsburgh is an interesting place. Public schools with problems, racially diverse city and university and never the two shall meet. How do you manage those different kinds of diversity is a concern for me. At USC they do a fine job of reaching out to the communities and local schools to give back to the students in that way. If there are ways to do that and have partnership with public schools.

F: need for this and deliberate approach to reach out to communities.

A: outreach isn't as sustained or broad as it should be. There is a lot being done on local level but does department A know what department B is doing? It's not institutionalized. I've done work on my own but as a member of the CMU community but do we talk about this and share, no.

F: something stated in core values about integrating into community. One topic that has come up is sense of humility. More transparent, communicative.

A: somehow communicate. We do it perhaps on our own but don't communicate or share across campus. I don't know if central or campus has initiatives, they may be or it's not communicated across campus. Does this include teaching night classes for people in the community? Use technology to create.

F: it's not that it's not happening it's how to pull it together and present it to the world.

A: It's two models. University organized big initiatives and we are a bottom up entrepreneurial place and the approach may not happen so we need to capture.

E: equal opportunity and advancement, diversity, broader groups, women in tech majors.

A: we are not a very diverse place. Subject to same problems many tech places are. We are doing something right but we could 10% or smaller but this year is 30% women so we are doing something right. It's a university issue and not just students. A read a paper that said women start making decisions about careers at 18 and based on fact that they want to be mother and a tech career might not allow for that flexibility. If the system is going to make it hard for them it's not just what we're doing. For me this goes beyond the student. Retention, hiring faculty. Benefits. A brought it up and now it's gone back down for administration. Diversity on strategic plan is a great thing (subset of women and underrepresented minorities).

A: this may be off base but bridging humanities and quantitative fields why women aren't in quantitative fields but may have a lot to contribute to one side of the bridge. If we don't pay attention to diversity we can build a school way we talked about before. You have some groups aligning and fault lining groups it's even harder to get groups to work together. Also issue of respect and status. Link diversity, it's central.

F: diversity needs to be infused in everything.

A: if we talk about sweet spot diversity may be even more important. It may be central.

F: what else is on your mind? Anything else on your mind

A: there is underlying issue of cost of higher education and we can't do much about it here but we should recognize it. Our process is being corrupted by the high cost of tuition and pressure for students to go out and get jobs to recoup their undergrad loans and stress from their parents. How much do students pay with all scholarships? Is it really that high tuition? Tuition is now \$39K (64K with housing, food) I think average student pays in high 20Ks.

F: how do you make education more accessible?

A: comes back to endowment and scholarships. We get caught in facilities war. Have to have beautiful campus to attract the best students but that's a money sink. I want to send my students to schools that have good student faculty ratios and the ones that can manage this is ones with largest endowments. States are not supporting schools. As an economy should there be a quota? It's going to come up sooner or later. Americans have to be subsidized. System is being stretched. Schools could say we don't want to sell our seats to highest bidder. Have an international price. I'm not sure how school thinks about this now. We don't offer scholarships to support international students. How do we think about this and position ourselves? Other countries can't express freedom of expression we do. Do you think this is why schools are going and setting up campuses internationally.

One other thing I want to throw on the table. Issue of workload for the students. Both undergrad campus and MBAs and talk about intense workload. We are both proud of it but then worry about it. How do we maintain the rigor and make sure we don't grind our students down.

How do we prepare students for an increasingly global world?

One other thing you didn't mention is prepare students for careers that are likely to be outsourced. Humanities is about culture and how they are, we are different. Preparing for globalization is important for humanities and maybe we can exploit that.

F: great thinking. I'm available if anything else pop-ups. We will report back to you with all of the information and ideas that have been collected.

Time: 1:13pm

## Appendix 16: Session Notes for Faculty Focus Group--University Professors (UP)

*Please note: The following are raw session notes.*

**Carnegie Mellon University Strategic Plan  
Faculty Focus Group Sessions  
University Professors  
May 4<sup>th</sup>, 2015**

**Facilitators = F**

**Attendees = A**

**Start Time: 12:05**

Intro by F & F

F: info gathering facilitated by F. Looking for input into the strategic planning process. We'll take all input (strategic, tactical, problems) and report back, non-attributed.

F: get input on strategic planning process. Think of 1-3 ideas of future directions: strategic, tactical.

