History, Mission, and Organization

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History, Mission, and Organization

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About Carnegie Mellon University

Carnegie Mellon has rapidly evolved into an internationally recognized institution with a distinctive mix of world-class educational and research programs in computer science, robotics, engineering, the sciences, business, public policy, fine arts, and the humanities.

More than 11,000 undergraduate and graduate students at Carnegie Mellon receive an education characterized by its focus on creating and implementing solutions to solve real problems, interdisciplinary collaboration, and innovation. A small student-to-faculty ratio provides an opportunity for close interaction between students and professors.

Jared L. Cohon became Carnegie Mellon's eighth president in July 1997 and has led the university along a trajectory of innovation and growth. In October 2008, he announced the public phase of Inspire Innovation, a $1 billion comprehensive campaign to increase the power and reach of Carnegie Mellon. The campaign is focused on building the university's endowment, supporting faculty, students and innovative research, and enhancing the physical campus with equipment and facility improvements.

Carnegie Mellon's strategic plan, developed in 2008, aims to guide the university in several core areas, including education and student life, research and artistic creation, regional impact and international initiatives. In education, the plan affirms the importance of student breadth, learning outside the classroom, and understanding global, environmental and ethical issues. In research, the plan's focus includes supporting an environmentally sustainable society, improving health and quality of life, understanding human and social behavior and global societies and cultures, and enriching science and society by advancing information, computation and communication.

Carnegie Mellon's schools and programs in computer science, engineering, business, public policy, science, the arts, and the humanities are consistently ranked among the best in the country by national publications such as U.S. News & World Report, Business Week, and Newsweek magazines, and the Wall Street Journal. In its 2007 college guide, Newsweek named Carnegie Mellon among the "New Ivies" for its "exceptional academic programs and campus offerings that have seen a rise in stature to rival the Ivy League and other traditional academic powerhouses in competing for the nation's top students."

Carnegie Mellon's unique mix of strengths in technology, business, public policy, and the arts is distinctive among national research universities. The university's fine arts programs are world renowned. Its School of Drama has produced many well-known, award-winning stars of stage and screen since it granted the nation's first degree in drama in 1917.

The university consists of seven colleges and schools: The Carnegie Institute of Technology (engineering), the College of Fine Arts, the College of Humanities and Social Sciences, the Mellon College of Science, the Tepper School of Business, the School of Computer Science, and the H. John Heinz III College (public policy and management, and information systems and management). In addition to the Pittsburgh campus, a Silicon Valley campus offering graduate degrees was established in 2002 and an undergraduate campus in the Persian Gulf nation of Qatar opened in 2004. Carnegie Mellon also has education and research partnerships around the world.

Carnegie Mellon is one of the most technologically sophisticated campuses in the world. When it introduced its "Andrew" computing network in the mid-1980s, it pioneered educational applications of technology. The "Wireless Andrew" system, developed in the mid-1990s, covers the vast majority of the 145-acre campus.

Industrialist and philanthropist Andrew Carnegie founded the Carnegie Technical Schools in 1900 for Pittsburgh blue-collar workers and their sons and daughters. The institution became the degree-granting Carnegie Institute of Technology in 1912; and in 1967, it merged with Mellon Institute to become Carnegie Mellon University.

The core values that Carnegie instilled in the Carnegie Technical Schools more than 100 years ago – problem solving, collaboration, and innovation – continue to drive the university today.

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University Vision, Mission, and Values

Vision

Carnegie Mellon will meet the changing needs of society by building on its traditions of innovation, problem solving, and interdisciplinarity.

Mission

To create and disseminate knowledge and art through research and creative inquiry, teaching, and learning, and to transfer our intellectual and artistic product to enhance society in meaningful and sustainable ways.

To serve our students by teaching them problem solving, leadership and teamwork skills, and the value of a commitment to quality, ethical behavior, and respect for others.

To achieve these ends by pursuing the advantages of a diverse and relatively small university community, open to the exchange of ideas, where discovery, creativity, and personal and professional development can flourish.

Values

Dedication, as exemplified by our commitment to the critical issues of society and our uncompromising work ethic.

Collaboration, as exemplified by our interdisciplinarity, our external partnerships, and our capacity to create new fields of inquiry.

Measuring excellence by impact, as exemplified by our focus on issues critical to regional development, national interest, and global welfare.

Entrepreneurship, as exemplified by openness to new ideas, prudent use of resources, and readiness to act.

Depth driving breadth, as exemplified by our issue-driven research, our context-based general education initiatives, and our focus on problem solving and creative production at all levels.

Compassion, as exemplified by our focus on human welfare, on the betterment of society, and on the personal development of the members of our community.

Integrity and inclusion, as exemplified by our attention to the highest ethical standards in all domains, and our commitment to being a community which welcomes talented minds from diverse backgrounds and challenges them individually and collectively to achieve their best.

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Carnegie Mellon University History

Introduction

The story of Carnegie Mellon University is unique and remarkable. After its founding in 1900 as the Carnegie Technical Schools, serving the young men and women of the Pittsburgh area, it quickly became the degree-granting Carnegie Institute of Technology in 1912. “Carnegie Tech,” as it was known, merged with the Mellon Institute to become Carnegie Mellon University in 1967. Carnegie Mellon has since soared to national and international leadership in higher education—and it continues to be known for solving real-world problems, interdisciplinary collaboration and innovation.

The story of the university’s famous founder—**Andrew Carnegie**—is also remarkable. A self-described “working-boy” with an “intense longing” for books, Andrew Carnegie immigrated from Scotland with his family in 1848 and settled in Pittsburgh, Pennsylvania. He became a self-educated entrepreneur, whose Carnegie Steel Company grew to be the world’s largest producer of steel by the end of the nineteenth century.

On November 15, 1900, Andrew Carnegie formally announced: “For many years I have nursed the pleasing thought that I might be the fortunate giver of a Technical Institute to our City, fashioned upon the best models, for I know of no institution which Pittsburgh, as an industrial centre, so much needs.” He concluded with the words “My heart is in the work,” which would become part of the school’s official seal, designed by Tiffany and adopted in May 1912.

The Mellon family of Pittsburgh and its foundations later became strong and visionary supporters of Carnegie Tech and Carnegie Mellon. Thousands of faculty and staff, students and alumni, corporations, foundations and friends have joined this great educational venture. Carnegie Mellon would not be Carnegie Mellon without their vision, service and commitment.

