INTRODUCTION

We at the Center for Teaching Excellence (CTE) have prepared this Faculty Resource Guide so that you might have basic information at your fingertips in order to succeed in your faculty career and promote your students’ learning.

This Guide is divided into three sections: University Mission and Goals, Faculty Resources, and University Policies. The information is current as of May, 2013.

We recommend that you peruse the entire guide so that you will know how to use it as a resource throughout the coming year. The Guide is updated annually, and is posted on the CTE home page: www.duq.edu/cte. Using the online version allows you to link directly to more information.

Please note that this is not the same as the official Faculty Handbook, which sets forth the policies of Duquesne University, and delineates the rights and responsibilities of faculty. The Faculty Handbook and other academic policies are found at www.duq.edu/academic-affairs.

CTE provides additional resources on university teaching and learning, and successful academic careers both online at www.duq.edu/cte and in print through a Gumberg Library/CTE special collection. (Search DuCat catalogue at www.duq.edu/library.)

We hope that you will find the Faculty Resource Guide helpful in your work at Duquesne, and we welcome your suggestions for future editions.

Dr. Laurel Willingham-McLain
Director, Faculty Development & Teaching Excellence
Center for Teaching Excellence
Murphy Building, 20 Chatham Square
412-396-5177
willingham@duq.edu

(July, 2013)
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MISSION AND GOALS STATEMENT

“SPIRITUS EST QUI VIVIFICAT”

Since, as the motto of Duquesne University proclaims, “It is the Spirit who gives life,” this Statement of Mission and Goals should be understood in its entirety in the spirit of its aspiration and in the hopefulness of its motivation, which sustain both the life of the mind and the life of the spirit that ultimately constitute a university.

MISSION

Duquesne University of the Holy Spirit is a Catholic University, founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious. Duquesne serves God by serving students—through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation, and the world.

GOALS

As a consequence of its mission, Duquesne University sets for itself the following specific objectives and general goals:

Academic Excellence

Duquesne emphasizes excellence in both undergraduate and graduate education and recognizes the strong interdependence between the two. It is committed to providing its undergraduate students with a curriculum based on goodness, beauty, and wisdom; on the dignity of the person; and on the order of nature. It is equally committed to providing education of the highest quality in liberal and professional disciplines to prepare both undergraduate and graduate students for the responsibilities of leadership as experts and specialists.

As a consequence, Duquesne encourages, supports and rewards a faculty distinguished by excellent teaching, by significant scholarship and research, by artistic creativity, by University service, and by professional and community activities. It strives to maintain a free and mutually supportive community characterized by respect and concern for students as individuals; by acknowledgment of the value of a faculty, administration and student body of diverse background, interest and accomplishment; and by orientation toward the betterment of each other and of the larger communities which the University serves.

Therefore, a basic goal of Duquesne University is to support a community dedicated to the discovery, enhancement, and communication of knowledge and to the free and diligent pursuit of truth, in order to provide society with men and women able and willing to act as wise, creative, and responsible leaders.

Moral and Spiritual Values

It is Duquesne University’s special trust to seek truth and to disseminate knowledge within a moral and spiritual framework.

As a Catholic University, Duquesne is dedicated to fostering an environment that invites, but does not conscript, participation in its spiritual life.

As a private University, Duquesne manifests its liberty to foster in all its disciplines the wise and diligent exploration of values, and to challenge its students to examine the moral and ethical foundations of their thought and action, and to develop their personal values and ethical commitment.
As a University of Spiritan heritage, Duquesne is dedicated to inspiring in its students and alumni, in its faculty and administration, the willingness to transcend all frontiers in order to promote the liberation of humanity from everything that offends against human dignity and freedom.

Therefore, a basic goal of Duquesne University is a commitment to the preparation of leaders distinguished not only by their academic and professional expertise but also by their ethics, and guided by consciences sensitive to the needs of society.

**An Ecumenical Atmosphere**

Openness has been the hallmark of Duquesne’s intellectual tradition.

The University will continue to seek truth through various means, to receive insights from diverse schools of thought, and to provide an ecumenical community for the dialogue of students and teachers of all beliefs.

Therefore, a basic goal of Duquesne University is to provide an environment open to ecumenism in its most profound and meaningful form.

**The Spirit of Service**

Service has been one of the purposes of the University since its beginning.

Besides seeking to instill the spirit of service in its students, Duquesne, as an institution, reaffirms its responsibility to provide educational opportunities for students with special financial, educational and physical needs.

Therefore, a basic goal of Duquesne University is to extend educational opportunity to students with special needs.

**World Concerns**

Duquesne strives to cultivate in its students the understanding that their destiny is related to that of their community, their nation, and their world, and works to build an attitude of service rather than one that is self-serving. As a consequence, Duquesne supports academic programs concerned both with the preservation of cultural traditions and with the contemporary realities of global needs and international responsibilities for peace, justice, and freedom.

Therefore, a basic goal of Duquesne University is to promote world community through the development of an international and intercultural academic vision.

**Contact:**
Vice President for Mission
502 Administration Building
french@duq.edu
412-396-5286
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<tr>
<th>DIMENSIONS</th>
<th>ACADEMIC COMPONENTS</th>
<th>STUDENT LIFE COMPONENTS</th>
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<td>UNDERSTANDING AND KNOWLEDGE</td>
<td>• Understand the nature of the human experience through the lens of liberal arts,</td>
<td>• Understand the nature of the human experience through the lens of engagement on campus and in the community</td>
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<td>creative arts, and sciences</td>
<td>• Draw parallels between academic knowledge and co-curricular engagement</td>
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<td>• Know essential ideas, skills, and methodologies required by specific disciplines</td>
<td>• Develop essential ideas, skills, and methodologies for life management, civic engagement, and interpersonal effectiveness</td>
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<td>INTELLECTUAL INQUIRY AND</td>
<td>• Demonstrate effective research and communication skills</td>
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<td>COMMUNICATION</td>
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<td>• Demonstrate intellectual curiosity</td>
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<td>• Exhibit dedication to continuous growth and to excellence</td>
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<td>ETHICAL, MORAL, AND SPIRITUAL</td>
<td>• Recognize the importance of faith and spiritual values</td>
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<td>DEVELOPMENT</td>
<td>• Apply ethical, moral, and spiritual principles in making decisions and interacting with others</td>
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<td>• Practice honesty and integrity in personal, academic, and professional domains</td>
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<td>DIVERSITY AND GLOBAL MINDENESS</td>
<td>• Recognize the individual’s potential to effect change in organizations, environments, and society at large</td>
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<td>• Demonstrate appreciation of diverse cultures, religions, and persons</td>
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<td>• Learn from diverse schools of thought and be open to new ideas and perspectives</td>
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<td>• Appreciate the importance of community in local and global contexts</td>
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<td>LEADERSHIP AND SERVICE</td>
<td>• Demonstrate the academic and professional expertise needed to be leaders</td>
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DIMENSIONS ACADEMIC COMPONENTS STUDENT LIFE COMPONENTS

UNDERSTANDING AND KNOWLEDGE

- Understand the nature of the human experience through the lens of liberal arts, creative arts, and sciences

- Know essential ideas, skills, and methodologies required by specific disciplines

- Understand the nature of the human experience through the lens of engagement on campus and in the community

- Draw parallels between academic knowledge and co-curricular engagement

- Develop essential ideas, skills, and methodologies for life management, civic engagement, and interpersonal effectiveness

INTELLECTUAL INQUIRY AND COMMUNICATION

- Demonstrate effective research and communication skills

- Apply critical thinking and problem-solving skills

- Demonstrate intellectual curiosity

- Exhibit dedication to continuous growth and to excellence

- Demonstrate effective intrapersonal and interpersonal communication skills

- Apply critical thinking and problem-solving skills in real world settings

- Demonstrate intellectual curiosity

- Exhibit dedication to continuous growth and to excellence

- Participate in campus and community programming which extends learning opportunities

ETHICAL, MORAL, AND SPIRITUAL DEVELOPMENT

- Recognize the importance of faith and spiritual values

- Apply ethical, moral, and spiritual principles in making decisions and interacting with others

- Practice honesty and integrity in personal, academic, and professional domains

- Respect the dignity of all persons

- Actively embrace opportunities to understand social justice and root causes of social concerns

DIVERSITY AND GLOBAL MINDEDNESS

- Demonstrate appreciation of diverse cultures, religions, and persons

- Learn from diverse schools of thought and be open to new ideas and perspectives

- Appreciate the importance of community in local and global contexts

- Recognize the individual’s potential to effect change in organizations, environments, and society at large

- Cultivate awareness of diversity and also cultural competencies

LEADERSHIP AND SERVICE

- Demonstrate the academic and professional expertise needed to be leaders

- Understand the moral and ethical framework necessary to be a just leader

- Exhibit leadership and teamwork skills

- Promote social justice

- Demonstrate a spirit of service, social responsibility, and personal sense of stewardship for the community

- Demonstrate leadership in social, service, and community settings

- Understand the moral and ethical framework necessary to be a just leader

- Exhibit leadership and teamwork skills

- Promote social justice

- Demonstrate a spirit of service, social responsibility, and personal sense of stewardship for the community

FACULTY RESOURCES
ACADEMIC ADVISEMENT

Students pursuing undergraduate studies are assigned to an academic advisor who will work with them throughout their undergraduate career at the University. The academic advisor, located in the school in which the student is majoring, acts as a liaison for the student in his/her interaction with all officials throughout the University.

