# Task Force on the CMU Experience: Closing Report

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# Introduction

To the Members of the Carnegie Mellon Community:

During my first year as provost and chief academic officer of Carnegie Mellon University, I can't help but reflect on my personal journey as a Tartan. Over the last four decades, I have had the honor to serve the university in many roles. With each, I have found myself being challenged and often out of my comfort zone, learning extensively along the way and enjoying the experience to its fullest. To me, this is quintessential CMU. We are a community where connection, joy and pride go hand in hand with the dedication and creativity that result in our groundbreaking innovations, real world problem-solving and quirky fun.

I recognize that when our hearts are deep in the work, we must be sure we have support from an engaged and caring campus community. Today, I am proud to see a greater focus on encouragement for one another, investments in student success, and overall improvements for a better experience for our community members. We have come so far in the past few decades, since my days as a student and young member of the faculty, and yet I know we can make even more progress.

The culture of our university has significant impact on the lives of our community members. To help our community thrive, we must continue to build a supportive campus culture. In 2016, CMU embarked on a university-wide initiative to explore how our community experiences the culture of the university, to assess what makes us great and to innovate, shift and improve how CMU can enable everyone to achieve their full potential.

What follows is the final report of the Task Force on the CMU Experience charged by President Jahanian (then Provost) to undertake this ambitious work. Over the course of three years, more than 200 individuals actively contributed to this community effort. I am deeply grateful for the work of this passionate team who put their hearts in the work of enhancing the CMU experience. I especially want to thank Dr. Laurie R. Weingart for her leadership of the Task Force as Interim Provost, and Vice President and Dean of Students Gina Casalegno, Dr. Marlene Berhmann and Dr. Diana Marculescu for their leadership as vice-chairs. Finally, I also wish to mention the dedication of Sarah College, Special Projects Manager in the Provost's Office, who provided the staff support that has made all of our work possible.

As a result of these efforts, the focus on the CMU experience is ready to evolve into something new. As you will see, the Task Force has articulated a plan to continue this work at all levels of the institution and has outlined stewardship commitments for the future—an ongoing and permanent effort by the university to build an extraordinary place where everyone is proud to be a Tartan and has an amazing and supportive journey while at CMU.

Regards,


James H. Garrett Jr.
Provost
Thomas Lord Professor of Civil & Environmental Engineering

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# Genesis of Our Work

In 2016, the Carnegie Mellon University community was deeply contemplating its identity. Understanding and being proud of our reputation for academic excellence, we recognized that a culture of achievement was sometimes leading to unintended effects on the well-being of students, faculty and staff. Some of these were consequences common to all high-achieving, ambitious individuals and the institutions that bring them together, but some seemed unique to the history and circumstances of our particular university. This self-reflection came against the backdrop of a rapidly changing higher education landscape as well as divisive rhetoric on the national political stage, which were felt even more deeply following the tragic loss of two CMU students to suicide in spring of that year.

Although enhancing the CMU experience has always been a priority of the university's Strategic Plan 2025, CMU leadership recognized a unique opportunity for us to do more as an institution and as a community. We were compelled to consider how we could work together to develop both greater resiliency as well as a stronger appreciation for the importance of a healthy mind, body and spirit to lifelong personal and professional success.

Then-provost and current president Farnam Jahanian set an ambitious goal — charging a group of faculty, staff, students and alumni to embark upon an unprecedented exploration of the holistic Carnegie Mellon University Experience.

"Striving toward a stronger and healthier community has been some of my most meaningful work here at CMU," Jahanian wrote to the campus community. "To our students: no one is immune to feeling alone or vulnerable at times — not even your faculty or administration. In moments of uncertainty, leverage the incredible network of support that surrounds you and lean on each other. This is one of the most profound ways in which we can act as a community and thrive as individuals."

This Task Force — which grew to include more than 200 stakeholders in the community — shared a vision of CMU as a community that helps all of its members thrive. Building on the university's Strategic Plan published in 2015 for Carnegie Mellon University, the Task Force aimed to investigate university culture, explore ways to engage the community, innovate spaces, enhance resources and services, and invest in the university's greatest asset: its people. This work felt personal to those called to the Task Force, a way to take ownership of the change the community wanted to see.

In the three years that followed, the Task Force turned a keen eye to what drives our excellence and achievement, as well as the risks associated with the rigorous academics and stress culture common at highly selective universities. To emphasize how seriously the university took this endeavor, a President's Advisory Board (PAB) was also impaneled, consisting of 15 professionals from a wide variety of backgrounds and life experiences, many with direct experience either as alumni or parents of a CMU student. The PAB acted as an external audit and helped paint a fuller picture of life at Carnegie Mellon.

As with stress, mental health challenges are not unique to Carnegie Mellon University. Nationally, there is a pervasive sense of vulnerability and high rate of mental health distress in the emerging adult population. This is felt acutely on the campuses of prestigious universities. Some studies estimate that as many as 20-35 percent of college students may face mental health challenges of varying severity over the course of their college careers[1].

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[1] ACHA (American College Health Association). 2017a. American College Health Association — National College Assessment II: Reference Group Undergraduate Executive Summary, Spring 2017. Hanover, MD: American College Health Association.

ACHA. 2017b. American College Health Association — National College Assessment II: Reference Group Graduates Executive Summary Spring 2017. Hanover, MD: American College Health Association.

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The Task Force took seriously its obligation from Dr. Jahanian to examine these issues and recommend actions to improve the health and well-being of the student body, as well as its community of faculty and staff. The Task Force looked holistically at how to enhance the CMU experience: from policies to services, community-building events to research on the student experience, investments in our people to upgrading the built environment, the Task Force took a broad-ranging approach. They then engaged stakeholders from across the university community to add their input to chart the path forward.

As a global university with a presence on four continents, stakeholders from around the world were invited to explore the specific needs of their own campuses and student populations in a concerted effort to enhance the CMU experience for all Tartans. Each campus was invited to explore the nuanced considerations of placemaking, culture, people and services most impactful to CMU's global community. Our CMU-Q campus convened a local committee that maintained a liaison relationship with the Pittsburgh-based Task Force. The CMU-Q campus created a separate report on their progress, which can be accessed by members of the Doha campus here: https://web2.qatar.cmu.edu/cmuq-experience/report.pdf. Audiences outside of the CMU-Q campus can request access by emailing Hope Rodefer in Qatari Educational Initiatives and Academic Affairs: rodefer@qatar.cmu.edu.

What follows is an overview narrative which includes a sampling of select achievements and highlights of new commitments made for the years ahead in each of five areas of impact: catalyzing a culture shift; engaging the campus community; investing in people to support a culture shift; innovating spaces; and investing in resources and services. Appendix A provides a complete listing of each subcommittee working group, their scope and membership. Appendix B is a comprehensive accounting of the Task Force's efforts.

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# Catalyzing a Culture Shift

*"Changing culture is even harder than I imagined,*
*but through a combination of bottom-up and*
*top-down actions, it can actually happen."[2]*

As the Task Force began to take shape in 2016, nearly 100 faculty, staff, students and alumni worked in small teams over the first year to recommend and implement initiatives designed to enhance the CMU experience. There was a unanimous sense of caring from all members, and a desire to change the narrative for the better. The Task Force saw opportunities to make a real impact by building upon what makes us strong and changing what holds us back.

To begin, the Task Force sought some immediate wins to lay the foundation of the work, signaling a commitment to shift the culture at CMU and pursue a wide-reaching impact.

"You can hydrate when you're hired," joked an undergraduate student in an online forum — driving home the message that CMU students work so hard and so intently, they feel they cannot pause their work to attend to their basic needs. Sentiments such as these weighed heavily on Carnegie Mellon's faculty, staff and administration. The Task Force sought to find the line between academic rigor and academic overload. Several working groups set out to explore the culture at CMU and develop short- and long-term plans to shift toward a healthier, more vibrant experience.

The Task Force closely examined the schedule of classes alongside the calendar of the semester as a whole. They explored the messaging of campus initiatives ranging from first-year orientation to advising, seeking ways to set a tone and reinforce the desired culture. By the end of the first year, the Task Force was able to enact several significant changes.

*"The most important outcome of this Task Force*
*is that the members of the community have built*
*a sense of ownership over their own and*
*the entire community's CMU Experience."*

**Studying Life@CMU**
The Task Force's charge recommended data gathering as an important first step for the work ahead, and Carnegie Mellon leaned on the expertise of its researchers to conduct a study of the undergraduate student experience, called the Life@CMU Project. The study tracked first- and second-year undergraduates over the entire spring term, asking questions about resilience, stress, sleep and other factors. Participants wore Fitbits to measure sleep and activity patterns and downloaded an app that passively measured things like participant smartphone use and geolocation. In total, this project was one of the most ambitious research studies to comprehensively understand the student

[2] This quote and others throughout the Final Report are reflections that were expressed by Task Force members during their final retreat in July 2019.

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experience on any campus, exploring their experience while they studied, worked and lived on campus. Findings from the study helped to identify interventions as well as support practical change toward overall wellness.

This study represents an institutional commitment to the student experience and to understanding the narrative of student academic careers. Life@CMU Project data analysis is ongoing, and the first intervention study is underway to promote resilience and growth in first-year students. The intervention was designed as a direct result of what the researchers learned from the Life@CMU Project. A current proposal is being reviewed for continued institutional funding that would expand the study to a larger cohort of graduate and undergraduate student populations.

**Adjusting Academic Policies and Practices**
Prior to the work of the Task Force, students could drop classes up until the tenth week of the semester and/or withdraw until the final day of class. The university also had a standard practice to create an automatic, system-generated "auto-bump" allowing students to overload their course registration. This practice invited eligible students to register for more than one additional course over a standard load each semester. There was a strong sense that this administrative practice coupled with late drop and withdrawal deadlines were nudging students toward a culture that viewed overloading as the norm — rather than encouraging deep focus and engagement in a "normal" course load.

Examining policies regarding course registration was identified as an early priority for the Task Force, fully cognizant of how challenging such an undertaking would be. The work of the Task Force drew attention to hurdles students face in selecting classes. The working group convened town halls to engage the community, studied available data on student decision-making, and conducted benchmarking of peer institutions to understand our historic practice in context. They also engaged student governance groups to iterate and refine a proposal that would support student success and well-being.

The earliest action taken was redefining the normal load and overload level with input from every program. The auto-bump practice was eliminated, and overload processes now require consultation with an advisor. Another action taken was to create a Syllabus Registry alongside Course Profiles. These initiatives resulted from close partnership with CMU's Faculty Senate, which drafted a resolution to ensure syllabi were available on the first day of classes. The Student Senate also worked on the initiative, providing feedback on necessary information that would allow students to make more informed course decisions. Prior to the adoption of these course documents, some students felt it was necessary to register for a class in order to understand the course structure, outcomes and prerequisite knowledge. The expanded course materials have been particularly useful for master's students who can gain a deeper understanding of prerequisite knowledge for registering for a class.

Effective Fall 2018, the university implemented a revised academic calendar as well as a new late-drop voucher system to address concerns with registration. Once the syllabus registry and course profiles were established, the course drop deadline was moved to the sixth week of class and the course withdrawal date was moved up by five weeks. By the tenth week of class, students have enough time to get a sense of their workload and class outcomes as well as assessment measures. The new deadlines aim to help students manage challenges with their workload and work-life balance while also minimizing disruptive changes to class rosters in project-based courses where student teams are formed.

The late-drop voucher system supports the important culture of exploration and risk-taking while affording a pressure release option, allowing a student a limited number of opportunities to drop a course up until the last day of classes without the course appearing on their transcript.

Combined, these changes contribute to a greater ability for students to balance academic rigor with attending to their basic needs, make informed decisions early in the semester, and improve the academic experience.

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**Free Fitness Classes**

The launch of the Task Force coincided with a major expansion of the Cohon Center on campus — Carnegie Mellon's home base for the student experience that included new state-of-the-art fitness facilities. The university had already committed to health and wellness through these high-quality facility improvements, and the Task Force capitalized on this campus enhancement. A strong desire to promote individual fitness and build a sense of community inspired the Task Force initiative to offer **Free Group X Classes** to further reduce barriers for students, and later faculty and staff, to engage in the now no-cost aerobics, strength-training and nearly 60 other weekly exercise classes. Staff in the athletics department have heard again and again from faculty and staff that "we feel valued" by the initiative, and utilization numbers paint a dramatic picture of the impact of the free courses: in 2019, Group X classes were taken a record total of 27,687 times by CMU community members, up from 23,412 in 2017 — the first year the courses were offered cost-free.

**Revamped Orientation Programming**

Orientation is one of the first touchpoints Tartans have with the university community, and changing the tone and messaging felt vital to the Task Force working groups. Activities, conversations and language were examined carefully to emphasize self-care, well-being and reflection. Careful and explicit reference to campus resources was highlighted throughout the orientation programs for first-year undergraduate and graduate students alike. The goal of the revised program was to encourage help-seeking behavior and social connectedness, teaching students *how* to seek help and to communicate their needs, in addition to communicating the message that seeking help is a strength.

In addition to enhancing new student orientation, programming was also examined to include messaging and training for parents and faculty to support student success and well-being.

By focusing a sharper lens on these issues, the Task Force approach to orientation shifted the tone, enabling a culture of resilience and care for the entire community.