Presidential Administrations

Arthur A. Hamerschlag, 1903–1922
Thomas S. Baker, 1922–1935
Robert E. Doherty, 1936–1950
John C. Warner, 1950–1965
H. Guyford Stever, 1965–1972
Richard M. Cyert, 1972–1990
Robert Mehrabian, 1990–1997
Jared L. Cohon, 1997–

Carnegie Mellon History

Andrew Carnegie chose **Arthur Hamerschlag** to head the Carnegie Technical Schools because of his fine reputation in trade schools in New York. Mr. Hamerschlag supervised the construction of buildings designed by architect Henry Hornbostel. He administered the original schools: the School of Science and Technology, the School of Fine and Applied Arts, the School for Apprentices and Journeymen, and the Margaret Morrison Carnegie School for Women, which was named for Andrew Carnegie’s mother.

President Hamerschlag led the school to bachelor’s degree status and a new name, the Carnegie Institute of Technology, in 1912. Carnegie Tech’s first master’s degrees (in architecture and physics) were granted in 1914, and its first doctoral degree (in engineering) was completed at the end of 1919 and conferred in June 1920. Tech granted the first undergraduate degree in drama in the United States in 1917. Carnegie Mellon’s research tradition also began under President Hamerschlag, with the founding in 1916 of the Division of Applied Psychology.

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At the beginning of Dr. **Thomas Baker**’s administration, it was finally possible for a landscape architect to replace the mud of constant construction with lawns and trees. An open-air theater and stone shelter for streetcar commuters were built, and the class of 1923 erected the Senior Fence. Night school enrollment continued to rise because of the president’s outreach to local companies.

President Baker was a strong advocate of research in pure and applied science, supporting the establishment of research laboratories for metals, coal, chemistry and physics, and organizing three international conferences on bituminous coal. With a background in university and preparatory school teaching, Dr. Baker emphasized the importance of instruction in English throughout the curriculum.

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Robert Doherty, an electrical engineer with a corporate background, also believed in the need for a broader education for engineers. President Doherty developed a new kind of education, which started a revolution at Carnegie Tech and across the nation. It became known as “liberal/professional education” and as “the Carnegie Plan” for its origin at Carnegie Tech. Under the Carnegie Plan, students were taught to think independently and to become problem solvers in their science and engineering courses; one-fourth of their courses were required to be in the humanities and social sciences and these courses also emphasized problem solving.

Research and a commitment to the development of the local region were major emphases of President Doherty. Government-funded research grew out of World War II, including the Nuclear Research Center, which Tech operated until 1969. President Doherty was a driving force in the Pittsburgh Renaissance and joined Richard King Mellon’s initiative to form the Allegheny Conference on Community Development in 1943, serving as its first chairman.

William Larimer Mellon, then chairman of Gulf Oil, offered President Doherty an endowment to found a business school to provide interdisciplinary education, which Mr. Mellon believed was needed by managers in local corporations and not available elsewhere. His foundation endowed the Graduate School of Industrial Administration (GSIA), which opened in 1949 and was named the Tepper School of Business in 2004.

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Dr. **John Warner**, a Carnegie Tech chemistry professor and dean of graduate studies, became president in 1950 and led the school during its mid-century “golden period.” Hunt Library, the Scaife Hall of Engineering and the GSIA building were constructed. The industrial administration programs grew rapidly, fostering research and adding undergraduate business, doctoral and executive education programs to the master’s program.

Before computer science had a name, GSIA professor Herbert Simon and doctoral student (and later Carnegie Tech professor) Allen Newell “created a thinking machine” in December 1955. During several preceding years, Carnegie Tech had been discussing the possibility of a program in this new field; and in 1956, GSIA and the psychology, electrical engineering and mathematics departments established the Computation Center. In 1958, the Center began offering the first programming course in the nation for freshmen, and it was immediately popular.

Computing became part of both research and coursework throughout Carnegie Tech during the Warner years. By 1965, Tech was rated with MIT and Stanford as having the best computing programs.

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The administration of President **Guyford Stever**, a scientist and former MIT administrator, brought major changes for Tech, including further development of computer science. Building on a decade of computing research and teaching, and generously funded by Richard King Mellon and Constance Mellon, the Department of Computer Science was formally created in 1965 to offer a Ph.D. program.

The year 1967 was transformative in the university’s history: Carnegie Mellon University was created by the merger of Carnegie Institute of Technology and the Mellon Institute, the nation’s first major research institute. Founded in 1913 in Pittsburgh by Andrew W. and Richard B. Mellon, the Mellon Institute in the 1960s focused on both basic and applied research.

The School for Urban and Public Affairs opened in 1968 (and was re-named the H. John Heinz III School of Public Policy and Management in 1992). Also funded by Richard King and Constance Mellon, the school grew out of the couples’ interest in addressing the problems of cities.

In 1969, the forerunner of the College of Humanities and Social Sciences opened as a coeducational, liberal arts college. Later that year, the decision to phase out the women’s college, Margaret Morrison Carnegie College, was made and the last class graduated in 1973. In 1970, the College of Engineering and Science was divided into the Carnegie Institute of Technology (engineering) and the Mellon College of Science.

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President **Richard Cyert’**s vision for Carnegie Mellon would catapult the university to remarkable growth in strategic research areas as well as an excellent national reputation. An economist, behavioral scientist and former dean of GSIA, President Cyert initiated strategic planning and the concept of focusing on fields in which the university’s strengths would give it a comparative advantage among universities.

In 1988, the computer science department in the Mellon College of Science became the School of Computer Science. With Dr. Cyert's leadership, the Robotics Institute, Software Engineering Institute, and Pittsburgh Supercomputing Center were established.

Dr. Cyert believed that another innovation, the "Andrew" computing network, would be "perhaps the most significant development in higher education in the twentieth century." The Andrew network, developed at the university and named after Andrew Carnegie and Andrew Mellon, linked all the thousands of computers on campus to make Carnegie Mellon the first university to have a completely wired campus.

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President **Robert Mehrabian**, an internationally recognized materials scientist, led a university-wide strategic planning process and focused Carnegie Mellon on revitalizing undergraduate education. A vice provost for education was named to focus on undergraduate education and student life, curricula were revised, and the Undergraduate Research Initiative was established and is now a hallmark of Carnegie Mellon education. These initiatives in undergraduate education were later recognized by the Higher Education Research Institute.

