RESPONSE TO SELF-STUDY RECOMMENDATIONS

PERIODIC REVIEW REPORT

presented by

DUQUESNE UNIVERSITY OF THE HOLY SPIRIT
CHARLES J. DOUGHERTY, Ph.D., PRESIDENT

presented to

MIDDLE STATES COMMISSION ON HIGHER EDUCATION

June 1, 2013
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MIDDLE STATES SITE VISIT 2008 RECOMMENDATION:

Recommendation: Although there is evidence that many units of the University (a) have articulated expectations for student learning, (b) are regularly engaged in assessing that learning, and (c) are beginning to use assessment results to improve student learning and/or demonstrate that students are achieving key institutional and program learning outcomes, such practices are not universal. While getting all units engaged in the assessment of student learning is a formidable task, it is important and well understood. Indeed, in its 2003 PRR Report, the University committed to having “all programs carry out systematic assessment of student learning,” with a target date of summer 2005. The 2003 PRR also indicated that outcomes assessment would be successfully integrated into the strategic and operating plans of the Institution which would then be woven into budget priorities by the time of the 2007 Middle States review. There is no evidence that this is occurring. Although it is implied that student learning assessment informs institutional decision making, there is little to indicate that assessment is being used systematically in the planning and budgeting process. The Team strongly recommends that attention be given to this matter. PROGRESS LETTER DUE OCTOBER 1, 2009.

Current Status: COMPLETED

Progress letter submitted on September 15, 2009. At its session on November 19, 2009, the Middle States Commission on Higher Education acted to accept the Progress Letter.
DUQUESNE’S SELF-STUDY 2008 RECOMMENDATIONS

1. Provide additional funding and develop additional strategies for recruiting, supporting, and retaining minority faculty, staff, students, and administrators. Use the campus climate study to inform these efforts.

Current Status: COMPLETED; INITIATIVE CONTINUES

Additional funding was provided and additional strategies were developed for recruiting, supporting, and retaining minority faculty, staff, students and administrators. Some of these initiatives were undertaken immediately. A campus climate study was conducted in fall 2010 and a campus report issued in spring 2011. The report is available to the University community on DORI, the University’s password-protected intranet.

FACULTY DIVERSITY INITIATIVES

The University undertook initiatives immediately in response to the MSCHE 2008 recommendation. Duquesne has expanded its efforts to increase faculty diversity. Approximately $240,000 is allocated annually for the minority faculty hiring initiative. Since 2008 these funds have resulted in 10 new minority hires in the McAnulty College and Graduate School of Liberal Arts and the Schools of Business, Education, Music, and Nursing. However, due primarily to the faculty buyout plans offered in AY 2012-2013 and AY 2011-2012 the net increased in minority faculty members has only been three (3) for this five-year reporting period.

Minority Faculty Hiring

<table>
<thead>
<tr>
<th>FT Faculty</th>
<th>Fall 2008</th>
<th>Fall 2012</th>
<th># Change, 08-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Minority Faculty</td>
<td>33</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td>Total Faculty</td>
<td>463</td>
<td>479</td>
<td></td>
</tr>
<tr>
<td>% Minority of Total Faculty</td>
<td>7.1%</td>
<td>7.5%</td>
<td></td>
</tr>
</tbody>
</table>

On September 11, 2008 Duquesne University held a session on recruiting and retaining minority faculty presented by Dr. Sonel Y. Shropshire, President of the The Academic Network, Inc. As a result of that conference a Faculty Diversity Task Force formed to explore ways to increase the diversity of the Duquesne faculty. Since its inception the task force has planned and implemented a number of recruitment and retention strategies and events that it believed could increase faculty diversity.

On October 7, 2009 the task force hosted an “Information Night for Prospective Faculty” that was advertised through publications typically accessed by under-represented groups. More than 60 aspiring faculty members attended the event where they had the opportunity to meet with representatives from the 10 schools at Duquesne and the
Event coordinators received positive feedback from both university representatives and participants.

On September 23, 2010 the task force hosted a reception for under-represented faculty and administrators. The purpose of the event was to build a sense of community and mutual support among Duquesne faculty and administrators in an effort to retain the University’s most valuable asset, its people. The task force received very positive feedback on the event and was asked to consider sponsoring similar events in the future. More than 50 faculty and administrators attended and many commented on the value of having a forum in which to meet others whom they had seen on campus but had never met.

During the week of October 18, 2010 the Director of Multicultural Affairs and the Associate Provost/AAVP for Administration visited three Historically Black Colleges and Universities to meet with soon to graduate doctoral students who might be interested in applying for faculty positions at Duquesne. They visited Bowie State University, Morgan State University, and Howard University where they were warmly welcomed and assisted by faculty and senior administrators. At each institution they were applauded for their outreach efforts and told that no one had ever taken the time to visit in person to try to recruit their graduates. This was intended as only a first step in developing long term relationships with these institutions, which were chosen primarily for their proximity to Pittsburgh and the types of doctoral programs that they had. Based on the positive feedback from these institutions the task force is considering geographical expansion of the effort.

From February 23-26, 2011 the Pennsylvania Black Conference on Higher Education held its 41st conference near Pittsburgh. Duquesne University provided extensive support for the conference and hosted a workshop entitled “Putting Your Best Foot Forward” followed by a networking reception for workshop participants. The purpose of the workshop was to provide attendees interested in faculty positions with ways to identify relevant resources for academic job opportunities, to compile and complete job search dossiers, to write strong teaching philosophy statements, and to prepare for successful interviews. Twenty-eight potential faculty members attended the workshop presented by the Dean, McAnulty College and Liberal Arts; the Dean, Bayer School of Natural & Environment Science; the Director, Faculty Development & Teaching Excellence; and a Senior Employment Recruiter from Human Resources.

STUDENT DIVERSITY INITIATIVES

The University’s enrollment of minority students compares favorably with the minority population of the metropolitan Pittsburgh region. The University’s minority enrollment for fall 2012 was 12.2 percent of the total student body. The metropolitan Pittsburgh region has a minority population of 12.9 percent. The first-to-second year retention rate for minority students entering fall 2011 also compares favorably to the first-time full-time freshmen cohort with a total retention rate of 88.8 percent and a minority retention rate of 86.9 percent which excludes non-resident aliens.
The University has implemented several strategies to increase minority student enrollment. The fall 2008 freshmen class had 10 percent minority students. The percentage increased to a high of 13.2 percent in fall 2010. A record sized fall 2012 freshmen class, with over 1,500 students, has a minority enrollment of 10.6 percent. Diversity as reflected in key attributes such as race, gender, state of origin and federal Pell grant eligibility was improved through initiatives with the University Honors College and the School of Education (SOE) scholarship program. The SOE initiative resulted in a tremendous increase in headcount for first-year freshmen of 138 (fall 2012) compared to 60 students (fall 2011).

While the percentage of minority students has varied slightly over the past five years, recruiting an ethnically diverse population of academically talented and motivated students remains a priority for Enrollment Management. The University continues to develop new strategies to ensure access and choice for minority students. For example, President Dougherty recently created two (2) quasi-endowments of $1,000,000 each to support minority student enrollment in AY 2013-2014: the Roberto Clemente endowment for Hispanic students and the Posey Cumberland endowment for African-American students.

### First-time Full-time Freshmen by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2012 Count</th>
<th>Fall 2011 Count</th>
<th>Fall 2010 Count</th>
<th>Fall 2009 Count</th>
<th>Fall 2008 Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>39</td>
<td>41</td>
<td>42</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>Black/African American</td>
<td>50</td>
<td>55</td>
<td>68</td>
<td>53</td>
<td>52</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>38</td>
<td>32</td>
<td>45</td>
<td>35</td>
<td>30</td>
</tr>
<tr>
<td>Native Alaskan/ American Indian</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>1,359</td>
<td>1,166</td>
<td>1,226</td>
<td>1,197</td>
<td>1,270</td>
</tr>
<tr>
<td>Other</td>
<td>33</td>
<td>32</td>
<td>28</td>
<td>27</td>
<td>19</td>
</tr>
<tr>
<td>Not Reported</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>71</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>1,521</td>
<td>1,331</td>
<td>1,412</td>
<td>1,426</td>
<td>1,430</td>
</tr>
<tr>
<td>Total Minorities</td>
<td>161</td>
<td>161</td>
<td>186</td>
<td>158</td>
<td>143</td>
</tr>
<tr>
<td>Minorities as a Percent of the Incoming Freshman Class</td>
<td>10.6%</td>
<td>12.1%</td>
<td>13.2%</td>
<td>11.1%</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

Non-resident aliens are distributed by ethnic background.