F: Affinity here...bottom up vs top down. Strategic directions. Faculty input. What are we thinking about bottom up:

A: remaining more bottom up. Our great strength has been diversity of faculty, ability to go out after new ideas, rapidly. While I applaud the University for doing big initiatives and collaboration if we go overboard then we shut out ability for people to go off and start wild and crazy new things that no one has thought of. University has incentives for us to raise our own funds. Incentive is tax on gifts. If I bring in money I get 88% and we are losing gifts because they don't want to give that. University used to be expected to match funds. Argument about whether university should incentivize use to do this. Looking around I'm at the young end. Best strategic plan here was at beginning of my experience. Departments made presentations in front of other departments and heads. 3 days of give and take where departments said here's what we're expecting to do. A lot was achieved that way. Deans and provosts watched but it was a direct exchange. We shifted away and now it's a flow bottom up, no lateral exchange.

There was another university wide event theme was designed people all over campus talking about design research – great energy.

F: leadership facilitating that stuff?

A: University has long standing reputation about being interdisciplinary. More recently there's less of this attraction in attempts to facilitate the flow between different groups/colleges. You need specific mechanisms to do that.

F: what conditions have best supported interdisciplinary

A: Great collaborations happen because people find each other and work together. If you can find a way for people to find each other, that's great but don't force the collaboration.

Great for me to interact with different departments and colleges. Engineering accepted and supported me was significant. You need to create conditions by which this is facilitated.

I think it's a cultural approach. It's not just examples. All of us have benefited from when we generate ideas we find kindred spirits and then we try to go to administration for support and how to bring this about and administration says yes how can we facilitate this. Things are more dictated than generated. Best universities have the loosest structure. You want to give faculty freedom to build their ideas and move up.

F: freedom? Lose structure? Enablement has come up...if we had administration at CMU what we enablement approach look like?

College of engineering is like that. Once you go to central administration things change. You want people who are open where faculty feel empowered to have their own ideas. That's why we hire the best around, they don't want to be told what to do.

Core idea I'm hearing is there needs some mechanisms where people intermingle. A way that helps us know who does what. I've seen that in very interesting ways. We used to have a teaching technology fair and it was cool but it was a clearing house for people in teaching innovations. Convening people around showcases, tasks, and ways of talking about what we're doing. Similar to the program here's what we're doing. What other ways can we get together? It's not parties. Its mixers. Businesses do them with training sessions to build ties along with having presentations. How that looks here is opportunity for us to figure out.

I saw this once. Human interaction was hot topic and brown bag was organized for everyone interested. There was formation of UCI. Food is important and technical event (right kind of social setting). Monthly discussion for those interested in design around campus. Dean of fine arts took over ownership.

F: breaking down silos. Merging units. Breaking down undergrad silos

I think academic side, faculty have lots of interactions. That's happening less. We're building stronger individual units. Among undergrads. CMU has been separate units without much interaction. Engineers need more social sciences, writing skills and we should look for ways to facilitate that.

For faculty setting where people are brought together to talk about what they were doing. Bringing the people together and stimulating the interaction would be valuable. I don't see much of this going on.

This is metro 21. Who knows metro 21? The city can benefit from talent at the university. My experience this has limited response for number of people who got involved. Many people who I talked to who I thought would have interest in the city (from different disciplines) they haven't responded or interacted with this group.

F: metro 21 has lightning talks (5 minutes for city official to learn about it).

F: what's going on in organization where people may not know about it? Or know but don't see themselves in that group?

A: May not see it relating to their research. When I had money I had people applying for those projects and money.

Element of faculty stress. Everyone is too busy trying to raise money.

There are a lot of interdisciplinary things that are working and we want to make sure not to lose that. There are a lot of thing going that are succeeding coming from faculty initiative and finding sources. From administrative levels it's important to articulate this is how things work. To live that way in terms of how the university is run. Emphasis on interdisciplinary research has been greater than anywhere else. That comes from mindset but want to carry that forward and as administration changes.

F: it is happening, in pockets and in some places. Is it visibility? Showing to the world? Better visibility for CMU excellence.

A: We have to jump, when you talk about strategic initiatives you cannot disassociate from financial sources. There may not be incentive to work in certain direction. One example with metro 21 was traffic 21 and now we have transportation activity at CMU. Here's money to get something started. They discovered people were working on it, after that can get grants. We also say we work on constraints. How do we remove or make the constraints smaller. Go back 20-25 years think of Pitt. Our endowments were close they were a little ahead of us. They were 800 we were 600. Now 300 million for Pitt and CMU is? I wasn't sure – where's the transparency. We hire the best people we can find and they may know.