During Dr. Mehrabian's presidency, the "Wireless Andrew" system was developed in the mid-1990s, building on the university's wired network infrastructure and giving students, faculty and staff increased freedom to learn and connect anywhere on campus. Also central to campus life, the University Center was constructed as part of President Mehrabian's major building program and provides fitness, dining and meeting facilities, a career center, post office, interdenominational chapel, bookstore, and art and computer stores.

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Carnegie Mellon's current president, **Jared Cohon**, a leading authority on environmental and water resource systems analysis, came to Carnegie Mellon in 1997 from Yale University where he was dean of the School of Forestry and Environmental Studies. In 2007, he was reappointed to a third five-year term. In 2008, the university completed a successful Middle States reaccreditation and launched a new 10-year strategic plan.

During Dr. Cohon's administration, the university has soared to a leading role on the world stage. In October 2008, Carnegie Mellon ranked 21 in the Times' World's Top 200 Universities rankings, and ranked 6 in engineering and information technology. Carnegie Mellon has greatly increased its research and educational partnerships throughout the world, and in 2004 the university opened an undergraduate campus in Qatar. A Silicon Valley campus offering graduate degrees was founded in 2002.

On the Pittsburgh campus, a new School of Computer Science Complex opens in fall 2009. Composed of the Gates Center for Computer Science and the Hillman Center for Future-Generation Technologies, the complex will help Carnegie Mellon continue to transform the field. Other new buildings include the Purnell Center for the Arts, which is home to the drama school, and the nation's first "green" dormitory. The Collaborative Innovation Center opened in 2005 to facilitate collaboration between corporate and university researchers to make research breakthroughs available to society more quickly. Among its tenants are Google, Apple, Intel, and a Microsoft-sponsored educational robotics lab.

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Seven Distinguished Colleges

Carnegie Institute of Technology (CIT) is one of the foremost engineering schools in the United States. Because of its emphasis on interdisciplinary research and partnerships with industry, the college produces graduates who are able to transfer their fundamental engineering knowledge into industrial practice. Faculty bring their knowledge of real-world problems into the classrooms and laboratories. The college includes seven departments: Biomedical Engineering, Chemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Engineering and Public Policy, Materials Science and Engineering, and Mechanical Engineering, as well as two institutes: the Information Networking Institute and the Institute for Complex Engineered Systems.
Dean: Pradeep K. Khosla
www.cit.cmu.edu

College of Fine Arts (CFA), founded in 1905, was the first comprehensive arts learning institution in the United States. Today, the college is a federation of schools with professional training programs in the visual and performing arts (Architecture, Art, Design, Drama, and Music) in which intensive training and the university setting enrich practice. The college shares numerous research projects, interdisciplinary centers and educational programs with other units across the university. In addition to undergraduate and graduate programs in each of the five schools, the college offers interdisciplinary bachelor's degrees integrating studies in fine arts with work in the humanities, sciences, or computer science.
Dean: Hilary Robinson
www.cmu.edu/cfa

The H. John Heinz III College at Carnegie Mellon University (Heinz) has gained international recognition for capitalizing on the synergies between information systems, management and public policy—an approach without parallel anywhere in the world. As rapid change in technology continues to affect how organizations function, Heinz provides students with the skills needed to transform institutions and nations. The college consists of two schools, a School of Information Systems and Management and a School of Public Policy and Management; however, Heinz integrates faculty across degree programs and disciplines. Students and faculty focus on addressing relevant world problems, rather than on individual academic disciplines. Internships and apprenticeships are central to the curriculum, along with projects for real organizations. Programs are also offered in Adelaide, Australia; Los Angeles, California; and Washington, DC. Heinz offers master's degrees in public policy and management, healthcare policy and medical management, arts and entertainment industry management, information systems management, information security policy and management, information technology, and biotechnology management, as well as a Ph.D. degree in public policy and management and a range of executive programs.
Acting Dean: Ramayya Krishnan
www.heinz.cmu.edu

College of Humanities & Social Sciences (H&SS) has achieved international prominence with its distinctive departments, characterized by outstanding research and teaching faculty and interdisciplinary courses and programs, with an increasingly international dimension. The college includes seven departments, each with its own unique focus in research, teaching, and professional leadership. Specialty areas include: Cognitive science and health psychology (Psychology); second language acquisition (Modern Languages); logic and computation (Philosophy); Bayesian statistics (Statistics); labor and working class history (History); behavioral decision-making (Social and Decision Sciences); and rhetoric, professional and technical writing (English).

H&SS offers undergraduate degree programs in economics (with the Tepper School of Business) and an internationally recognized undergraduate degree in information systems (IS) for students interested in understanding and solving information-related problems in organizations. H&SS also administers the Center for the Neural Basis of Cognition (CNBC) jointly with the University of Pittsburgh. The CNBC, a cognitive neuroscience research center, offers a Ph.D. degree in Neural Computation.
Dean: John P. Lehoczky
www.hss.cmu.edu

Mellon College of Science (MCS) includes four departments: Biological Sciences, Chemistry, Mathematical Sciences, and Physics. It fosters strong interdisciplinary interactions within the college and with other colleges. MCS researchers are taking leadership roles in the university's biotechnology initiative in the areas of biosensors, proteomics, bioimaging, tissue engineering, and neuroscience. MCS also focuses on several other strategic areas including, cosmology, green chemistry, computational biology, bioinformatics, nanotechnology, computational finance, sensor research, and biological physics.
Dean: Frederick Gilman
www.cmu.edu/mcs

The School of Computer Science (SCS) faculty and graduates have advanced the field of computer science for more than 50 years. SCS includes the departments of Computer Science and Machine Learning, as well as the Human-Computer Interaction Institute, the Institute for Software Research, the Language Technologies Institute, and the Robotics Institute. The school offers a range of undergraduate and master's degrees, as well as a large doctoral program. SCS's diverse interdisciplinary research and education extend into areas beyond the traditional boundaries of computer science. An example is the Entertainment Technology Center, a joint initiative of SCS and CFA that brings together technologists and artists in close collaboration.
Dean: Randal E. Bryant
www.cs.cmu.edu

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The Tepper School of Business (Tepper) curriculum has both rigor and breadth. Rigor comes from the strong emphasis placed on the development of quantitative and analytical problem-solving skills. The Tepper School requires among the most extensive and diverse set of quantitative courses among leading undergraduate curriculum models. The Tepper School's approach to decision-making involves students in projects, case competitions, research, and leadership experiences in which they master skills to solve relevant management problems and gain confidence in their abilities to lead within dynamic, complex business situations. The Tepper School has six Nobel laureates as part of its faculty legacy, an impressive academic achievement matched by only one other business school in the world.

