

TEACHING AND ACADEMIC SUPPORT

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Teaching and Academic Support

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TEACHING AND ACADEMIC SUPPORT

Source Data:

The data used for the Teaching and Academic Support section of this book comes from multiple data sources, as listed below:

Additional Facts & Figures: Units both taught by PCHE schools and taken by PCHE students are collected through the Student Information System (SIS)

Computing Services Statistics: Computing Services, Usage Architecture & Analysis

Eberly Center for Teaching Excellence: Eberly Center for Teaching Excellence

Library Collections & Utilization: University Libraries

Media Technology Services: Media Technology Services

Units Taught: Student Information System (SIS)

Video Viewing Cluster: University Libraries

Definitions:

PCHE: Pittsburgh Council on Higher Education - a consortium of the ten accredited colleges and universities in Allegheny County, Pennsylvania. As part of the consortium agreement, full-time graduate or undergraduate students at each PCHE school can cross-register at any other PCHE school at no additional expense to the student.

Pittsburgh Filmmakers: Carnegie Mellon students are eligible to take courses at Pittsburgh Filmmakers at no additional expense to the student

Units Taught:

Academic Year: Consists of the fall and spring semesters of a given academic year

Data Source: All units taught are taken from the Student Information System (SIS) at the completion of each semester, except for Fall 2006 units taught. This data is taken from SIS as of the last fiscal day of September 2006.

Level: Based on the level of the student taking each course

Other: Includes units taught to special/non-degree students and students from other colleges attending Carnegie Mellon through the Pittsburgh Council of Higher Education (PCHE)

Units: A student earns a specified number of units for each course taken at the university. Three (3) units are the equivalent of one (1) credit hour. The total units taught by a department is calculated by summing the units taken by each student for each course taught by the department.

UNITS TAUGHT BY COLLEGE & STUDENT LEVEL
ACADEMIC YEARS 2001-2002 to 2005-2006

College	Level	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
CFA	Undergraduate	90,112	91,423	87,108	85,848	85,229
	Graduate	15,630	17,084	20,803	20,335	19,938
	Special	2,178	1,713	1,820	1,270	1,262
	Total	107,920	110,219	109,731	107,452	106,428
CIT	Undergraduate	64,227	66,384	67,913	69,217	69,843
	Graduate	48,561	59,420	61,583	62,359	62,217
	Special	770	753	883	909	690
	Total	113,558	126,557	130,379	132,485	132,750
Heinz	Undergraduate	2,421	1,705	1,416	1,986	1,410
	Graduate	32,699	34,218	33,464	36,677	39,006
	Special	228	132	138	354	282
	Total	35,348	36,055	35,018	39,017	40,698
H&SS	Undergraduate	145,571	146,277	144,093	146,760	145,683
	Graduate	15,589	15,180	15,807	17,115	16,325
	Special	1,737	1,749	1,830	1,248	1,509
	Total	162,897	163,206	161,730	165,123	163,517
Inter-disciplinary	Undergraduate	2,256	10,541	11,247	14,186	11,245
	Graduate	22,021	30,524	34,847	41,506	42,272
	Special	48	54	90	111	105
	Total	24,325	41,119	46,184	55,803	53,622
MCS	Undergraduate	86,221	89,944	91,808	97,876	100,503
	Graduate	14,901	17,026	17,668	18,140	17,777
	Special	561	616	557	632	536
	Total	101,683	107,586	110,033	116,648	118,816
SCS	Undergraduate	42,535	43,030	41,636	41,493	42,027
	Graduate	42,366	46,819	52,542	56,995	58,109
	Special	989	902	1,100	1,178	1,037
	Total	85,890	90,751	95,278	99,666	101,173
Tepper	Undergraduate	33,152	36,233	36,997	37,309	38,145
	Graduate	77,375	83,543	88,908	75,102	70,376
	Special	510	396	480	333	378
	Total	111,037	120,172	126,385	112,744	108,899
Other	Undergraduate	11,373	4,239	7,332	6,749	7,141
	Graduate	621	553	1,647	2,084	2,245
	Special	975	972	1,050	1,068	1,089
	Total	12,969	5,764	10,029	9,901	10,475
TOTAL	Undergraduate	477,868	489,776	489,550	501,423	501,226
	Graduate	269,763	304,367	327,269	330,313	328,264
	Special	7,996	7,287	7,948	7,103	6,888
	Total	755,626	801,429	824,767	838,839	836,377