Advisors are trained to assist students in developing and maintaining academic schedules; developing an effective program of studies; learning academic policies; and interacting with professionals in other fields who will assist them in their social, psychological, intellectual and spiritual development. To help maximize their success and satisfaction with university life, students are encouraged to meet with their advisor regularly.

In the case where there is more than one advisor for a school, you can determine the particular advisor to which a student is assigned using Self Service Banner. Faculty may view a student’s profile by selecting the student in the Class Roster’s General Student link. This profile provides student contact information, academic program, and advisor name. For further information about Self Service Banner, go to www.duq.edu/dori.

www.duq.edu/advisement
DU CARES
THE OFFICE OF ALCOHOL AND OTHER DRUG SERVICES

CARES is the alcohol and other drug consultation and education program on campus.

Faculty and staff are welcome to refer students or to call for information and suggestions about helping a student, friend, or family member about whom there is concern.

SERVICES
Personal consultation is provided for anyone experiencing problems related to the use of alcohol and/or other drugs. People concerned about their own drinking/use or that of someone else are welcome. All services are confidential.

Referrals for evaluations and assessments can be provided to students and employees. Also, students who are required by court to receive an education program are welcome. “Screenings” can be done on campus; and if a person desires or requires an evaluation or assessment, we can help arrange that process.

Referrals to treatment centers or other treatment providers are offered.

Prevention/Education programs are offered to groups, organizations, and academic classes. Topics are adapted to meet specific needs.

Support Group meetings are held on campus for those in recovery or those required to attend for court. Information about Alcoholics Anonymous (AA) and Al-Anon is available, as well as schedules of meetings.

Workshops and inservice sessions are available to groups, departments, and others.

Resource materials including recent articles, books, videos and brochures are available to members of the campus community.

Office hours: 8:30 a.m. - 4:30 p.m. Monday through Friday, with evening hours and programs available.

Services are available at no cost.

Contact:
Daniel Gittins
Ground Floor, Assumption Hall
412-396-5834
Fax: 412-396-6656
gittinsd@duq.edu
CAMPUS BOOKSTORE

The Barnes & Noble at Duquesne University is located on the ground floor of the Power Center. The bookstore website is Duquesne.bncollege.com. Your bookstore manager is John Kachur. He can be reached at 412-434-6626, or at kachurj@duq.edu. We encourage you to please contact the bookstore whenever you have a question, concern, or suggestion.

ORDERING COURSE MATERIALS

Course materials include any items you will be requiring or suggesting that your students have for class including textbooks, recommended reference material, study guides, goggles, lab coats, and dissection kits. It is always important for the bookstore to know the numbers of students needing these items in advance so we have plenty on hand. Personal response system keypads, or “clickers,” can also be ordered.

When do I order?
Requests for course materials for summer & fall are due by March 15 and requests for spring are due October 15.

Why are they due so early?
Early orders allow the bookstore to have book information available for new students and parents when they visit campus. It allows time for changes if problems arise in acquiring the titles faculty request. It also provides lead-time for acquiring used books from on-campus students and other sources, helping to reduce the overall book costs. Used books sell for 25% less than new books. Book requests from instructors before finals week allows the bookstore to “buy back” those titles from students for 50% of the purchase price. Students’ ability to sell back their books is a major factor in their level of satisfaction with the bookstore and their overall campus experience.

Detailed information about the book ordering process, sources of books and the timeline is available from the bookstore.

How do I request materials for my classes?
Please use the means most convenient for you. We can take your orders in person, by phone or fax, through e-mail or campus mail. We do not require any special forms or formats. We like to have the information as soon as it is decided – there is no need to submit all your classes at once or wait for an entire department to have orders complete. Once you have chosen books for a course, contact Amy Boland, the Text Manager, at:

tm764@bncollege.com
Phone: 412-434-6626
Fax: 412-434-1493

The following information is helpful when placing a course request:
• Instructor’s name and contact information
• Course code, course number, and section number: BIOL 111 – 02
• Book information: Author, Title, and ISBN – Will the book be required for students or is it recommended reading, or a resource manual?
• Estimated enrollment for the course – How many students normally enroll? Keep the Bookstore informed if this estimate changes significantly.
• Are there any additional supplies the students will need for class such as study guides, calculators, goggles, dictionary, or software?

How do textbook packages or bundles affect students?
Many publishers try to sell textbook bundles. They will generally include items related to the book such as study guides, online pin codes & CDs. When instructors choose these items for use with the students, bundles can be a cost-effective way to provide additional learning tools. However, if the instructor is not promoting the use of the items it can add unnecessary cost to the students. Also, requesting a package instead of the text alone eliminates the possibility of students purchasing used books because the package can only be purchased new from the publisher. Please consider bundles carefully. We will be happy to help provide any necessary information to help you decide.

How many books will be ordered for my class?
In the Textbook Department, we want to put a book in the hands of every person who wants to buy one. We believe that having one copy of every title left on the shelf is a perfect amount. We base the quantity of books ordered on such information as estimated enrollment provided by the faculty member, course history and past sales, and book history (how long it’s been in circulation, and the edition or copyright date). We also factor in an estimate of how many students will use other sources for purchasing their books.

How do I know the bookstore has the correct order for my class?
We highly encourage faculty to follow up with us on book orders. We will be happy to discuss our decision making process for your course and consider any special circumstances that may affect student purchasing trends for your class. Three months before classes start we submit a weekly department list of orders to each department coordinator. This list will show the books we have entered for each course and its instructor. We ask the coordinators to verify this information and call us with any necessary corrections. You can also check via the website duquesne.bncollege.com. Use the drop down menu to select your course. Please help us check our work.

ARE YOU AN AUTHOR?
Please contact the bookstore if you have authored a book. We will feature your book(s) in the Campus Author section in our store.

CUSTOM PUBLISHING SERVICES
The Duquesne Bookstore offers custom publishing services from XanEdu. Extensive details of XanEdu services and requirements for creating your own custom course materials may be found at the company’s website: www.xanedu.com. For answers to questions, call 1-800-218-5971.

Custom publishing requires 4 –8 weeks from submission of materials to students’ hands.

XanEdu provides online tools and content collections you can use to build your CoursePack. Or send your syllabus or bibliography and let them build your digital or print CoursePack for you. Copyright clearance can be costly. The price of royalties is determined by the publisher or right holder and there are no set rules to guide pricing. Royalties can cost anywhere from 20 cents to hundreds of dollars. Requesting royalty estimates can help determine the most cost effective content for your pack. The bookstore will assist at any time as you create the best course materials for your students.
DESK COPIES
Desk copies of textbooks are ordered directly from the publishers. Often they do not arrive in time for review and instructors need to get a copy from the bookstore. Instructors or departments can purchase the copy at the store and return the desk copy from the publisher when it arrives. Please call the bookstore’s Text Department to obtain contact information for individual publishers.

FACULTY DISCOUNT
Full-time faculty members receive a 10% discount on purchases when they present a University ID card. The discount is granted for personal purchases. It cannot be applied when using university funds such as a department account or procurement card. This excludes convenience products.