The breadth of the curriculum is found in the required courses that give context and skill building to business studies. This range of academic options has been recently strengthened with new career tracks—in the form of an academic minor—available to assist students in gaining exposure to industry and functional areas of study. Broadening and strengthening the academic experience provides students with greater opportunities for careers, graduate study, and leadership in the global business environment of the 21st century.
Dean: Kenneth B. Dunn
www.tepper.cmu.edu

Carnegie Mellon University in Qatar

Carnegie Mellon's Qatar campus began classes in fall 2004, offering bachelor of science degrees in computer science and business administration. Beginning in fall 2008, the bachelor of science in information systems was also offered on the Qatar campus. Students enrolled in these programs follow the same curriculum and earn the same degree as offered on the Pittsburgh campus. Given Carnegie Mellon's highly regarded reputation, the Qatar campus has been able to attract the brightest and most capable students in both Qatar and the region. Enrollment has grown from 42 students in its inaugural class in fall 2004 to a total of 189 in fall 2008. Qatar is looking to the future and Carnegie Mellon is playing an important part in helping to shape that future. Spring 2008 marked the first graduating class from Carnegie Mellon University in Qatar.

In summer 2008, Carnegie Mellon University in Qatar moved into its permanent home in Education City, a new 475,000 square-foot, state-of-the-art facility designed by world-renowned architects Legorreta + Legorreta.

Qatar is located in the Middle East, surrounded on three sides by the Persian Gulf and bordered by Saudi Arabia in the southwest. Rich in natural gas and oil, Qatar has perhaps the highest wealth per-capita in the world. In 1995, His Highness Sheikh Hamad Bin Khalifa Al-Thani, Emir of the State of Qatar, established the Qatar Foundation, dedicated to the continued development of the Qatari people through the creation of centers devoted to progressive education, research and community welfare. Her Highness Sheikha Mozah Bint Nasser Al-Missned is the chairperson for the Qatar Foundation.

The Qatar Foundation created Education City – a campus of some 2,500 acres – to host the highest caliber of education in Doha, the capital of Qatar. In addition to Carnegie Mellon, Education City includes the Qatar Academy (K-12), Virginia Commonwealth University, Texas A&M University, Weill Cornell Medical College, Georgetown University's School of Foreign Service, Northwestern University, the Al Jazzera children's television station and several other centers. Numerous construction projects have recently been completed or are underway, including a student center, the building for Georgetown's programs, a science and technology park, a major convention facility, housing for students, faculty and staff, and a world-class equestrian center. Other universities will likely be invited to establish campuses in Education City in the years to come.
Dean: Charles E. Thorpe
www.qatar.cmu.edu

Carnegie Mellon Silicon Valley

Carnegie Mellon's Silicon Valley campus, established in 2002 at Moffett Field, offers full-time and part-time master's degree programs in software engineering, software management, networking, security, and mobility. In fall 2009, the Silicon Valley campus is scheduled to launch a bi-coastal Ph.D. program focused on research in mobility, security, and networking.
Dean: James H. Morris
Dean: Pradeep K. Khosla
www.cmu.edu/silicon-valley

Federally Funded Research and Development Center

The Software Engineering Institute (SEI), founded in 1984, is a federally funded research and development center sponsored by the U.S. Department of Defense and operated by Carnegie Mellon. The SEI advances software engineering and related disciplines to ensure the development and operation of systems with predictable and improved cost, schedule and quality. The SEI creates usable technologies, applies them to real problems, and amplifies their impact by accelerating broad adoption. The SEI's five technical focus areas are: (1) architecture, product lines and predictable assembly; (2) security; (3) process improvement and performance measurement; (4) system interoperability and dependability; and (5) acquisition.
Director: Paul D. Nielsen
www.sei.cmu.edu

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Research Centers and Institutes
Fall Semester 2008

In Carnegie Mellon's research centers and institutes, students and faculty work together to solve real-world problems across a broad range of interests and industries.

Carnegie Institute of Technology

- Bone Tissue Engineering Center (BTEC)
- Carnegie Mellon CyLab
- Carnegie Mellon Electricity Industry Center (CEIC)
- Center for Advanced Process Decision-Making (CAPD)
- Center for Atmospheric Particle Studies (CAPS)
- Center for Bioimage Informatics (CBI)
- Center for Circuits and System Solutions (C2S2)
- Center for Complex Fluids Engineering (CCFE)
- Center for Computational Materials
- Center for Implantable Medical Microsystems (CIMM)
- Center for Iron and Steelmaking Research (CISR)
- Center for Multiscale Modeling for Engineering Materials
- Center for Nano-enabled Device and Energy Technologies (CNXT)
- Center for Product Strategy and Innovation
- Center for Sensed Critical Infrastructure Research (CenSCIR)
- Center for Silicon System Implementation (CSSI)
- Center for Sustainable Engineering
- Center for the Study and Improvement of Regulation (CSIR)
- Center for Water Quality in Urban Environmental Systems (WaterQUEST)
- Climate Decision Making Center (CDMC)
- CyLab Mobility Research Center
- Darpa Center for Memory Intensive Self-Configuring Integrated Circuits (MISCIC)
- Data Storage Systems Center (DSSC)
- General Motors Collaborative Laboratory at Carnegie Mellon
- Government/University/Industry (GUIde) Consortium on the Forced Response of Bladed Disks
- Green Design Institute
- Information Communication Technologies Institute (ICTI)
- Institute for Advanced Energy Solutions (IAES)
- Institute for Complex Engineered Systems (ICES)
- Materials Research Science and Engineering Center (MRSEC)
- Steinbrenner Institute for Environmental Education and Research (SEER)
- Western Pennsylvania Brownfields Center

College of Fine Arts

- Advanced Building Systems Integration Consortium (ABSIC)
- Center for Building Performance and Diagnostics (CBPD)
- Center for the Arts in Society (CAS)
- Remaking Cities Institute (RCI)
- STUDIO for Creative Inquiry (SfCI)