New NCES two question collection format and reporting guidelines were implemented in fall 2010. Data is reported in order to compare to prior years.

Diversity as a percent of the incoming first-year full-time freshman class increased from fall 2008 (10%) to fall 2010 (13.2%), and showed a decline from fall 2010 (13.2%) to fall 2011 (12.1%) and again to fall 2012 (10.6%). The fall 2011 and fall 2012 minority counts have remained the same (161), minorities as a percent of the incoming class have declined due to the fall 2012 record enrollment. The percent change in number of minorities has increased by 12.6% from fall 2008 to fall 2012.

Enrollment Management also sought to improve diversity through these initiatives:

- Additional Scholarship Funding of $100,000 approved to recruit
academically-talented minority students (2007)

- Proposal approved to provide scholarship funds for recruitment of more minority students into Health Sciences programs (2009)
- Office of International Programs engaged international placement agents to assist with recruitment efforts in countries such as China (2011)
- Enrollment Management increased diversity in staffing with a new position that was filled with a counselor from a minority group (2009)
- Additional funding was provided for the development of a new marketing-communication plan for outreach to minority students (2010)
- University Honors College: an admission strategy was developed to recruit more minority students and was approved by the UHC faculty advisory committee for implementation with the fall 2011 freshmen class. The average enrollment of minority students in the UHC has increased to about 10 percent of the freshmen class (falls 2011, 2012) compared to about 5 percent minority enrollment over the previous four years.
- School of Education Scholarship: admission proposed a 50 percent tuition and fee scholarship for freshmen applicants accepted into Duquesne’s nationally accredited Leading Teacher Program for fall 2012. This initiative increased the freshman count from 60 (fall 2011) to 138 (fall 2012); a freshman enrollment increase of over 100 percent. The increase in count was consistent with more student diversity as measured by key attributes such as race, gender, state of origin and federal Pell Grant eligibility. The scholarship program was extended to the fall 2013 freshman class recruitment initiative.
- Endowed Scholarship Funds dedicated to recruiting and retaining minority students: scholarships include the Pappert/Chrysler Minority Dealers Endowed Minority Scholarship; the Ronald R. Davenport Endowed Scholarship Fund; the Roberto Clemente Endowed Scholarship Fund; and the Posey Cumberland Endowed Scholarship Fund.

STAFF AND ADMINISTRATOR DIVERSITY INITIATIVES

The University has implemented programs to support the recruitment and retention of minority faculty, minority staff members, and minority students. One of those programs is the Minority Development Internship Program. This program provides for full-time, temporary employment for college-educated minority persons who are unemployed or underemployed and provides the University with the opportunity to recruit and retain qualified staff members. Eight interns have served in this program since its beginning in 2007 with six now holding permanent full-time positions at the University and one intern currently in the program.

The Minority Development Internship Program was expanded in 2010 to rotate part-time minority interns through various programs to strengthen their clerical skills. Three of four interns have obtained permanent employment at the University. As part of its commitment to equitable pay, the University’s own minimum wage scale is $13 per hour for FY 2012-2013. This will increase to $14 per hour in FY 2013-2014.
2. Develop a web-based progress report on the implementation status of the goals identified in the strategic plan that is shared with the University community. The report should be updated at least annually and continually enhanced with supporting data and documentation to ensure transparency and accountability.

**Current Status: COMPLETED**

As part of the President’s annual Convocation address a booklet, *University Accomplishments*, is published and widely distributed by mail. It is also posted on the website. The booklet documents progress on both strategic plan and annual objectives. Three years are now documented: 2009-2010, 2010-2011 and 2011-2012. A *Strategic Plan 2010-2015 Implementation Document Progress Report* (Appendix A) for *Strategic Plan 2010-2015* was distributed fall 2012 following a mid-point review by the President and Cabinet in a printed format. It is also available to the University community in a password-protected file in DORI, the University’s intranet.
3. a) Continue working on developing a formal process to tighten the links between institutional and learning outcome assessment findings and the planning and budgeting process. b) Create a committed budget line or reallocate funds for program enhancements identified through assessment efforts, including recommendations from graduate program reviews.

**Current Status: COMPLETED; ONGOING WORK CONTINUES**

a) Formal process completed and ongoing. The University Assessment Plan is on the University website and describes the formal process for linking institutional and learning outcomes assessment findings and the planning and budgeting process.

b) Since summer 2008 through the end of FY 2013, Duquesne has invested significantly in facility renovations to support academic program quality. Some of the major investments included:

<table>
<thead>
<tr>
<th>Capital Projects 2008-2013</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banner ERP Implementation</td>
<td>$7,000,000</td>
</tr>
<tr>
<td>Power Center Construction</td>
<td>$29,100,000</td>
</tr>
<tr>
<td>Student Union 2nd Floor Renovation</td>
<td>$2,600,000</td>
</tr>
<tr>
<td>Rooney Field Grandstands</td>
<td>$3,700,000</td>
</tr>
<tr>
<td>Libermann Hall Acquisition</td>
<td>$3,500,000</td>
</tr>
<tr>
<td>Keller Fieldhouse</td>
<td>$2,300,000</td>
</tr>
<tr>
<td>A.J. Palumbo Center Athletics Locker Room</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>Des Places Living Learning Center</td>
<td>$34,500,000</td>
</tr>
<tr>
<td>Hogan Dining Center Renovation</td>
<td>$4,300,000</td>
</tr>
<tr>
<td>Gumberg Library study area renovations</td>
<td>$400,000</td>
</tr>
<tr>
<td>Pharmacy Mellon room renovations</td>
<td>$87,000</td>
</tr>
<tr>
<td>School of Law classroom renovations</td>
<td>$128,000</td>
</tr>
<tr>
<td>Pharmacy Wellness Center</td>
<td>$806,000</td>
</tr>
<tr>
<td>TV &amp; DVD Studio</td>
<td>$182,000</td>
</tr>
<tr>
<td>Classroom Technology Upgrades</td>
<td>$400,000</td>
</tr>
<tr>
<td>School of Music Rehearsal Hall renovation</td>
<td>$625,000</td>
</tr>
<tr>
<td>School of Law Legal Research and Writing Center</td>
<td>$385,000</td>
</tr>
<tr>
<td>Gumberg Library Music Center Renovation</td>
<td>$182,000</td>
</tr>
<tr>
<td>Pharmacy expansion to meet accreditation requirements</td>
<td>$1,613,000</td>
</tr>
<tr>
<td>Physics Department new offices and laboratories</td>
<td>$3,900,000</td>
</tr>
<tr>
<td>School of Education Canevin Hall renovation</td>
<td>$1,200,000</td>
</tr>
<tr>
<td>Libermann Lecture Hall renovations</td>
<td>$852,000</td>
</tr>
<tr>
<td>Libermann Hall Occupational Therapy Lab renovations</td>
<td>$152,000</td>
</tr>
<tr>
<td>Mellon Hall Science Lab Renovation (18 Labs)</td>
<td>$2,300,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$101,712,000</strong></td>
</tr>
</tbody>
</table>
Duquesne has also added more than 20 new faculty positions in critical and high demand program areas including three in English, eight in Pharmacy, four in Nursing, two in Accounting, and four in Law, including three for the expanded legal research and writing program. These new positions added approximately $2,300,000 in faculty salaries.

An additional $230,000 has been added in graduate assistant stipends and $200,000 to expand funding of Study Abroad.
4. Adopt formal University-wide policies and procedures for discontinuing academic programs.

Current Status: COMPLETED.

Formal University-wide policies and procedures for discontinuing academic programs have been adopted. These are available on the Academic Affairs website.

Additionally in fall 2012 the Academic Council adopted “Performance Indicators Review and Improvement Procedure for Academic Programs.” This policy provides the academic administration with a data-based model for monitoring key indicators of program performance. This policy is available on the Academic Affairs website.
5. Develop and implement a formal debt policy.

**Current Status:** COMPLETED.

A formal debt policy was developed and implemented in response to the spring 2008 University self-study recommendation.

**Debt Policy and Procedures**

**I. Debt Policy Overview**
To fulfill its mission, the University makes capital decisions and investments that impact the University’s credit. Appropriate financial leverage through the issuance of debt serves a useful role that is considered a long-term component of the University’s balance sheet. Just as investments represent an integral component of the University’s assets, debt is a continuing component of the University’s liabilities. Debt, especially tax-exempt debt, provides a low-cost source of capital for the University to fund capital investments to achieve its mission and strategic objectives. This policy provides the framework by which decisions will be made regarding the use of debt to finance particular capital projects.