F: endowment

A: Others have been on budget committee looking at a variety of issues. If we're going to have two billion campaign or raise commitments it would be good to know how those goals for those funds (brick & mortar, endowment) what are aspirations for the university? Sense would be increase in funds for endowment but is 1/20 operations increase. Is it wise to try to make-up endowment or put more into brick s& mortar or operations? Fund raising at central level needs to have clearer goals. I'm not convinced that there are well-defined goals.

That's the income side but concerned about rate at which deans, provosts are increasing. Few hundred of president, vice presidents, add directors in its huge. I'm not sure they are judicious about growth of that kind of administration. I raised this but was told it's in the department. I don't have a visibility to put my finger on the problem but I'm overwhelmed about the numbers.

F: transparency

I think we have bricks & mortar that all universities seem to have. If we build 100 million dollar building and Pitt puts 100 million in endowment they win visibility. It would be nice to have valuation that's broader. Let's look at over 10 years did we fall behind or build things of value and are in comparison. How we spend the money and account for it. Universities in general don't value their additions to physical plant. We could track our performance better to compare ourselves more broadly about we enhanced.

The metrics are what gets paid attention to but should be thinking more openly and mindfully about what indicators to follow. Appropriate trade-offs may not get made.

Strategic plan has metrics associated with. Be careful metrics are what you are trying to achieve.

Right now for a long time endowment helps 4-5% of annual operating budget. It would need to be 15-20% for a change. But we do need money to build the buildings. I'm concerned the aspiration to try and recover in a short time what's happened to endowment. We've learned to live with 4-5% its way below but maybe shouldn't be fixed now.

We're in an era where we're going to see less government support for research. Supplement with endowment, grants but federal government is on decline especially for support for research. We need to find what's going to build and support research.

What it goes to and what money is going to be used for. Some has to be money because we feel like every time building goes up we feel college will be charged for it. If we say we're going to do this it's inspirational but problematic. If we want to accomplish certain things we need to see where the money is going.

F: from board I'm on I talk with advancement people and I'm not sure they understand department needs. I think having issues align at that level. Not every department head understands this and works with advancement. Andrew Carnegie society. Our members should be more informed when doing that ask about what's needed by the departments.

F: education. Support initiatives. Facilities.

When I talk to people who are trying to innovate in classroom still using side-arm desks. When I want to hold classes around desk but I'm not allowed to use conference rooms for classrooms. As we try to break the lecture model the physical plant has to support that. Carnegie plan is still in intro to CIT in catalog sentiments are consistent with university and go back to that root, higher sense of what education is about. Ways to craft a model for what higher education is and let us see what value we are bringing. How much is going to access with professors, collaborating with other students. Something could be laid out, informally, to see where projects fit. Here's an element that we're not addressing and where we could get leverage.

I agree with bottom up research and innovation. We are way too bottom up in starting education programs. I'd like to get more control. In degree programs. Masters programs most prominently but not exclusively.

That happens because of financial structure – for graduate programs. So badly broken offering undergrad seats in grad programs.

A: Looking around the room in faculty. I teach in grad and undergrad. Question in balance and funding facilities. Humanities have less back-up resources than lab/biology work. Costs are different and should be considered in balance. Quality of undergrads. I hate to teach in Wean. It's an awful situation – no windows for these brilliant kids.

F: Space issues.

A: Increasing education has more activity from students teaching each other. Gates building design has been fascinating and seeing student interaction. Its clear there's a lot of learning from each other. I think that's going to be more and more the case and the lecture will recede. That may mean more people participating in project leadership – faculty, grad students- to bring that education and make it stronger.

F: alluding to idea of excellence (hiring premier faculty, smartest students) what kind of conditions do we offer while they are here? What do we need as university to attract best and brightest

A: Creation of UC was brilliant move in terms of bringing students together in setting to facilitate interactions. It was intended to be built because students that went elsewhere thought we were good at stuff but not student life. We came a long way in student life but can still improve it.

F: facilitate retirement.

A: Who's retiring? That's the problem. People with tenure hang out past their point of hanging on. University doesn't want to be sued for age discrimination but there a lot of people who are still around who shouldn't be around. There should be ways to move them out.

There is a program but can only be used with age date.

I was on committee who set program up. It doesn't make a difference. If university wants you out they will get you out. University has said we got to get rid of this trouble maker and bought them out.

Number matters. I agree much negotiation gets done.

Well, it doesn't get done because of age discrimination.

F: alumni relations, privileges

Remarkable amount of neglect. I like the alumni house is now pretty but I don't know if we have anything other than a building. We're educating professionals we hope will learn and grow but there's no notion that they maintain community connection. If they had that connection we could get them involved in development (not development staff that purports to be experts). Alumni have relationships.