H. John Heinz III College

- Center for Arts Management and Technology (CAMT)
- Center for Behavioral Decision Research (CBDR)
- Center for Economic Development (CED)
- Institute for Social Innovation
- Program of Research and Outreach on Gender Equity in Society (PROGRESS)

Humanities and Social Sciences

- Brain Imaging Research Center (BIRC)
- Center for African American Urban Studies and the Economy (CAUSE)
- Center for Behavioral Decision Research (CBDR)
- Center for Cognitive Brain Imaging (CCBI)
- Center for Strategy, Entrepreneurship, and Technological Change
- Center for the Advancement of Applied Ethics (CAAE)
- Center for the Arts in Society (CAS)
- Center for the Neural Basis of Cognition (CNBC)
- Child Language Data Exchange System (CHILDES)
- Children's School
- Humanities Center
- Laboratory for Empirical Approaches to Philosophy (LEAP)
- Laboratory for the Study of Stress, Immunity, and Disease
- Laboratory for Symbolic and Educational Computing (LSEC)
- Modern Language Resource Center (MLRC)
- Pittsburgh Science of Learning Center (PSLC)
- The Pittsburgh Mind-Body Center (PMBC)

Mellon College of Science

- Art Conservation Research Center (ACRC)
- Center for Computational Finance
- Center for Macromolecular Engineering (CME)
- Center for Molecular Analysis
- Center for Nonlinear Analysis (CNA)
- Center for Nucleic Acids Science and Technology
- Center for the Neural Basis of Cognition (CNBC)
- Institute for Green Science
- Molecular Biosensor and Imaging Center (MBIC)
- Pittsburgh NMR Center for Biomedical Research
- Pittsburgh Supercomputing Center (PSC)
- Ray & Stephanie Lane Center for Computational Biology

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Office of the Provost
- ASTM Test Monitoring Center
- Carnegie Mellon CyLab
- Center for Advanced Fuel Technology (CAFT)
- Center for International Politics and Innovation (CIPI)
- Entertainment Technology Center (ETC)
- Hunt Institute for Botanical Documentation
- Steinbrenner Institute for Environmental Education and Research (SEER)

School of Computer Science
- Aladdin Center for Algorithm Adaptation Dissemination and Integration (Aladdin)
- CASOS Center for Computational Social and Organizational Science
- Center for Computational Thinking
- Center for Integrated Manufacturing Decision Systems (CIMDS)
- Center for the Foundations of Robotics
- Center for the Neural Basis of Cognition (CNBC)
- Field Robotics Center (FRC)
- IT Services Qualification Center
- Medical Robotics Technology Center (MRTC)
- National Robotics Engineering Center (NREC)
- Parallel Data Lab
- Pittsburgh Advanced Cognitive Tutor (PACT) Center
- Pittsburgh Science of Learning Center (PSLC)
- Robotics Engineering Consortium
- Sloan Software Industry Center (SWIC)
- Space Robotics Initiative (SRI)
- Specification and Verification Center
- Sustainable Computing Consortium (SCC)
- Vision and Autonomous System Center (VASC)

Software Engineering Institute
- Acquisition Support Program (ASP)
- Networked Systems Security (NSS)
  - CERT® Coordination Center (CERT/CC)
  - Network Situational Awareness (NetSA)
  - Survivable Systems Engineering (SSE)
  - Practices, Development and Training (PD&T)
  - Survivable Enterprise Management (SEM)
- Research, Technology, and System Solutions (RTSS)
  - Software Architecture Technology (SAT)
  - Predictable Assembly from Certifiable Components (PACC)
  - Product Line Practice (PLP)
  - Integration of Software Intensive Systems (ISIS)
  - Performance Critical Systems (PCS)
  - Ultra-Large Scale Systems (ULS)
- Software Engineering Process Management (SEPM)
  - Capability Maturity Model Integration (CMMI)
  - Software Engineering Measurement and Analysis (SEMA)
  - Team Software Process (TSP)

Tepper School of Business
- Carnegie Bosch Institute for Applied Studies in International Management (CBI)
- Carnegie Mellon Electricity Industry Center (CEIC)
- Center for Analytical Research in Technology (CART)
- Center for Behavioral Decision Research (CBDR)
- Center for Business Communication
- Center for Business Solutions
- Center for Financial Markets
- Center for International Corporate Responsibility
- Center for the Interdisciplinary Research on Teams (CIRT)
- Center for the Management of Technology
- Center for Organizational Learning, Innovation, and Performance
- Donald H. Jones Center for Entrepreneurship
- Green Design Institute
- Teaching Innovation Center (TIC)
- The Gailliot Center for Public Policy

Carnegie Mellon Silicon Valley
- Carnegie Mellon Innovations Laboratory (CMIL)
- Center for Open Source Investigation (COSI)
- CyLab Mobility Research Center
- SmartSpaces

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Accreditations by College and Department
Fall Semester 2008

College/Department	Accreditation Agency	Year of Last Accreditation
Carnegie Mellon University	Middle States Commission on Higher Education (MSCHE)	2008
Carnegie Institute of Technology	Accreditation Board for Engineering Technology (ABET)	2007
College of Fine Arts		
Architecture	National Architectural Accrediting Board (NAAB)	2005
Art	National Association of Schools of Art and Design (NASAD)	2008
Design	National Association of Schools of Art and Design (NASAD)	2007
Music	National Association of Schools of Music (NASM)	2001
Mellon College of Science		
Chemistry	American Chemical Society	2006
H. John Heinz III College		
School of Public Policy and Management	National Association of Schools of Public Affairs and Administration (NASPAA)	2006
Tepper School of Business	The Association to Advance Collegiate Schools of Business International (AACSB)	2005