**II. Procedures**

**A. Objectives – This Statement is intended to:**

1. Provide guidelines on the use of debt to support the University’s capital needs while achieving the lowest overall cost of capital within acceptable risk parameters. Management and the Board of Directors will continue to have the ability to make judgments concerning the necessity and timing of such investments within this framework.

2. Provide selected financial ratios with specific targets to ensure that the University continues to operate within appropriate financial parameters while maintaining the highest acceptable credit rating that permits it to continue to issue debt at favorable rates. Use of key financial ratios provides management and the Board of Directors objective measures confirming that the University is not exceeding its desired use of credit capacity. Management will regularly update the current ratios to provide the Board of Directors with an overview of the financial health of the institution and its debt capacity.

**B. Debt Operating Guidelines**
Given that the University has limited debt resources, management will allocate the use of debt financing within the University with the approval of the Board of Directors. This will include the prioritization of debt resources among all uses, including academic projects, equipment financing, real estate investments, and other projects. Generally, the following guidelines will be used, although they are not intended to be all-inclusive. Judgment by management and the Board of Directors ultimately will determine the use and amount of debt.
The University will also apply the following guidelines when considering debt financings:
1. Only projects that relate to the mission of the University will be considered.

2. The use of debt must be supported by an achievable financial plan that includes servicing the debt and meeting new or increased operating costs, which could include the funding of a replacement and renovation reserve. For projects that can create budgetary savings, the related operating budget will be reduced to fund debt service.

3. The useful life of a project should be taken into consideration when using long-term debt to make capital investments.

4. Fundraising for capital gifts is expected to be a major source of financing for the University’s investments. In assessing the possible use of debt, all other revenue sources will be considered. Philanthropy, project-generating revenues, Federal and State grants, expendable reserves, and other sources are expected to finance portions of the cost of projects. Debt is to be used conservatively and strategically.

To fulfill their respective fiduciary responsibilities, it is critical that the Board of Directors and management know the extent of debt obligations. Debt is defined to include all short- and long-term obligations, guarantees, and instruments that have the effect of committing the University to future payments. The assumption of debt, both direct and indirect, will be subject to the Board of Directors’ approval.

C. Debt Ratios
One of this policy’s objectives is the maintenance of an acceptable credit rating for the University. Maintaining an acceptable credit rating will permit the University to continue to issue debt and finance capital projects at favorable interest rates while meeting its strategic objectives. The University will limit its overall debt to a level that will maintain an acceptable credit rating with the bond rating agencies. These agencies help maintain the confidence of the public and purchasers of debt instruments regarding the ability of an issuer to service and repay bonds. Management will provide rating agencies with full and timely access to required information. To meet this policy objective, the University has established limits for overall debt using three ratios. These ratios are consistent with the measures used by rating agencies and the University’s current bond covenants. The following ratios are not to be exceeded using the prior Fiscal Year of the University and the proposed additional Long-Term Debt forecast.

Ratio #1
Viability Ratio = Expendable Resources
Gross Long-Term Debt
The viability ratio measures the availability of expendable net assets (unrestricted net assets plus temporarily restricted net assets less net investment in plant) to cover debt should the University be required to repay its outstanding obligations. The ratio should be no less than 50.3 percent.

Ratio #2
Debt Burden = Maximum Annual Debt Service
Total Unrestricted Gross Revenues
The debt burden ratio measures the relative cost of debt to the overall University. By maintaining an appropriate proportion of debt service to total unrestricted gross revenues, other critical and strategic needs can be met. The ratio should be no greater than 10 percent.

Ratio #3
Leverage Ratio = Available Net Assets
Gross Long-Term Debt
The leverage ratio is the ratio of the University’s net assets less permanently restricted net assets to its debt portfolio. This ratio includes plant equity unlike the viability ratio and is similar to a debt-to-equity ratio. The ratio measures the amount of leverage on the University’s assets. The target for this ratio is to be no less than 100 percent. If the ratio would fall below the 1:1 ratio, there would be concern that the University would have difficulty in making its loan repayments especially if there was deterioration in long-term economic conditions.

D. Use of Variable Rate Debt
Variable rate debt can be a valuable tool for the University to use in the management of its assets and liabilities. However, the use of variable rate debt, though historically allowing lower borrowing costs, presents some risks that the University must consider. The following guidelines shall be used in determining if variable rate debt is appropriate. Due to the historical spread between long-term rates and short-term rates, and in order to integrate Asset/Liability Management as a component of its overall financial management, the University should consider maintaining a portion of its portfolio in variable rate debt. In doing so, the University shall attempt to manage and constrain its unhedged variable rate exposure within a range of no less than 5 percent and no more than 25 percent of the University’s outstanding general obligations and appropriation indebtedness. For purposes of this limitation, unhedged variable rate exposure shall include both the principal amount of direct issue variable rate debt and the notional amount of synthetic variable rate debt, less:

1. The amount of direct variable rate debt for which variable interest rate exposure has been eliminated or reduced by interest rate exchange agreements (swaps) or interest rate caps, collars or other hedging mechanisms.

2. The amount of short-term assets within the University’s investment portfolio —for purposes of these guidelines defined as: a) cash and cash equivalent investments, and b) the market value of other investments with maturities of 30 days or less.

As reflected above, in considering the use of variable rate debt, the University shall assess the amount of short-term investments and cash reserves since the earnings from these funds can serve as a natural hedge offsetting the impact of higher variable rate debt costs. In addition, in low interest rate environments, the University should consider ways to lock in low fixed rates, through conversions, fixed rate debt issuance, and either traditional or synthetic refundings. In high interest rate environments, the University should consider ways to increase variable rate debt exposure and evaluate other
alternatives that will allow the University to reduce its overall cost of capital while remaining within the parameters set within these guidelines.

E. Use of Derivative Products

Derivative products (e.g., interest rate swaps, caps, collars, forward starting agreements, rate locks, etc.) can hedge future interest rate risks, potentially lowering costs, diversifying certain risks and managing variable rate and/or fixed rate exposure. The University’s Vice President for Management and Business (along with the President, hereinafter sometimes referred to as the “Management of the University”) will evaluate derivative products and their associated risks and benefits on a case-by-case basis. Management of the University will determine if the University is being compensated appropriately or paying appropriately for any risks it assumes or divests. The University’s strategy regarding the use of derivatives will seek to balance risks and rewards; therefore, transactions that impose a relatively higher degree of risk will require a greater expected benefit. Conversely, derivatives that significantly reduce or mitigate risks may require a higher effective rate or cost to be paid by the University.

Prior to the execution of any derivative transaction, the Management of the University will determine that the implementation of any such transaction will be: 1) in the best interests of the University and 2) pursuant to the terms and provisions outlined in this Policy Statement. The Management of the University will also articulate the objectives of the proposed transaction (i.e., hedge interest rate risks on future fixed rate or variable rate bond issues, effectuate synthetic refundings for debt service or other cost savings, unwind swaps to capture positive mark-to-market gains, other portfolio management strategies, manage or adjust variable rate mix; manage overall interest rate risk, etc.). The Management of the University will analyze the expected risks and benefits of the transaction.

All derivate transactions must be authorized by the Board of Directors in advance. The Management of the University will periodically report to the Audit and Finance Committee of the Board of Directors the following: a) an overview of any new interest rate derivatives that are in place, b) the mark-to-market values of any and all interest rate derivatives then in place, c) the relative performance of the derivatives including the benchmarks used to assess its performance, d) the required posting of collateral, if any, supporting the derivatives, and e) any other relevant or material data regarding the University’s use of derivatives.

The Debt Policy will be reviewed by the Audit and Finance Committee of the Board of Directors periodically and modified as necessary to reflect changing conditions. The Management of the University will provide an annual debt report to the Board of Directors through the Audit and Finance Committee of the Board. The debt report will cover updated ratios, debt outstanding, annual debt service, available capacity, and bond ratings.

Each material new borrowing will continue to be presented to the Board of Directors for approval.
6. Adopt a formal process to communicate the five-year financial plan annually to the campus community.

Current Status: COMPLETED

The University has not adopted a formal process to communicate the five-year financial plan annually to the campus community. The current practices for communicating with the campus community were deemed to be sufficient to fulfill the intent of this recommendation.

The President regularly provides information to the campus community regarding the financial position of the University. He routinely communicates to all faculty and all staff through email updates with important information.

The President and executive officers held Town Hall sessions in 2009 and 2012 to share detailed financial information with all University employees and to answer questions from participants. The President and Provost visit every school biannually to meet personally with faculty, to discuss important issues, and answer questions.
7. Include Gumberg Library’s renovation needs in the next strategic planning and budgeting cycle.

