Chapter 1: Mission, Goals, and Integrity

Standard 1

The institution’s mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution’s stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Standard 6

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Recommendation p.20

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.

Chapter 2: Institutional Planning and Resources

Standard 2

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.

Recommendations p. 35-6

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.

3. Continue working on developing a formal process to tighten the links between institutional and learning outcome assessment findings and the planning and budgeting process. Create a committed budget line or reallocate funds for program enhancements identified through assessment efforts, including recommendations from graduate program reviews.
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4. Adopt formal University-wide policies and procedures for discontinuing academic programs.
5. Develop and implement a formal debt policy.
6. Adopt a formal process to communicate the five-year financial plan annually to the campus community.
7. Include Gumberg Library’s renovation needs in the next strategic planning and budgeting cycle.

Chapter 3: Leadership, Governance, and Administration

Standard 4

*The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.*

Standard 5

*The institution’s administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution’s organization and governance.*

Recommendation p. 49

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.

Chapter 4: Student Admissions and Support Services

Standard 8

*The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals.*

Standard 9

*The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students.*

Recommendations p. 69

9. Create methods of communication among undergraduate and graduate advisors. 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.
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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.

Chapter 5: Faculty

Standard 10

The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Recommendations p.86

11. Set hiring goals and benchmark against peer institutions in 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.

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.

14. Develop a University-wide formal process for mentoring full-time and part-time faculty. Develop a corollary process for teaching assistants.

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.

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.

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.

Chapter 6: Educational Offerings, General Education, and Related Educational Offerings

Standard 11

The institution’s educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.
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Standard 12

The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Standard 13

The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Recommendations p. 104-105

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.

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.

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.”

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

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.

Chapter 7: Institutional Assessment

Standard 7

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Recommendation p.115

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.
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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.

Chapter 8: Assessment of Student Learning

Standard 14

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills and competencies consistent with institutional and appropriate higher education goals.

Recommendations p.128

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.

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.