UNITS TAUGHT BY DEPARTMENT & LEVEL
FALL SEMESTER 2005, SPRING SEMESTER 2006, FALL SEMESTER 2006

College	Department	Fall 2005				Spring 2006				Fall 2006			
		UG	Grad	Special	Total	UG	Grad	Special	Total	UG	Grad	Special	Total
CFA	Architecture	10,703	1,535	19	12,257	8,887	1,484	36	10,407	10,747	1,415	21	12,182
	Art	6,563	792	30	7,385	6,110	983	29	7,122	6,196	830	39	7,065
	Design	6,350	2,217	35	8,601	6,182	2,093	45	8,320	6,413	2,693	54	9,160
	Drama	9,854	2,591	21	12,466	9,833	2,112	17	11,962	10,125	2,503	6	12,634
	Interdisciplinary	1,023	52	9	1,083	1,938	51	22	2,011	1,207	39	0	1,246
	Music	8,522	2,919	492	11,933	9,266	3,110	507	12,883	8,626	3,081	515	12,222
	TOTAL		43,014	10,105	606	53,724	42,216	9,833	656	52,704	43,314	10,560	635
CIT	Biomedical Eng	2,088	1,151	21	3,260	2,127	1,149	12	3,288	2,410	1,229	12	3,651
	Chemical Eng	4,415	4,243	106	8,764	3,969	3,898	45	7,912	4,554	4,364	37	8,955
	Civil & Environmental Eng	3,111	3,209	57	6,377	2,685	2,511	9	5,205	3,786	2,995	93	6,874
	Electrical & Computer Eng	10,839	11,446	96	22,381	9,078	10,420	132	19,630	10,984	12,465	156	23,605
	Eng & Public Policy	525	1,750	12	2,287	1,980	1,687	24	3,691	621	2,019	12	2,652
	Information Networking Institute	0	3,742	0	3,742	78	3,710	0	3,788	12	4,303	0	4,315
	Interdisciplinary	1,936	120	9	2,065	1,850	347	9	2,206	1,397	135	18	1,550
	Materials Science & Eng	2,730	2,904	12	5,646	2,121	2,871	12	5,004	3,181	3,573	72	6,826
	Mechanical Eng	10,271	3,752	46	14,069	10,040	3,307	88	13,435	10,056	4,322	116	14,494
TOTAL		35,915	32,317	359	68,591	33,928	29,900	331	64,159	37,001	35,405	516	72,922
HEINZ	Creative Enterprise Mgmt	138	2,013	0	2,151	90	1,437	0	1,527	66	2,772	0	2,838
	Information Systems Management	78	1,008	0	1,086	36	420	0	456	96	1,590	0	1,686
	Masters in Public Management	30	3,528	24	3,582	42	2,742	0	2,784	66	3,384	6	3,456
	Medical Management	0	582	0	582	0	1,002	0	1,002	0	1,110	0	1,110
	Public Policy & Management	516	13,470	132	14,118	480	12,804	126	13,410	639	12,689	114	13,442
TOTAL		762	20,601	156	21,519	648	18,405	126	19,179	867	21,545	120	22,532
H&SS	Center for Innovation in Learning	0	5	0	5	0	5	0	5	0	0	0	0
	Center for the Arts in Society	0	0	0	0	0	0	0	0	1,044	45	9	1,098
	Economics	9,825	18	0	9,843	9,018	6	0	9,024	10,323	27	9	10,359
	English	13,302	2,840	120	16,262	12,542	2,482	66	15,090	13,149	2,266	51	15,466
	History	10,840	612	132	11,584	11,764	575	54	12,393	12,000	654	54	12,708
	Information Systems Program	3,041	6	18	3,065	2,735	6	9	2,750	2,315	0	0	2,315
	Modern Languages	10,503	683	243	11,429	8,397	577	195	9,169	12,144	823	276	13,243
	Philosophy	6,457	756	36	7,249	5,086	755	27	5,868	5,926	680	33	6,639
	Psychology	10,035	1,164	63	11,262	8,141	1,509	90	9,740	10,301	1,361	27	11,689
	Social & Decision Sci	5,676	364	30	6,070	5,202	421	36	5,659	5,589	501	0	6,090
	Statistics	6,624	2,006	186	8,816	6,495	1,535	204	8,234	7,161	2,442	63	9,666
TOTAL		76,303	8,454	828	85,585	69,380	7,871	681	77,932	79,952	8,799	522	89,273