REFUND POLICY
All refunds are based on the product being returned in the same, “like new” condition in which it was purchased. A receipt is required and refunds will be made in the same form of payment as the purchase.
Refund Policy on Textbooks:
• A full refund will be given up to 7 days after the official start day of class each semester.
• A full refund will be given up to 30 days after the official start day of class each semester if proof of schedule change or within 2 days of the purchase.
• Due to the accelerated nature of summer classes and special sessions, there will be a 2-day return policy after the official start day of class. Refunds cannot be honored after this time frame.

BOOK BUYBACK
The Duquesne Bookstore buys books back from students every day. Finals week is the busiest buyback period each semester. The buyback list is determined by book requests from campus instructors. Textbook buyback is based on the demand for each individual book on campus and nationwide. When a book is used consistently from one semester to the next on campus, the bookstore will purchase from the students to fill the demand for the next semester’s course. When we know the book is requested in an upcoming semester, we will pay 50% of the student’s purchase price.

If the book has not been requested for the upcoming semester on our campus, we purchase the book at a national value set by the country’s wholesale industry. This value varies based on the copyright date, new editions of the title, and overall popularity of the book. We buy the book at that price and sell it to a wholesale company.

HOURS OF OPERATION
Extended Hours: During the start of each semester and special events on campus, the bookstore will have extended hours of operation. Please call for more details or check the posted hours at the door each week.

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Contact:
John Kachur
Duquesne University Bookstore
Duquesne.bncollege.com
412-434-6626
Fax: 412-434-1493
e-mail: kachurj@duq.edu or SM764@bncollege.com
Spiritans Campus Ministry offers a variety of services to meet the needs of students, faculty, staff and administrators. Among these are Eucharistic liturgies and other opportunities for private and community prayer, retreats, days of reflection, faith-development experiences, and opportunities for volunteer service. The Rite of Christian Initiation of Adults (RCIA) introduces interested persons to the Catholic Christian faith tradition and welcomes them and baptized Catholics into full communion through Baptism and/or Eucharist and Confirmation. Spiritan Campus Ministry works closely with the Office of Mission and Identity toward the integration of the Catholic Spiritan mission and charism in all areas of the University.

Spiritans Campus Ministry fosters the ongoing development of an atmosphere which values diversity through ecumenical and interfaith dialogue and the celebration of our many racial, ethnic and cultural differences. Campus Ministry supports the spiritual practices of all students and employees, and welcomes interaction with leaders of other faith traditions.

Campus Ministry Schedule

Chapel Masses - Weekdays 7:45 a.m. and 12:00 noon  
Weekends Saturdays – 5:30 p.m.  
Sundays – 11:00 a.m. and 9:00 p.m.

Multipurpose Room Towers Mass Sunday – 6:00 p.m.

Sacrament of Reconciliation Monday & Friday – 11:30 to 11:55 a.m.  
(Other times by appointment – call 412-396-6020)

The Chapel is open each day from 7:00 a.m. to 2:00 a.m.

The Spiritan Campus Ministry Center, located on the Ground Level of the Towers, is open for student use from 8:30 a.m. – 12 midnight every weekday and from noon – midnight on Saturday and Sunday. The Center includes a campus minister’s office, a large gathering room for socializing or group meetings, a café with snacks and beverages, a small kitchen, and a quiet study room. Students, administrators and faculty can reserve a space for special activities by calling 412-396-5045 or 5044.

The Campus Ministry staff, comprised of Spiritan priests, lay ministers, and support staff, is available for a variety of services. Priests and lay ministers offer confidential pastoral counseling, spiritual direction and informal conversation. The Chapel coordinator is available to schedule weddings and other events in the Chapel. The director of music and liturgy welcomes all inquiries regarding participation in the various liturgical ministries, including choir and instrumentalists.

To learn more about Spiritan Campus Ministry, please visit our website at www.duq.edu/campus-ministry or stop in at one of our offices to pick up our brochure. All schedule changes, activities and events are posted in various campus locations, in the Sunday bulletin, and on our website.

Contact:
Director of Campus Ministry and University Chaplain  
412-396-6020  
walshd@duq.edu
Founded in 1989 as a faculty initiative, the Center for Teaching Excellence (CTE) fosters a culture of teaching and learning to enhance the Duquesne community’s focus on academic excellence. Central to CTE’s work is the belief that excellent teaching is an art that grows through scholarship, practice, reflection, and collaboration.

CTE supports Duquesne faculty and TAs through confidential teaching consultations, course observations, workshops, retreats, and faculty learning groups. The Center organizes orientations to introduce new full-time faculty, adjunct faculty, and teaching assistants to Duquesne. CTE also oversees the non-credit Certificate of University Teaching for graduate students preparing to become faculty.

In addition to compiling this Faculty Resource Guide, CTE provides resources on university teaching and learning, and on successful academic careers both online at www.duq.edu/cte and in print through a Gumberg Library/CTE special collection. (Search DuCat catalogue at www.duq.edu/library.)

With the support of the Provost’s Office, CTE recognizes excellence through the Creative Teaching Award for faculty, the Graduate Student Award for Excellence in Teaching, and Faculty Funding for Presentations on Multicultural College Teaching and Learning.

CTE collaborates closely with the Office of Service-Learning and Gumberg Library. Leaders from the various schools, Duquesne University Press, Writing Center, Educational Technology, and Student Life, among others, regularly lead CTE sessions. CTE provides support and resources for the campus-wide student learning assessment initiative through the Academic Learning Outcomes Assessment Committee. (www.duq.edu/aloa)

Our approach at CTE is a personal one. We promote excellence in teaching by getting to know our faculty and TAs, learning from them, fostering their leadership, and bringing people together from across the University.

If you want to help promote teaching excellence at Duquesne, we invite you to contact us. Each year, many Duquesne faculty, teaching assistants, administrators and staff co-lead sessions for their colleagues. Your leadership is key to the Duquesne culture of teaching and learning.

Contact:
Center for Teaching Excellence
Murphy Building, 20 Chatham Square
(near Power Center)
412-396-5177
cme@duq.edu
www.duq.edu/cte

Dr. Laurel Willingham-McLain
Director, Faculty Development & Teaching Excellence
willingham@duq.edu

Dr. Steven Hansen
Associate Director for Faculty Development
hansens@duq.edu

Karen Krzywicki
Assistant to the Director
cme@duq.edu

Erin Rentschler
University Instructional Consultant
rentschler@duq.edu

Michael McGravey
Instructional Consultant for TAs
mcgraveym@duq.edu
COMPUTING AND TECHNOLOGY SERVICES (CTS)
Computing & Technology Services (CTS) provides the University community with the computing tools and facilities, network and administrative computing infrastructure, and technical support and assistance necessary for administrators, faculty, staff, and students to work efficiently and effectively and to engage in research, teaching, and learning at Duquesne University.

CTS Main Office
Concourse Rockwell Hall
412-396-6200
www.duq.edu/cts

CTS HELP DESK
The first point of contact for questions regarding all of your computing needs—desktop/laptop support, email, web accounts, wired and wifi connectivity, and more:

• Union, 2nd Floor
• Hours for Fall & Spring Semester: Monday – Thursday 8 a.m. to 8 p.m., Friday 8 a.m.- 5 p.m.; Saturday 9 a.m. - 4 p.m.; Sunday 12 p.m. – 8 p.m.
• Summer hours: M – F 8 a.m.– 5 p.m.; Saturday and Sunday closed—Voice mail enabled.
• 412-396-4357, 1-888-355-8226
• help@duq.edu
• www.duq.edu/cts
• Submit online help requests / tickets via Help tab in DORI

COMPUTER STORE
Handles all technical purchasing, hardware and software, for your institutional and personal computing needs with special educational pricing:
• Union, 2nd Floor
• 412-396-5645
• computers@duq.edu
• www.duq.edu/computer-store

COMPUTER LABS AND CLASSROOMS
There are over 40 computer labs on campus and 18 of them are equipped for teaching. For general information about all labs on campus, visit www.duq.edu/cts/labs. If you would like to reserve a lab for a semester long course for teaching, locate the administrator in your department that has been trained to use 25Live. The 25Live system is used to request facilities for teaching. If no one in your department has been trained to schedule computer classrooms using the 25Live System, please send an email to 25live@duq.edu. For ad hoc computer lab reservations (not needed for entire semester) please request via www.duq.edu/cts/labs.
The Duquesne University Counseling Center provides a variety of services to students, faculty, and staff.