**Current Status:** APPROXIMATELY $1.4 MILLION INVESTED;
RENOVATIONS CONTINUE

Gumberg Library’s renovation needs have been included in strategic planning and the annual budgeting cycle.

Gumberg Library renovations included in University *Strategic Plan 2010-2015: 3.9* “Our libraries will become improved facilities for research and study …..”

**Gumberg Library Renovations**

<table>
<thead>
<tr>
<th>FY 2010</th>
<th>Nearly $115,000</th>
<th>New Library entrance</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2011</td>
<td>More than $220,000</td>
<td>Silverman Phenomenology Center renovation</td>
</tr>
<tr>
<td></td>
<td>$80,000</td>
<td>4th Floor renovation architectural study that proposes $4.5 million project to expand instructional and study space</td>
</tr>
<tr>
<td></td>
<td>Approximately $7,000</td>
<td>Student collaboration space</td>
</tr>
<tr>
<td></td>
<td>$232,000</td>
<td>Roof replacement</td>
</tr>
<tr>
<td>FY 2012</td>
<td>More than $125,000</td>
<td>4th Floor tile, carpet, paint, furniture</td>
</tr>
<tr>
<td>FY 2013</td>
<td>$490,000</td>
<td>Elevator replacement</td>
</tr>
<tr>
<td></td>
<td>$87,168</td>
<td>Security Camera Upgrade and Additions</td>
</tr>
<tr>
<td></td>
<td>$15,000</td>
<td>Abatement &amp; Reinsulating Mechanical Room Piping</td>
</tr>
<tr>
<td></td>
<td>$9,300</td>
<td>4th Fl Carpet Replacement</td>
</tr>
</tbody>
</table>
8. The priority given by the Board to efforts to increase its diversity should be clearly documented and should continue to be a topic of its self-assessment.

**Current Status: ONGOING WORK CONTINUES**

Although the Board has not documented its efforts to increase diversity, it continues to be an important factor in identifying and recruiting new Board members. Esther Bush, President and Chief Executive Officer, The Urban League of Greater Pittsburgh, was named to the Board of Directors in 2009. This relationship provides for an opportunity to strengthen ties with the urban, minority community and potentially expand Board diversity.

**Board Membership by Gender and Race**

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
<th>Men of color</th>
<th>Women of color</th>
</tr>
</thead>
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<td>2008</td>
<td>20</td>
<td>6</td>
<td>26</td>
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<tr>
<td>2009</td>
<td>18</td>
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<td>24</td>
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<td>2010</td>
<td>20</td>
<td>6</td>
<td>26</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2011</td>
<td>21</td>
<td>8</td>
<td>29</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2012</td>
<td>20</td>
<td>8</td>
<td>28</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
9. a) Create methods of communication among undergraduate and graduate advisors. b) Consider creating a director of advisement position to improve the quality of communication between advisors and academic/administrative departments, and to oversee the development of best practices in online registration policies and procedures.

*Current Status: COMPLETED*

a) The University created methods of communication among undergraduate and graduate advisors by implementing an annual professional development series for all advisors in AY 2008-2009.

b) The University did not create a director of advisement position but has strengthened the role of the current Coordinator of Undergraduate Advisement. The Coordinator has worked with the administration and advisors to develop “best practices” in advising and assessment. She has also worked closely with the Enrollment Management staff, including the University Registrar, to support the implementation of online registration policies and procedures.

The current Coordinator of Undergraduate Advisement was moved into the Enrollment Management Group (EMG) in October 2011. This new structure provides access to new resources and support including regular meetings and consultations with other administrative departments such as financial aid, admissions, registrar, and enrollment systems and research.

In August 2011, Duquesne University appointed its first graduate admissions director. The new graduate admissions director, also part of EMG, has worked with the coordinator of undergraduate advisement to continue to enhance communication between graduate and undergraduate advisors.

The University has made significant progress in implementing the self-service degree audit module in Banner, known internally as RAPP. RAPP is now available to all undergraduate students. The majority of graduate programs have RAPP available. The remaining graduate programs are completing their work on RAPP this year (AY 2012-2013).

Building upon the prior success of academic advising surveys, a new survey was developed and administered in spring 2012 with particular emphasis on measuring student expectation. This comprehensive initiative was implemented by professionals from enrollment management, advisement, student life, and student government. Survey results provided insight regarding areas of success as well as where performance gaps exist so that targeted programs can be developed and measured for improvement.

Quarterly professional development programs are provided for advisors as well as an annual lunch meeting with the Associate Provost/AAVP of Enrollment Management. Based on the results of a student advising survey in spring 2012, a professional coaching program for all undergraduate advisors was offered in spring 2013.
In AY 2011-2012 academic advisor positions were reviewed by Human Resources and upgraded to Salary Range 6 based upon recommendations from the Office of the Provost and the Coordinator of Undergraduate Advisement. A graduate degree is required for all new hires in advisor positions, recognizing the professional requirements of the position and its importance in student success.
10. Conduct a comprehensive strategic review of the Career Services Center including staffing capabilities and needs, possible development of internal and external marketing plans, development of an aggressive and effective graduate employment survey program, and plans for benchmarking in all areas.

**Current Status:** COMPLETED

As reported in detail below, the Career Services Center conducted a comprehensive strategic review of the Career Services Center including staffing capabilities and needs, possible development of internal and external marketing plans, development of an aggressive and effective graduate employment survey program, and plans for benchmarking in all areas.

For the past four years the Career Services Center has conducted a graduate employment survey. The most recent report, “Graduate Outcomes Survey: Class of 2011-2012,” is available on the Career Services website. All of the other points of the recommendation were addressed as a result of the Center’s strategic review.

Key accomplishments include:

- New Director of Career Services hired July 21, 2008
- Conducted strategic review of Career Services Center using the NACE (National Association of Colleges and Employers) Professional Standards for College and University Career Services Evaluation Workbook (Fall 2008)
- Based upon the review, developed five-year Strategic Plan for Career Services including new vision, mission, and values statements and seven goals with related strategies. (January 2009) Goals focus on a variety of areas including marketing, programming, employer relations, staff professional development, internship development, information resources, and the Duquesne Mission.
- Highlights of Career Services’ Strategic Plan accomplishments
  - Goal #1: Increase awareness and visibility of the Career Services Center on campus through outreach, marketing, and collaboration.
    - Established Marketing and Outreach Team to plan and coordinate department’s marketing efforts including an annual marketing campaign to promote Career Services to students.
    - Assessed current awareness and image of Career Services through use of student surveys and focus groups.
    - Worked with the office of Public Affairs to evaluate and revise all Career Services marketing materials including brochures, posters, fliers, handouts and newsletters incorporating a new visual look and tagline for the department.
    - Developed new monthly e-communications for students and identified other existing newsletters on campus to make regular contributions.
    - Conducted regular outreach events in a central location on campus to increase visibility and accessibility to Career Services.
Participate in other university sponsored outreach programs for students. Approximately 3,500 students participate in career services outreach events annually.

- Goal #2: Prepare students for success in the professional work world by providing high quality career planning, job-search, and professional development programming.
  - Established Educational Programs Team to plan, coordinate, and evaluate the department’s career counseling and programming efforts.
  - Strengthened staff member’s competencies in presentation and counseling skills through participation in relevant training opportunities.
  - Implemented new daily walk-in advising service to accommodate students’ quick questions and increase student access to career counselors.
  - Developed and implemented a comprehensive schedule of career, job-search, and professional skill workshops, panels, and seminars for students; incorporated alumni, employers, and students as guest speakers when appropriate. Approximately 3,600 students attend Career Services workshops, seminars, and presentations annually.
  - Collaborated with the School of Business Administration to develop a new Professional Development Program required of all undergraduate business students to supplement classroom learning and be integrated into their four-year advising plan for students.
  - Created a student advisory board for regular communication and feedback on our marketing, program, and service strategies.

- Goal #3: Provide access to current and relevant career information and tools to support students’ career success.
  - Established Information Resources Team to plan, coordinate, and evaluate the department’s information resources, both print and electronic.
  - Evaluated the Career Services website and redesigned the site as a destination for career and job-search information and e-tools to support students’ career development 24/7; incorporated exclusive content, web links, and video resources to support each step in the career development process.
  - Conducted audit and evaluation of all print materials including career guides, tip sheets, and handouts; Revised content and design to develop new series of career materials.
  - Redesigned the physical layout of the front office to provide a welcoming and useful student reception area and Career Library. Enhanced technology resources for students in the library.