Another thing alumni can do. Bring in adjuncts to help lead projects. There's nothing alumni would like better than to be asked to bring in their expertise.

F: The community has been discussing and hasn't come up here...diversity. Throwing this out for comments/observations.

A: Yeah, it's a problem.

We have terrific international diversity. We have strong efforts on gender diversity but racial diversity is tough issue. Affirmation action had sizable African American and didn't achieve what you want from diversity. We have much more interaction and professional performance across the races and it's important.



The faculty are recruited to recruit grad program but undergrads are recruited by central entity. If there were paralleled interest in make-up of undergrad program.

Group studying diversity with regard to women. Thing that promotes diversity is making inclusive environment instead of making programs for specific populations.

Women and minority students in business programs. When we participate in this program we now have enough that makes African American students not feel different.

One thing I've wondered about is why CMU got picked at university failing at sexual harassment.

F: One issue is pending. If you are on that list means you have an unresolved complaint.

On diversity it is important but if you look around we don't have a lot of diversity. There has to be an effort to improve that. Right environment and resources put into it. Selecting students at undergrad level and follow them at lower high school to make sure they will be successful here. PhD students are recruited one-by-one and are very successful (university has reputation because of these students). We are being too successful at master's program. We have large number of foreign students. Balance? That needs to be addressed at university level. We do it at college level. Helps us get money to do things we want to do. Is this stable and steady? Needs to be looked into

F: we have faculty that are experts in these issues. Faculty wants to have involvement in solving these issues.

F: more use of Pittsburgh as a laboratory.

I think it's still hard for what A wanted us to do and assess learning outcomes. There's no help or support. Learn on your own. This is supposed to be an infrastructure. It should be a web of people trying to evaluate classes. There's no larger interest at the university – at central administration there is no interest in this project. We should put up or shut up.

Point of lab and that traffic 21 has provided opportunity to do exciting work. Metro 21 is going to bring opportunities. We are suited and have a city under current administration is delighted to participate in that interaction. Wonderful opportunities could generate knowledge, help our environment and students

We have a lot of alumni in community and some are used in terms of coming back and projects we have. City is open to posting university projects on their website. There are a lot of areas around the university that could relate and benefit from expertise here.

One way to facilitate that would be to have somebody at university scouting opportunities and places who would be interested. Linker to the university and city. The city has an impressive number of alumni (14K).

F: international programs

Array of international programs that have sprung up but it's not clear where benefits and costs lie. World is more interactive and flatter and it would be useful to sort out where benefits come from. What international programs are costly and where we should head next.

If we had a model of what international programs might be and fit we could understand. For example, campus in Rwanda...are we trying to draw students from here to our campus?

Getting more attention to another international campus. What are revenues?

I wouldn't say they should be cookie cutter but should have a way to talk about them systematically.

One thing I find fascinating it used to not be an international place but now it is. We're still poor but people don't complain anymore. Things are happening. Needles have moved in interesting ways. Can we be more systemic in our intention to accelerate this process?

## **Appendix 17: Faculty Senate Minutes, February 3, 2015 (Town Hall session)**

**Faculty Senate Meeting No. 7  
Tuesday, February 3, 2015  
Connan Room, Cohon University Center**

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### **1) Call to Order**

The meeting was called to order at 4:34 p.m. by Chair Scott Sandage.

### **2) Approval of the Minutes of January 13, 2015**

It was moved, seconded, and approved to dispense with the reading of the minutes of January 13, 2015, and accept as presented.

### **3) Report from the Chair**

Chair Sandage advised that after a few preliminary remarks, he would be turning the meeting over to Rick Siger, Director of Strategic Initiatives and Engagement, to introduce the Town Hall portion of the meeting. He then reported that he or Vice Chair Przybycien would be contacting the senators within the next few weeks, on behalf of the Pillar 3 Faculty Work Group of the Strategic Plan, to try to get a plan in place for focus groups in each of the units. They will ask the senators from those units to come together for about 90 minutes sometime in March and participate in focus groups to try to capture some of the primary faculty concerns and visions for the Strategic Plan. The rationale for the focus groups is that campus-wide open Town Halls have been a good forum for gathering up issues and concerns of students, staff, and faculty, but less of an ideal forum for focusing in on faculty-specific areas of vision and concern. It is unusual that the senators are asked to perform work outside of these monthly meetings of the Senate, but for this very important purpose in determining where the university will go in the next ten years, the senators are being asked to participate in their college focus group. Three other members of the Pillar 3 Faculty Work Group will be assisting in this contacting effort: Joel Greenhouse, Statistics; Kristin Kurland, Heinz and CFA; and Ron Placone, Tepper.