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College	Department	Fall 2005				Spring 2006				Fall 2006			
		UG	Grad	Special	Total	UG	Grad	Special	Total	UG	Grad	Special	Total
Inter-disciplinary	CM University-Wide Studies	4,207	36	3	4,246	1,311	51	9	1,371	4,854	9	3	4,866
	Computational Biology	0	0	0	0	0	24	0	24	0	124	27	151
	Entertainment Technology	177	3,693	9	3,879	144	4,122	36	4,302	36	5,823	0	5,859
	Information Systems Management	726	14,567	24	15,317	690	8,806	18	9,514	576	13,511	12	14,099
	International Education	1,008	0	0	1,008	1,404	0	0	1,404	972	36	0	1,008
	StuCo (Student Led Courses)	372	3	3	378	1,206	78	3	1,287	882	30	9	921
	West Coast Campus	0	5,922	0	5,922	0	4,970	0	4,970	0	3,720	0	3,720
TOTAL		6,490	24,221	39	30,750	4,755	18,051	66	22,872	7,320	23,253	51	30,624
MCS	Biological Sci	6,895	1,818	69	8,782	6,649	1,737	120	8,506	7,422	2,596	39	10,057
	Chemistry	10,916	3,229	41	14,186	10,332	2,724	46	13,102	11,340	3,190	42	14,572
	Interdisciplinary	153	12	0	165	57	0	0	57	168	24	0	192
	Mathematical Sci	22,819	1,684	120	24,623	19,184	1,820	96	21,100	25,545	1,527	92	27,164
	Physics	12,720	2,423	32	15,175	10,778	2,330	12	13,120	12,925	2,266	42	15,233
	TOTAL		53,503	9,166	262	62,931	47,000	8,611	274	55,885	57,400	9,603	215
SCS	Computer Science	18,338	10,012	211	28,561	19,916	8,867	168	28,951	21,437	9,853	148	31,438
	Human-Computer Interaction	564	2,791	60	3,415	609	2,306	42	2,957	593	2,643	33	3,269
	Institute of Software Research Int'l	0	0	0	0	0	0	0	0	0	1,506	0	1,506
	Language Technologies Institute	24	4,453	60	4,537	45	4,349	108	4,502	48	4,987	93	5,128
	Machine Learning	12	1,832	48	1,892	12	1,575	48	1,635	24	2,277	108	2,409
	Robotics	1,464	6,043	60	7,567	896	5,663	76	6,635	600	6,159	60	6,819
	Software Eng	48	5,232	27	5,307	99	4,986	129	5,214	60	5,537	63	5,660
TOTAL		20,450	30,363	466	51,279	21,577	27,746	571	49,894	22,762	32,962	505	56,229
Tepper	Business Adm	19,074	297	54	19,425	18,909	126	54	19,089	18,705	45	0	18,750
	Electronic Commerce	0	6	0	6	0	0	0	0	0	0	0	0
	School of Business	114	37,481	126	37,721	48	32,466	144	32,658	90	36,955	180	37,225
TOTAL		19,188	37,784	180	57,152	18,957	32,592	198	51,747	18,795	37,000	180	55,975
Other		3,091	1,093	603	4,787	4,050	1,152	486	5,688	2,713	908	528	4,149
Grand Total		258,716	174,104	3,499	436,318	242,510	154,161	3,389	400,060	270,124	180,035	3,272	453,431

COMPUTING SERVICES STATISTICS 2006

Computing Services provides the majority of computing and network infrastructure on campus. Specific services provided include:

- Building and maintaining basic and advanced communications infrastructure, from phone lines to wireless access points.
- Building and maintaining basic and advanced middleware infrastructure and directory services to provide secure and robust identity management services.
- Maintaining central computing clusters and providing campus-wide printing.
- Deploying and maintaining shared email and web services (Cyrus, Spam Filtering, MyAndrew, the Portal).
- Deploying and maintaining enterprise administrative applications.
- Working with faculty to design and teach Computing Skills Workshop, and providing essential and innovative instructional technologies within the classroom.
- Monitoring the security and fair use of our network, and protecting it against abuse and attack.
- Supporting all of these activities with documentation, education, outreach, and a help center.