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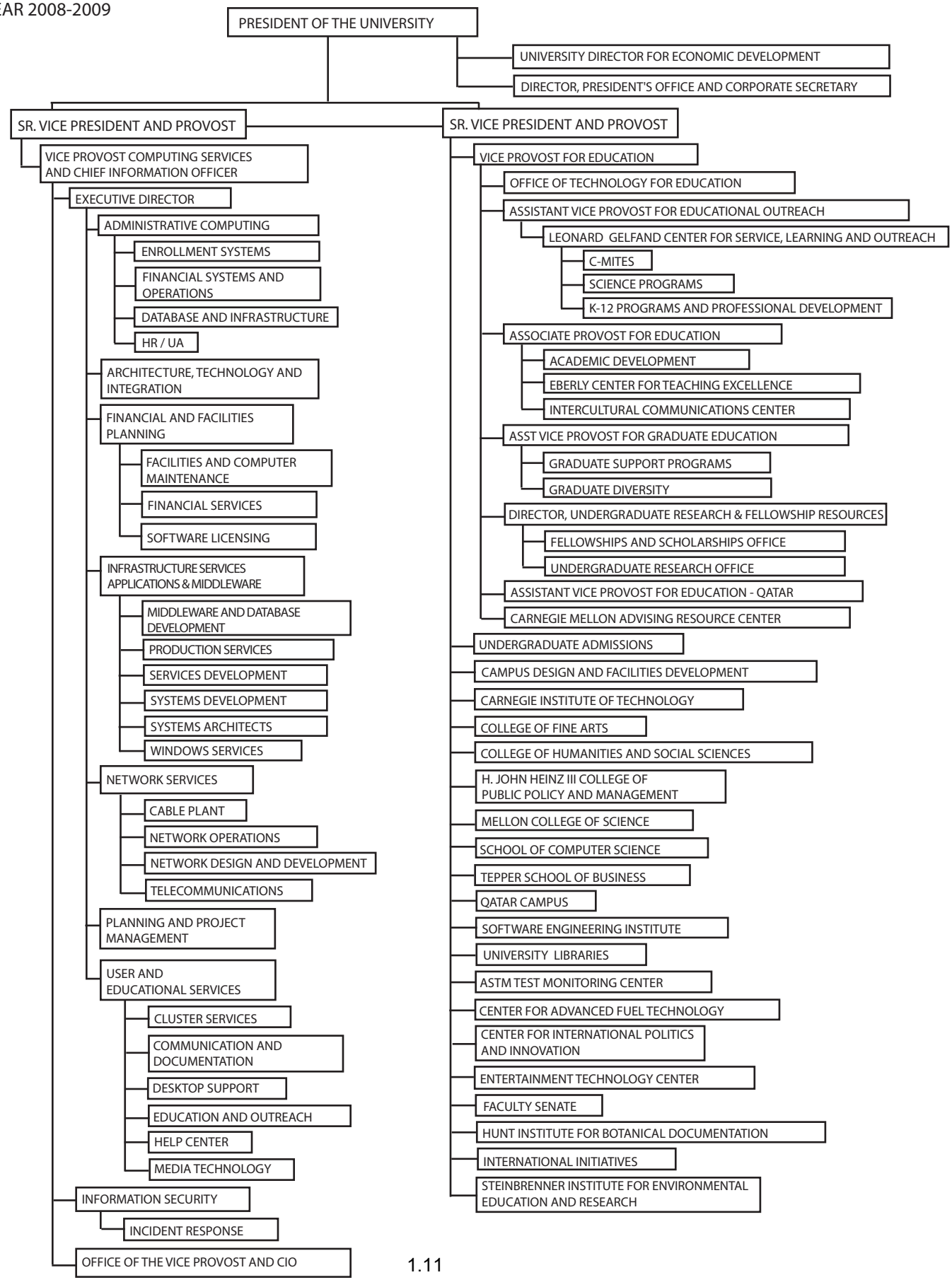
Carnegie Mellon University
University Organizational Chart
ACADEMIC YEAR 2008-2009



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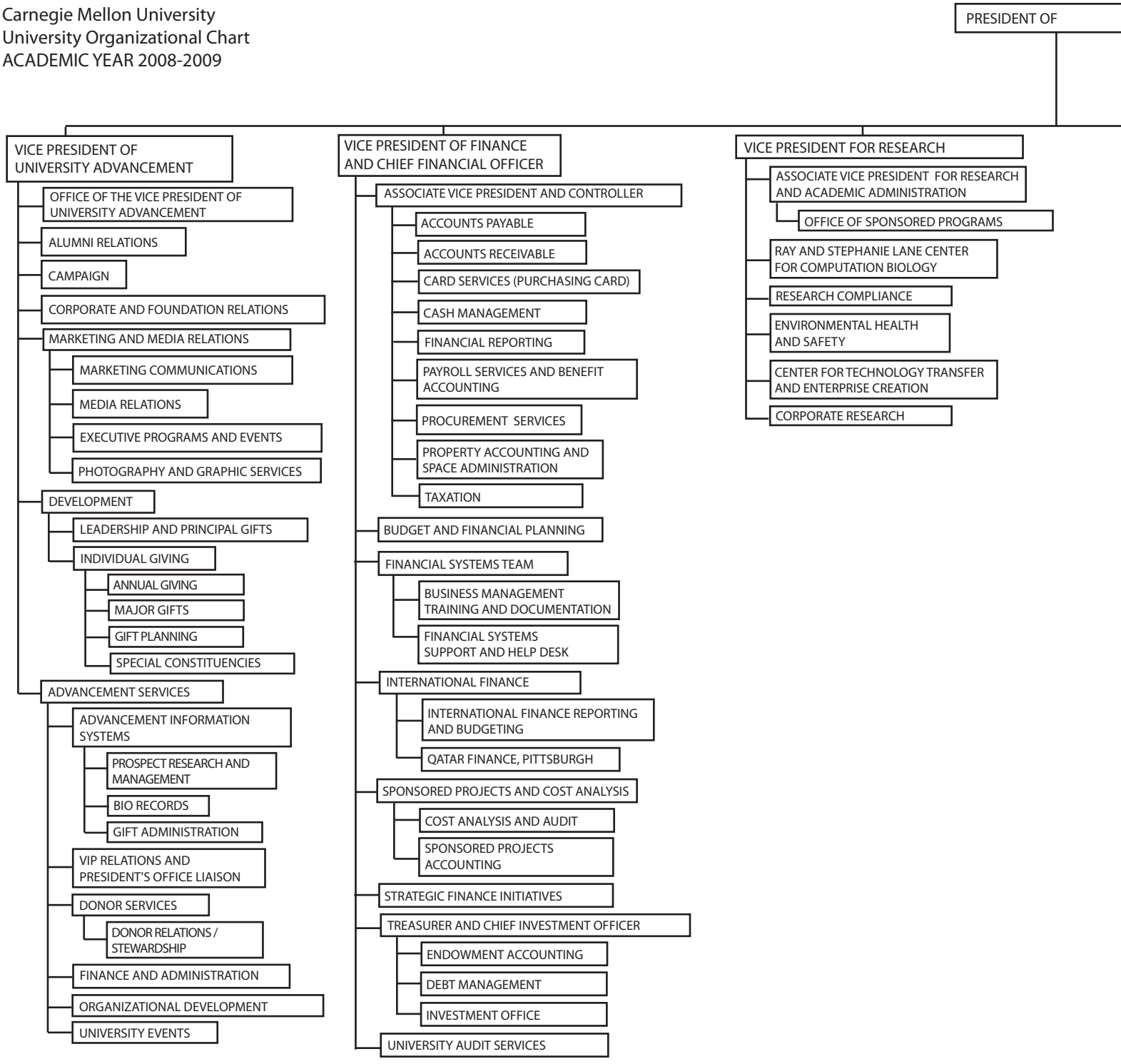
Carnegie Mellon University
University Organizational Chart
ACADEMIC YEAR 2008-2009