In order to make the best use of the Q and A time today, microphones have been set up in the middle of the room to capture all of the remarks from members of the audience.

After Rick Siger outlines the Strategic Planning process, Vice Chair Przybycien will present a few “for instance” types of visionary issues that the Senate might consider discussing, and then we will move on to open Q and A for the remainder of the time until 6:00 p.m.

### **4) Strategic Plan – Faculty Town Hall Portion of the Meeting**

The following individuals were on hand to respond to questions from the audience, as well as to hear directly the suggestions and concerns of those present for the town hall session.

Gary Fedder, Associate Dean for Research  
Farnam Jahanian, Vice President for Research  
Ramayya Krishnan, Dean, Heinz School  
John Lehoczky, Interim Executive Vice President  
Michael Murphy, Vice President, Campus Affairs  
Rick Siger, Director of Strategic Initiatives and Engagement  
Nathan Urban, Interim Provost

Rick Siger outlined the University Strategic Planning Process, beginning with the focus areas for the plan and key discussion questions.

- Transformative Teaching and Learning
  - Richard Scheines, Dean of the Dietrich College of Humanities, and Nathan Urban, Interim Provost
- Transformative Research, Creativity, Innovation, and Entrepreneurship
  - Jim Garrett, Dean of the College of Engineering, and Farnam Jahanian, Vice President for Research
- The Transformative CMU Experience
  - Ramayya Krishnan, Dean of the Heinz College, and Michael Murphy, Vice President for Campus Affairs.

#### Overview of Key Cross-cutting Areas for the Plan

- Diversity
  - John Lehoczky, Interim Executive Vice President, Amy Burkert, Vice Provost for Education, and Fred Gilman, Dean of the Mellon College of Science
- International Strategy
  - K. Jimmy Hsia, Vice Provost for International Programs and Strategy
    - Others, including advancement and operational and fiscal efficiency.

#### Introduction, Agenda Review, and Proposed Timeline

October 2014

Initial Rollout to Campus Community via Email, Web, and other Communications

November 17 – 4:30-6:00 p.m.

Open Public Town Hall Meeting #1

January 2015

Open Public Town Hall Meeting #2

February 2015

Faculty Town Hall, Staff Town Hall, Focus Area Specific Town Halls

March 2015

Open Town Hall Meeting #3

Summer 2015

Editing, Layout, and Final External and Internal Outreach

September 2015

Final Rollout

#### Action Items and Next Steps

- February 2015 Focus Area Town Halls are confirmed: All are 4:30-6:00 p.m. in Posner Center.
  - February 11 – The Transformative CMU Experience
  - February 17 – Transformative Research, Creativity, Innovation, Entrepreneurship
  - February 18 – Transformative Teaching and Learning
- March Town Hall, Date TBD
- Additional Campus Outreach to key stakeholder groups and individual community members in the coming months.

For more information, visit [www.cmu.edu/strategic-plan](http://www.cmu.edu/strategic-plan) or email [strategic-plan@andrew.cmu.edu](mailto:strategic-plan@andrew.cmu.edu).

Vice Chair Przybycien pointed out the kinds of comments they are expecting today will range from the aspirational to the tactical to the problematic – anywhere from inspiration to irritation. Everything said today will be captured in the Senate minutes, but for the purposes of the Strategic Plan we hope especially to capture aspirational and tactical suggestions. It is understood that the things that are on people’s minds will span the range. Although everything will be heard, those issues that fall farther over to the right will likely fall to the Faculty Senate to address for a future agenda.

With that in mind, he cited just a few examples of issues that had arisen in earlier discussions:

Strategy	Tactics	Problems
Be pre-eminent in interaction between arts and sciences	Merge Dietrich and Mellon Colleges	
Be a world leader in delivery of technology-enhanced learning		Dearth of pervasive, state-of-art classrooms
	Establish an exit credential/portfolio requirement for all graduating seniors	
Attract and retain a world-class faculty	Establish additionally compelling childcare programs	Limited capacity of Cyert Center for Early Education

Following the Vice Chair’s remarks, the meeting was opened for questions and comments from the floor. An active exchange of ideas, rationale and vision followed which included the following issues:

- Recruitment of a world-class faculty; development of faculty leadership;
- Diversity at every level;
- Setting quantifiable, measurable goals for initiatives under the strategic plan;
- Size/issues related to CMU’s growth: students per class, classroom space, waiting lists, challenges of scheduling exams, psychological counseling capacity, etc.; infrastructure for communicating how local-level program decisions may affect other programs;
- Desire for CMU decision-making to be more data-driven;
- Possibility of more central coordination of what’s happening in various units, without increasing central control or decreasing unit autonomy;
- Sustainability as a pervasive theme across all three pillars of the strategic plan: transformative teaching and learning for a sustainable world; transformative CMU experience for a sustainable world; transformative research, innovation, and entrepreneurship for a sustainable world, etc. A quick straw poll showed a large majority of those in attendance to support an implicit appearance of sustainability issues in the strategic plan;
- Expanding what we mean by sustainability, to include how these issues impact class, gender, race, world conflict, etc. This would include reconsidering the role of the Humanities, for its expertise and insights related to politics and global politics, and also for the expertise of the Humanities on both the history and policy of diversity [This comment drew applause];
- Reconsidering CMU’s longtime “niche strategy” of building only on current strengths, which leaves us without many disciplines represented that would be necessary for a university-wide emphasis on sustainability; structural changes within CMU would need to be considered, e.g., merging Dietrich and MCS, creating whole new departments, asking whether we have all the necessary disciplinary players for the 21<sup>st</sup> century;
- Moving beyond problem-solving to embrace identifying what the problems are, how to identify them, to define/redefine them, including social responsibility as well as problem-solving, and determining whether the disciplines would make room in their curricula to give students the additional time and space needed in order to address “big questions”;
- The possibility of bringing the Innocence Project (a group that works to free wrongly convicted prisoners) to CMU, for an interdisciplinary program that would involve not just journalism but also Psychology, Statistics, History, Social & Decision Sciences, and the Heinz School;
- Tuition: rising costs of an undergraduate education; declining return on investment in the value of education to our students
- Status of the library: new 21<sup>st</sup>-century models of what a library is, embedding Library Faculty within relevant schools and departments, questions about possible merger or collaboration of CMU and Pitt library systems;
- Project course and lab models of teaching and research to bridge the Humanities and science and technology to study “the human context of innovation” and unintended human consequences of innovation;

- Composition of CMU's Board of Trustees: consider adding more academics and reducing the dominance of business people; increase diversity on the board, including not only gender and ethnic diversity but also diversity of disciplines, diversity of thought, diversity of demographics, etc. [this comment drew applause];
- Student well-being ('the sustainability of our students'), given increased stress levels of students in the CMU culture;
- Considering how we define "transformative" as the cross-pillar theme of the Strategic Plan: "transformative" means that we may need to embrace radical change;
- Overdependence on declining government and foundation sources of research support;
- Expanding financial aid to students, including need-based aid, both in terms of the number who receive aid and also the amount each student receives;
- Defining what we mean by "faculty," to include longtime adjunct teachers who are still classified as staff, despite decades of teaching at CMU; and
- Building CMU's relationships with the city and region.

In bringing the open discussion to a close, Vice Chair Przybycien summarized the major issues and themes that had come up during the session, and asked if there were further issues that had not been brought forth. In response, there were a few items added:

- Turning from brainstorming ideas to specifying the mechanisms for accomplishing some of these visions;
- Moving from the emphasis on problem-solving to recapture the role of universities in building a better world, by supporting faculty research that improves the welfare of the world, by teaching students to learn to learn, and by educating them to leave CMU and make a positive impact on the world;
- Developing relevant project courses and senior year exit projects along these lines;
- Preserving recognition of the value of purely contemplative or expressive disciplines that are not focused on instrumentalized problem-solving; and
- Developing lifelong relations with alumni and building alumni as a lifelong resource;

For a more detailed review of the Faculty Senate meeting, please see the video of the meeting at: [http://wms.andrew.cmu.edu:81/nmvideo/fac\\_senate2015/Fac\\_Senate2-3-15.mp4](http://wms.andrew.cmu.edu:81/nmvideo/fac_senate2015/Fac_Senate2-3-15.mp4)

Vice Chair Przybycien then closed the Town Hall portion of the meeting by thanking senators and guests for participating and sharing their ideas, as well as the leadership of the Strategic Planning process for coming to hear faculty input. He reminded the senators to watch for announcement of their college focus groups in late February and March...

#### 5) **New Business**

No new business was presented.