**What Lies Ahead for Catalyzing a Culture Shift**

In the near future, students and faculty will see continued analysis and adjustments related to Carnegie Mellon's academic calendar. The Office of the Vice Provost is leading an ongoing assessment of the recent academic calendar changes, which will be shared with stakeholders to inform our practice. In addition, the provost is engaging a calendar innovation committee of faculty, students and staff to consider ongoing improvements to the academic calendar to support the goal of building a resilient community. For now, the committee will study innovations at peer institutions, contemplate the frequency of breaks for students, and consider inventive ways to adjust the calendar with a lens toward a more positive CMU Experience.

*Note: A full list of completed ongoing and in-development initiatives centered around catalyzing a culture shift can be found in Appendix B of this report.*

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# Engaging the Campus Community

*"My lens narrows my view. I have learned from others' perspectives, and*
*I imagine I will continue to reflect on how others have processed our work. Seeing*
*the 'CMU Experience' through many diverse lenses has helped*
*to broaden my own thoughts about the topics we have discussed."*

CMU President Farnam Jahanian often emphasizes the critical importance of breaking down disciplinary silos, making space for innovation at the intersections where fields collide. So much of this work begins with allowing for deeper conversation and connection by creating a tightly knit fabric of community at Carnegie Mellon.

The Task Force has seized opportunities to pull people out of their silos to come together and engage with one another on the issues that matter to us as individuals and as a learning community.

*"The Task Force was able to generate comprehensive strategies*
*by lifting up from the silos, and that increased engagement*
*and understanding must continue. Institutional leads for*
*recommendations moving forward should include all viewpoints."*

**Convening Town Halls**
As a first step, the Task Force engaged leadership of the colleges who joined the campus-wide desire to more carefully explore the CMU experience. The Campus Culture and Student Success Working Group engaged the deans and academic leadership to execute meaningful conversations on issues facing our campus and our nation, and CMU community members responded in a big way.

Each college, fittingly, handled the town hall project in their own way — some holding smaller, more intimate discussions for each major or program, others conducting conversations entirely online, and still others incorporating creativity and student performance into their discussions.

The Dietrich College of Humanities and Social Sciences, for example, created their town hall around a theme of the overall divisiveness of the 2016 presidential election, race relations and their effects on the emotional and mental health of those on campus. This town hall was specifically requested by graduate students within Dietrich who saw a need for a personal conversation on issues they felt were not being addressed by faculty, but were a regular part of their daily lives.

The town hall answered a stated need from students. Faculty and leadership eagerly attended and responded with action. Among other initiatives, the Dietrich Town Hall directly led to the development of:

- Training for faculty and students in collaboration with the Eberly Center to build inclusive teaching practices. Sessions have addressed topics ranging from microaggressions to empathy to navigating differences.

- General education requirements to include intercultural and global learning. This will coincide with efforts to develop core competencies university wide.

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- Inspiration for expansion of staffing dedicated to supporting diversity and inclusion work at the college level, which several colleges have already done.

**Opportunities for Learning and Discussion**

In 2018, the Racism is Real lecture series was developed to provide the campus community insight into the reality of racial prejudice and discrimination. The lecture series highlighted current research and scholars working in this area. Students throughout the university expressed a need for these forums for difficult conversations. The Center for Student Diversity and Inclusion guided the speaker series, which in its first-year covered topics ranging from how to talk about race to actions allies can take to combat racism.

**Increased Engagement from the University Community**

Early on, the Task Force also sought ways to increase community engagement and two major university milestones brought to life that vision: the 50th Anniversary Founders Day, which celebrated the history of the university and merger of Carnegie Tech and Mellon Institute, and the inauguration of President Farnam Jahanian. Both milestones provided an opportunity for faculty, students, staff and alumni to celebrate and build pride with the broader CMU community. The success of these celebrations reinforced the Task Force's commitment to create opportunities for community engagement and a new tradition was launched in 2019: Tartan Community Day.

One of the most impactful community engagement projects launched by the Task Force came in the wake of unthinkable tragedy. In October 2018, 11 people were murdered in an attack on a synagogue near campus that housed Congregation Dor Hadash, New Light Congregation and Tree of Life*Or L'Simcha Congregation. The city, the campus community and the world were reeling in grief and shock. As a response, the UPLift Challenge subcommittee of the Task Force facilitated the installation of a temporary community art project, where CMU community members could visibly express their sorrow, prayers, support and hope. The project revamped a section of the Cohon University Center Lobby, creating space to sit, reflect and share personal sentiments following the tragedy. More than 500 responses were written on compostable tags in 20 languages and hung on the exhibit. When the art project concluded, the responses were digitized, archived and used in the soil to plant a memorial tree located on campus.

At the time, the Task Force was two years into their work. Because of the conversations generated by the Task Force, the university community felt ready to respond to such tragedy in a way that facilitated engagement and called for CMU to come together in support. The installation was directed by students, faculty and staff members who sought to create an inclusive way to bring the campus together. Together, they found a way for the community to respond and begin to heal.

**What Lies Ahead for Engaging the Campus Community**

Beginning in Fall 2019, the university hosted Tartan Community Day, which offered students, faculty, staff and alumni the opportunity to reconnect with the CMU community and the ideals that unite us all. The inaugural day boasted a wide array of programming to gather the campus community for a day of reflection, engagement and fun. More than 3,000 community members participated in the day's various activities, which forged the blueprint for a successful approach to future Tartan Community Days.

*Note: A full list of completed, ongoing and in-development initiatives centered around engaging the campus community can be found in Appendix B of this report.*

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# Investing in People to Support a Culture Shift

*"In my spheres of influence, I want to continue to cultivate meaningful relationships with faculty that will help guide my leadership and role modeling as an influencer within our community."*

From the outset, the Task Force wanted to make clear they were a large group of individuals who care deeply about Carnegie Mellon University and the Tartan family. All voices were honored throughout the years of the Task Force's work, and again and again, a message came through: CMU must invest in its people in order to facilitate the change they would like to see in the CMU Experience.

To better support all of CMU's people, the Task Force was eager to implement training programs, professional development and ongoing opportunities for brainstorming and communication related to the CMU experience as it pertains to students, faculty and staff members.

*"If we really want to change the student experience, I have learned we must build an intense focus on the needs, motivations and insights of faculty."*

**Mental Health Trainings**
Mental Health First Aid is a national 8-hour course offered to anyone with a desire to make their community healthier, happier and safer for all, and CMU has provided this training to faculty, students and staff since 2013. The Task Force endorsed expanding CMU's Mental Health First Aid availability as a commitment to support students in need. The course is now offered for one day each month of the academic year. Staff, faculty, students *and* contracted employees can enroll free of cost to learn risk factors and warning signs of mental illnesses, build understanding of their impact, and connect people with existing resources on campus.

**Expanded Professional Development Opportunities**
The CMULead Working Group created opportunities for increased professional development for staff members through a series of workshops in 2019. These were designed, coordinated and delivered to the inaugural pilot group of 23 staff leaders from across campus, who were nominated to partake in opportunities to build skills throughout a series of day-long workshops covering topics such as how a global research university is organized and governed; inclusive leadership; and strategy, vision and impact at CMU.

The Faculty Development Workshop Working Group, the vice provost for faculty, and the Committee on Faculty Diversity, Inclusion and Development saw a need to build administrative skills, enable faculty members to engage with the institution, and gain leadership opportunities. The Faculty Leadership Development Workshop for emerging faculty leaders was launched in 2018 and has since engaged 37 faculty members who were nominated by their respective deans.

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Effective academic advising has a significant and positive impact on the educational experience and persistence of every undergraduate and graduate student.[3] As such, the Task Force identified holistic improvements to advising across the life cycle as a key strategy for improving the undergraduate and graduate student experience. A committee has been examining the practice of academic advising at the undergraduate and master's level, with a focus on advisor expectations, outcomes of the advising experience, advisor professional development strategy, and related assessment of quality and impact. Because of the unique nature of the doctoral experience, doctoral mentoring was identified as a separable initiative that is described later in this report.

The committee has also focused on how best to hire, train, supervise, support and reward the individuals who commit to the advisor role. Regular trainings and workshops focused on nationally recognized key competency areas have been developed and offered alongside a new "advisor onboarding" plan.

**What Lies Ahead for Investing in People to Support a Culture Shift**
Multiple Working Groups recommended the development of a series of in-person training sessions intended to assist faculty and staff in knowing how to identify and intervene to support students at risk. This was universally endorsed by the Task Force and has been in development over Summer 2019 for deployment in the 2019-2020 academic year. In tandem with the in-person trainings, the group designated an online mental health training option (Kognito) to further support learning and development opportunities for the entire campus community.

*Note: A full list of completed, ongoing and in-development initiatives centered around investing in people to support culture shift can be found in Appendix B of this report.*

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[3] Austin, 2002; Bernstein & Russo, 2008; Kuh, Schuh, Whitt & Associates, 2005; Light, 2001; Prime, Bernstein, Wilkins & Bekki, 2015; Young-Jones, Burt, Dixon & Hawthorn, 2013.

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# Innovating Spaces

*"We can find the time and the right space and attention*
*to follow up on all the good ideas generated through this work.*
*And we can keep the conversation going on these important topics."*

The physical environment of a university plays a vital role in the experience of living and learning, and when planned well can feel like an organic and intrinsic element of the campus fabric. The Task Force on the CMU Experience incorporated an exploration of space design into their work from the beginning, studying elements like seating and traffic flow, lighting and even access to electricity.

The critical, spontaneous conversations the university wants to ensure occur in between classes, over study sessions, and during periods of rest are more likely to happen if there is a way for students to gather in comfort. Hallways and corners throughout campus buildings were carefully considered to more thoughtfully incorporate active learning spaces where students, faculty and staff could study, rest or converse.

**Revitalizing Small Spaces**

The placemaking working group supported a [Nooks](#) project — an effort to rethink and renovate shared, small public spaces and learning environments so community members could learn, gather and enjoy the exchange of ideas. These bite-sized space improvements offered major impact.

Ergonomic seating, better lighting and fresh paint might *seem* like cosmetic upgrades, but these types of enhancements keep the community engaged. The Nooks projects were so impactful to students that they were inspired to undertake their own unofficial Nook projects. In the College of Fine Arts, for example, students took it upon themselves to add old and under-used furniture to an overlook inside the CFA Grand Hall. They called their creation "The Perch," and even included a fake electrical outlet where they wished one existed. The Task Force was able to facilitate the provision of electricity and new furniture to The Perch to make these artists' dreams a reality. The ongoing impact of the project has continued: CMU's Campus Design and Facility Development now more thoroughly integrates aspects of experience-based design into student-facing spaces. All classroom and facility renovations now consider adjacent nooks or spaces that can be programmed and refurbished to improve the experience of the entire space.

The [UPLift Challenge](#) is an initiative that expanded the work of the Nooks project to examine common spaces and transform them to be more engaging, collaborative and fun. UPLift invited students, faculty and staff to submit creative ideas within three overarching themes: health and wellness; crossroads of the mind; and recognizably CMU. This project is dedicated to the work of the late University Professor Larry Cartwright, whose heart was in mentoring and working with students to improve the student experience through various placemaking projects. To date, UPLift has received more than 100 submitted ideas. The committee has been able to forward ideas on to relevant departments (such as restroom design or outdoor gym ideas) and has fully funded nine, ranging from a creative light installation in the Wean Hall stairwell to a very popular swing set placed behind Donner House.

These grassroots initiatives complement [other campus improvement projects](#) along with the gift of 30 colorful, relaxation-inspiring Adirondack chairs donated by the Osher Lifelong Learning Institute in celebration of their 25th anniversary at CMU.

**Revitalizing Living and Learning Spaces**

The Task Force working group on space innovation took special interest in similar work throughout campus. CMU's Sorrells Library, for instance, was already planning renovations when the Task Force convened. One design element featured heavily in the library renovation was seating for both small-group and individual study — an enhancement that

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increased library utilization by 110 percent. This renovation served as a model for Task Force plans relating to space innovation around campus.

In 2017, the university embarked upon a multiyear, $20 million Classroom Renovation Project to provide dramatic upgrades to teaching and learning spaces across campus. The project overhauled dozens of the most heavily used spaces in historic campus buildings, incorporating better lighting, increasing comfort, and utilizing flexible furnishings to allow spaces to adapt to a variety of learning activities. CMU also invested in technology-enhanced classrooms to allow students to engage actively with course content, collaborate with peers and interact with instructors while also allowing instructors to utilize on-campus resources in learning science to maximize the impact of their course content and delivery.

The Task Force was not necessarily overseeing each of the investments in physical space on campus, but their work created a pathway for community members to offer feedback on the importance of space and how such innovations can facilitate engagement and connection. One example of the Task Force inspiring other university work to enhance the CMU experience is the CMU Housing Master Plan, which will make an unprecedented investment in student housing renovations and construction of new buildings. Investment in the CMU experience set the tone for Housing Services to innovate, re-imagining the housing landscape in three distinct neighborhoods that include hubs of activity for holistic student engagement. Each campus hub will incorporate spaces to connect and to convene with the entire CMU family.

**Investment in Inclusion**
As the university continued its investment in physical spaces and emphasized diversity and inclusion as a strategic goal for the institution, the ethos of the Task Force can be seen in stakeholders convening to create a centralized space on campus for the Center for Student Diversity and Inclusion in 2017. Housed in the Cohon Center in the heart of campus, the Center provides a space for functions and resources in support of the CMU experience for all students who are committed to diversity and inclusion efforts at CMU. The Center team brings particular expertise on supporting the experience of students of color, women, low-income students, LGBTQIA+, first in their families to go to college, and any individuals who have experienced underrepresentation and systemic inequality. The visibility of the Center speaks to both the mission of the Task Force and the university's commitment to diversity and inclusion as a foundation for excellence.