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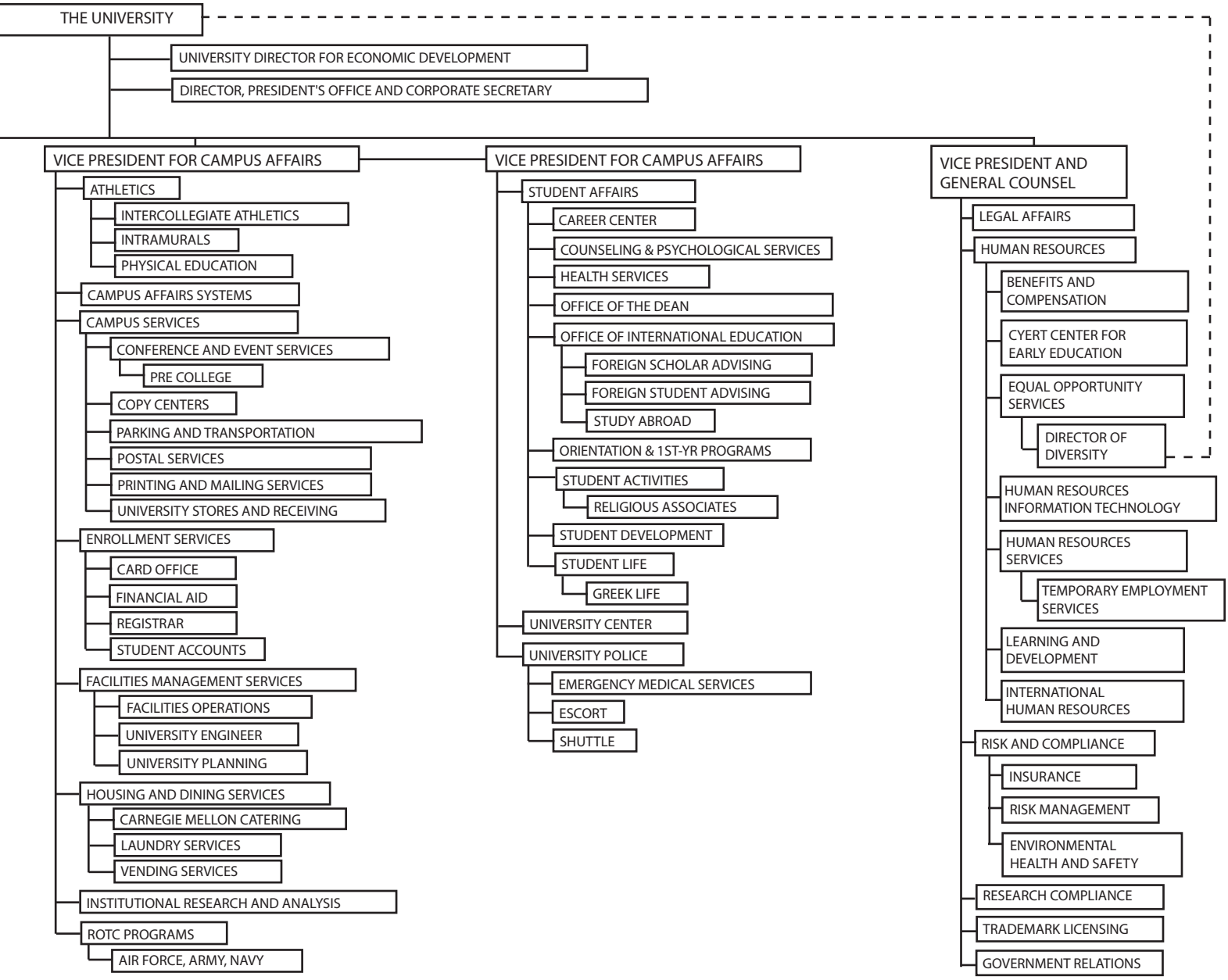