Counseling Services – Personal and Group counseling are available to enrolled students using a wide range of therapies, including hypnosis and biofeedback. The staff includes four full-time licensed psychologists, one part-time psychotherapist, two post-doctoral residents, and a consulting psychiatrist. Faculty may refer students demonstrating unusual academic or emotional difficulty to the Counseling Center for assistance or faculty can call for consultation. Faculty members are encouraged to call and to use the referral form located on the counseling center website: www.duq.edu/counseling. Various workshops and support groups are also organized and conducted by the Center. Counseling Center staff are available to attend departmental staff meetings to explain services. Workshops are scheduled upon request.

Services are available year-round on a 24/7 basis. The Counseling Center main office is located on the third floor of the Administration Building (Old Main). Regular office hours are 8:30 a.m. to 4:30 p.m. Monday through Friday. After hours, the on-call counselor can be reached by calling the University Police at (412) 396-2677. Counseling appointments may be made by phone or in person. Additional information can be found in the Center’s brochure of services or on the Center’s website.

Test Scoring and Analysis – Faculty can turn to the Center for scoring and item analysis of multiple choice tests. Blank answer sheets for testing are available through individual schools or departments. The instructor should bring the students’ completed answer sheets and a key for the exam to the Counseling Center. Blue test forms are scored immediately and provide an analysis sheet with the number of students, average number correct and the average percent correct. Each student’s answer sheet will also be marked with either the correct answer or an “x” to show that their answer was wrong.

Pink (or red) forms provide an in-depth analysis of class responses, including individual test results, individual item response, item analysis, frequency distribution (chart and graph), raw and percent roster scores. Turnaround time for these forms is within 24 hours.

National Test Application and Information – The University Counseling Center is a national testing site for computer-based CLEP and MAT exams. These exams are available Monday through Friday at 9:30 a.m. and 1:30 p.m. The UCC serves as administrator for national exams such as LSAT, PRAXIS, and MPRE. Applications for these exams can be found online at each respective website. The UCC also serves as a testing site for Distance Education Network online courses from universities across the United States and one in Scotland.

Contact:
308 Administration Building (Old Main)
412-396-6204
Fax: 412-396-4194
www.duq.edu/counseling
EDUCATIONAL TECHNOLOGY CENTER

The needs of Duquesne’s academic community for educational technology support and professional development are provided by the Educational Technology Center (ETC). Their mission is to support faculty in the effective application of technology in teaching and learning in the traditional, hybrid, and online classrooms. The ETC collaborates with the Center for Teaching Excellence, the Computing & Technology Services Help Desk, Media Services and Distributions Center (MSDC) and other units on campus to assist Duquesne’s faculty and academic programs.

Primary Services of the Educational Technology Center

**Professional Development** through workshops, tutorials, and consultation for the novice to advanced user on
- Instructional design / best practices
- Assessment software / rubrics
- Blackboard features and tools
- Blackboard Collaborate Webinar
- Mp3 & Mp4 creation through CollaborateTools
- SafeAssign Plagiarism Detection
- Starfish Connect (online office hours)
- Camtasia and Snagit
- EAC Outcomes Testing Analysis and Survey Tool
- Apps and mobile devices
- Sedona

**Academic Program Support**
- Department tailored workshops and consultation
- Starfish Student Retention Software for Early Alert
- Blackboard Community & Program Support sites
- Exit Surveys, Competency Exams, Department Surveys, and surveys for research

**Distance Education**
- Faculty professional development
- Best practices and course design rubrics
- Content delivery strategies and tools

**Blackboard Courses** ([www.duq.edu/blackboard](http://www.duq.edu/blackboard))
All Duquesne faculty and adjuncts have access to Blackboard course sites for which they are officially assigned instructors. Course enrollments (drops / adds) are automatically facilitated twice daily throughout the term. Course requests and requests to have faculty colleagues, teaching assistants, course builders and graders added to course sites can be made at Blackboard’s Faculty / Staff Resources Tab > Bb Services.

**Blackboard Community Sites**
Faculty, departments, programs, advisors, and staff may also request Blackboard Community sites at Blackboard’s Faculty / Staff Resources Tab > Bb Services for academic programs, committees, department use, research, accreditation, and many other uses. The Educational Technology Center staff will assist you with community site enrollments and other site specific needs.

**Contact:**
Brian Bolsinger, MBA, Director
Libermann Hall, 3rd Floor
412-396-5625
edtech@duq.edu
bbsupport@duq.edu
FACULTY SENATE

The Faculty Senate is a forum in which faculty members can work together to develop mutual understanding and effective communication with the Administration, Board of Directors, and University departments and offices. Comprising the Senate Assembly are elected representatives of all full-time faculty with the rank of Professor, Associate Professor, Assistant Professor, or Instructor, all Academic Deans and Chairpersons, and the professional librarians of the University Library and Center for Legal Information. The Senate Assembly meets at least three times each academic year to discuss issues affecting the faculty.

The Executive Committee, which meets monthly, is comprised of officers and elected representatives from each of the University's Schools and from the Gumberg Library. (The full list of the officers and representatives of the Faculty Senate Executive Committee and Faculty Senate Assembly is available at: www.duq.edu/faculty-senate.)

As the Senate, faculty form one voice to participate in the making of University policies. The faculty has primary responsibility in the cooperative determination of policy in several areas, including curriculum, subject matter and methods of instruction, research, faculty appointments and reappointments, promotions, tenure, and dismissal.

The Senate also participates in such matters as framing and executing long-range plans for the University, making decisions on major changes in the student body, making decisions regarding educational facilities, allocating financial resources and searching for a new President and Provost, when needed.

The Senate President is a member of the University Budget Committee, Public Honors and Awards Committee and of Academic Council. Senate members also serve as representatives to the following University Committees: Budget, Benefits, Library, University Graduate Council, Calendar, Auxiliary Committee, and University Core Curriculum Program Committee.

All full-time faculty are automatically enrolled in the Faculty Senate Blackboard site. When you log into Blackboard, it will appear in the Communities tab. This site provides contact information for your representatives, announcements of events and important documents.

OFFICERS (2012-2014)

President: Nicholas Cafardi cafardi@duq.edu
Vice President: Peg Houglum houglum@duq.edu
Recording Secretary: Anne Burrows burrows@duq.edu
Treasurer: Nancy Trun trun@duq.edu

Contact:
Prof. Nicholas Cafardi
President, Faculty Senate
412-396-4706
cafardi@duq.edu
www.duq.edu/faculty-senate
FRESHMAN DEVELOPMENT AND SPECIAL STUDENT SERVICES (STUDENTS WITH DISABILITIES)

The Office of Freshman Development and Special Student Services provides the following services to students at the University.

**Freshman Development**

This Office coordinates, implements and directs programs which integrate and enhance the academic, curricular and social dimensions of the freshman year. To accomplish this, the Office directs the New Student Orientation Program; implements the New Student Mentor Program; assists freshmen with finding tutors when needed by interacting with other units providing tutorial services; monitors freshman grades; develops freshman leadership through the Freshman Class Council; advises the freshman honor society, Phi Eta Sigma; and interacts with other Student Life and Academic departments.

**Special Student Services* (Students with Disabilities)**

The Office is also responsible for providing services to ALL University students with documented disabilities. Services such as early preregistration, classroom relocation, specialized testing accommodations (extended time testing, testing in a separate room, oral testing, etc.), note-taking assistance, and other accommodations can be arranged through the Office on an individual basis. The Office works with students on communicating their needs to faculty members and the University community, and assists students in connecting with campus resources, such as the Learning Skills Center and Counseling Center.

*Faculty must provide reasonable accommodations for students with disabilities.* The University policy regarding such accommodations is outlined in the University Policies section of this Resource Guide under the title “Accommodations for Special Students.”

**Contact:**
Sean F. Weaver, Director
weavers2@duq.edu
Anne Gyurisin
Assistant Director
gyurisin@duq.edu
309 Duquesne Union
412-396-6657 or 412-396-6658
Fax: 412-396-2519
www.duq.edu/freshman-development
The office of government relations is responsible for leading the university’s governmental relations activities. The following policies and procedures are designed to help ensure adherence to regulated lobbying requirements, ensure proper communication and coordination within the university and to maximize the effectiveness of all government relations activities and the university’s overall government affairs strategy.