**What Lies Ahead for Investment in Space**
The university has announced it will build an integrated health, wellness, athletics and recreation center at the Schenley Park gateway to campus, reimagining the existing historic Skibo gymnasium. The site will be transformed with renovation and new construction to bring an all-under-one-roof design that conveys the university's commitment to supporting a student's mind, body and spirit. The new building is being designed and will open in 2024.

In addition, the university now has a formal annual audit of the quality of the classrooms and has increased the base funding for regular renovations. The expertise of the Eberly Center, in partnership with the Classroom and Learning Spaces Renovation committee, is being utilized to ensure ongoing innovation of the learning spaces to provide optimal teaching and learning environments.

The UPLift Challenge will become institutionalized with dedicated ongoing funding of one grant up to $10,000 per year awarded through the combined efforts of Marketing & Communications and Campus Design and Facility Development.

*Note: A full list of completed, ongoing and in-development initiatives about innovating spaces can be found in Appendix B of this report.*

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# Investing in Resources and Services

*"Something I realized is there is a big community of people on this campus, top to bottom, who deeply care about student mental health. It makes me feel hopeful about CMU getting to be a better place every year."*

Viewed individually, the 60+ initiatives developed by the Task Force subcommittees might seem like small impacts to the overall culture at Carnegie Mellon. Collectively, however, these changes, assessments and investments represent an awakening. The Task Force, in addition to building awareness to the importance of culture and people and policies, brought attention to the resources and services in need of further investment at CMU.

Through a series of near- and medium-term investments, the Task Force has made critical improvements to support the experience of the entire CMU community.

**Near-Term Investments**
In August 2016, CMU's provost emailed all faculty and graduate student instructors encouraging them to include a Statement on Student Wellness on their syllabi as well as language relating to student accommodations. Multiple working groups collaborated to craft the suggested language regarding wellness and mental health for inclusion in all course syllabi university-wide. The Eberly Center on Teaching Excellence and Educational Innovation maintains a checklist for faculty developing their syllabi in accordance with Faculty Senate recommendations following their approval of this Task Force effort. Faculty looking for guidance in developing a course and writing its syllabus are prompted to include this important language and modify it for their courses to "send a positive signal of [their] support for students' learning and well-being by including recommendations and encouragement for students to take care of themselves and seek help when they need it."

*"I've had a lot of first days of school. Today, every one of my professors stood up and for 10 minutes talked about well-being, with … the emphasis of 'you are not alone.' Thank you, CMU, for making this important."*[4]

The Academic Policies and Practices Working Group partnered with the mental health and well-being services working group early in the process to develop a CMU Cares Folder, a guide to helping students. The resource is available to all student-facing faculty, staff and graduate students (roughly 6,500 individuals) to utilize when they encounter a student in distress or in need of additional support. Housed on the website for Student Affairs, the document lays out university resources in an easily accessible manner and guides readers toward the appropriate contact for each service or type of support.

As mentioned in the Task Force goal of catalyzing culture shift, the Academic Policies and Practices Working Group instituted a Syllabus Registry for the university, supported by a Faculty Senate resolution. In an effort to emphasize the importance of syllabi for supporting students and their learning, as well as to make the collection and availability of syllabus information accessible to the entire CMU community, the registry was established in Canvas, CMU's digital hub for academic information. Faculty and departmental administrators can now upload and make available all syllabi for the current semester. The information is password-protected for the CMU community, and in conjunction with expanded, more detailed course profiles online, allows students the resources they need when planning out their course selection

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[4] Remark from undergraduate student that was posted on Facebook

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in alignment with new registration policies. Access to information helps advisors and students build a balanced course schedule to support student success.

*On average, community members log in 3.2 times per week to the Headspace App and, since adopting the subscription, the CMU community has meditated more than 724,000 minutes.*

**Medium-Term Investments**

Early Task Force meetings in the Summer and Fall 2016 and their resulting discussions led to CMU's central funding increase to expand Counseling and Psychological Services. These improvements to this crucial service included funding to hire more CaPS therapists as well as a full-time psychiatrist. Increased funding allowed CaPS to expand availability for individual and group therapy, open an annex location, and partner with University Health Services to more holistically support student health and well-being services.

The Task Force facilitated production of a series of videos regarding mental health treatment hosted on the CaPS website, and these continue to be updated with additional videos. Additionally, CMU invested in a subscription to the Headspace App, offering 1,000+ hours of content at no cost to members of the campus community seeking resources for meditation and mindfulness. Headspace has more than 54 million users across 190 countries, and as of Fall 2019, 3,620 of those users are from within the CMU community. On average, community members log in 3.2 times per week and, since adopting the subscription, the CMU community has meditated more than 500,000 minutes.

**What Lies Ahead for Investments in Resources and Services**

The expansions of services via CaPS represent a clinical full-time staff increase of more than 50 percent since 2016. CaPS has more than doubled the funding and availability of contract clinical staff who assist with additional clinical hours in times of high need. Between individual and small-group sessions, CaPS now impacts more than 35 percent of CMU's student population at some point in their academic career, with more than 4,000 students additionally impacted by 134 outreach events during the 2018/2019 academic year. CaPS has also worked to build a strong network of community referral services for those who need long-term care.

The university's Marketing & Communications and Student Affairs divisions are working to create a digital wellness hub to serve as a one-stop shop to guide students on their wellness journeys. Conceived as a content-rich site, wellness-related resources and services will be displayed along with information about how to engage in the university's myriad offerings to support holistic health and well-being.

*Note: A full list of completed, ongoing and in-development initiatives centered around investing in resources and services can be found in Appendix B of this report.*

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# Conclusion

*"I want to continue to think about how this can be cultivated
without a Task Force, on a local and university level."*

Bringing together more than 200 faculty, staff, students and alumni over the course of three years is no small feat. The work of the Task Force felt herculean at times, but steadfast leadership and persistent dedication by its members have empowered the campus community to continually and collaboratively improve our institution. We are so thankful for the work that has already changed our trajectory for the better.

Members of Carnegie Mellon University community should view this final report of the Task Force as a commencement — an opportunity to celebrate the important work already accomplished and a commitment to the impactful work still to come. Much as graduation for CMU students is celebrated as a milestone that completes one phase of development to welcome in another, the Task Force follows a similar path. CMU founder Andrew Carnegie famously said: "my heart is in the work," but he also asserted that people should strive to "do real and permanent good in this world."

Today, the focus lies in the institutionalization of CMU's efforts to permanently and indelibly weave the work of the Task Force into the fabric of Carnegie Mellon University. Appendix A defines the original working group scopes and members. As outlined in Appendix B, each initiative and working group has recommended stakeholders within the institution to carry on the work.

The five areas of impact outlined by the Task Force guide recommendations for ongoing efforts. By transferring tasks from these five areas into permanent university operations, it allows progress in the working groups to carry on in the university's interdisciplinary culture.

**Catalyzing a culture shift**, for instance, is an ongoing effort for CMU. While the progress is exciting in this arena, so too is the work to come.

Innovating ways to **engage the campus community** is a complementary effort to shifting culture. University leadership looks forward to the immediate opportunities ahead, even as the university plans for reflection and expansion in the future.

This work would not be possible without a continued **investment in people to support desired outcomes**. The commitment to the ongoing training of CMU faculty, students and staff is unwavering. University leadership looks forward to equipping all Tartans for success by following and expanding upon the recommendations made by the Task Force.

There is power in **space innovation** on CMU's campus, and efforts have become embedded in processes for campus design and facilities development, but also in the ways the university considers everyone's needs for living and learning together.

**Investment in the university's resources and services** must continue to evolve to meet the needs of a diverse and innovative faculty, staff and student body. The Task Force has helped to raise a strong and persistent voice for these ongoing investments; CMU has responded and plans to continue this critical investment.

In preparation for the next chapter of enhancing the CMU experience, the members of the Task Force wish to express sincere gratitude to those who have helped with this work that truly matters.

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"Rather than thinking of the Task Force efforts as finished, it is vitally important to see this as a beginning," said Provost Jim Garrett. "As we create many smaller task committees throughout campus, we will carry on the spirit, the vision and the mission of this work one program, one change at a time."

# Appendix A: Official Charge, Working Groups and Participants in the Task Force

## I. Official Charge

This group is charged both with closely examining the Carnegie Mellon University experience and with developing near- and long-term recommendations to enhance that experience and ensure student success. Some steps may be taken as soon as this summer, and the Task Force will submit a full progress report to the president by the end of 2016. The Task Force should be attentive to what drives our excellence and achievement, as well as the risks associated with the hard-charging environment and stress culture common at highly selective universities.

Though the initial focus of the Task Force's work will be on the student experience, it will also review key issues facing faculty and staff as appropriate. Recommendations should reflect our shared aspiration to become a national model for a community that helps all its members to flourish. The Task Force will consider the following as a set of steps to guide their work:

- Work with Institutional Research and Analysis and other campus offices to capture existing information on student and alumni perceptions of the CMU experience, including satisfaction and persistence data

- Conduct focus groups with current undergraduate and graduate students, alumni, faculty, staff and parents to inform their understanding of current strengths and areas of concern within the global campus community

- Review research on best practices and benchmark CMU against relevant peer institutions, with special focus on those institutions that provide a supportive environment for high-achieving students to thrive

- Make recommendations that enhance the CMU experience and identify the associated stakeholders on a rolling basis, so that ideas which mature quickly can be implemented without delay from those which may take more time to develop

- Create a community engagement plan that includes a web portal and set of opportunities for in-person engagement with student, faculty, staff and alumni for fall 2016

## II. Chair Stewardship

**2016-2017**
**Farnam Jahanian**, chair, and then-provost

**Marlene Behrmann**, vice-chair, Thomas S. Baker University Professor of Psychology and Cognitive Neuroscience, Dietrich College of Humanities and Social Sciences

**Gina Casalegno**, vice-chair, vice president for Student Affairs and dean of students

**2017-2018**
**Laurie Weingart**, chair, interim provost and Richard M. and Margaret S. Cyert Professor of Organizational Behavior and Theory, Tepper School of Business

**Marlene Behrmann**, vice-chair, Thomas S. Baker University Professor of Psychology and Cognitive Neuroscience, Dietrich College of Humanities and Social Sciences

**Gina Casalegno,** vice-chair, vice president for Student Affairs and dean of students

**2018-2019\*\***
**James H. Garrett Jr.,** chair, provost and chief academic officer

**Gina Casalegno,** vice-chair, vice president for Student Affairs and dean of students

**Diana Marculescu**, vice-chair, David Edward Schramm Professor of electrical and computer engineering and founding director of the Center for Faculty Success, College of Engineering

*\*\*Laurie Weingart served as chair until December 2018*

**Task Force Members:**

**Bruce Armitage**, professor of chemistry, Mellon College of Science

**Amy Burkert**, vice provost for education and teaching professor of biological sciences, Mellon College of Science

**Travis Carless**, Ph.D. student, College of Engineering*[5]

**Mark Cato**, assistant head of academic affairs, College of Fine Arts

**Peter Cooke**, head of the School of Drama and university professor, College of Fine Arts

**David Creswell**, associate professor of psychology, Dietrich College of Humanities and Social Sciences

**Kasey Creswell**, associate professor of psychology, Dietrich College of Humanities and Social Sciences

**Maureen Dasey-Morales**, associate vice president for Community Health and Well-being, Student Affairs

**Deborah Desjardins**, executive director of university initiatives, University Advancement

**Ryan Dumas**, undergraduate student, College of Fine Arts*

**Jamie Earnest**, undergraduate student, College of Fine Arts*

**Jen Gilbride-Brown**, assistant vice provost for student success and equity, Office of the Vice Provost for Education

**Cole Gleason**, Ph.D. student, School of Computer Science

**John Hannon**, associate vice president for community life, Student Affairs

**Chris Hertz**, principal academic advisor, College of Engineering

**Benjamin Johnson-Staub**, undergraduate student, School of Computer Science

**Ashley Kilp**, alumni representative

**Beth Kotarski**, executive director of University Health Services, Student Affairs

**Jelena Kovačević,** Hamerschlag University Professor and department head of Electrical and Computer Engineering, College of Engineering*

**Kurt Kumler,** executive director of Counseling and Psychological Services, Student Affairs*

[5] Names marked with an asterisk denote the titles of during their involvement on the Task Force while at Carnegie Mellon University. All other titles are current as of the publication of this report.