- Goal #4: Establish Duquesne University as a top recruiting destination for internships and entry-level hiring in the Pittsburgh area and surrounding regions.
  - Establish Employer Relations team to plan, coordinate, and
evaluate the department’s employer marketing and development plans.
- Developed a strategic employer relations and development plan that yields maximum opportunities for Duquesne’s students and alumni.
- Worked with Public Affairs to review and revise all employer marketing materials both print and electronic to highlight Duquesne’s unique mission, strong academic programs and student profile. Produced new display boards, employer recruiting guide, and promotional fliers with a coordinated look.
- Increased involvement in the Pittsburgh professional community through participation in programs and events sponsored by regional chambers of commerce.
- Strengthened existing relationships by involving employers in our educational programs and services that meet students’ career and employment needs.
- Created a list of targeted companies for individual follow-up to increase the number of employers recruiting at Duquesne.
- Collaborated with academic schools and alumni relations to develop an effective university system for the collection and reporting of post-graduation outcomes data for all students.
- Created a new Employer Advisory Board of prominent regional employers for regular feedback on our employer relations plan and student services.

o Goal #5: Advance the role of Career Services in providing internship and experiential education resources, programs, and services to Duquesne students and faculty.
  - Established Internship Advancement team to evaluate, plan, and coordinate the department’s internship development plan.
  - Serve on the advisory board of the Regional Internship Center.
  - Coordinated internship themed outreach, panel presentation and workshops into our regularly scheduled career and job search programs.
  - Provided professional development opportunities and tools for CSC staff related to internship and experiential education development.
  - Conducted site visits to other colleges and universities to identify best practices for internship programs.

o Goal #6: Increase the professionalism of the Career Services office and staff through ongoing professional training and development and involvement in professional associations.
  - Established Staff Development Team to coordinate a plan for staff teambuilding and professional development.
  - Coordinated a schedule of monthly professional development sessions for staff focused on teambuilding, campus resources, and relevant career topics.
Encouraged staff to develop program proposals for acceptance at professional association conferences. Staff had accepted programs at PennACE 2010 and EACE 2011.

Submitted and awarded 2011 EACE Innovation Award for creativity and innovation in programming.

Increased staff involvement in regional associations – explored membership on committees and leadership positions in associations. Staff served on Executive Board of WestPACS and committees for PennACE.

Goal #7: Integrate the Spiritan mission and our Catholic identity into the Career Services mission, programs, and services.

- Revised the department’s vision, mission, and values statements and incorporate the Spiritan mission and our Catholic Identity.
- Implemented Jeans for Charity program for staff of Career Services, including both monetary and service contributions to selected charities. Staff contributions to date have totaled more than $2400.00.
- Coordinated annual staff day of service with Pittsburgh Habitat for Humanity.
- Collaborated with College of Liberal Arts and Campus Ministry to develop annual career discernment retreat “Pursuing Purpose: A Day of Career Discovery”.
11. Set hiring goals and benchmark against peer institutions in recruiting minority faculty members.

*Current Status: INITIATIVE CONTINUES*

The University did not set hiring goals or benchmark against peer institutions in recruiting minority faculty members. Instead, it developed strategies to recruit minority faculty members with the goal to hire as many qualified minority faculty candidates as possible. The University committed to providing additional funding in a dedicated budget to enable academic departments to request new, additional faculty members if they were able to identify qualified candidates.

Please see the University’s response to Self-Study Recommendation #1 describing initiatives to support recruiting minority faculty members.
12. Revisit the emphasis given to service in making decisions about faculty productivity, retention, and advancement based on the growing understanding that the mission should guide the University toward a more explicit consideration of service.

**Current Status:** COMPLETED

The Provost and Vice President for Academic Affairs revisited the emphasis given to service in making decisions about faculty productivity, retention, and advancement. No changes were made in the emphasis given to service.

The university’s *Faculty Handbook* has detailed performance expectations in teaching, research and service. It includes, as well, very specific illustrations of how faculty may achieve ratings of excellence, effective and ineffective in each. While service is an important faculty responsibility, it cannot replace performance at an excellent and effective level in teaching and scholarship when faculty members are reviewed for tenure and promotion.
13. Form a University committee to further define the teacher-scholar model and more clearly delineate the expectations relating to workload balance. This should result in the development of a systematic evaluation and equitable distribution of faculty workload with increased emphasis on service, and in the updating of the Faculty Handbook to more thoroughly describe teaching, scholarship, and service expectations.

**Current Status:** THE TEACHER-SCHOLAR MODEL IS CLEAR IN THE FACULTY HANDBOOK; EACH SCHOOL SETS AN APPROPRIATE WORKLOAD POLICY

Upon review of this recommendation, the University determined that the Faculty Handbook is already clear regarding the current teacher-scholar model and the faculty expectations for teaching, scholarship and service. Therefore it did not form a University committee in response to this recommendation.

Because of the varied curricula of Duquesne’s schools, each school has a workload policy that reflects the teacher/scholar model and is appropriate for its disciplines. Each school defines the appropriate faculty workload in order to meet its goals for teaching, research, and service and in support of the University’s mission and teacher-scholar model. The Delaware Study serves as a resource for benchmarking in establishing these objectives, as do specialized standards for accreditation within the professional disciplines.

The use of the teacher-scholar model as the paradigm for describing faculty responsibilities and expectations at Duquesne reflects the centrality of both teaching and research in the university’s educational programs and their interrelationship. High quality teaching requires not only awareness of recent scholarship in a discipline but also active engagement with that scholarship through a faculty member’s research agenda. Engaging students in faculty research is also a means to provide them with an active learning experience. This interactive relationship of scholarship and research creates the parameters of the university’s teacher-scholar model.

The university’s Faculty Handbook has detailed performance expectations in teaching, research and service. It includes, as well, very specific illustrations of how faculty may achieve ratings of excellence, effective and ineffective in each. While service is an important faculty responsibility, it cannot replace performance at an excellent and effective level in teaching and scholarship when faculty members are reviewed for tenure and promotion.
14. Develop a University-wide formal process for mentoring full-time and part-time faculty. Develop a corollary process for teaching assistants.

**Current Status:** ONGOING WORK CONTINUES

A University-wide formal process for mentoring full-time and part-time faculty and teaching assistants has not been developed. However, the Center for Teaching Excellence and the schools have addressed each group through programming.

**SELECTED ACTIVITIES FOR MENTORING FULL-TIME FACULTY:**

- In 2012-2013, the Center for Teaching Excellence (CTE) revised its year-long orientation program for incoming tenure-track faculty to include near-peer mentoring networks with faculty who recently passed third year review. This program also includes a session on how to meet the expectations of Duquesne’s teacher-scholar model.
- CTE offers regular workshops on *Writing Effective Faculty Peer Reviews of Teaching* at Duquesne (handouts available on Duquesne intranet). This session and the online materials focus on formative feedback to peers on teaching. Once a year, it is open to all faculty and graduate students, and once a year, it is tailored directly to future faculty (graduate students only session).
- CTE provides resources on effective faculty and future faculty mentoring.
- Academic Affairs offered a year-long Academic Leadership Program in AY 2009-2010 for faculty (nominated by school Deans) who had potential to become deans, provosts, or presidents. Ten faculty members participated; one was appointed Associate Provost/AAVP for Administration in January 2012; one was appointed University Honors College Director in January 2011.
- Academic Affairs offers an annual Department Chair Series to support faculty development (first offered in AY 2009-2010).
- The Provost and Vice President for Academic Affairs provides financial support ($1,000 each) for academic chair development through attendance at conferences.
  - 2010 attendees – Drs. Paul Doerksen (Music), Joannie Lockhart (Nursing), Jim Weber (Business) and Jessica Wiskus (Music).
  - 2011 attendees – Drs. Jaime Munoz (Occupational Therapy) and Ralph Wheeler (Chemistry).
  - 2012 attendees – Drs. Edith Krause (Modern Languages) and Maureen O’Brien (Theology).
- Academic Affairs provides an orientation for New Department Chairs annually (begun fall 2010).
- McAnulty College and Graduate School of Liberal Arts offers a year-long orientation for its new full-time faculty.
- The Bayer School of Natural and Environmental Sciences has a formal faculty mentoring statement. The Dean has been particularly focused on Bayer mentoring and retaining women faculty in fields where they are underrepresented. There is a woman in science faculty/graduate student group in Bayer.
• The Learning Communities Institute, which McAnulty College and Graduate School of Liberal Arts sponsors each spring to prepare for the next year’s communities, involves both the full and part-time faculty of the communities.