**Policy on contact with federal officials**
Duquesne university is registered as a lobbying organization in accordance with federal guidelines and is now required to submit a detailed quarterly report, which documents specific federal lobbying activities, and contacts with federal elected and appointed individuals, including all elected members of congress, all congressional staff, and all federal schedule c employees (civil service leadership and support positions). In this regard, the office of government relations is held accountable for the preparation and submission of the required federal reports associated with lobbying activities for duquesne university.

Due to the legal requirements incumbent upon all federal lobbying registrants, the office of government relations requires that all university employees must contact the office prior to any written or verbal communications to elected officials relative to university-based interests. Only individuals approved in accordance with the university’s policy on contact with federal elected officials are authorized to lobby or represent the university’s interests with these officials.

**Policy on contact with state and local officials**
Duquesne university is registered as a lobbying organization in accordance with state guidelines and is now required to submit a detailed quarterly report, which documents specific state-level lobbying activities, and contacts with elected and appointed individuals, including staff. In this regard, the office of government relations is held accountable for the preparation and submission of the required state reports associated with lobbying activities for duquesne university.

The office of government relations requires that all university employees must contact the office prior to any written or verbal communications to elected officials relative to university-based interests. Only individuals approved in accordance with the university’s policy on contact with state elected officials are authorized to lobby or represent the university’s interests.

**Other considerations**
**Expressing personal viewpoints:** duquesne employees must clearly distinguish personal views from the positions established by the university. Under no circumstances are university employees permitted to offer their personal opinions as a position taken by the university. University letterhead and e-mail sent through university electronic servers should not be used to offer personal positions on issues.

**Individual or group meetings with executives and legislated officials and staff:** if such meetings are for the purpose of representing the interests of duquesne university, including specific funding requests or grant proposals, they must be coordinated with and approved by the office of government relations.
Appearances before executive and legislative bodies including committees, boards and commissions: if such appearances are for the purpose of representing the interests of Duquesne University, the Office of Government Relations must be notified and must grant approval for such representation.

Written materials and/or electronic transmissions: it is useful for government officials to receive official university publications, brochures and periodicals; however, it is important to coordinate such distributions to avoid duplication and other problems that may result from overloading officials with such material. Therefore, the distribution of materials to officials should be coordinated with the university’s Office of Government Relations.

Invitations to visit campus: the university welcomes visits by elected officials and staff. Invitations to elected officials to visit the university are to be approved in advance by the respective Vice President, who will then inform the Office of Government Relations.

Refer to tap #27 for more information on political activity at Duquesne University and/or tap #47 for more information on honorary degrees and speakers for commencements, convocations and other university events.

Contact:
Mary Ellen Solomon, Director
412-396-1396
solomon3@duq.edu
The Learning Skills Center promotes student success through tutoring, counseling, and academic intervention to prevent failure. You are encouraged to refer your students, especially those who are struggling to succeed in your courses, to the Center’s free services. Direct students to Learning-Skills where they will find links to the Learning Skills Center and Tutoring in the Student Connections section. The Learning Skills Center site provides information to help them achieve academic success (e.g., such as time management, tips for taking tests, etc). The Tutoring site provides student testimony about the value of tutoring, and it describes the sign-up procedure for getting tutored by academically competent and fully trained tutors.

As an instructor, you are encouraged to alert the Learning Skills Center staff that one or more of your students needs an intervention to succeed in your course. Go to the Faculty tab on DORI, and look at the links in the Student Referral Services section. The “Information for Faculty” tab on the Learning Skills Center DORI site fully explains the procedure, and it links you directly to the referral page, which is a secure site. The Starfish Software provides an opportunity for the Learning Skills Center to partner with you to promote student success in your courses.

Contacts:

Dr. Judith R. Griggs, Director
Ground Floor, Administration Bldg.
412-396-6661 or 412-396-6636
griggs@duq.edu
learningskills@duq.edu

www.duq.edu/tutoring
GUMBERG LIBRARY

Gumberg Library is the campus library for all schools of the University except Law which has its own library, administration, and policies.

Regular Hours of Operations:
Monday-Thursday   7:00 a.m.-1:00 a.m.
Friday     7:00 a.m.-9:00 p.m.
Saturday    10:00 a.m.-9:00 p.m.
Sunday     11:00 a.m.-1:00 a.m.

Summer, holiday, and finals hours are posted in the library, on the DU Daily, and on the library’s website.

Website - www.duq.edu/academics/gumberg-library

Online Access - The library offers online access to more than 200 research databases and over 30,000 unique electronic journals, magazines, and newspapers in addition to over 70,000 ebooks. Most are available remotely to current faculty, students, and staff from the library’s website.

Research Assistance - Librarians provide in-person and telephone reference service at the Reference Desk on the fourth floor (entrance level). In-depth research consultations are available by appointment. Email, chat, and text reference services are available through the Ask a Librarian link on the library’s website.

Library Instruction - Librarians offer group and individual instruction in the use of library resources. Contact the Reference Department at 412-396-6133 or visit the library’s website.

Circulation - Circulation periods for books:
Full-time faculty    16 weeks plus 2 renewals
Part-time or adjunct faculty  8 weeks plus 1 renewal
Graduate Students     8 weeks plus 2 renewals
Undergraduate Students  4 weeks plus 2 renewals

• Audio-visual materials circulate for 7 days.
• Journals do not circulate.
• Laptops and research carrel keys may be checked out at the Circulation Desk.
• Renewals may be made in person, by telephoning the Circulation Department, 412-396-6130, or online by selecting the “Renew Materials” link on the library’s homepage.
• Borrowers with overdue materials may not check out additional items until all overdue materials have been returned or renewed.

Course Reserves - To place library or personal copies of course readings on reserve for in-library and/or short-term use, visit the course reserves page at guides.library.duq.edu/reserves. Faculty reserve requests are processed on a first-come, first-served basis. At peak periods, such as the beginning of the semester, processing may take up to one month.

PDFs, MP3s, and links to websites may be made available through e-reserves. Course reserves are subject to copyright restrictions and Gumberg Library’s Course Reserve Policy is available at guides.library.duq.edu/reserves. The University Copyright Policy is available at www.duq.edu/academics/university-catalogs/2013-2014-undergraduate/academic-policies/copyright-policy-and-fair-use-checklist
Resource Sharing – Faculty may request items that are not available at the Gumberg Library at no cost. Choose from three options based on the type of material and how quickly it is needed.

- Books - Use the E-ZBorrow link on the library website. If a book is not available via E-Z Borrow, use the ILLiad link on the library website. Pick up books at the Circulation Desk, generally in about five business days.
- Articles - Use the ILLiad link on the library website. Articles are usually delivered electronically through ILLiad.
- Direct borrowing - Faculty may go to one of many other libraries with which the Gumberg Library has reciprocal borrowing agreements. For further information contact the Reference Department at 412-396-6133.

Library Liaisons - Each academic department is assigned a librarian to be its liaison to the Gumberg Library. Liaisons can help with questions and concerns about library materials and services that are of particular interest to your department. To find out the name of your liaison, contact your department head or ask Collection Management at 412-396-4560. The information is also available at: guides.library.duq.edu/liaisons

Acquisitions - Faculty members play an active role in selecting materials for the Gumberg Library’s collections. Current procedures for requesting acquisition of library materials are communicated through departmental library liaisons. Gumberg Library Materials Request Forms are available on the library’s website, in faculty department offices, and from the library’s Acquisitions Department. If you have questions contact the Acquisitions Librarian at 412-396-5260.

Electronic Theses and Dissertations - The ETD Coordinator conducts group and individual training sessions on thesis and dissertation formatting and the ETD filing process. More information is available on the ETD website digital.library.duq.edu and the ETD Blackboard site [Organizations: Electronic Theses and Dissertations (ETD)].

Library Contacts:

Administration
Dr. Laverna Saunders, University Librarian
412-396-6136
lsaunders@duq.edu

Acquisitions
412-396-5260

Archives
412-396-4870

Borrowing, Course Reserves, Carrels, Laptops
412-396-6130

Curriculum Center
412-396-1858

Electronic Theses and Dissertations (ETD)
412-396-1086
library-etd@duq.edu

Liaisons - Collection Management
412-396-4560

Music
412-396-1542

Reference, Instruction
412-396-6133
Ask a Librarian: www.duq.edu/library

Resource Sharing – ILLiad (Interlibrary Loan)
412-396-5341
illservice@duq.edu

E-ZBorrow 412-396-6127

Simon Silverman Phenomenology Center
412-396-6038
MEDIA SERVICES & DISTRIBUTION CENTER (MSDC)

The MSDC is responsible for the following areas:

**Classroom Technology:** The MSDC maintains the AV equipment in most university classrooms. Over 95% of the Registrar scheduled classrooms are completely technology enhanced. These rooms contain (at minimum) a Windows computer, video projector, DVD playback, speakers, laptop connections and user friendly push-button controls. The remaining 5% have projection systems only.