**Jordan Kunz**, master's student, Heinz College of Information Systems and Public Policy, and Tepper School of Business alumnus*

**Kristen Kurland**, teaching professor of architecture, information systems and public policy, Heinz College of Information Systems and Public Policy, and College of Fine Arts

**Marsha Lovett**, associate vice provost for educational innovation and learning analytics; director of the Eberly Center for Teaching Excellence and Educational Innovation; and teaching professor of psychology, Dietrich College of Humanities and Social Sciences

**Angie Lusk**, program director of Student Affairs Wellness Initiatives, Student Affairs

**Jocelyn Malik**, senior director of development, University Advancement*

**Roshni Mehta**, undergraduate student, Dietrich College of Humanities and Social Sciences*

**Amal Nanavati**, undergraduate student, School of Computer Science*

**Marion Oliver**, co-head of arts and sciences and teaching professor of mathematics, Carnegie Mellon University in Qatar

**Brenda Peyser**, distinguished service professor of professional communications, emeritus, Heinz College of Information Systems and Public Policy

**Frank Pfenning**, professor of computer science, School of Computer Science

**Michelle Piekutowski**, associate vice president and chief human resources officer, Division of Operations

**Todd Przybycien**, chair, Faculty Senate and professor of chemical engineering and biomedical engineering, College of Engineering*

**Kai Roberts**, alumnus, Tepper School of Business*

**Gordon Rule**, head of biological sciences program and associate dean for research, Carnegie Mellon University in Qatar

**Scott Sandage**, associate professor of history, Dietrich College of Humanities and Social Sciences

**M. Shernell Smith**, interim director of the Center for Student Diversity and Inclusion, Student Affairs

**Jeanne VanBriesen**, vice provost for faculty and Duquesne Light Company Professor of Civil and Environmental Engineering, College of Engineering

**Joyce Wang**, undergraduate student, BXA program

**Keith Webster**, dean, University Libraries

**William Weiner**, alumni representative, Dietrich College of Humanities and Social Sciences

**Patience Whitworth**, assistant vice provost for operations and strategic initiatives, Office of the Provost

**Eric Zhu**, undergraduate student, School of Computer Science*

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**Ex-Officio Members:**
**Sarah College**, special projects manager, Office of the Provost

**Sophie Elias**, associate vice president of strategy and operations, Marketing & Communications*

**Steve Kloehn**, vice president for Marketing & Communications*

**Katy Rank Lev**, writer, Marketing & Communications

**Tricia O'Reilly**, director of communications, Office of the President

**Rick Siger**, senior advisor to the president on economic development and community engagement, Office of the President

**Mark Toth**, executive communications manager, Office of the Provost*

**Sakena Washington**, digital content manager, Marketing & Communications

## III. Qatar Task Force on the CMU Experience

**Co-Chairs:**

**Kevin D'Arco**, director of student activities and first-year programs, Student Affairs*

**Marion Oliver**, co-head of arts and sciences and teaching professor of mathematics, Carnegie Mellon University in Qatar

**Members:**

**Fuad Farooqi**, associate teaching professor of finance, Carnegie Mellon University in Qatar

**Adam Hodges**, visiting assistant professor of English, Dietrich College of Humanities and Social Sciences

**Farha Khan**, undergraduate student, Carnegie Mellon University of Qatar

**Saquib Razak**, associate teaching professor of computer science, Carnegie Mellon University of Qatar

**Dalia Atef Rehal**, director of student life, Student Affairs

**Hope Rodefer**, director of educational initiatives, Carnegie Mellon University in Qatar

**A.M. Salaz**, associate dean of research and academic services, University Libraries

**Annette Vincent,** program director; and associate teaching professor of biology, Carnegie Mellon University in Qatar

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## IV. Health and Well-Being Services

**Initiative Scope:** The Health and Well-Being Services Working Group was comprised of undergraduate and graduate students, alumni, faculty and staff from Counseling and Psychological Services (CaPS), University Health Services (UHS), Student Affairs and the Office of the Vice Provost for Education. The working group developed near- and long-term recommendations for improving physical, mental and emotional well-being at CMU. This working group gathered and analyzed relevant information on community behaviors, needs, and available support in order to make data-driven, actionable recommendations.

**Liaison to the Steering Committee:**
**Gina Casalegno**, vice-chair, vice president for Student Affairs and dean of students

**Co-Chairs:**
**Kasey Creswell**, associate professor of psychology, Dietrich College of Humanities and Social Sciences

**Scott Sandage**, associate professor of history, Dietrich College of Humanities and Social Sciences

**Members:**
**Renee Camerlengo**, associate dean of student affairs and international education, Carnegie Mellon University in Qatar

**David Creswell**, associate professor of psychology, Dietrich College of Humanities and Social Sciences

**Shreya Desikan**, undergraduate student, Mellon College of Science*

**Anind K. Dey**, Charles M. Geschke Professor and director of the Human-Computer Interaction Institute, School of Computer Science*

**Janet Feindel**, professor of voice, emeritus, College of Fine Arts

**Daniel Gingerich**, Ph.D. student, College of Engineering*

**Ana Van Gulick**, senior librarian, University Libraries

**Aaron Gutierrez**, undergraduate student, School of Computer Science*

**Ashley Kilp**, alumni representative, Mellon College of Science

**Kelly Kim**, undergraduate student, Dietrich College of Humanities and Social Sciences

**Beth Kotarski**, executive director of University Health Services, Student Affairs

**Kurt Kumler**, executive director of Counseling and Psychological Services, Student Affairs*

**Maya Lassiter**, undergraduate student, College of Engineering*

**Felix Liu**, undergraduate student, Dietrich College of Humanities and Social Sciences*

**Olivia Paul**, undergraduate student, Dietrich College of Humanities and Social Sciences*

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**Alex Roman**, undergraduate student, Mellon College of Science*

**Maya Schumer**, undergraduate student, Dietrich College of Humanities and Social Sciences*

**Isabella Starvaggi**, undergraduate student, Dietrich College of Humanities and Arts*

**Mark Stehlik**, assistant dean for outreach and teaching professor, School of Computer Science

**Mary Suresh**, first lady, Office of the President*

**Vaasavi Unnava**, undergraduate student, Tepper School of Business*

**Stephanie Wallach**, assistant vice provost for undergraduate education, Office of the Vice Provost for Education

**Patience Whitworth**, assistant vice provost for operations and strategic initiatives, Office of the Provost

**Amanda Willard**, Ph.D. student, Mellon College of Science*

**Brady Wilson**, undergraduate student, Dietrich College of Humanities and Social Sciences*

**Brandy Wyant**, alumni representative, Dietrich College of Humanities and Social Sciences

**Emily Yeh**, alumni representative, School of Computer Science

**Sarah Young**, senior librarian, University Libraries

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## v. Campus Infrastructure

**Initiative Scope:** The Campus Infrastructure Working Group identified strategies where the physical infrastructure on and near campus could better support a positive experience, well-being and personal safety for members of the CMU community. The scope of this group's work included both formal and informal learning spaces (e.g., classrooms, libraries, carrels and other nooks) as well as housing, dining and other gathering spaces.

**Liaison to the Steering Committee:**
**Gina Casalegno**, vice-chair, vice president for Student Affairs and dean of students

**Rick Siger**, senior advisor to the president for economic development and community engagement, Office of the President

**Co-Chairs:**
**Kristen Kurland**, teaching professor of architecture, information systems and public policy, Heinz College of Information Systems and Public Policy, and College of Fine Arts

**Marsha Lovett**, associate vice provost for educational innovation and learning analytics; director of the Eberly Center for Teaching Excellence and Educational Innovation; and teaching professor of psychology, Dietrich College of Humanities and Social Sciences

**Keith Webster**, dean, University Libraries

**Members:**
**Sarika Bajaj**, undergraduate student, College of Engineering*

**Ernest Bellamy**, master's student, College of Fine Arts*

**Cory Bird**, undergraduate student, Mellon College of Science

**Daragh Byrne**, associate teaching professor of architecture, College of Fine Arts

**Don Carter**, adjunct faculty of architecture, College of Fine Arts

**Francis Carter**, Ph.D. student, College of Fine Arts

**Tamara Cartwright**, master's student, College of Fine Arts*

**David Chickering**, interim director of residential education, Student Affairs

**Jill Chisnell**, integrated media and design librarian, University Libraries

**Don Coffelt**, associate vice president for facilities management and campus services, Division of Operations

**Sarah College**, special projects manager, Office of the Provost

**Erika Cox**, undergraduate student, Dietrich College of Humanities and Social Sciences*

**Ann English**, associate dean for finance and operations, Heinz College of Information Systems and Public Policy

**Georgia Giatras**, vice provost for resource planning, Office of the Provost

**Luke Hottinger**, alumni representative, Dietrich College of Humanities and Social Sciences*

**Ken Hovis**, assistant dean for educational initiatives; and associate teaching professor, Mellon College of Science

**Kristin Hughes**, associate professor of design, College of Fine Arts

**Darren Kerfoot**, master's student, College of Engineering*

**Marti Louw**, director of the Learning Media Design Center, School of Computer Science

**Zachary March**, master's student, Heinz College of Information Systems and Public Policy*

**Julia N. Petrich**, master's student, College of Fine Arts*

**Pascal Petter**, director of Dining Services, Student Affairs

**Robert Reppe**, senior director of planning and design, Division of Operations

**Michael Schneider**, director of facilities for dining services, Student Affairs

**Peter Scupelli**, Nierenberg Associate Professor of Design, College of Fine Arts

**Shariq Shah**, undergraduate student, College of Fine Arts

**Jess Trybus**, special faculty, Entertainment Technology Center*

**Helen Wang**, associate dean and director of residential education, Student Affairs*

**Beth Wiser**, director of visitor experience, Marketing & Communications

## VI.  Campus Culture and Student Success

**Committee Scope:** The mission of the Campus Culture and Student Success Working Group was to create and implement a strategy for developing a CMU community where all members live and work in an atmosphere of mutual respect, inclusion and equity, focused on encouragement and support of students as they pursue their goals and dreams.

**Liaison to the Steering Committee:**
**Marlene Behrmann**, vice-chair, Thomas S. Baker University Professor of Psychology and Cognitive Neuroscience, Dietrich College of Humanities and Social Sciences

**Co-Chairs:**
**Chris Hertz**, principal academic advisor, College of Engineering

**Jelena Kovačević**, Hamerschlag University Professor and department head of electrical and computer engineering, College of Engineering*

**Members:**
**Travis Carless**, Ph.D. student, College of Engineering

**Catherine Copetas**, assistant dean for industrial relations; and director of special events, School of Computer Science

**Gregory Edleman,** director of undergraduate admission, Admissions Office

**Devynne Farquharson**, Ph.D. student, College of Engineering*

**Jodi Forlizzi**, Charles M. Geschke Director and professor of Human-Computer Interaction Institute, School of Computer Science

**John Hannon**, associate vice president for community life, Student Affairs

**Wendy Hermann**, executive director of student services for master's programs, Tepper School of Business

**Holly Hippensteel**, associate vice president for community standards and diversity initiatives, Student Affairs

**Linda Hooper**, director of academic development, Office of the Vice Provost for Education*

**Joshua Inyangson**, undergraduate student, Dietrich College of Humanities and Social Sciences*

**Lisa Krieg**, associate vice president and director of enrollment services and international programs, Office of the Provost

**Jordan Kunz**, master's student, Heinz College of Information Systems and Public Policy, and alumnus, Tepper School of Business

**Diana Marculescu**, vice-chair, David Edward Schramm Professor of electrical and computer engineering and founding director of the Center for Faculty Success, College of Engineering

**Christina Ou**, undergraduate student, College of Engineering*

**Kai Roberts**, alumnus, Tepper School of Business

Carnegie Mellon University

**M. Shernell Smith**, interim director of the Center for Student Diversity and Inclusion, Student Affairs

**Karen Stump**, director of undergraduate studies and laboratories; and teaching professor of chemistry, Mellon College of Science

**Janel Sutkus**, director of institutional research and analysis, Office of the Provost

**Helen Wang**, associate dean and director of residential education, Student Affairs*

**Joyce Wang**, undergraduate student, BXA Program

## VII.  Academic Policies and Practices

**Committee Scope:** The scope of the Academic Policies and Practices Working Group was to study and make recommendations regarding policies and practices that have a direct or indirect impact on student workload, stress and academic progress. University policies and practices that address course loads, selection and scheduling of courses, pass/fail and plus/minus grading options, and course delivery and design were all core topics for the group's work.

**Liaison to the Steering Committee:**
**Amy Burkert,** vice provost for education; and teaching professor of biological sciences, Mellon College of Science

**Co-Chairs:**
**Marsha Lovett**, associate vice provost for educational innovation and learning analytics; director of the Eberly Center for Teaching Excellence and Educational Innovation; and teaching professor of psychology, Dietrich College of Humanities and Social Sciences

**Brenda Peyser**, distinguished service professor of professional communications, emeritus, Heinz College of Information Systems and Public Policy

**Laurie Weingart**, Richard M. and Margaret S. Cyert Professor of Organizational Behavior and Theory, Tepper School of Business

**Members:**
**Bruce Armitage**, professor of chemistry, Mellon College of Science

**Travis Carless**, Ph.D. student, College of Engineering

**Mark Cato**, assistant head of academic affairs, College of Fine Arts

**Sushain Cherivirala**, undergraduate student, School of Computer Science*

**Sarah College**, special projects manager, Office of the Provost

**Rebecca Culyba**, associate provost, Office of the Provost

**Julia Dennis**, master's student, College of Fine Arts*

**Jeffrey Eppinger**, professor of the practice, School of Computer Science

**Cole Gleason**, Ph.D. student, School of Computer Science

**Joel Greenhouse**, professor of statistics, Dietrich College of Humanities and Social Sciences

**Pratham Gupta**, undergraduate student, Tepper School of Business

**Josh Gyory**, Ph.D. student, College of Engineering

**Annette Jacobson**, associate dean for undergraduate studies; and teaching professor of chemical engineering, College of Engineering

**Ben Johnson-Staub,** undergraduate student, School of Computer Science

**Kristen Kovak**, senior associate dean and associate teaching professor of art, College of Fine Arts

**Stephanie Laughton,** Ph.D. student, College of Engineering

**Colleen Mollenauer**, project coordinator, Office of the Vice Provost for Education

**John Papinchak**, university registrar, Enrollment Services

**Frank Pfenning**, professor of computer science, School of Computer Science

**Jackie Speedy**, associate dean, school of public policy and management, Heinz College

**Janel Sutkus**, director of institutional research and analysis, Office of the Provost

**Tania Taloute,** Master's student, Heinz College*

**Jennifer Wegner**, executive director, undergraduate business administration program, Tepper School of Business

**Patience Whitworth**, assistant vice provost for operations and strategic initiatives, Office of the Provost

**Eric Zhu**, undergraduate student, School of Computer Science*

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## VIII. Life@CMU Project

**Initiative Scope:** Piloted in Spring 2017, this project involved a research study designed to identify and gain a deeper understanding of the psychological, social and institutional factors that affect overall student health and academic success. In Spring 2018 the Life@CMU project team expanded their research sample to include an additional 225 students across all colleges. The project helped the Task Force objectively assess the current state of the student body across a set of important measures, and identified data-driven opportunities to intervene to improve student life.