• The Director of First Year Writing offers an annual Core Instructors In-Service Workshop the week before classes start in August where attendance is mandatory for all full-time non-tenure-track instructors, and to which tenured and tenure-track faculty teaching Core writing classes are invited.

SELECTED ACTIVITIES FOR MENTORING PART-TIME FACULTY:

• The School of Law conducts an Adjunct Faculty Orientation at the beginning of each semester and provides all adjunct faculty in the School with an Adjunct Faculty Handbook. In addition, all adjunct faculty members’ courses are reviewed by full-time faculty members, and they receive feedback on their teaching.

• The Mary Pappert School of Music provides some monetary support to adjunct faculty to support travel to conferences, support performance opportunities, and support the production of audio recordings. In addition, they receive assistance with creating syllabi and are included in recruitment meetings. All new adjunct faculty members are referred to the Center for Teaching Excellence for the University orientation program.

• The Palumbo-Donahue School of Business encourages new adjuncts to participate in the University orientation, and complete Blackboard and sexual harassment training.

• The School of Leadership and Professional Advancement (SLPA) regularly provides their adjuncts with ongoing access to one-on-one e-coaching services from two national experts in online education; a monthly webinar series on topics related to online teaching; ongoing support from SLPA staff on the design of course sites and delivery of online courses.

• The School of Nursing (SON) offers extensive professional development for their faculty. Clinical Adjunct Faculty members participate in an SON one day orientation, course level orientation, and ongoing mentoring with clinical site visits by the course leader over the semester. In addition, the SON offers two continuing education (CE) programs for them per year; adjuncts are invited to join SON for select CE programs during the year and are given access to free CE webinars sponsored by its national Nursing organizations. The SON conducted a needs assessment in fall 2012 in order to focus SON support.

• In McAnulty College and Graduate School of Liberal Arts, the History Department reviews every new adjunct in his/her first semester. The Department offers up to $200 of support to an adjunct faculty member for professional development in terms of attending/participating in conferences.

• In McAnulty College, the Modern Languages and Literatures Department have a formal peer-review process for adjunct faculty, including formative assessment of
their teaching. One of the provisions of McAnulty College's current strategic plan is to institute a similar peer-review process for all adjunct faculty in the College. The department has also begun a series of language pedagogy workshops for all faculty in the department, both full and part-time. The Chair meets with all new adjuncts at the beginning of the semester to go over departmental guidelines and to give them sample syllabi and other materials relevant to their teaching assignment. The Chair is also available to meet with any adjuncts at any time throughout the semester upon request. All part-time faculty are invited to participate in departmental meetings (unless business, e.g., personnel, is discussed that concerns only full-time faculty) and language section meetings.

- McAnulty College’s Learning Communities Institute is offered annually to both the full and part-time faculty of the communities.
- The McAnulty College Dean meets with liberal arts adjunct faculty at the beginning of each academic year as part of their orientation.
- The Director of First Year Writing offers an annual Core Instructors In-Service Workshop the week before classes start in August where attendance is mandatory for all adjunct instructors. In addition, the department holds teaching workshops to which adjunct instructors are invited.

SELECTED ACTIVITIES FOR MENTORING TEACHING ASSISTANTS:

- McAnulty College’s English Department offers a formal peer-to-peer mentoring program for their teaching assistants (TAs). There is significant graduate student professional development through the Writing Center as well.
- The Director of First Year Writing offers an annual Core Instructors In-Service Workshop the week before classes start in August where attendance is mandatory for all adjunct and graduate instructors. In addition, the department holds teaching workshops to which graduate student instructors are invited.
- All graduate students in the McAnulty College Philosophy Department who teach undergraduate courses participate in a teaching practicum and are observed in their teaching by full-time faculty members at least twice, and typically more often.
- The Certificate of University Teaching (Future Faculty program) – implemented in August 2010 by the Center for Teaching Excellence (CTE) – requires graduate student enrollees to have their teaching observed and reviewed by a faculty member.
- The Advanced Certificate of University Teaching (Future Faculty program) requires peer review of teaching and materials. The participants are guided in these processes by CTE staff. Seventy five graduate students enrolled in August 2012.
- In response to participants’ comments in the 2011 Lifting a Ton of Feathers book study for women in academe, CTE surveyed graduate students to gather information on effective mentoring by faculty of graduate students and to create a panel of faculty who are considered by their graduate students to be effective mentors. These faculty members offered a session in November 2012 on this topic.
15. Benchmark compensation for part-time faculty and teaching assistants to ensure that it is competitive. Benchmark full-time faculty salaries regularly against recommendations of professional associations and accrediting bodies.

**Current Status:** COMPLETED; ONGOING WORK CONTINUES

Duquesne benchmarks compensation for all faculty members, including full-time, part-time and graduate teaching assistants.

Full-time faculty salaries are benchmarked by Management and Business annually during the budget development process. Duquesne is very competitive with fifteen selected American Catholic universities when adjusted for cost-of-living, ranking second for professors and associate professors and fourth for assistant professors. (Appendix B)

Benchmarks for part-time faculty and graduate teaching assistants are school-based. The salary pool is increased annually commensurate with the University-wide salary increases.

In the McAnulty College and Graduate School of Liberal Arts adjunct faculty are paid competitively. The Pennsylvania average salary per three-hour course is $2,700; all 4-year private not-for-profit average salary per three-hour course is $3,000; Duquesne paid $3,000 per three-hour course in FY 2013 and is increasing that to $3,500 for FY 2014.*

Based on an assessment of doctoral programs in the region and nationally, Ph.D. student stipends in selected programs received extraordinary budget allocations to support competitive recruitment and retention of outstanding doctoral students. The budget increased 12.88 percent in FY 2011 cf. FY 2010 with another increase of 5.39 percent in FY 2012. Health care costs were subsidized by the University in selected Ph.D. programs in FY 2013.

16. Maintain an appropriate balance between full-time and part-time faculty. Provide professional development and regular communication channels for part-time faculty to help them ensure that the students’ learning experience is consistent with Duquesne’s educational mission.

**Current Status: COMPLETED; ONGOING WORK CONTINUES**

Each academic dean is responsible for monitoring and maintaining an appropriate balance between full-time and part-time faculty in consultation with the Provost and Vice President for Academic Affairs.

Each school and academic department is responsible for communicating with part-time faculty members about the academic expectations and student learning outcomes for classes to ensure that students have a consistent experience throughout their studies.

The Center for Teaching Excellence (CTE) provides professional development opportunities for part-time faculty. CTE offers a face-to-face orientation for new part-time faculty in August and January. The CTE web pages provide specific information appropriate to getting started as adjunct faculty at Duquesne.

All CTE workshops are offered to part-time faculty. Part-time faculty use CTE consulting services. In fall 2011 and fall 2012 CTE staff led an online book study on online teaching: a) targeting part-time faculty including those teaching at a distance and b) modeling effective online teaching practices through professional development online.
17. Review the current grievance process with the goals of ensuring that 1) grievance decisions are timely and remain confidential, 2) grievance documents are appropriately archived or destroyed, 3) the UGCF has adequate resources including secretarial support to conduct its business, and 4) the process is easily accessible to all eligible full-time and part-time faculty.

*Current Status: COMPLETED*

The Provost and Vice President for Academic Affairs reviewed the current grievance process in response to this recommendation. He determined that grievance decisions are timely and remain confidential. Grievance documents are maintained for an appropriate period and then destroyed. The Provost’s Office provides the grievance committee with the resources it requires to conduct its business, including secretarial support. The grievance process is described thoroughly in the *Faculty Handbook* (pg. 55) which is available and easily accessible to all eligible full-time and part-time faculty members on the University’s website.
18. Create an administrative position of Core Curriculum director (with expertise in liberal arts and a reporting line to the academic vice-president) and provide clerical assistance and resources. The responsibilities of the director would be to: 1) oversee the ongoing University-wide implementation, documentation, and assessment of the core, and 2) coordinate events and resources to support faculty in creating courses to meet the various core criteria in collaboration with CTE, Gumberg Library, the Office of Service-learning, and the Writing Center.

Current Status: COMPLETED

The University did not create a full-time administrative position of Core Curriculum director. Philosophically, the Provost and Vice President for Academic Affairs has felt strongly that the core curriculum should remain in the hands of the faculty. As a result, the directors appointed have been tenured faculty members in the McAnulty College and Graduate School of Liberal Arts. The position reports to the Associate Provost/AAVP for Academic Affairs. The position has been provided with clerical assistance and any resources needed to accomplish the goals of the position.