Development, support, and maintenance for the University's enterprise administrative applications are provided for the following areas:

- Enrollment
- Financial Services
- Human Resources
- University Advancement

Computing Services Website: <http://www.cmu.edu/computing>

Key Statistics:

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Network Connections					
Ethernet	6,962	11,904	17,192	21,707	26,469
Wireless	9,948	11,198	11,701	14,602	16,550
Total Network Connections	16,910	23,102	28,893	36,309	43,019
Computers in Public Clusters					
Total Workstations	93	71	107	103	96
Total Macintosh	141	136	123	123	115
Total Windows	232	237	165	176	177
TOTAL	466	444	395	402	388

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Total Cluster Hours Used for Teaching in Academic Year 2005-2006: **938**

Total Cases of Paper Used for Printing from Clusters:

- Academic Year 2004-2005: **1,071**
- Academic Year 2005-2006: **545**

The Information Security Office alerted users of **65** operating system and application security vulnerabilities.

Help Center

- Number of service requests for Academic Year 2005-2006: **26,924**
- Average caller wait time: **25 seconds**

Email

- Number of active Andrew accounts as of July 2006: **27,457**
- Number of Webmail users during Academic Year 2005–2006: **13,070**
- Average number of email messages delivered weekly during Academic Year 2005–2006: **7,791,779**
- Average number of email messages sent weekly by andrew.cmu.edu during Academic Year 2005–2006: **439,796**
- Average number of spam messages filtered weekly during Academic Year 2005–2006: **2,825,475**

Web Portal

- Number of unique users during Academic Year 2005-2006: **13,969**
- Number of event calendars providing information to portal as of July 2006: **162**

Web Publishing

- Number of www.cmu.edu collections as of July 2006: **453**
- Number of web pages: **25,000**
- Average daily number of page views during Academic Year 2005-2006: **150,000**

Number of Andrew Calendar user holders from July 2005–July 2006: **5,646**

Percent of first-year undergraduate students with a laptop (based on 2005 survey): **71%**

Percent of first-year undergraduate students who own a computer: **99%**

MEDIA TECHNOLOGY SERVICES
FISCAL YEARS 2002 TO 2006

Equipment for Pickup

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Video/Data Projectors	6	6	4	4	4
VCRs	4	4	2	2	6
Video/Data Monitors	1	1	1	0	n/a
Slide Projectors	4	4	4	4	n/a
Tape Players	3	3	0	n/a	n/a
Sound Systems	9	9	4	4	4
Overhead Projectors	2	2	2	2	6
Videodisc Players	4	0	0	1	n/a
Personal Computers	10	10	6	0	n/a
MiniDV Camcorders	-	-	-	-	8
TOTAL	43	39	23	17	28

Classrooms & Lecture Auditoriums (level of installed equipment)

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Overhead Projector	63	63	59	69	51
Video Viewing (DVD/VCR)	63	63	63	81	79
Data Viewing (Data Projector)	63	63	63	81	93
Document Cameras	-	-	-	12	30

**LIBRARY COLLECTIONS & UTILIZATION
FISCAL YEARS 2002 TO 2006**

Library Collections	2002	2003	2004	2005	2006
Total Print Volumes (Books, Bound Journals, etc.)	999,798	1,021,423	1,042,080	1,066,057	1,084,013
Current Subscriptions:	3,143	2,945	2,628	2,236	2,075
Periodicals, Newspapers, Government Documents					
Electronic Subscriptions	3,754	13,957	16,456	15,429	26,694
Microforms:	938,851	945,715	958,462	995,293	1,023,146
Books, Serial Titles, Government Documents					
Graphic Materials:	188,922	192,400	194,061	195,777	197,233
Pictures (Unmounted), Slides					
Audio Materials:	25,578	26,031	26,408	26,708	26,960
Cassettes, Phonograph Records, CDs, Tapes					
Video Materials	7,243	7,684	8,569	9,294	9,890
Music Scores	20,174	20,174	20,173	20,170	20,169
Maps	158	160	160	161	161
Library Material Duplication					
Photocopies Made on Public Copiers	762,827	753,509	648,047	512,007	335,488
Microform Copies Made in Libraries	17,126	16,598	11,753	11,183	17,760
Printing: Pages Printed from Public Laser Printers	701,368	1,297,116	2,162,989	2,488,931	1,056,691
Number of Visits to the Libraries					
Engineering and Science Library	157,513	151,205	159,056	145,875	146,144
Hunt Library ¹	441,409	365,449	437,612	441,689	408,329
Mellon Institute Library	N/A	N/A	N/A	N/A	N/A
Posner Center	-	-	-	1,910	1,759
Virtual Visits	768,220	816,490	1,020,468	1,212,987	1,665,888
	<u>1,367,142</u>	<u>1,333,144</u>	<u>1,617,136</u>	<u>1,802,461</u>	<u>2,222,120</u>
Seating					
Engineering and Science Library	159	158	158	153	151
Hunt Library	631	656	672	670	695
Mellon Institute Library	117	119	122	122	122
	<u>907</u>	<u>933</u>	<u>952</u>	<u>945</u>	<u>968</u>
Circulation of Library Materials	158,258	138,549	164,620	158,986	130,236
Books Used in Libraries	107,293	87,469	87,795	76,413	52,746
Library Instruction					
Number of classes	161	148	171	146	136
Number of participants	3,238	2,815	3,582	2,464	2,640
Reference Questions Answered	13,993	12,471	15,725	12,745	11,684
Directional Help Given	16,416	14,322	15,047	10,406	12,816