**Co-Chairs:**
**David Creswell**, associate professor of psychology, Dietrich College of Humanities and Social Sciences

**Anind Dey**, Charles M. Geschke Professor; and director of Human-Computer Interaction Institute, School of Computer Science*

**Research Team:**
**Sheldon Cohen**, Robert E. Doherty University Professor of Psychology and University Professor of Psychology,, Dietrich College of Humanities and Social Sciences

**Kasey Creswell**, associate professor of psychology, Dietrich College of Humanities and Social Sciences

**Janine Dutcher**, project coordinator for psychology, Dietrich College of Humanities and Social Sciences

**Marsha Lovett**, associate vice provost for educational innovation and learning analytics; director of the Eberly Center for Teaching Excellence and Educational Innovation; and teaching professor of psychology, Dietrich College of Humanities and Social Sciences

**Janel Sutkus**, director of institutional research and analysis, Office of the Provost

**Michael Tumminia**, project coordinator for psychology, Dietrich College of Humanities and Social Sciences*

**Daniella Villalba**, project coordinator for psychology, Dietrich College of Humanities and Social Sciences*

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## IX. JED Foundation

**Scope:** Under a multiyear commitment, the Task Force worked with the JED Foundation (a non-profit organization that exists to protect emotional health and prevent suicide for the nation's teens and young adults) to assess current programs through a collaborative and consultative model. The effort seeks to drive progress in program and policy that can build upon existing mental health, substance abuse and suicide prevention efforts.

**Liaison to the Steering Committee:**
**Gina Casalegno**, vice president for Student Affairs and dean of students

**Co-Chairs:**
**Maureen Dasey-Morales**, associate vice president for community health and well-being, Student Affairs

**Viviana Ferrer-Medina**, Counseling and Psychological Services psychotherapist and outreach coordinator, Student Affairs

**Kurt Kumler**, executive director of Counseling and Psychological Services, Student Affairs*

**Members:**
**Maggie Braun**, associate dean for undergraduate affairs; and teaching professor, Mellon College of Science

**Rosie Cheng**, coordinator of student-athlete wellness, Student Affairs

**Linda Gentile**, director of the Office of International Education, Office of the Provost

**Catherine Getchell**, director of the Office of Disability Resources, Office of the Vice Provost for Education

**Jen Gilbride-Brown**, assistant vice provost for student success and equity, Office of the Vice Provost for Education

**Steven Guo**, undergraduate student, Dietrich College of Humanities and Social Sciences*

**John Hannon**, associate vice president for Community Life, Student Affairs

**Wendy Hermann**, executive director of Student Services, Tepper School of Business

**Kevin Jarbo**, Presidential Postdoctoral fellow, Dietrich College of Humanities and Social Sciences

**Jess Klein**, coordinator of gender programs and sexual assault violence prevention, Student Affairs*

**Beth Kotarski**, executive director of University Health Services, Student Affairs

**Kurt Larsen,** assistant dean of undergraduate studies, College of Engineering

**Bradley Sommer**, Ph.D. student, Dietrich College of Humanities and Social Sciences

**Helen Wang**, associate dean and director of Residential Education, Student Affairs*

**Amanda Willard**, Ph.D. student, Mellon College of Science*

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## x. Tartan Reboot

**Initiative Scope:** In an effort to prepare for a beta launch in Fall 2019, members of the Tartan Reboot team proposed a day of programming that interrupts business as usual on campus, with grassroots activities designed to bring together students, faculty, staff and alumni to take a break from business as usual and to connect, reflect, restore and have fun.

**Liaison to the Steering Committee:**
**Marlene Behrmann**, vice-chair, Thomas S. Baker University Professor of Psychology and Cognitive Neuroscience, Dietrich College of Humanities and Social Sciences

**Chair:**
**Sarah College**, special projects manager, Office of the Provost

**Members:**
**Travis Carless**, Ph.D. student, College of Engineering

**Peter Cooke**, head of the School of Drama; and university professor, College of Fine Arts

**Michael James**, undergraduate student, College of Fine Arts and School of Computer Science*

**Elizabeth Koch**, associate director of Office of Student Leadership, Involvement, and Civic Engagement (SLICE), Student Affairs

**David Kosbie**, associate teaching professor, School of Computer Science

**Mara Kudrick**, senior associate director of development, University Advancement

**Octavio Mesner**, Ph.D. student, College of Engineering and School of Computer Science

**M. Shernell Smith**, interim director of the Center for Student Diversity and Inclusion, Student Affairs

**Liz Vaughan**, associate dean and director of SLICE, Student Affairs

**Helen Wang**, associate dean and director of Residential Education, Student Affairs*

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## XI. Design Your Life Course

**Initiative Scope:** The Design Your Life Working Group explored the possibility of creating a CMU-centric course that would be required for first-year students across all seven colleges. The course would be designed based on best practices from similar peer institution courses, including the MCS Eureka course, the Stanford "Design Your Life" course, and others.

**Liaison to the Steering Committee:**
**Marlene Behrmann**, vice-chair, Thomas S. Baker University Professor of Psychology and Cognitive Neuroscience, Dietrich College of Humanities and Social Sciences

**Chair:**
**John Hannon**, associate vice president for Community Life, Student Affairs

**Members:**
**David Creswell**, associate professor of psychology, Dietrich College of Humanities and Social Sciences

**Selma Limam Mansar**, senior associate dean and teaching professor, Carnegie Mellon University in Qatar

**Alex London**, Clara L. West Professor of Ethics and Philosophy, Dietrich College of Humanities and Social Sciences

**Angie Lusk**, program director of student affairs wellness initiatives, Student Affairs

**Susana Steppan**, associate teaching professor of chemical engineering, College of Engineering

**Karen Stump**, director of undergraduate studies and laboratories; and teaching professor of chemistry, Mellon College of Science

**Stephanie Wallach**, assistant vice provost for undergraduate education, Office of the Vice Provost for Education

**Heather Workinger Midgley**, first-year advisor; and associate adjunct faculty, College of Fine Arts

**Emily Weiss**, teaching consultant at Eberly Center for Teaching Excellence and Educational Innovation, Office of the Vice Provost for Education

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## XII. Holistic Improvements to Advising Across the Life Cycle

**Initiative Scope:** The scope of this working group included assessment of current practices and benchmarking against CMU peers to create a more consistent, holistic model for advising. The model should focus on regular, meaningful connections that are more uniform across all departments, and emphasize the multiple dimensions of the CMU experience for students.

**Liaison to the Steering Committee:**
**Amy Burkert**, vice provost for education; and teaching professor of biological sciences, Mellon College of Science

**Chair:**
**Jen Gilbride-Brown**, assistant vice provost for student success and equity, Office of the Vice Provost for Education

**Members**
**Undergraduate Subcommittee:**

**Treci Bonime**, assistant dean for undergraduate studies, College of Engineering

**Maggie Braun**, associate dean for undergraduate affairs, Mellon College of Science

**Mark Cato**, assistant head of academic affairs, College of Fine Arts

**Thomas Cortina**, assistant dean for undergraduate education and teaching professor, School of Computer Science

**Matthew Hoolsema**, research designer and analyst, Institutional Research and Analysis

**Benjamin Johnson-Staub**, undergraduate student, School of Computer Science

**Maggie Sikora**, director of the HUB and associate director, Enrollment Services

**Karen Stump**, director of undergraduate studies and laboratories; and teaching professor of chemistry, Mellon College of Science

**Ana Maria Ulloa-Shields**, assistant dean and director, Dietrich College of Humanities and Social Sciences

**Theodore Warner**, undergraduate student, Mellon College of Science

**Graduate Subcommittee:**

**Julie Azzam**, program coordinator of the master's of fine arts program, College of Fine Arts

**DJ Brasier**, assistant teaching professor of biological sciences, Mellon College of Science

**David Eckhardt**, teaching professor, School of Computer Science

**Kathryn Heidemann**, assistant dean, Heinz College of Information Systems and Public Policy, and College of Fine Arts*

**Wendy Hermann**, executive director of student services, Tepper School of Business

**Matthew Hoolsema**, research designer and analyst, Institutional Research and Analysis

**Divyansh Kaushik**, Ph.D student, School of Computer Science

**Lisa Krieg,** associate vice president and director of enrollment services and international programs, Provost's Office

**Suzie Laurich-McIntyre**, assistant vice provost for graduate education, Office of the Vice Provost for Education

**Howard Seltman**, director of masters of statistical practice, Dietrich College of Humanities and Social Sciences

**Satbir Singh**, associate teaching professor of mechanical engineering, College of Engineering

**Advisor Professional Development Subcommittee:**

**Richelle Bernazzoli**, assistant director of undergraduate research and national fellowships, Undergraduate Research Office

**Becki Campanaro**, assistant teaching professor of biological Sciences, Mellon College of Science

**Kathleen Conway**, senior academic advisor and program manager, Tepper School of Business

**Jason D'Antonio**, director of health professions program; and assistant teaching professor, Mellon College of Science

**Gary DiLisio**, principal academic advisor, Dietrich College of Humanities and Social Sciences

**Holly Hippensteel**, associate vice president of student affairs for Community Standards and Diversity Initiatives, Student Affairs

**Ken Hovis**, assistant dean for educational initiatives; and associate teaching professor, Mellon College of Science

**Rubab Jafry O'Connor**, distinguished service professor of management, Tepper School of Business

**Kurt Larsen**, assistant dean of undergraduate studies, College of Engineering

**Steve Pajewski**, senior academic advisor and program manager, Tepper School of Business

**Stephanie Wallach**, assistant vice provost for undergraduate education, Office of the Vice Provost for Education

**Lauren Warden-Rodgers**, associate director for student academic success, Office of the Vice Provost for Education

**Vickie Woodhead**, senior academic advisor for undergraduate programs, College of Engineering

**Amy Yearwood**, director of summer studies and divisional strategic initiatives, Enrollment Services

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## XIII.  Doctoral Mentorship Training for Faculty

**Initiative Scope:** This working group assessed current mentorship opportunities available to doctoral students in relation to CMU's peer institutions and considered programs to prepare faculty and staff as mentors, to create department-specific mentoring, and other interventions.

**Liaison to the Steering Committee:**
**Marlene Behrmann**, vice-chair, Thomas S. Baker University Professor of Psychology and Cognitive Neuroscience, Dietrich College of Humanities and Social Sciences

**Co-Chairs:**
**Jeanne VanBriesen**, vice provost for faculty; and Duquesne Light Company Professor of Civil and Environmental Engineering, College of Engineering

**Scott Sandage**, associate professor of history, Dietrich College of Humanities and Social Sciences

**Members:**
**Surya Aggarwal**, Ph.D. student, Mellon College of Science*

**Laurence Ales**, associate professor of economics, Tepper School of Business

**Jeffrey Bigham**, associate professor, School of Computer Science

**Nathaniel Breg**, Ph.D. student, Heinz College of Information Systems and Public Policy

**Courtney Bryant**, director, Office of the Vice Provost for Faculty

**Elizabeth Campbell**, Ph.D. student, Tepper School of Business

**Travis Carless**, Ph.D. student, College of Engineering

**Rosalind Chow**, associate professor of organizational behavior and theory, Tepper School of Business

**Erica Cochran**, assistant professor of architecture, College of Fine Arts

**Allison Del Giorno**, Ph.D. student, School of Computer Science

**Markus Deserno**, professor of physics, Mellon College of Science

**Marissa Engle**, Ph.D. student, College of Engineering

**Chi Feng**, Ph.D. student, Tepper School of Business

**Pedro Ferreira**, associate professor of information systems, Heinz College of Information Systems and Public Policy

**Chad Hershock**, director of faculty and graduate student programs, Office of the Vice Provost for Education

**Scott Hudson**, professor of human-computer interaction, School of Computer Science

**Suguru Ishizaki**, professor of English, Dietrich College for Humanities and Social Sciences

**Suzie Laurich-McIntyre**, assistant vice provost for graduate education, Office of the Vice Provost for Education

**Phil LeDuc**, William J. Brown Professor of Mechanical Engineering, College of Engineering

**Daniel Cardoso Llach**, associate professor of architecture, College of Fine Arts

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**Amanda Luby**, Ph.D. student, Dietrich College for Humanities and Social Sciences*

**Dimeji Onafuwa**, Ph.D. student, College of Fine Arts*

**Rahul Telang**, professor of management information systems, Heinz College of Information Systems and Public Policy

**Ana Van Gulick**, senior librarian for psychology and neuroscience, University Libraries

**Sai Gopal Yerneni**, Ph.D. student, College of Engineering

## XIV.  An Ecosystem of Support for Health, Well-being and Resilience

**Initiative Scope:**  Guided by initiatives housed in Student Affairs, this working group sought to launch and enhance several programs that foster resilience across the student experience in and out of the classroom, such as creating a digital wellness hub, promoting educational campaigns regarding resilience, and deploying one or more mobile apps to provide a broader set of tools to the student population.