#### 6) **Announcements**

- The next meeting of the 2014-2015 Faculty Senate will take place on Tuesday, March 3, 2015, from 4:30 p.m. to 6:00 p.m. in the Connan Room, Cohon University Center.

#### 7) **Adjournment**

The meeting was adjourned at 6:01 p.m.

Respectfully submitted,

Denise Fazio, Executive Officer  
Faculty Senate

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**Attendance:** Scott Sandage, presiding; Mariana Achugar, Steven Awodey, Mark Bier, Michael Bockstaller, Travis Breaux, Stephen Brookes, Marcel Bruchez, Amy Burkert, Gina Casalegno, James Caton, Douglas Coulson, Brett Crawford, Kasey Creswell, Maarten de Boer, David Eckhardt, Jeffrey Eppinger, Timothy Flaherty, Gregg Franklin, Mary Glavan, Marvin Goodfriend, Yisong Guo, Kai Gutschow, John Hooker, Farnam Jahanian, Limin Jia, Roberta Klatzky, Ramayya Krishnan, John Lehoczky, Luz Manriquez, Dana Mihai, Teruko Mitamura, Michael Murphy, Brad Myers, Mame-Fatou Niang, Denise Novak, Marion Oliver, Paolo Pedercini, Todd Przybycien, Ethan Pullman, Roni Rosenfeld, Peter Scupelli, Raja Sooriamurthi, Robert Swendsen, Joe Trotter, Nathan Urban, and Erik Ydstie.

**Guests:** Caroline Acker, Jay Aronson, Sharon Carver, Karen Clay, Terry Collins, Catherine Davidson, Robert Fallon, Gary Fedder, Wendy Goldman, Joel Greenhouse, Volker Hartkopf, Rob Kass, Lori Levin, Jane McCafferty, Suzie Laurich McIntyre, Christine Mondor, John Papinchak, Steve Schlossman, Trish Spencer, and Elizabeth Ann Whiteman

**Carnegie Mellon University**

# Strategic Plan 2015

## Pillar 3: Faculty Work Group – Draft Report

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**Scott A. Sandage**, Associate Professor of History and Chair, Faculty Senate, 2014-2015

**Todd Przybycien**, Professor of Chemical Engineering and Biochemical Engineering and Vice Chair, Faculty Senate, 2014-2015

**Joel Greenhouse**, Professor of Statistics

**Kristen S. Kurland**, Teaching Professor of Architecture, Information Systems, and Public Policy

**Elizabeth Monaco**, Manager of the Organizational Effectiveness Group (SEI)

**Ronald Placone**, Assistant Teaching Professor of Business Communications

**Elizabeth Ann Whiteman**, Director of Accreditation and Strategic Initiatives





# Agenda

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- Timeline and Methodology
- Organizing Framework
- Overarching Themes Captured from Faculty Focus Groups
- Two Examples
- Emerging Priorities
- Model for Governance
- Next Steps

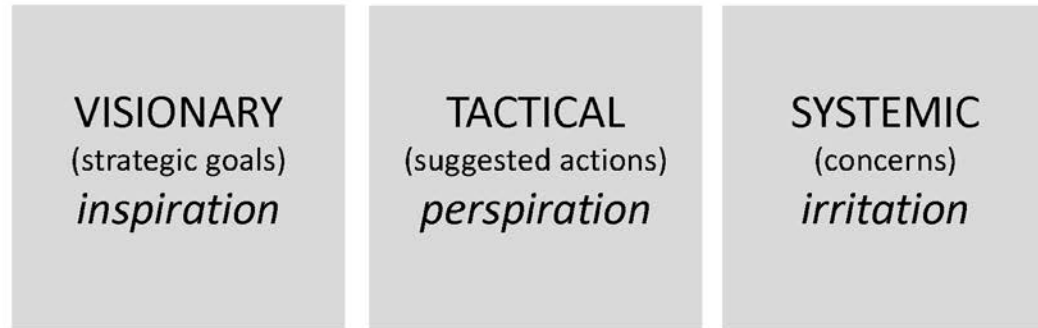
# Timeline and Methodology

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- **December 2014 – May 2015:** Faculty Working Group Meetings
- **February 3, 2015:** Faculty Senate Strategic Plan Town Hall
- **February – March 2015:** Focus Groups Conducted
  - 7 co-facilitated focus groups (one per college) with 8-10 participants, 80 minutes
  - Faculty Senators plus others to enhance diversity across track, rank, gender, and race
  - 61 faculty participants overall
  - Transcripts were generated and coded by topic and subtopic