Janie Harden Fritz, Ph.D. was named Core Curriculum Director, effective AY 2011-2012. She shadowed Dr. Glenister Roberts in spring 2011 to transition into the role. She oversees the core curriculum which was implemented with freshmen in AY 2007-2008. The third director of the University Core, Dr. Harden Fritz is an associate professor in the Department of Communication & Rhetorical Studies. Clerical support in the form of a graduate assistant was added in AY 2011-2012.

The Director oversees, monitors, and facilitates ongoing University-wide implementation of the Core, including department-specific (e.g., English, Mathematics, Science, Philosophy, Theology) and Theme Area courses. The five-year assessment plan that ties the Dimensions of a Duquesne Education to each element of the Core, identifying specific, measurable outcomes, both direct and indirect, has been implemented.
19. To meet the goal of “sustained institutionalization” of service-learning within the context of Duquesne’s mission, create and fund faculty incentives and departmental-level support for course development, and increase Office of Service-Learning support so that it can implement annual learning outcomes assessment and program evaluation within the larger framework of Duquesne’s student-learning assessment and program evaluation.

Current Status: COMPLETED

The University has met its goal of “sustained institutionalization” of service-learning by creating and funding faculty initiatives and departmental-level support for course development and increasing the resources provided to the Office of Service-Learning (OSL) so that it could implement annual learning outcomes assessment and program evaluation. (See the P.R.R. Section Five, Outstanding Examples of Assessment)

The phased-in implementation of the service-learning requirement in the undergraduate curriculum for all schools with undergraduate programs was completed in AY 10-11. Approximately 2,000 undergraduate students participate in service-learning classes annually. The University has about 120 community agency partners and approximately 45 faculty members who teach service-learning classes each year.

In summer 2011 the Provost invested additional resources with a full-time program assistant hired in July 2011 and significant increases in the operating budgets for AY 2011-2012 and again for AY 2013-2014. The latest increase in the annual operating budget meets the goals set for the Office of Service-Learning by its faculty advisory committee during its strategic planning in AY 2010-2011.

McAnulty College and Graduate School of Liberal Arts created a graduate assistant position to assist faculty who are teaching in their learning communities to implement service-learning. The Center for Teaching Excellence Associate Director for Faculty Development was hired in August 2008 with 15 percent of time dedicated to support faculty development in Service-Learning.

The endowed Gaultier Faculty Fellowship creates an opportunity for Duquesne faculty to undertake a scholarly project that advances one or more of the strategic goals for service-learning and contributes to the faculty member’s record of scholarship. The first Fellows were appointed in AY 2012-2013: Dr. Amy Phelps, School of Business; and Drs. Yvonne Weideman and Rebecca Kronk, School of Nursing. In the inaugural year of the Gaultier Faculty Fellowship, one of the funded Fellows undertook a quantitative assessment project to capture student learning across service-learning classes. Dr. Norman Conti, McAnulty College and Graduate School of Liberal Arts, has been named a Gaultier Faculty Fellow for AY 2013-2014.

With regard to departmental support, the Office of Service-Learning implemented the Community Engagement Scholars program in which undergraduate and graduate students
may be recruited by academic departments to support their service-learning, community-based research, and partnership activities. Each year between 12 and 20 Scholars are placed within departments for this purpose.

In 2010 the OSL completed a five-year retrospective program evaluation. This evaluation relied on frequency data of student, faculty, course, and agency involvement in service-learning and indirect evidence of student learning.

In spring 2012, the OSL received University assessment funding to develop a pilot qualitative assessment of student learning. The OSL developed standard learning targets that correspond to the University Core Curriculum’s stated learning objectives for service-learning. Four faculty members from diverse disciplines whose students ranged from first year to senior and graduate level mapped their course learning objectives onto the targets and collected direct evidence of student learning from a wide range of reflective assignments. Upon completion, the participants urged the OSL to continue the project with small cohorts of faculty as assessment learning groups. The learning group continues to be offered annually.

In AY 2012-2013 the Office of Service-Learning received a program development grant from the American Association of Colleges and Universities’ Bringing Theory to Practice Project in which the 21st Century Standards for Civic Learning and Democratic Engagement will be adopted as part of a major curricular revision to the Community Engagement Scholars program. Students’ acquisition of civic learning and psychosocial wellbeing (e.g. personal efficacy and social connectedness) will be quantitatively and qualitatively assessed. The assessment findings will be used to encourage other curricular offerings to adopt civic learning and democratic engagement student learning outcomes at Duquesne and other institutions of higher education.
20. Following on the implementation of the revised University Core, move quickly to revise the Honors College core courses, such that they both satisfy the larger University Core and become more “distinctive and innovative.”

**Current Status: COMPLETED**

The University Honors College (UHC) core was revised spring 2009 and implemented fall 2010 for all incoming freshmen. New courses were planned during AY 2009-2010. Students who matriculated prior to fall 2010 were offered classes through spring 2012 from the previous core as a teach-out.

The “new” University Honors College core curriculum is a parallel experience to the general University Core curriculum so all undergraduate students fulfill the aims of the University Core. Students who matriculated fall 2010 and later must take the following:

1. IHP 104: Honors Inquiry I  
2. IHP 105: Honors Inquiry II  
3. IHP 132: Honors Philosophy  
4. IHP 145: Honors Theology

Students also choose TWO of the following:

1. IHP 201: Honors Seminar – Faith and Reason  
2. IHP 202: Honors Seminar – Global Diversity*  
3. IHP 203: Honors Seminar – Social Justice  
4. IHP 204: Honors Seminar – Creative Arts

*IHP 205: Honors International Study Abroad offers students the opportunity to earn up to six honors credits on international campuses.

The University Honors College Core thus comprises 6 courses, at 18 credits, for minimum UHC qualification by graduation. Students take the remaining 16 credits of the University Core curriculum from among courses offered to the general student population, although they may take more core curriculum courses from the Honors College if they wish.

The University Honors College core curriculum has been made more “distinctive and innovative” with the implementation of the following:

- IHP 104, meant as a parallel experience to UCOR 101 (Freshmen Writing course), was initially developed and coordinated by the Director of Freshmen Writing for the first two years. For AY 2012-2013 Dr. Laura Engel, Associate Professor in English, serves as course coordinator and convenes the faculty teaching the course to create common syllabi. In response to faculty calls for continuity across the Honors Inquiry courses, IHP 105 is now led by the same IHP 104 director. IHP 105 is taught by faculty from diverse departments and is centered around a different theme.
each year. First-year students learn innovative ways to engage in inquiry and to present their research (not just through writing but through photo-essays, for example). They benefit from nationally-known speakers brought to campus to visit their classes and from other course-wide special activities (a panel on interreligious dialogue in spring 2011, for example).

- All honors seminars are capped at 18 students, and only honors students may register for them. Thus honors courses are truly in a “seminar” format.

- Department chairs and deans were asked to only assign full-time, tenure-track (preferably tenured) faculty to honors seminars. This ensures that gifted undergraduates are invited to share in professors’ active research plans.

- Faculty with exceptional achievement in research and teaching were invited, with the approval of their chairs and deans, to offer theme area courses for AY 2011-2012. In some cases the faculty piloted potential theme area courses in the UHC as they work for designation by the University Core Theme Areas committee. In other cases, faculty at work on compelling research topics were invited to teach their respective course as a one-time opportunity for UHC students. (For example, in spring 2012 Dr. Rodney Hopson, Hillman Distinguished Chair and Professor of Education, taught a course in Language, Race, and Social Class before a sabbatical dedicated to writing a book on language politics in Africa. Faculty from nine different departments also developed and team-taught a course in Sustainability, offered in spring 2012 and in spring 2013.)

- The Honors Fellows program was launched successfully in spring 2011. Honors Fellows take 12 additional upper division honors credits beyond the 18 credits in the honors core curriculum. Working with faculty mentors, Honors Fellows complete significant research, service, and/or creative projects. Two Honors Fellows graduated from the program in spring 2012, and five more graduated in spring 2013.

- Through a signature partnership, the Honors College works with the Daisy Wilson Artist Community to renovate the childhood home of August Wilson (1945-2005), a renowned African-American playwright. The space will become a nonprofit neighborhood coffee shop and also artists’ resource space. A signature partnership is a long-term, mutual commitment to both breadth and depth in service-learning. It is modeled after Spiritan practices of community engagement, which privilege intentional learning, inculturation, and genuine relationships. With their emphasis on sustainability, Signature partnerships are best-suited to multidisciplinary undergraduate entities in the university. The University Honors College is one such entity, serving students from all eight traditional undergraduate schools at Duquesne.
21. Allocate the necessary resources to advance the integration of information literacy into the curriculum, including instructional space, faculty support, and instructional technology.