**Loaner Equipment:** Where supplemental equipment is needed in a classroom, equipment may be borrowed from the Media Center. Laptops, projectors, DVD players, VCRs, digital cameras, document cameras, video cameras, audience response keypads and other equipment are available for classroom use.

**Classroom Capture:** The MSDC employs the use of Mediasite Live, a technology that enables the recording of a lecture or presentation by capturing the audio, video and digital images (computer, document camera, etc.) of the classroom experience. Mediasite can broadcast a presentation live over the internet for synchronous learning or can be viewed on-demand for asynchronous learning. This technology provides a way to archive lectures for students to review on their own or it can provide a means for a professor to enrich their online teaching by recording chunked scripts of content for inclusion into their online course material. The cost to capture and store information is $15 per hour for academic requests. Non-academic charges are determined on a case by case basis.

**Video Conferencing:** Duquesne University’s video conference room is located in 715 Fisher Hall. The room seats 24 students and contains a Smart board, a resident computer, a VCR, a document camera and a ceiling mounted LCD projector. Monitors are positioned throughout the room to view the distant conference sites. The video conference system has the ability to connect up to three additional remote locations through IP (the internet). There is no charge for class/academic use of the video conferencing room. The cost for non-academic use is $50 per hour. (Four or more site connections require an external bridging service which comes with additional connection cost). The room is scheduled on a first come, first serve basis preferably with at least one week’s notice.

715 Fisher also has the capability of streaming the video conference over the worldwide web. Using Mediasite Live, a technology that enables the capture of the classroom experience, any combination of audio, video, and computer images can be seen over the web. An operation fee of $15 per hour will be assessed for academic requests. Non-academic charges are determined on a case by case basis.

**Media Projects:** Assistance with multimedia projects in the areas of video capturing/editing, CD burning, DVD creation, and OCR of documents is available. Some projects may involve a fee for blank media or media transfers.

When your classrooms are assigned:

1. Visit AV Tracker, a classroom database, for an overview of each room ([www.duq.edu/avtracker](http://www.duq.edu/avtracker)) or better yet, visit your classrooms

2. Contact the MSDC if you need:
   a. supplemental AV equipment
   b. training on the room’s technology
   c. issues resolved with a particular room
Although the MSDC strives to maintain the classroom technology, there are times when technology malfunctions. Please contact x4614 if you have any equipment issues/problems in a classroom at any time. The MSDC’s charge is to support the classroom environment and avoid loss of instruction time.

Contact:
Lauren Turin
Manager, MSDC
211 Canevin
msdc@duq.edu
412-396-4614
OFFICE OF MULTICULTURAL AFFAIRS

The mission of the Office of Multicultural Affairs (OMA), as educators within the Division of Student Life, is to facilitate the holistic development of a diverse student population by providing a network of support services and co-curricular learning opportunities. We are further committed to meeting the needs of historically underserved and underrepresented students.

Department Goals:

1. To create an inclusive campus community that enhances the educational experience for all students.
2. To increase the curricular and co-curricular success of multicultural students.
3. To educate the campus community about diversity and social justice issues.
4. To develop the leadership skills necessary to effectively function in a pluralistic society.
5. To increase the amount of financial resources available for multicultural initiatives and student scholarships.
6. To engage in research and assessment practices that provide data pertaining to multicultural students, their experiences, and the campus climate.

Highlighted Programs, Activities, and Services Include:

- OMA Pre-Orientation Program
- Academic Support & Guidance
- Diversity Dialogue Series
- Customized Seminars & Workshops
- Civic Engagement Opportunities
- Multicultural Book Club
- Unity Banquet & Scholarship Benefit
- Peer & Professional Mentoring Program
- Cultural Enrichment Programming
- Leadership Development Opportunities
- Advocacy & Support

Contact:
Rahmon Hart, Ed. D., Director
106 Duquesne Union
412-396-1117
oma@duq.edu
www.duq.edu/multicultural-affairs
The Office of Public Affairs is responsible for ensuring that all official University communications, including publications, advertising, websites, and other external marketing materials appropriately enhance Duquesne’s image. Coordination of all external marketing and advertising assures that the University projects a consistent identity, image, and message across its programs and units, leveraging the efforts of schools and departments to benefit the entire institution and vice versa. To ensure this consistency, all marketing and advertising must be coordinated through the Office of Public Affairs in the Division of University Advancement.

The Office of Public Affairs serves as the official “voice” of Duquesne in response to media, coordinates proactive media outreach, and facilitates media inquiries. The next pages in this Resource Guide provide “Guidelines on Handling Incoming Media Calls.” These guidelines assure that media inquiries are handled in an effective way. Related to Public Affairs’ proactive media outreach, a form, “Share Your Expertise with the Media,” is provided at full-time faculty orientation. If you are willing to be interviewed by the media, please complete the form and return to Public Affairs. This enables the University to showcase the knowledge of its leading scholars.

The Office should be involved in all major campus events to assure such events are promoted in a way that benefits the University.

**Contact:**
Bridget Fare
Assistant Vice President, Public Affairs
Koren Building, 718 5th Avenue
412-396-6050
Fax: 412-396-5779
Guidelines on Handling Incoming Media Calls

Working with the media to promote Duquesne University faculty, staff, students and programs is a priority for Public Affairs. With your cooperation, it can be a smooth process that ensures the best results for Duquesne and the media.

The purpose of this policy is to ensure that all media calls are handled in the most appropriate manner.

*All members of the media expect to have requests addressed in a timely manner, regardless of whether or not an interview will be granted. Follow-up and courtesy are critical to maintain a positive working relationship between the University and the media.

1. Verify the reporter’s name, organization, phone number, deadline and specific purpose of the call. *Do not promise an interview. Interviews will be granted based upon the specific nature of the inquiry in accordance with this policy and collaboration with Public Affairs.

2. Determine who responds to the inquiry:
   - If the call pertains to a specific faculty member’s area of expertise, the request may be handled at the school/department level, following internal school/department protocols. If a faculty member declines an interview or is unavailable, notify Public Affairs immediately to assist in meeting the reporter’s needs.
   - If the call is regarding another topic unrelated to a faculty member’s area of expertise or your specific school/department, forward information to Public Affairs to be processed.

3. When an interview is granted on a topic specific to a faculty member’s area of expertise, inform Public Affairs that the interview request was processed.

   **Example:** a quick email stating “Dr. Smith spoke with Joe Reporter at the Trib today regarding campaign ethics.”

   **Your school/department protocols may require the professors to communicate this information directly to Public Affairs.

   **The media relations team tracks the interviews and follows up with reporters. Additionally, if the media relations team is aware that a professor is willing to speak with the media, the team will proactively pitch the area of expertise.

4. Please inform Public Affairs when a reporter/news photographer visits campus.

   If you are unsure of how to handle a call, call Public Affairs for assistance.
The Public Affairs media relations team can be reached 24 hours a day:

Bridget Fare, Public Affairs Assistant Vice President
Office: 412-396-6052
Cell: 412-370-9692
Home: 412-364-1877

Tammy Ewin, Director for Communications
Office: 412-396-1313
Cell: 412-638-8827

Karen Ferrick-Roman, Media Relations Manager
Office: 412-396-1154
Cell: 412-736-1877

Rose Ravasio, Media Relations Manager
Office: 412-396-6051
Cell: 412-818-0234
The Office of Research exists to promote research at Duquesne University both internally and externally. Internally, the Office of Research supports the needs of researchers by helping to identify both federal and private foundation funding opportunities, reviewing proposals, assisting with the submission process, post-award tracking and compliance. Externally, the Office of Research promotes Duquesne research and technology, and fosters relationships and partnerships with research communities in government, business, and other science and technology constituencies. Additionally, they manage technology transfer for the University.