**Liaison to the Steering Group:**
**Gina Casalegno**, vice president for Student Affairs and dean of students

**Co-Chairs:**
**Beth Kotarski**, executive director of University Health Services, Student Affairs

**Kurt Kumler**, executive director of Counseling and Psychological Services, Student Affairs*

**Angie Lusk**, program director of student affairs wellness initiatives, Student Affairs

**Members:**
**Ahmed Ansari**, Ph.D. student, College of Fine Arts*

**DJ Brasier**, assistant teaching professor of biological sciences, Mellon College of Science

**Jonny Cagwin**, coordinator of religious life programs, Student Affairs

**Renee Camerlengo**, associate dean of student affairs and international education, Carnegie Mellon University in Qatar

**Josh Centor**, associate vice president for Community Engagement and director of Athletics, Student Affairs

**Maureen Dasey-Morales**, associate vice president for Community Health and Well-being, Student Affairs

**Shreya Desikan**, undergraduate student, Mellon College of Science*

**Ann English**, associate dean for finance and operations, Heinz College of Information Systems and Public Policy

**Aaron George**, housefellow and coordinator for the Center for Student Diversity and Inclusion, Student Affairs*

**Linda Hooper**, director of academic development, Office of the Vice Provost for Education

**John Ito**, associate professor of music theory, College of Fine Arts

**Michael James**, undergraduate student, College of Fine Arts and School of Computer Science*

**Susan Polansky**, head of modern languages; and teaching professor of Hispanic studies, Dietrich College of Humanities and Social Sciences

**Yon Xin See**, undergraduate student, College of Fine Arts*

**Kelley Shell**, health promotion program director, Student Affairs

**Vickie Woodhead**, senior academic advisor for undergraduate programs, College of Engineering

**Amy Yearwood**, director of summer studies and divisional strategic initiatives, Enrollment Services

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## xv.  Creating a Faculty Ecosystem of Support

**Initiative Scope**: This working group identified sustainable mechanisms for empowering and enabling meaningful faculty interactions with students in the context of the CMU ecosystem of support. Directions of interest included:
- Enabling a culture of care, support and resilience, including: consistent messaging about support for student well-being while maintaining the rigor of CMU programs; reduction of unintentional effects of actions, activities or policies that may detract from promoting a culture of balance and well-being
- Embedding understanding of and proactive support for student wellness in the faculty skill set, including: professional development for faculty for engagement in supporting a culture of care; inclusion of language in processes (e.g., promotion and tenure, recognition) and policies to support a holistic student experience
- Best practice collection and sharing, and progress assessment; including collection of current practices from CMU departments/colleges or peers that support student wellness and care; and share best practices or identify measure for progress

**Co-Chairs:**

**Diana Marculescu**, vice-chair, David Edward Schramm Professor for electrical and computer engineering and founding director of the Center for Faculty Success, College of Engineering

**Marlene Behrmann**, vice-chair, Thomas S. Baker University Professor of Psychology and Cognitive Neuroscience, Dietrich College of Humanities and Social Sciences

**Members:**
**Eric Anderson**, senior associate dean and associate professor of design, College of Fine Arts

**David Lassman**, distinguished service professor of organizational management, Heinz College of Information Systems and Public Policy

**David Yaron**, professor of chemistry, Mellon College of Science

**Sevin Yeltekin**, senior associate dean for education; and professor of economics, Tepper School of Business

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## XVI.  Leadership Academy and Professional Development for CMU Faculty and Staff

**Initiative Scope:** The working group sought to enhance CMU experience for faculty and staff by proposing programs, policies and processes with corresponding action plans that catalyze professional growth and promote professional satisfaction. The working group spearheaded the creation of a prestigious leadership academy for faculty and staff, nominated by the University Leadership Council. Individuals in the program will strive to improve their management skills, build a network of outstanding peers and bolster their future as leaders at CMU.

**Liaison to the Steering Committee:**

**Todd Przybycien**, chair, Faculty Senate and professor of Chemical Engineering and Biomedical Engineering, College of Engineering*

**Co-Chairs:**

**Michelle Piekutowski**, associate vice president; and chief human resources officer, Division of Operations

**M. Shernell Smith**, interim director of the Center for Student Diversity and Inclusion, Student Affairs

**Members:**

**Kim Abel**, assistant vice president of professional development services, Human Resources*

**Bruce Armitage**, professor of chemistry, Mellon College of Science

**Linda Babcock**, department head and James M. Walton Professor of Economics, Dietrich College of Humanities and Social Sciences

**Courtney Bryant**, director, Office of the Vice Provost for Faculty

**Joanna Dickert**, assistant dean of student affairs for assessment and strategic initiatives, Student Affairs

**Mary Glavan**, Ph.D. student, Dietrich College of Humanities and Social Sciences*

**Ashley Grice**, assistant director of alumni relations, University Advancement

**Gloria Gruber**, senior director of people and organizational effectiveness, Human Resources

**Kai Gutschow**, associate professor of architecture, College of Fine Arts

**Chad Hershock**, director of faculty and graduate student programs, Office of the Vice Provost for Education

**David Kaufer**, Paul Mellon Distinguished Professor of English, Dietrich College of Humanities and Social Sciences

**Shabaki Lambert**, assistant vice president of human resources, Human Resources

**Mick Landaiche**, Counseling and Psychological Services psychotherapist, Student Affairs

**John Lanyon**, tutor coordinator in academic development, Office of the Vice Provost for Education

**Tim Leonard**, director of student alumni relations programs, University Advancement

**Angie Lusk**, program director of student affairs wellness initiatives, Student Affairs

**John C. Marano Jr.**, director of trademark licensing, Office of General Counsel

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**Diana Marculescu**, vice-chair, David Edward Schramm Professor of electrical and computer engineering and founding director of the Center for Faculty Success, College of Engineering

**Leanne Meyer**, executive director of Accelerate Leadership Center, Tepper School of Business

**Ellie Monaco**, senior director of learning and development, Human Resources

**Jamie Moyes**, associate director of career services, Tepper School of Business

**Nicole Rafidi**, Ph.D. student, School of Computer Science*

**Kathryn Roeder**, UPMC Professor of Statistics and Computational Biology, Dietrich College of Humanities and Social Sciences

**Sneha Prabha Narra**, Ph.D. student, College of Engineering*

**George Vosburgh**, assistant teaching professor of trumpet, College of Fine Arts

**Thomas Wilk**, IT manager, School of Computer Science

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# Appendix B: Task Force Accomplishments, Initiatives and Recommendations

The following pages outline in detail the many accomplishments, initiatives and recommendations of the Task Force on the CMU Experience. For the purposes of this report, they have been categorized into three classifications:

- **Accomplishments and Ongoing Initiatives** are projects that have either successfully been implemented or have been initiated as ongoing commitments.
- **Accepted Recommendations to Move Forward** have been approved for funding, staffing and resources, and have approval to commence.
- **Recommendations for Future Consideration** are initiatives explored by the Task Force that are not practical for implementation at this time but could become more prudent in the future.

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# Catalyzing a Culture Shift Initiatives

## I. Accomplishments and Ongoing Initiatives

**Add, Drop, Withdrawal and Course Voucher System**

The Academic Policies and Practices Working Group instituted major changes in the course drop and withdrawal procedures. Examining policies regarding course registration was identified as an early priority for the Task Force, with full understanding of the administrative challenges of such an undertaking. The work of the Task Force drew attention to challenges students face in selecting classes. The working group studied available data on student decision-making and conducted benchmarking of peer institutions to understand the historical practice in context. They also engaged student governance groups to iterate and refine a new set of deadlines that would support student success and well-being. The new deadlines aim to help students manage challenges with their workload, stress and work-life balance while also minimizing disruptive changes to class rosters that may negatively affect team-based work.

The new processes and deadlines are part of a comprehensive plan to improve the student experience. They were developed over the course of 18 months with substantive engagement through town halls and in consultation with governing bodies on campus that included deans, associate deans, Faculty Senate, Student Government, Student Senate, the Graduate Student Assembly and the University Education Council. The academic policies and practices working group was sensitive to CMU's practice of allowing students to explore classes of interest through a generous withdrawal process. Before the work of the Task Force, the drop deadline was the tenth week of class and students could withdraw from classes up until the final day of class.

Effective for Fall 2018, the university rolled out a revised academic calendar as well as a new voucher system to address concerns with registration. Once the syllabus repository and course profiles were established, the course drop deadline was moved to the sixth week of class and the course withdrawal date was moved up by five weeks. By the 10th week of class, students have had enough time to get a sense of their workload and class outcomes as well as assessment measures. This change also addresses concerns from project-based courses where student teams are formed.

The late-drop voucher system supports the important culture of exploration and risk-taking, allowing students a limited number of opportunities to drop a course up until the last day of classes without the course appearing on their transcript.

Combined, these changes contribute to a greater ability for students to balance academic rigor with attending to their basic needs, make informed decisions early in the semester, experience increased opportunity for engagement outside the classroom and improve the academic experience.

**Add, Drop, Withdrawal Assessment**

In tandem with changes made to course drop and course withdrawal policies, the Academic Policies and Practices Working Group developed a plan to assess these changes and deliver a set of recommendations to the provost for evaluating the impact of the approved changes to the academic calendar. This will inform decision-making about the future of the academic calendar.

**Auto-Bump and Overload**

Prior to the Task Force's work, the university had a standard policy to create an automatic, system-generated increase allowing students to overload their course registration — called an auto-bump. Many students were allowed to register

for more than one additional course over a standard load each semester. There was a strong sense that this administrative practice as default nudged students toward a culture that viewed overloading as the norm — rather than encouraging deep engagement in a "normal" course load. The initiative eliminated this automatic increase and established standard definitions and procedures for unit registrations in excess of normal established student loads. Effective for Fall 2018, students are required to speak with their advisor prior to overloading their schedule.

**Free Group X Fitness Classes for All Students, Faculty and Staff**
University leadership embraced the Task Force's recommendation that all students, faculty and staff members have free access to Group X classes. The Group X offerings include aerobics and strength-training and nearly 60 other weekly exercise classes, including yoga and dance. With the Cohon University Center expansion and David A. Tepper Quadrangle opening, courses are now offered from four studios plus a dedicated indoor cycling studio. During nice weather, some classes are even taught on an outdoor terrace overlooking the Oakland skyline.

**JED Foundation Self-Assessment and Report**
In 2016, CMU partnered with The Jed Foundation (a non-profit organization that exists to protect emotional health and prevent suicide for the nation's teens and young adults) to assess the university's mental health response programs. The effort seeks to drive progress in program and policy that can build upon existing mental health, substance abuse and suicide prevention efforts to ensure quality care that aligns with best practices in the corresponding fields. Topics addressed have included promoting social connectedness, increasing help-seeking behaviors, documenting crisis management protocols and limiting access to lethal means. Ongoing topics to be examined will be resiliency programming and messaging, outreach to persons at risk and delivery of substance use and mental health services.

**Orientation Enhancements on Student Mental Health and Self-Care**
First-year undergraduate orientation, orientation for students' families, orientation for new faculty members and incoming graduate student orientation were revamped to provide a more holistic approach to social connectedness and a lens toward overall well-being. Explicit language related to help-seeking and identifying resources available on campus was included in the updated programming, as well as skill-building opportunities to help students communicate their needs. The message that seeking help is a strength is reinforced throughout the updated orientation programming, alongside explicit emphasis on well-being, self-care and reflection.

**Pilot Course: Hacking Your Life**
Students in the Dietrich College of Humanities and Social Sciences will be offered the opportunity to "hack" their life — explore who they are, how they learn and how they can take care of themselves. The course gives students the opportunity to explore the CMU student experience, the science of learning, and issues central to students (e.g. resilience, social connections and mental health).

**Unit Alignment**
The Academic Policies and Practices Working Group determined opportunities to improve the alignment between units assigned to courses and the workload experienced by students. Beginning in Fall 2017, the workload of each class was analyzed using faculty course evaluations (specifically, student effort reports) with an eye toward unit appropriateness. These analyses were conducted by the University Education Council, deans, and department heads. It was provided to faculty to guide course development.

**Video Series on Seeking Help**
One of the key priorities of the JED Foundation working group was to increase help-seeking behavior among members of the Carnegie Mellon community. The working group initiated the development of a series of videos regarding mental

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health treatment and how to seek it. These educational and awareness videos were posted on the CaPS website and are also used regularly in outreach presentations.

**The Well-being Project at Carnegie Mellon**
Student organizations with a shared mission to support health and well-being on campus came together during the 2017/2018 and 2018/2019 academic years to convene discussion and action surrounding enhancing campus culture. They hosted CMU Well-being Week and inspired a new component for first-year undergraduate orientation in 2018.