# Organizing Framework

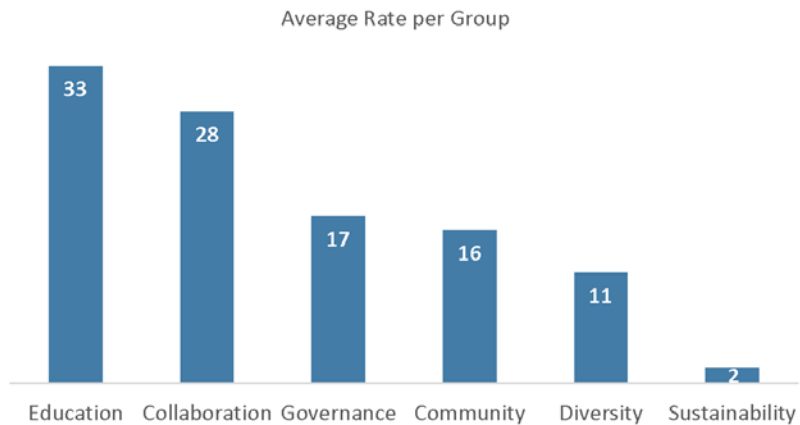
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# Overarching Themes

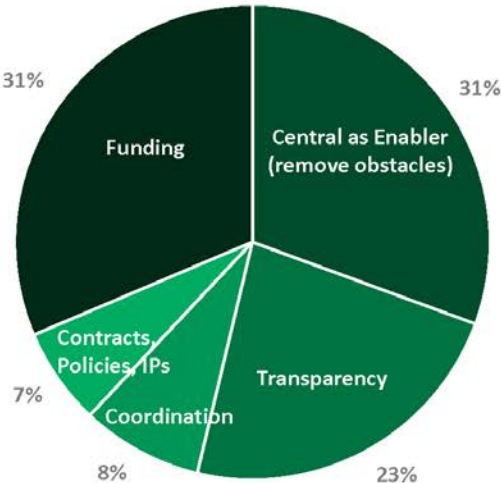
Six overarching themes emerged from focus group discussions:

- **Education**
- **Collaboration**
- **Governance**
- **Community**
- **Diversity**
- **Sustainability**



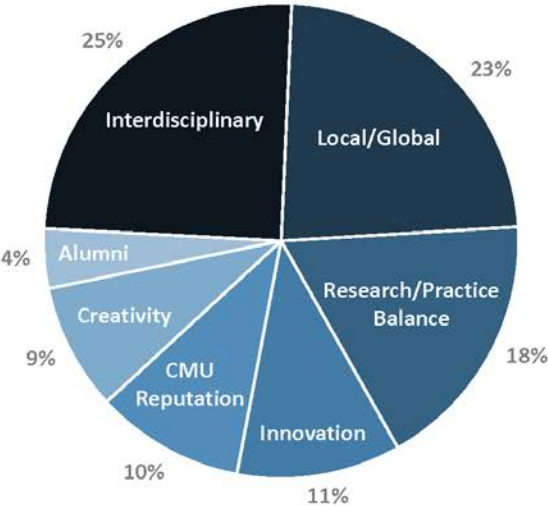
# Examples: Subthemes within Governance

% of Comments on Subthemes  
n = 121



# Examples: Subthemes within Collaboration

% of Comments on Subthemes  
n = 197



# Emerging Priorities with Examples

RECOMMENDATIONS	STRATEGIC	TACTICAL	SYSTEMIC
<b>COLLABORATION</b>	CMU leads in interdisciplinarity	Use faculty expertise to design/ retrofit space for collaboration	Lack of flexible, state-of-art space for collaborative, interdisciplinary teaching and research; silos persist
<b>DIVERSITY</b>	CMU leads in leveraging diversity at all levels	Use faculty expertise to research and develop innovative faculty search strategies	Weak track record recruiting/retaining women and URM faculty, staff, students
<b>EDUCATION</b>	CMU leads in learning science and technology	Use faculty expertise to assess and redesign how/what we teach in and out of classrooms	CMU has lagged in modernizing pedagogy and curriculum; and teaching is undervalued



# Model for Governance

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- **Faculty Expertise as a Substantial Resource**
  - *practice what we teach*
- **University as a Test Bed**
  - *solving real problems for real universities*
- **Strategic Plan as an Opportunity Generator**
  - *opportunities to be partners = transparency*



## Next Steps

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- **May 4:** Presentation to the Faculty Senate
- **May:** Written Report
- **Fall 2015:** Triage—Ongoing Efforts to use the Data Gathered