**Current Status: COMPLETED**

The necessary resources were allocated to advance the integration of information literacy into the curriculum, including instructional space, faculty support, and instructional technology.

An Instruction Librarian with expertise in pedagogy and course design has been hired and given funding to attend the Association of College and Research Libraries’ Information Literacy Immersion, a major professional program designed to prepare librarians to work with faculty to facilitate incorporating information literacy throughout the curriculum.

Key initiatives and accomplishments include:

- Development of an information literacy website for faculty that includes links to disciplinary standards and provides the opportunity for faculty to share information literacy lesson plans.
- Development of CPRG 105: Information Literacy for the Adult Learner, a required three credit course now part of the curriculum of the School of Leadership and Professional Advancement. The course is offered both online and face to face, and is taught each semester primarily by librarians or adjuncts who also teach UCOR 030.
- Collaboration with instructors in the *Personae* learning community to integrate a section of UCOR 030 into the learning community, creating links among the courses, Service-Learning, and research skills. This pilot earned a 2013 Creative Teaching Award and led to the adoption of this model for all liberal arts students except those enrolled in the Honors College.
- Additional funding for adjunct instructors to teach UCOR 030 Research and Information Skills Lab has been allocated. This has improved the workload issue described in the self-study. Librarian instructors now teach no more than three sections in the fall semester, freeing some time for other information literacy initiatives.
- Librarians developed a website for undergraduates to orient students who do not take UCOR 030. This site can also be used as a resource by instructors of other Core courses.
- Computer Science faculty developed an online version of UCOR 030 and offer it to transfer students.
- An online version of UCOR 030 adapted by the Music Librarian has been incorporated into Computers for Musicians. Learning outcomes and assessment are the same as for all freshman information literacy courses, but the context and assignments are customized to the Music School curriculum.
• A pilot project for assessment of information literacy across the curriculum will be conducted in summer 2013 with University assessment funding. Faculty members will analyze information literacy outcomes for a selected program in the professions, humanities, sciences, and social sciences.
• Availability of additional software (Camtasia, Snagit, CampusGuides) has made it easier to create web pages and course materials.
• A shared collaborative learning space has been created in Gumberg library. The space contains a short throw projector and whiteboard, and is the new location of the Writing Center Satellite. It can also be booked for other campus needs.
• The 25LIVE room booking software makes it easier to schedule classrooms and other learning spaces with appropriate technology.
• The library’s renovation plan includes improved instructional technology and collaborative spaces for students, and adds a second classroom space.
22. Because technology-enhanced teaching and learning and distance education have become defining characteristics of a Duquesne education, make continuing financial commitment a University priority to support: 1) faculty/student development and training; 2) infrastructure; 3) personnel; and 4) new technology tools.

Current Status: COMPLETED

The University has made the following financial commitments to ensure on-going support to technology-enhanced teaching & learning and distance education:

- **Faculty/student development and training**: The educational technology office was restructured to increase staff by two full-time positions to support delivery and development of the University’s learning management system, Blackboard; advanced teaching with technology through webinars and tutorials, along with existing campus workshops, to support faculty teaching online, orientations for students, and targeted initiatives with Schools for new faculty.

- **Infrastructure**: Duquesne University has invested in continual and timely upgrades to Blackboard; $171,529 annual external hosting service for its LMS; $200,000 classroom budget to complete classroom upgrades for 109 Registrar scheduled rooms by 2013; $3.5 million for campus network refresh, additional bandwidth, and wireless for academic buildings and classrooms for 2013. Academic Affairs and Computing & Technology Services collaborated on strategic planning session using an outside educational consultant on strategic planning. Specifically, the planning team included Associate Provosts, Deans, Registrar, and Directors of Computing & Technology Services. The group submitted recommendations to Academic Council and the Cabinet for further improvements to technology infrastructure in order to support commitment to distance education growth, expenditure planning, and alignment with academic goals and initiatives and student learning outcomes and services.

- **Personnel**: Prior to May 1, 2012, Educational Technology consisted of two centers, Media Services and Learning Technology, and was staffed by one Director, one manager, one Assistant Manager, and nine full-time and one part-time staff to support classroom and Blackboard technologies, online learning, and faculty development. It reported to Computing and Technology Services under the Management and Business division. In spring 2012, the President made a strategic decision to further support online learning by moving Educational Technology to Academic Affairs effective May 1, 2012. Effective October 1, 2012 the University established the Duquesne University Online Campus to serve as a strategic focus, marketing identity and coordinating hub for all online and hybrid classes. An experienced new director was named on November 1, 2012.

- **Implementation of New Technologies**: During this reporting period, new technologies implemented at Duquesne were online instructor evaluations; early alert student retention surveys for four schools; SafeAssign plagiarism software was released to campus; Media Services installed short-throw smart-board projection systems for smaller classrooms; and completed upgrades for the
campus video streaming system, MediaSite. In AY 2012-2013 *Starfish Student Retention System* is being integrated with Banner and Blackboard, improvements to instructional webinar tool, social media enhancements to Blackboard, targeted iPad pilots for teaching and learning, further automation of course site creation and archiving, and user profile enhancements to Blackboard for targeted communications. Additionally, for the past academic year, seven additional Registrar classrooms and 32 departmental rooms were upgraded with technology. Fourteen Registrar classrooms and seven more departmental rooms are scheduled to have technology upgrades and installations completed this year. Finally, all University classrooms are wireless-enabled in a multi-year installation that was completed in spring 2013. The University invested in SEDONA software in AY 2009-2010 to support documentation of faculty research, scholarship, and creative activity. In summer 2012 it purchased WEAVEonline to support assessment.
23. Designate a centralizing entity for institutional assessment to do the following: 1) provide leadership for assessment at the University; 2) support and coordinate assessment activities to analyze, record, and 3) disseminate results to University leaders and, as appropriate, to the University community. In planning for this entity, the University will have to take into account the financial, human, and technological resources that would be needed.

**Current Status: COMPLETED**

Provost Pearson designated the position of Associate Provost/AAVP for Academic Affairs as the academic administrator responsible for coordinating University assessment, effective AY 2008-2009. A comprehensive assessment plan has been adopted and is ongoing. Support and coordination of assessment has been provided in order to analyze, record and disseminate results to University leaders as well as others as appropriate. The University Assessment Plan is available on the University Academic Affairs [website](#) and in the PRR Section Five.
24. To further support coordination of institutional and learning assessment, create a specific learning assessment budget line and an organizational structure within Academic Affairs to: 1) oversee research and documentation of learning, 2) adopt and utilize software in collaboration with CTS to create a database of assessment findings available to stakeholders across campus, 3) establish University survey policies and procedures, 4) provide training in sound survey practice, 5) assure the security of data, and most importantly, 6) tie assessment findings to strategic planning and budgeting.

**Current Status:** COMPLETED

The University created a specific learning assessment budget and an organizational structure within Academic to support coordination of institutional and learning assessment and to:

- **Oversee research and documentation of learning:** the Associate Provost/AAVP for Academic Affairs is responsible for coordinating research and documentation of learning University-wide.
- **Adopt and utilize software in collaboration with CTS to create a database of assessment findings available to stakeholders across campus:** the University adopted WEAVEonline assessment software in summer 2012; prior to that time it maintained annual assessment reports in a Blackboard site; assessment findings are available to stakeholders across campus as appropriate.
- **Establish University survey policies and procedures:** University survey policies and procedures have not been formally established.
- **Provide training in sound survey practice:** training in sound survey practice is provided, if needed, by ALOA members in peer-to-peer consulting.
- **Assure the security of data:** assessment data is maintained in secure software sites that are password-protected; no assessment results are shared publicly without the permission of the unit to which the data belongs.
- **Tie assessment findings to strategic planning and budgeting:** assessment findings are tied to strategic planning and budgeting through the processes described in the [University Assessment Plan](#).
25. Increase CTE support so that the center can focus on faculty development and assessment practices that are integral to teaching and learning, and more effectively support learning assessment in all Duquesne sites and in distance learning.

Current Status: COMPLETED

The University has increased support for the Center for Teaching Excellence (CTE). A full-time Associate Director position was added in AY 2008-2009. With the hiring of the Associate Provost/AAVP in July 2008, who is responsible for university-wide assessment processes, the CTE director was freed from “compliance” aspects of the role which she had been responsible for up to that time. The CTE director, along with Academic Learning Outcomes Assessment (ALOA) members, now focuses completely on supporting assessment through developmental and consultative processes. The Center is able to support learning assessment in all Duquesne sites and in distance learning as a result.