1. No gate count data for Hunt Library for part of April and all of May 2003.

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Electronic Information Resources and Access

The University Libraries provide access to a variety of digital information, including the library catalog and other local databases and a growing number of commercial databases that are licensed for use by the university community. Access methods continue to change as the delivery of electronic information evolves. Currently, Internet (web) access predominates.

The web-based library catalog (Cameo) contains records of items owned by the libraries, as well as items on order or being cataloged for library collections. Cameo is part of a system that integrates acquisitions and cataloging functions with circulation, reserve, and user service functions. Users can see if items are available or checked out when they use the library catalog; they can also request services (such as Renew Item or Request Check-out Item).

Users may access Cameo from any computer with Internet capability at: <http://www.library.cmu.edu>

As the digital library environment matures, more full-text documents and images are becoming available. Some vendors who are providing full-text documents are no longer reporting numbers of searches.

Searches:	2002	2003	2004	2005	2006
Performed using Cameo (Library Catalog) ¹	617,425	534,985	665,462	617,651	574,415
Performed to Licensed and Local Web Resources ²	549,710	533,061	606,058	887,750	736,747
Total Database Searches	1,167,135	1,068,046	1,271,520	1,505,401	1,311,162
Total Full-text Documents Retrieved²	378,360	458,000	614,647	911,820	579,350
Electronic Reserve Usage (Items Viewed)	136,467	151,508	114,198	286,178	89,065
Images Scanned for the Digital Library	221,754	185,412	220,446	175,170	148,261
Reference Questions Answered	2002	2003	2004	2005	2006
Digital	2,186	1,712	2,551	2,469	2,393
Traditional	11,807	10,759	13,174	10,276	11,684
Reserve Items Used	2002	2003	2004	2005	2006
Digital	136,467	151,508	114,198	286,178	89,065
Traditional	11,491	7,587	6,445	5,315	5,698

1. Estimated for 2006.

2. Actual counts may be higher. Some vendors do not report data; others have stopped reporting data. Vendors are changing how search and document numbers are counted.

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	2002	2003	2004	2005	2006
Resource Sharing and Document Delivery					
Interlibrary Loan					
Items Borrowed	9,498	12,263	16,180	20,144	20,020
Items Loaned	4,013	5,142	5,664	5,776	4,616
Oakland Library Consortium					
Items Borrowed	737	490	306	63	520
Items Loaned	69	56	228	127	147
PALCI (Pennsylvania Academic Library Consortium, Inc.)					
Items Borrowed	821	1,653	1,846	2,157	5,441
Items Loaned	1,414	1,626	2,757	3,532	2,119
Electronic Current Awareness Service					
Individuals using site license subscription	79	65	67	71	72

VIDEO VIEWING CLUSTER
FALL 2002 TO Fall 2006

	2002	2003	2004	2005	2006
VCR carrels	15	14	14	14	14
Laserdisc carrels	13	7	7	7	7
DVD carrels	14	14	15	15	15

EBERLY CENTER FOR TEACHING EXCELLENCE

Since 1982, the Eberly Center's mission has been to enhance the quality of education at Carnegie Mellon by working with faculty and graduate students to help them better understand and improve student learning. Toward that end, we have collaborated with over a thousand faculty members across every department. This brief document describes both the work of the Eberly Center and the rationale behind our approach.

OUR APPROACH IS . . .

- Learner-centered: We put student learning at the center of the teaching process, helping faculty and graduate students to develop course objectives, assessments, and instructional activities that together support and promote student learning and performance.
- Educational: We help faculty and graduate students gain a deeper understanding of the principles that underlie effective learning and teaching so that they can make appropriate teaching decisions for their own courses. We do not simply dispense teaching tips.
- Collaborative: We work closely with faculty and graduate students to help them identify their strengths as teachers and to jointly devise strategies for course improvement and educational innovation.
- Constructive: We focus on providing constructive and practical feedback to help our colleagues succeed as educators. Our role is to support teaching, not to judge performance.
- Data-driven: We gather and analyze extensive data through classroom observations, student focus groups, and examinations of teaching materials. We then help faculty members and graduate students use these data to diagnose strengths and identify areas for improvement.
- Research-based: We apply state-of-the-art research from a range of disciplines to help faculty and graduate students design and teach more effective courses. We also conduct original research where gaps in the literature exist.