All grant proposals submitted, whether to federal or private agencies or foundations, must be submitted through the office, following the University’s internal approval process, including obtaining required signatures on the Internal Transmittal and the Conflict of Interest forms.

Dr. Alan Seadler and Dr. James Phillips are the authorizing officials for grant proposals and, as such, are the only people legally permitted to sign any grant proposals or grant agreements on behalf of the University.

The Office of Research staff provides a full complement of grant-seeking and grant submission services. For a full staff listing please see our website at www.duq.edu/research/office-of-research-staff.

For information about assistance in identifying possible funders please see www.duq.edu/research/office-of-research/pre-award-grant-coordination.

The Office of Research administers a number of internal award competitions. Notices for these opportunities are circulated via the fac-list-provost@lyris.duq.edu email list. Additionally information is provided, with links to application forms, on the Office of Research homepage. www.duq.edu/research/office-of-research/pre-award-grant-coordination/planning-your-proposal and also DORI.


The Office of Research also oversees policies and procedures related to biosafety, animal care and radiation safety. www.duq.edu/research/compliance

There are a number of Administrative Policies (TAPs) that govern the grant-seeking process at the University. A number of key policies are listed below and can be found at their respective web addresses:

Proposals to Governmental, Corporate, Foundation and Private Sources: www.duq.edu/about/administration/policies/taps/44-research-proposals-to-governmental-corporate-foundation-and-private-sources

Supplemental Income from Grants: www.duq.edu/about/administration/policies/taps/43-supplemental-income-from-grants
Intellectual Property Policy: www.duq.edu/about/administration/policies/taps/40-intellectual-property-policy

Conflicts of Interest in Grants and Sponsored Research Projects: www.duq.edu/about/administration/policies/taps/45-conflicts-of-interest-in-grants-and-sponsored-research-projects

Use of Human Subjects in Research: www.duq.edu/about/administration/policies/taps/41-the-use-of-human-subjects-in-research

Contact:
Dr. Alan Seadler
Associate Academic Vice President for Research
309 Administration Building
412-396-6326
www.duq.edu/research
SERVICE-LEARNING

Service-learning is a potential way, among others, to demonstrate creative teaching. It is not required that all faculty members use service-learning in their teaching, but the venturesome spirit of the pedagogy is appreciated. Service-learning, if done well, will be considered when evaluating the quality of teaching in a candidate’s application portfolio for third-year review, promotion and/or tenure (Duquesne University Faculty Handbook, pp. 28, 30).

Definition

Service-learning is defined as a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bringle & Hatcher, 1995).

Service-learning is characterized by reciprocity between the university and the community. Students learn to apply their classroom knowledge by addressing needs community leaders have identified. Community members can draw upon the university for help in solving problems; university faculty and students draw upon the rich resources of community life in teaching and learning.

Necessary Components at a Glance…

- Service assignment meets a pressing community-identified need
- Service illuminates the learning objectives of a course and is embedded in coursework
- Students participate in ongoing, facilitated reflection embedded in their coursework
- Partnership between students and community is reciprocal – both parties benefit

Isn’t it the same as volunteerism?

No. Service-learning is used to achieve course learning goals and its hallmark is structured reflection. It values reciprocal benefit – both student and community benefit. Volunteerism does not have an academic component nor does it incorporate structured reflection. Volunteerism places more emphasis on the community benefit than student learning.

Core Curriculum Requirement

As part of the University Core Curriculum, every student will take a minimum of one course that includes a required service-learning component. The service-learning requirement is embedded in existing courses and is identified by a “UCSL” designation in Banner. The “UCSL” designation is awarded to courses which meet a set list of criteria based on current best practices, which are found in the University Core Curriculum Document.

Not all courses that contain a service-learning component carry the UCSL designation. Only those in which service-learning constitutes a major course element should apply. For more information, please contact the Director of the University Core Curriculum, Dr. Janie Harden Fritz.

How Does Service-Learning Benefit Students?

It helps students
- see the relevance of academic subjects to the real world
- develop better writing and public speaking skills
- learn to work with people of different cultures and backgrounds
- develop a complexity of understanding, problem analysis, and critical thinking
- develop a sense of personal efficacy, spiritual growth, and moral development
Available Services at Duquesne University

Support for service-learning at Duquesne is provided by the Office of Service-Learning (OSL) in collaboration with the Center for Teaching Excellence (CTE).

Lina Dostilio, Director of Academic Community Engagement, is the primary contact person for these services.

• **Programming**: OSL collaborates with CTE to offer a variety of programming for faculty, teaching assistants, and community partners involved in service-learning. This programming includes brown bag discussion groups, book studies, course design institutes, special topic workshops, regional conferences and external speaker events.

• **Course Design Consultation**: OSL staff consult with individual faculty and academic units to design courses that meet recognized best practices, are beneficial to both student and community, and utilize reflection and assessment practices appropriate to the discipline and school.

• **Community Partnership Facilitation**: OSL is able to connect faculty members with community agencies that have needs which can be met via service-learning. In addition to providing initial contact, OSL staff will facilitate the beginning steps of partnership that include setting mutually beneficial goals, clarifying logistical project elements, and arranging the community based orientation to the agency. As the project continues, OSL serves as a point of contact for any faculty or community concerns.

• **Information Clearinghouse**: Throughout the academic year, OSL distributes notification of external sources of funding, upcoming national and regional conferences, calls for papers and proposals, and opportunities for student development. Additionally, OSL strives to maintain a current list of service-learning offerings that are publicized through the Community Impact Report, Banner, and the Duquesne Times.

• **Departmental Resources**: OSL coordinates the Community Engagement Scholars, a group of students placed in academic departments to support and deepen community engagement efforts such as service-learning, community-based research, and community outreach.

Service-Learning Advisory Committee

Each school within the University has a representative on the Service-Learning Advisory Committee. Also on this committee are community partner, student, and administrative representatives. The committee monitors the institutionalization of service-learning, provides guidelines regarding service-learning pedagogy, and steers the initiatives undertaken by the Office of Service-Learning. For a complete listing of committee members, see the OSL website.

Contact:

Lina Dostilio, Director, Academic Community Engagement
Office of Service-Learning, 20 Chatham Square
412-396-5893
dostiliol@duq.edu
www.duq.edu/service-learning
The Gussin Spiritan Division of Academic Programs is an invitational freshman-year course of University studies for students selected from applicants for admission to Duquesne. Such applicants for University admission through the Division bring credentials similar to those of recent Duquesne graduates; their credentials indicate the potential for college success.

One of the keys to student success in the Division is a supportive faculty. Chosen for their commitment to that success, Division faculty expect Spiritan students to be academically competitive with other Duquesne freshmen, and they are. As a result, the freshman-to-sophomore retention rate of students entering Duquesne through the Spiritan Division generally is greater than that of the general freshman student body. Among the other factors contributing to the Division students’ success are strong academic advisement, counseling services to address personal issues, and intervention to prevent academic failure.

The first-year curriculum, beginning with a six-credit load in the summer, includes an array of University core courses as well as courses to satisfy Division requirements for a total of 33 credits. Once completed, the Division student applies for a transfer to McAnulty College or another Duquesne school offering the student’s preferred major.

Contact:
Dr. Uhuru Hotep
412-396-5171
hotep@duq.edu

www.duq.edu/gussin-spiritan-division
OFFICE OF STUDENT CONDUCT

The Office of Student Conduct coordinates and administers the student conduct system at Duquesne University. The primary purpose of the student conduct system is to promote responsible citizenship and appropriate behavior through enforcement of the Code of Student Rights, Responsibilities, and Conduct. The system is intended to emphasize student learning through a developmental process that holds individuals accountable for their actions while upholding the Mission of the University and Expectations of a Duquesne University Student.

Any member of the University community may file charges against any student for alleged violation of the Student Code. The list of charges as well as the process for adjudicating a student through the system may be reviewed online at www.duq.edu/student-conduct, or you may contact the Office of Student Conduct for more information.

A faculty member may contact the Office of Student Conduct for numerous reasons:

1. To document an academic integrity violation.
2. To determine if a student has had a previous academic integrity violation (completed by the Department Chair).
3. To consult on or file conduct charges for serious infractions which arise in or out of the classroom.