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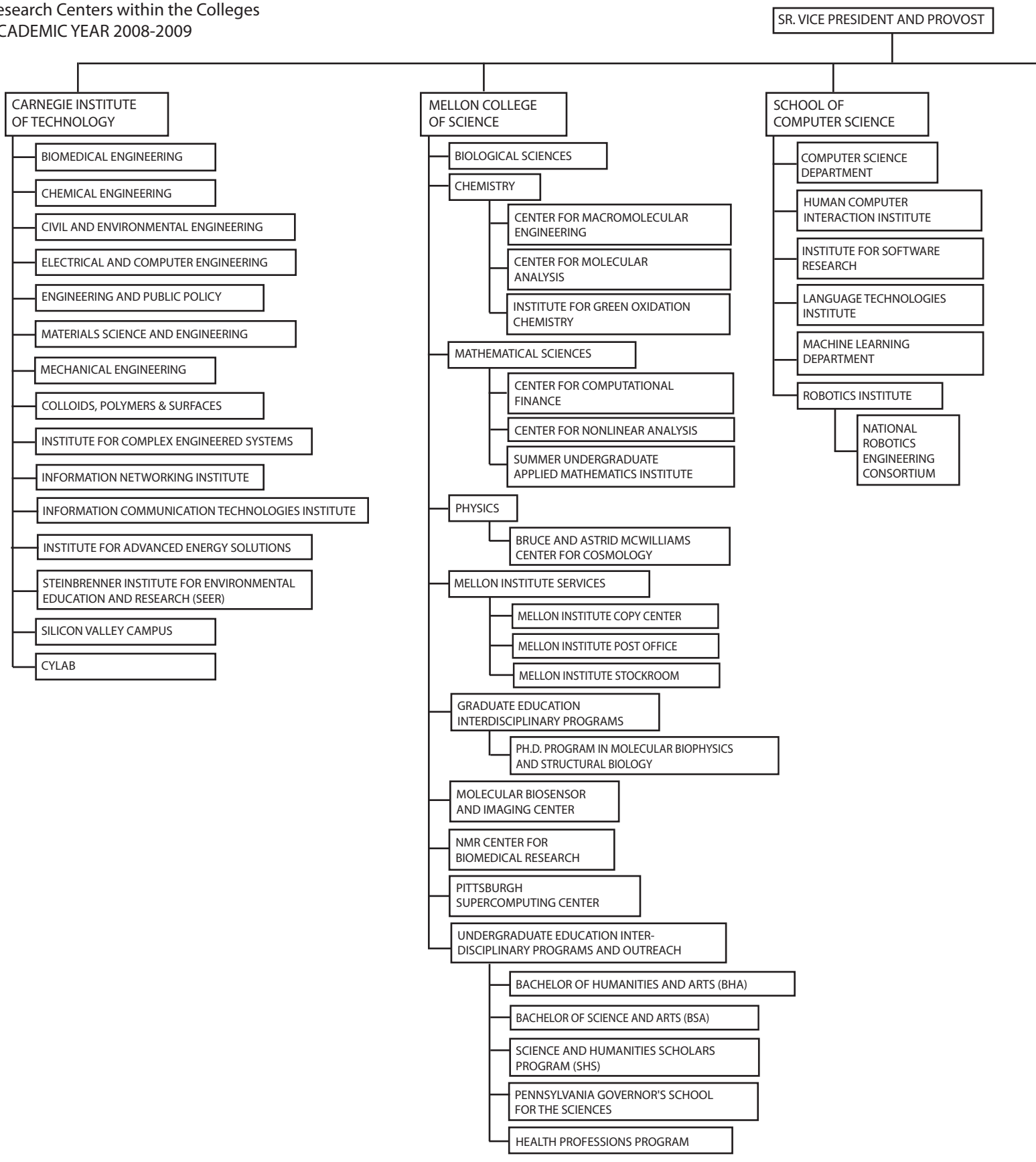
Carnegie Mellon University
Chart of the Departments and
Research Centers within the Colleges
ACADEMIC YEAR 2008-2009



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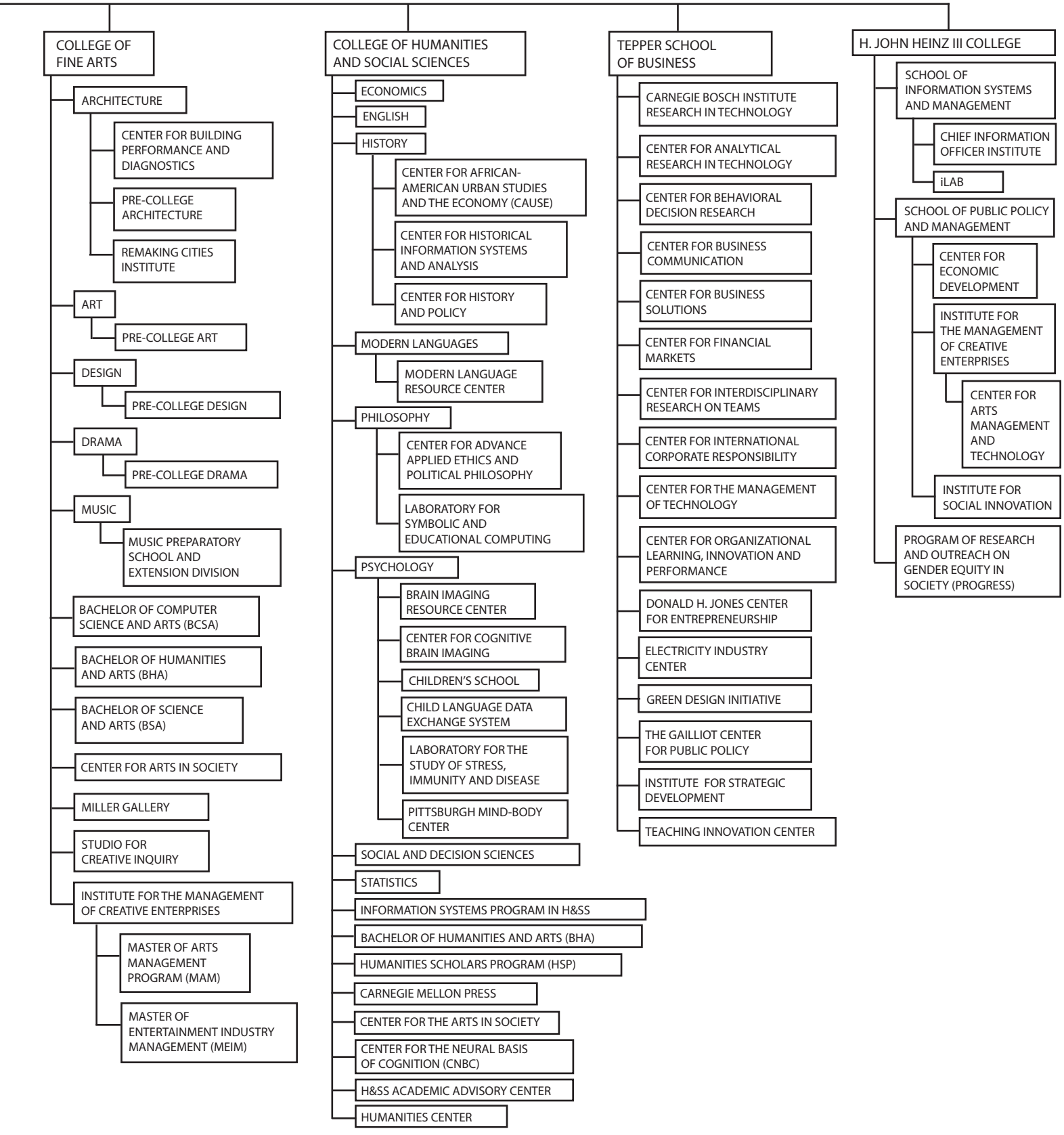

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