WE OFFER . . .

- Individual consultations with faculty and graduate students
- Resources for faculty, including sample syllabi, model grading rubrics, informational booklets and web-based documents
- Workshops and seminars for faculty, graduate students, and department heads
- Collaboration with faculty on educational projects
- Institutional research that impacts educational practice and policy

WE WORK WITH . . .

- All faculty members who teach (e.g., tenure-track, teaching-track, visiting, adjunct) and graduate students (teaching assistant, instructor, and future faculty) who want to reflect upon and improve their teaching. This includes faculty and graduate students who are:
 - new to Carnegie Mellon and want to calibrate to our students and the institution,
 - experienced and successful teachers who want to try new techniques, approaches or technologies,
 - encountering difficulties in their courses and want help identifying and addressing problems, and
 - new to teaching and want help getting started (including graduate students who anticipate pursuing an academic career).

CONSULTATIONS ARE . . .

- Strictly confidential: We do not disclose any information from our consultations. This includes the identities of those with whom we work, the information they share with us, and data we gather on their behalf via classroom observations and interactions with TAs and undergraduate students.
- Documented for faculty and graduate student purposes alone: We provide written feedback to the colleagues with whom we consult that summarizes and documents the consultation process. We do not write letters of support for reappointment, promotion or tenure, but faculty can choose to use our documentation as they see fit.
- Completely voluntary: We do not seek out faculty or graduate students, but we are happy to meet with anyone who contacts us.

OUR EXPERTISE AND EXPERIENCE

The Eberly Center brings twenty-four years of experience and diverse disciplinary perspectives to bear on teaching and educational issues. Our staff includes two cognitive psychologists, a cultural anthropologist, a civil and environmental engineer, an historian, a social psychologist, and a statistician. All of our staff members have doctorates, teach classes, advise students, serve on committees, write proposals and conduct and publish research (albeit to a lesser degree given our other responsibilities). We are engaged in the same activities as faculty members and thus understand the pressures faculty face in fulfilling their various roles and responsibilities.

**TEACHING & ACADEMIC SUPPORT, ADDITIONAL FACTS & FIGURES
ACADEMIC YEAR 2005-2006**

Pittsburgh Council of Higher Education (PCHE) Colleges:

Carlow University	La Roche College
Carnegie Mellon University	Pittsburgh Theological Seminary
Chatham College	Point Park University
Community College of Allegheny County (CCAC)	Robert Morris University
Duquesne University	University of Pittsburgh

Units Taken by Carnegie Mellon Students at other PCHE Schools

<u>Student's College Affiliation</u>	<u>Student Level</u>		
	<u>Undergraduate</u>	<u>Graduate</u>	<u>Total</u>
CFA	159	27	186
CIT	261	297	558
Heinz	0	92	92
H&SS	456	252	708
Interdisciplinary	258	36	294
MCS	99	333	432
SCS	159	135	294
Tepper	174	54	228
TOTAL	1,566	1,226	2,792

Units Taught to other PCHE Students by Carnegie Mellon

<u>College</u>	<u>Total</u>
CFA	135
CIT	417
Heinz	234
H&SS	582
Interdisciplinary	27
MCS	272
SCS	300
Tepper	255
Other	921
TOTAL	3,143

Units Taken by Carnegie Mellon Students at PCHE Schools

<u>PCHE School</u>	<u>Student Level</u>		
	<u>Undergraduate</u>	<u>Graduate</u>	<u>Total</u>
Chatham College	24	0	24
Community College Of Allegheny County (CCAC)	72	0	72
Duquesne University	45	6	51
Pittsburgh Theological Seminary	0	9	9
Point Park University	0	18	18
University of Pittsburgh	1,425	1,193	2,618
TOTAL	1,566	1,226	2,792

Units Taken by Carnegie Mellon Students at Pittsburgh Filmmakers

	<u>Student Level</u>			
	<u>Undergraduate</u>	<u>Graduate</u>	<u>Non-degree</u>	<u>Total</u>
Pittsburgh Filmmakers	612	63	27	702