**Wellness Language as Part of Syllabi**
Multiple sub-committees worked together to develop language regarding mental health for inclusion in all course syllabi university wide. The statement on student wellness has been added to a checklist that The Eberly Center on Teaching Excellence and Educational Innovation maintains to help faculty develop their syllabi in accordance with Faculty Senate recommendations.

## II.  Accepted Recommendations to Move Forward

**Calendar Innovation**
Carnegie Mellon's academic calendar has more instructional days than most of our peers. The Task Force has suggested that innovations to our calendar could transform the ways we work and pause from work to create a more healthy, productive and sustainable CMU experience. The provost has embraced this notion and will charge a calendar innovation committee to benchmark our peers, conduct a literature review on any research that supports a new approach, and propose inventive ways to adjust the cadence of our academic schedule. The committee will be comprised of faculty, staff and students and will engage the broader campus in the development of the calendar.

**Waitlist Process Changes**
The Academic Policies and Practices Working Group identified and plans to implement changes for improvements to waitlist procedures at CMU. Strategic and careful plans need to consider course planning and transparent processes for entering and exiting the waitlist. Both anecdotal and quantitative data pointed to problems related to students taking course overloads only to drop courses late in the semester while waitlisted students were unable to get into courses that later had capacity once drops occurred.

**Well-being Programming for Graduate Student Orientation**
The Offices of the Vice Provost for Education, Graduate Education and the Division of Student Affairs are developing new content to enhance offerings during graduate student orientation, including video links on the Graduate Education Website coupled with educational sessions to increase knowledge and visibility of well-being resources at CMU.

## III.  Recommendations for Future Consideration

**Required "Design Your Life" Course for All Undergraduate Students**
The Design Your Life Working Group has submitted a road map to the Office of the Provost that develops and implements a university-wide course based on the framework developed by the design your life committee. If pursued, the effort would require significant investment to bring relevant expertise to create such a course along with a teaching team that would later be identified and resourced. The body of this group's work will be available for future

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consideration should this project be prioritized. At the Task Force's culminating retreat, it was the near unanimous recommendation that this be deprioritized for now given approaches being taken at the local level in some colleges that likely provide the most appropriate path forward.

# Engaging the Campus Community Initiatives

I. Accomplishments and Ongoing Initiatives

**50th Anniversary Student Exhibition**

The Tartan Reboot Working Group sought innovative ways to highlight the work of CMU's student organizations, student scientists, engineers, entrepreneurs and artists at the university's 50th Anniversary Celebration in 2017. The group proposed an integrated exhibition of student work that featured demonstrations and performances throughout the afternoon of Founder's Day. The faculty-judged competition was broken into three categories: I Built Something; I Impacted Something; and I Dreamed Something. The initiative was coordinated by the Office of Student Leadership, Involvement, and Civic Engagement (SLICE) and offered a $1,000 prize to the winners of each category.

**College/Department Town Halls**

The Campus Culture and Student Success Working Group sought opportunities to engage the CMU community on issues aligned with the Task Force's mission. As a first step, the Task Force partnered with the colleges to host town halls to open discussion on the CMU experience. The Campus Culture and Student Success Working Group engaged the deans in Fall 2016 to execute meaningful conversations on challenges and issues facing the campus and nation, and CMU students responded in a big way. Many colleges, fittingly, handled the town hall project in their own way — some holding smaller, more intimate discussions for each major or program, others conducting conversations entirely online, and still others incorporating creativity and student performance into their discussions.

**Life@CMU Project**

The study represents a world-leading approach to carefully assess the student experience, using a rich battery of self-report, sensor and smartphone, and experience-sampling measures. Two administrations of the study conducted with first-year and sophomore undergraduate students yielded a rich data set that is available for continued analysis. The Task Force has recommended expansion of the study to include graduate students and possibly faculty and staff. The provost is convening a small working group to identify the research questions most beneficial to study, which will guide resource allocation for expansion.

**Racism is Real Lecture Series**

One priority of the Campus Culture and Student Success Working Group was to create an opportunity for community groups to engage in conversations about difficult topics. The Racism is Real lecture series highlighted current research and scholars working in this area and was begun to provide the campus community insight into the reality of racial prejudice and discrimination. Students throughout the university expressed a need for these forums for difficult conversations. The Center for Student Diversity and Inclusion guided the speaker series, which in its first year covered topics ranging from how to talk about race to actions allies can take to combat racism.

**Task Force at the Fence**

In partnership with the Offices of the President and the Provost, the Campus Culture and Student Success Working Group initiated and planned an event at the Fence in Fall 2016 to assemble the campus for community reflection and dialogue. Nearly 200 community members met at this central, very visible campus location to reflect on and informally

discuss global issues of concern, including race relations, inequality, xenophobia, hate crimes, sexual violence and the current nature of U.S. political discourse.

**Community Reflection Installation Following Synagogue Shooting**
In October 2018, 11 people were murdered in an attack on a nearby synagogue that was home to Congregation Dor Hadash, New Light Congregation and Tree of Life*Or L'Simcha Congregation. The city, the campus community and the world were reeling in grief and shock. As a response, the UPLift Challenge subcommittee of the Task Force facilitated the installation of a temporary community art project where CMU community members could visibly express their sorrow, prayers, support and hope. The project temporarily revamped a section of the Cohon University Center Lobby, creating space to sit, reflect and share personal sentiments following the tragedy. More than 500 responses were written on compostable tags in 20 languages and hung on the exhibit. When the art project concluded, the responses were digitized and archived, and the tags were used in the soil to plant a memorial tree located on campus.

## II.   Accepted Recommendations to Move Forward

**Creating Common Language Around Well-being as a Community**
The Ecosystem of Support Working Group submitted a proposal to the Division of Student Affairs to create common language regarding the themes and needs when providing well-being resources. Among the diverse constituents of CMU, well-being is defined and activated in various ways. Until and unless a common language and meaning around well-being is articulated, celebrated and activated, the working group has determined there will continue to be challenges mapping and maintaining progress in this area.

**Tartan Community Day**
The Tartan Reboot Working Group submitted a proposal University Events, the Office of the Provost and the Division of Student Affairs to create and formalize an annual event for the CMU community called Tartan Community Day. The inaugural annual day of engagement occurred on Friday of 2019 Homecoming Weekend. Events were coordinated and marketed with homecoming festivities so that alumni could participate alongside students, faculty and staff. This day off from classes and business-as-usual allowed all community members to connect with CMU and the ideals that unite us. More than 3,000 community members participated in the day's various activities, which forged the blueprint for a successful approach to future Tartan Community Days.

## III.   Recommendations for Future Consideration

**Additional Funding for Informal Faculty/Student Interaction Opportunities**
The Campus Culture and Student Success Working Group has submitted a proposal to additionally fund informal opportunities for faculty-student interaction. The working group has heard from students that they would like more informal opportunities to interact with faculty outside of the classroom. At the culminating retreat of the Task Force, members said such initiatives will be most successful if they are owned at the local level. As such, this did not rise as a priority for centralized coordination. Academic programs interested in taking up the laudable goal of increasing informal faculty-student interactions could look to the School of Drama and the Department of Electrical and Computer Engineering, both of which provide successful examples of catalyzing this type of activity.

**Expansion of the Grand Challenge Series**

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The Tartan Reboot Working Group has proposed continuation and expansion of the Grand Challenge series of seminars currently required of first-year students and housed within the Dietrich College of Humanities and Social Sciences. Existing seminars tackle big questions and problems facing society, such as work-life balance, mental health, and higher education, while incorporating best practices related to unconscious bias training. The seminars use intergroup dialogue in the classroom and are a valuable part of the undergraduate curriculum. This recommendation was identified by the Task Force as one that is worthy of consideration after the accomplishment of other initiatives that were more highly considered.

**Speaker Series for the Community**
The Tartan Reboot Working Group has submitted a proposal to fund an additional speaking or workshop series (perhaps called Campus Conversations) that would be advertised and open to the entire community. The Task Force did not prioritize this recommendation as a current priority for the university to adopt at this time given other investments being made in elevating the University Lecture Series that has similar goals.

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# Investing in People to Support a Culture Shift Initiatives

## I. Accomplishments and Ongoing Initiatives

**Academic Advisor Onboarding Plan**

The academic advisor is a key component of the advising ecosystem. As such, the Advising Working Group has focused on how best to hire, train, supervise, support and reward the individuals who inhabit the "advisor" role. Building off the foundational work of the Carnegie Mellon Advising Resource Center (CMARC) and campus-wide advisor breakfasts, new initiatives were launched to add depth and breadth to the professional development of advisors. The Advising Working Group developed a training and onboarding program for new hires into the advising community to support those doing this critical work. The onboarding training provides a common core knowledge about the theoretical foundations of advising, campus policy and practices, and knowledge of important campus resources.

**Advising Conference**

The Advising Working Group collaborated with neighboring University of Pittsburgh to plan presentations, invite a keynote speaker of national prominence, and build a program of high-level recognition presentations to support local professional development for university advisors. The summit will convene for the first time in March 2020.

**Advising Logic Model**

Working to create a logic model that identifies key core needs, key inputs and expected outcomes for the advising experience, this initiative provides an opportunity and foundation for building a comprehensive and nuanced assessment plan. Such a model enables the university to understand advising effectiveness and identify gaps of multiple inputs beyond an advisor's interaction with students. As of 2019, the undergraduate and master's advising working groups are engaged in building this model.

**Advisor Celebration**

The Advising Working Group created a celebration of advising event to recognize and celebrate advisors on campus. Senior campus leadership attends the now-annual event and participates in discussion about advising accomplishments and best practices. The provost and other senior university leadership deliver remarks and celebrate the achievements of the advising community.

**Advisor Certification**

A new portfolio and certification process provided CMU advisors with the ongoing opportunity to pursue additional knowledge and professional development. Trainings are focused on nationally recognized key competency areas. This offering creates a strategy for career ladders and systematic recognition of advisor achievements, with potential to track promotion opportunities for this critical sector of CMU staff.

**Bias Training**

The Campus Culture and Student Success Working Group identified ways to expand existing bias training offered to students, administrative units, and college faculty and staff members. Engineering, Computer Science and Student Affairs bias initiatives were developed in concert with Google's Bias Busting@Work program. Unconscious bias training was

extended to 175 faculty members and staff including the entire Office of the Provost, members of the Office of General Counsel and the Division of Student Affairs.

**CMULead**
The CMULead Working Group created opportunities for increased professional development for staff members through a series of workshops. These were designed, coordinated and delivered to the inaugural pilot group of 23 staff leaders from across campus who were nominated to partake in opportunities to build skills throughout a series of day-long workshops covering topics such as how a global research university is organized and governed; inclusive leadership; and strategy, vision and impact at CMU.

**Faculty Development for Providing Support to Students**
Multiple Working Groups recommended the development of a series of in-person professional development sessions for academic departments intended to assist faculty and staff in knowing how to identify and intervene with students at risk. This was universally endorsed by the Task Force and has been in development over Summer 2019 for deployment in the 2019-2020 academic year. In tandem with the in-person sessions, the group designated an online mental health training option (Kognito) to further support learning and development opportunities for the entire campus community.

**Faculty Leadership Development Workshops**
The Faculty Development Workshop Working Group, the vice provost for faculty, and the Committee on Faculty Diversity, Inclusion and Development saw a need to build administrative skills, enable faculty members to engage with the institution, and gain leadership opportunities. The Faculty Leadership Development Workshop for emerging faculty leaders was launched in 2018 and has since engaged 37 faculty members who were nominated by their respective deans.

**Mental Health First Aid**
Both the Ecosystem of Support and Mental Health and Well-being Services Working Groups recommended increasing the number of offerings of Mental Health First Aid, an internationally recognized mental health certification training. Health promotion and CaPS staff attended an annual train the trainer session to become certified to deliver monthly sessions during the academic year. The eight-hour training is available to all interested staff, faculty and students, and has also been offered to dining and custodial services staff employed by outside vendors to enable the whole community's commitment to supporting student success and well-being.

**Wellness and Resilience Course**
The Ecosystem of Support Working Group created a semester-long, for-credit course (6 units) designed to teach coping and emotional regulation skills, resilience strategies, and building positive routines based on tenets from positive psychology, cognitive behavioral therapy, dialectical behavior theory and acceptance and commitment therapy. The course is part of a national research study and is being piloted in Fall 2019.

## II. Accepted Recommendations to Move Forward

**Comprehensive Advising for Undergraduate and Master's Students**
In 2018, the Task Force on the CMU Experience identified "holistic improvements to advising across the life cycle" as a key strategy for improving the undergraduate and graduate student experience. A committee has been examining the practice of academic advising at the undergraduate and master's level, with a focus on reviewing and/or establishing agreed upon expectations, outcomes of the advising experience, robust professional development strategy for advisors,


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and related assessment of quality and impact. The committee's work now lies in shifting attention to determining key outcomes of the advising ecosystem as an important step towards assessing what is impactful and the existence of gaps. By interacting and engaging with the CMU advising ecosystem, students have the opportunities and resources they need to exhibit student success behaviors. By creating a comprehensive advising ecosystem, CMU is committed to creating an environment that fosters long-term outcomes that benefit students both while they are students at CMU and as lifelong alumni.

**General Professional Development for Faculty**

The faculty ecosystem working group recommended implementation of professional development programs for faculty in the general areas of promoting life-work balance; promoting inclusion, diversity and equity; understanding the impact of unconscious bias and ways to mitigate it; understanding diversity in learning styles; and promoting institutional values, especially in times of distress. The faculty ecosystem working group further recommended that professional development for faculty be developed, evaluated and shared broadly across campus. The working group called for assessment and evaluation to be woven into professional development offerings from conception, and for it to be benchmarked with peer institutions and similar programs. The vice provost for faculty has initiated a review of all professional development activities for faculty on campus and will consider these recommendations within that review.

**Professional Development for Faculty on Advising and Mentoring**

The doctoral student mentoring working group recommended that the university provide professional development courses for faculty on advising and mentoring. These sessions could include opportunities to learn about advising and mentoring best practices; assessment tools and access to one-on-one support; and expert feedback on advising and mentoring strategies. An institutional lead is being identified to carry on this work, which will be within the provost's office.

**Recognizing the Role of Faculty and Support Staff in Supporting Doctoral Student Well-being**

The Doctoral Student Mentoring Working Group recommended engaging doctoral faculty and doctoral support staff into the "campus ecosystem of support" for doctoral students and consideration of the unique challenges of doctoral students and faculty in the provision and design of both services and facilities for mental health and well-being. The Division of Student Affairs and vice provost for faculty will lead this initiative.

**Student Professional Development on Seeking Mentorship Opportunities**

The Doctoral Student Mentoring Working Group recommends creating and offering professional development courses for students seeking mentors. The working group notes that faculty-student relationships require engagement and development for both mentor and mentee, but students have few opportunities to learn about advising and mentoring, or even to examine their own expectations. Such opportunities with one-on-one support would help develop professional skills of value throughout a student's programs and careers. These activities could be incorporated into orientation for new students. In order to be successful, the Task Force recommended this work follow other current commitments made to develop a common understanding of and professional development for advising of graduate students by faculty. An institutional lead is being identified to carry on this work, which will be within the Provost's office.

**Survey of Mentoring for Doctoral Students**

The Doctoral Student Mentoring Working Group suggests institution of regular review of support programs created for doctoral students and doctoral faculty at the university or college levels. The working group recommends the Institutional Research and Analysis staff design and deploy a survey with specific objectives on doctoral student mentoring and advising — for both faculty and students. They also recommend the survey should follow up on findings suggested by the Graduate Student Assembly (GSA) Advising Survey regarding differential advising and mentoring

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experiences for underrepresented groups. This specific information will be important for the colleges' diversity, equity and inclusion strategic plans. The deans' offices and Institutional Research will lead this work.

**Well-being Training to Increase Campus Ecosystem Capacity**

The Mental Health and Well-being Services Working Group submitted a proposal to support the development of the campus ecosystem of support by growing the number of faculty, staff and peers who are trained to support and engage in student well-being. The Division of Student Affairs will lead this initiative.

## III.  Recommendations for Future Consideration

**Review of Faculty Evaluation and Recognition to Support Identified Areas**

The Faculty Ecosystem Working Group proposed review of the university policies for evaluation and recognition to increase alignment with support of university values, including promoting life-work balance; promoting inclusion, diversity and equity; understanding the impact of unconscious bias and learning ways to mitigate it; understanding diversity of learning styles; and understanding and promoting institutional values, especially in times of distress. The Office of the Vice Provost for Faculty will consider this recommendation as part of a review of faculty policies being planned in collaboration with Faculty Senate.

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# Innovating Spaces Initiatives

## I.  Accomplishments and Ongoing Initiatives

**Andrew Carnegie Society Gift**

With the help of University Advancement, the Campus Infrastructure Working Group secured a gift from the [Andrew Carnegie Society](#) — a campaign designed to continually finance placemaking efforts like Nooks and the UPLift Challenge.

**Campus Branding**

Marketing & Communications worked to [improve campus branding](#). The Campus Infrastructure Working Group recommended updated, coherent banners that tie into the CMU identity and brand, as well as overhauls to interior and exterior signage and wayfinding across campus and within the Cohon University Center to enhance the visitor experience.

**Nooks**

The Campus Infrastructure Working Group developed [the nooks initiative](#) to locate and identify improvements that could be made to small, indoor spaces on campus, including spaces adjacent to classrooms set for refurbishment. To date, eight projects have been completed: two in the College of Fine Arts, two in Doherty Hall, one in Margaret Morrison, one outside Adamson Wing in Baker Hall, one outside classrooms in Porter Hall, and one at Cooper Simon. By Fall 2020, Campus Design and Facility Development will provide status reports and a completion timeline to the Office of the Provost. Nooks in Wean Hall on floors four through six have anticipated upgrade installations over the 2019-2020 academic year.

**Outdoor Spaces**

The Campus Infrastructure Working Group facilitated the donation of 30 Adirondack chairs from the Osher Lifelong Learning Institute at CMU in conjunction with their 25th Anniversary Celebration for the program.

**UPLift Microgrant**

The Campus Infrastructure Working Group coordinated the [UPLift microgrant challenge](#) — a program that emphasized unique and temporary placemaking efforts. Community members submitted creative ideas ranging from an adult swing set to an outdoor grill. The UPLift team implemented six out of eight winning projects, with additional projects set for completion in the 2019-2020 academic year.

## II.  Accepted Recommendations to Move Forward

**Health and Wellness Digital Signage and Media Campaign**

The Divisions of Student Affairs and Marketing & Communications will lead an initiative to institute signage promoting health and wellness. The Campus Infrastructure Working Group recommends creation of marketing materials ranging from digital signage (e.g., tennis court scoreboard, signage monitors and computer cluster home screens) to promotion of messaging about the CMU experience, health and well-being, etc. In collaboration with the JED Foundation Working Group, the Ecosystem of Support Working Group recommends this project to showcase mental health resources on campus as well as an integrated multimedia series of brief, educational, culturally relevant and inspirational videos to be

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developed for easy access by community members. Topics will include mental health destigmatization, resiliency, alcohol and drug harm reduction, and pivoting from failure.

**Informal and Active Learning Spaces**
The Campus Infrastructure Working Group has proposed an assessment of potential informal but active learning spaces (also called "dead spaces") for additional infrastructure changes. The Classroom and Learning Spaces Renovation committee will continue to assess these spaces.

**Innovations with Space: Outdoor Lighting**
Facilities Management and Campus Services will lead ongoing work to enhance outdoor spaces. Recommendations from the Campus Infrastructure Working Group include moving up the timeline for the university's next outdoor lighting survey to identify areas where changes to lighting could easily be made as part of a comprehensive overhaul of outdoor lighting on campus.

**UPLift Microgrant Institutionalization**
The UPLift program will be institutionalized and funded through the departments of Marketing & Communication and Campus Design and Facility Development. This will include rolling submissions and the award of one grant per year.

# Investing in Resources and Services Initiatives

## I. Accomplishments and Ongoing Initiatives

**Assessment and Data Infrastructure in CaPS**

The Mental Health and Well-being Services Working Group has helped to secure the appointment of a principal research analyst within CaPS to assist with data collection and analysis.

**Availability of Syllabi**

A syllabus registry was established alongside expanded course profiles — initiatives that resulted from close partnership with CMU's Faculty Senate, who drafted a resolution to ensure syllabi were available on the first day of classes. The Student Senate also worked on the initiative in order to allow students to make more informed course decisions. Prior to the adoption of these course documents, some students felt it was necessary to register for a class in order to understand the course structure, outcomes and prerequisite knowledge. The expanded course materials have been particularly useful for defining prerequisite knowledge for master's students, who have different registration procedures than other student groups. Syllabi are available to the entire CMU community via Canvas, CMU's password-protected course registration software.

**CaPS Expansion**

Early Task Force meetings, specifically with the JED Foundation Working Group in the Summer and Fall 2016 and their resulting discussions, led to CMU's central funding increase to expand Counseling and Psychological Services. These improvements to this crucial service included funding to hire more CaPS therapists as well as a full-time psychiatrist. Increased funding allowed CaPS to expand availability for individual and group therapy, open an annex location, and partner with University Health Services to more holistically support student health and well-being services. These expansions represent a clinical full-time staff increase of 54 percent since 2016. CaPS has more than doubled the funding and availability of contract clinical staff who assist with additional clinical hours in times of high need. Between individual and small-group sessions, CaPS now impacts more than 35 percent of CMU's student population at some point in their academic career, with more than 4,000 students additionally impacted by 134 outreach events during the 2018-2019 Academic Year. Additionally, CaPS has worked to build a strong network of community referral services for those who need long-term care.

**CMU Cares Folder**

The Academic Policies and Practices Working Group partnered with the Mental Health and Well-being Services Working Group to develop a CMU Cares folder, a guide to helping students. The resource is available to all student-facing faculty, staff and graduate students who teach (roughly 6,500 individuals) to utilize when they encounter a student in distress or in need of additional support. Housed on the website for Student Affairs, the document lays out university resources in an easily accessible manner and guides readers toward the appropriate contact for each service or type of support.

**Codified Goals for Academic Advising**

The Advising Working Group identified a common set of goals and outcomes for advising as a system and practice across undergraduate and graduate student populations. Previously, there had never been a set of articulated advising expectations and outcomes that could be assessed systematically beyond a survey of individual advisors.

**Course Profiles**

Course profiles were established to provide students more detailed information on courses prior to registration. Course registration infrastructure was updated to allow students direct access to information such as key topics, prerequisite knowledge, course relevance, course goals/learning outcomes, assessment structure, learning resources, extra structured time commitments, course tags and links to sample syllabi.

**Headspace App**

CMU invested in a subscription to [Headspace App](#), offering 1,000+ hours of content at no cost to the campus community seeking resources for meditation and mindfulness. Headspace has more than 54 million users across 190 countries, and as of Fall 2019, 3,620 of those users are from within the CMU community. On average, community members log in 3.2 times per week and since adopting the subscription, our community has meditated more than 500,000 minutes.

**Improve Current Support Mechanisms in Doctoral Mentoring Processes**

The Doctoral Student Mentoring Working Group recommended that the deans, the Office of the Vice Provost for Education and the Associate Vice Provost for Graduate Education identify and fill gaps in departmental, college and university support mechanisms for challenges and conflicts that might arise within the doctoral advising relationship.

**Mapping Existing Support Services**

The Ecosystem of Support Working Group, in tandem with the JED Foundation Working Group, created a listing of current resources that support overall health, well-being and success on campus, particularly those related to student health and wellness. These efforts have helped in the ongoing development of a virtual wellness hub site.

**Undergraduate and Master's Statement on Advising**

The Advising Working Group created a review and draft of a comprehensive statement on advising for both the master's and undergraduate domains.

## II. Accepted Recommendations to Move Forward

**Crisis Postvention Plan**

The JED Foundation Working Group has submitted a proposal to the Division of Student Affairs to create a documented Crisis Postvention Plan. The current documentation of practices is in draft form, set for finalization in Fall 2019.

**Digital Wellness Hub**

The university's divisions of Marketing & Communications and Student Affairs are working to create a digital wellness hub to serve as a one-stop shop to guide students on their wellness journeys. Conceived as a content-rich site, wellness-related resources and services will be displayed along with information about how to engage in the university's myriad offerings to support holistic health and well-being.

**Lethal Means Restriction Action Plan**

The JED Foundation Working Group has submitted to the Division of Student Affairs a proposal to convene a city-wide working group to develop a lethal means restriction action plan that will identify and mitigate locations on and near campus that are self-harm high-risk areas (such as bridges).

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**Leave of Absence Policy for Students**

The JED Foundation Working Group has submitted to the Offices of the Vice Provost for Education, Student Affairs and Enrollment Services a proposal to explore increased coordination across campus divisions, departments and colleges regarding leave of absence policies and procedures. This effort is designed to improve transparency and consistency for all students who take a leave of absence.

**Mental Health and Well-being Treatment**

The Mental Health and Well-being Services Working Group has submitted to the Division of Student Affairs a proposal to support CaPS and Community Health and Well-Being (CHWB) leadership in their efforts to: continue diversification and expansion of therapeutic approaches, including cognitive behavioral therapy offerings; seek American Psychological Association (APA) accreditation for CMU's doctoral psychology internship program; and continue to seek expert consultation and benchmarking information from the field of college and university counseling center leaders (IACS, AUCCCD, ACHA, JED Foundation) to guide the use of DSM-V diagnoses at CaPS and UHS. This proposal aligns with plans consistent with the CHWB strategic plan and is already in progress.

**Transportation Options**

The Campus Infrastructure Working Group has submitted a proposal to the parking and transportation committee to explore improved transportation options, including the expansion of shuttle and van services, installation of additional bike racks and partnership with Health Ride — a City of Pittsburgh community bike rental program.

## III. Recommendations for Future Consideration

**Codified Value Statements for Doctoral Student Mentoring**

The Doctoral Student Mentoring Working Group has submitted to the deans and provost a proposal to develop explicit value statements regarding doctoral mentoring. It was recommended that departments, colleges and schools develop formal guidance on expectations for doctoral faculty and doctoral students at Carnegie Mellon. The Task Force's perspective is that these will be most successful if they are designed at the local level to ensure resonance with unique characteristics of the academic community in which the program is situated.

**Resources and Services: The Academic Resiliency Consortium**

The Ecosystem of Support Working Group has recommended that the Division of Student Affairs submit their ongoing efforts to the Academic Resilience Consortium — a national association of faculty, professionals and students in higher education dedicated to understanding and promoting student resilience. Recommended submissions could include the wellness and resilience course being developed as well as CMU's digital hub for wellness. This will be considered as these efforts are completed.

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