Possible charges include:

- Giving or offering gifts, services or favors for the purpose of affecting grades or academic standing.
- Furnishing false information (lying).
- Forgery, alteration or misuse of any document.
- Theft of property.
- Verbal or physical abuse (which also include stalking, threat, intimidation and harassment) both in person or on-line.
- Disruption of teaching.
- Conduct which is disorderly, lewd, or indecent.
- Excessive noise or behavior that disturbs others.
- Failure to comply with the requests of directions of a University official.
- Other violations as listed in the Code of Student Rights, Responsibilities, and Conduct.

Faculty are encouraged to contact the Office of Student Conduct to get advice about how to address difficult student behavior and, in so doing, possibly prevent the need for disciplinary action.

Contact:
Susan A. Monahan, Director
115 Duquesne Union
412-396-6642
monahans@duq.edu

www.duq.edu/student-conduct
SYLLABUS GUIDELINES
Center for Teaching Excellence, Duquesne University

The Center for Teaching Excellence provides resources for designing courses and syllabi. Except for the excerpts from the Faculty Handbook below, the following guidelines are not University policy, but are intended as a helpful resource. Be sure to check with your department or school on policies of what must be included, and your departmental culture of what’s considered good practice in writing syllabi.

Basic Information: Instructor & Course
- Course title, department, catalogue number, section number, Duquesne University (see www.duq.edu/registrar/)
- Date (term and year)
- Course meeting days and times, room and building
- Instructor’s name, e-mail address, office location & phone number, office hours (including online availability)
- Indication of web support such as Blackboard learning software
- Space for names and contact information of two classmates

Course Description & Goals
- Description of the course (give broad overview and a word about how the course fits the larger curriculum; engage students by showing your enthusiasm and the course’s relevance to real life; avoid technical language where possible)
- Student learning outcomes (also called learning goals or objectives; specific observable outcomes you expect students to achieve, e.g., what students will know and be able to do; a grade is based on the quality of learning you can observe)
- Prerequisites for the course

Instructional Activities & Materials
- Methods of instruction & learning (e.g., interactive lecture, discussion, group work, service-learning, projects, practicum, problem based, case based)
- Calendar: class dates, topics, learning goals, readings, assignments, exams (watch for changes in days toward the end of the semester – see academic calendar at www.duq.edu/registrar/)
- Special features (e.g., excursions, guest speakers, online chats with experts)
- Textbooks, readings and brief description of these and how they will be used (central text? for reference only?)
- Where texts are available (e.g., campus bookstore, library reserve, online)
- Other required materials (e.g., lab supplies, computer CDs, calculator)

Assessment of Learning
- Brief description of each requirement (it helps to explain how it fits the learning outcomes)
- Expectations for in-class participation and group work
- Due dates for assignments and projects
- Quiz and exam description and dates; Place, date, and time of final exam
- Grade breakdown for the final grade (# of points possible per assignment/test and total # of points for a final grade of “A,” “B,” etc.); indicate whether or not you will use pluses and minuses in grades
Course Policies

use positive language to set expectations and provide support

- Duquesne policy regarding academic integrity, available online www.duq.edu/Documents/academic-affairs/_pdf/academic-integrity-5-1-12.pdf
- Your own policy regarding attendance & tardiness
- Your own policy regarding late assignments & make-up exams
- Information for Students with Disabilities: Duquesne University is committed to providing all students with equal access to learning. In order to receive reasonable accommodations in their courses, students who have a disability of any kind must register with the Office of Freshman Development and Special Student Services in 309 Duquesne Union (412-396-6657). Once a disability is officially documented, the office of Special Student Services will meet with you to determine what accommodations are necessary. With your permission, your instructors will receive letters outlining the reasonable accommodations they are required to make.

Once I have received this letter, you and I should meet to coordinate the way these accommodations will be implemented in this course. For more information, go to www.duq.edu/special-students. (Statement recommended by Academic Affairs and Special Student Services, updated December 07, 2012)

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Official policy: The Duquesne University Faculty Handbook stipulates the components of a syllabus in its section entitled “Responsibilities of the Faculty:”

Faculty members must distribute at the first meeting of each class a course syllabus which includes at least the following information: course requirements, course assignments and expectations, types of examinations (when possible), evaluation process for grading (including +/- grading), and policy regarding class attendance. If major changes in the above categories of the syllabus are necessary, they must be given to the students in writing (page 14).

Additionally, faculty responsibilities include fair assessment of learning:

The faculty member is responsible for assigning grades in a fair manner, consistent with policies stated in the syllabus, or subsequently modified in a written adjustment of the syllabus (page 15).

Handbook available online at www.duq.edu/about/administration/academic-affairs/policies-and-procedures (checklist revised July 2013)
UNIVERSITY ADVANCEMENT

The Division of University Advancement includes the offices of development, public affairs, alumni relations and University events.

The office of development works to build strong relationships with alumni, friends, corporations and foundations in order to successfully secure financial support for the University. Included in this area of the division are the departments of alumni relations, annual giving, gift planning, major gifts, corporate relations, athletic development, advancement services, advancement research, and advancement communications.

All fundraising activities conducted on behalf of Duquesne University or a component of the University must be coordinated in cooperation with University Advancement’s development office. This includes all personal (face-to-face), direct mail, telefundraising and electronic solicitations, as well as corporate and foundation proposals. University policy requires all employees to contact University Advancement before approaching any/all individual(s) or organization(s) for a contribution or before accepting a gift on behalf of the University. If an employee accepts a gift, they immediately should deliver to University Advancement the gift (check, appreciated securities, etc.), all related correspondences, including mailing envelopes in which correspondences were delivered (IRS may require proof of gift delivery such as postage stamp), and the account number to which the gift should be credited. Only the office of University Advancement can process contributions to the University and issue gift credit receipts.

To insure that the most effective and professional approaches are made to prospective University donors, members of the University community must comply with the charitable gift policies, procedures and guidelines established by the division of University Advancement and outlined in TAP 35.

Contact:
University Advancement
506 Administration Building
412-396-5172
Fax: 412-396-5189
THE WRITING CENTER

The University Writing Center provides writing instruction and support for undergraduates, graduate students, staff, and faculty. The Center’s mission is to serve as a space for dialogue about writing and to help make not only better writing projects, but also better writers. It offers:

Intensive one-on-one consulting
Writing consultants provide one-on-one assistance for writers working on academic papers, professional applications, web sites, presentations, and other projects. Consultants help with writing from all disciplines and all stages of the writing process, from outlines and notes to drafts and revisions. They assist with all aspects of writing, including organization, thesis statement development, citation, and grammar.

In addition to its main location in 216 College Hall, the Writing Center has a satellite location in Gumberg Library with evening hours. The Center also provides online tutoring to students enrolled in the School of Nursing and the School of Leadership and Professional Advancement distance education programs.

Writers do not need to have a completed paper to come to the Writing Center. All they need is a writing task and a willingness to engage in conversation about their work. Appointments are not required, but they are strongly encouraged. Students can make an appointment for a session by visiting www.duq.edu/writing-center. Students receive a brief email summary of each visit and they can forward this record to you on request.

Consultants offer a teaching, not a proofreading service. The goal of the Writing Center is to help writers become more capable, confident, and comfortable by talking with them about ways they can improve their own writing. Consultants do not simply correct or complete students’ writing for them. They guide students in doing their own work. The Center is not a remedial service; any student can benefit from the Center’s assistance.

Instructional resources
The Center also offers workshops, class visits, and handouts for instructors wanting to incorporate effective writing pedagogy into their classes. Faculty can also contact the Director with specific questions and requests for brochures or bookmarks to distribute to classes.

For more information, please consult the Center’s web site at www.duq.edu/writing-center/

Contact:
Dr. James P. Purdy, Director
University Writing Center
620 College Hall (director’s office) | 216 College Hall (writing center)
412-396-1293 (director’s office) | 412-396-5209 (writing center)
www.duq.edu/writing-center/
Most Duquesne University policies are available online. A few have been included in this Guide because of their importance, and also because of accompanying explanation that you may find helpful.

The Faculty Handbook and academic policies and procedures are available at www.duq.edu/about/administration/academic-affairs/policies-and-procedures. These include, for example, the Academic Integrity Policy, Copyright Policy, and Intellectual Property Policy.

The Faculty Handbook sets forth the official policies of Duquesne University relevant to faculty, and delineates their rights and responsibilities.

The Undergraduate and Graduate Catalogues include current academic policies: www.duq.edu/academics/university-catalogs.

Policies relevant to student life are published in the Student Handbook, www.duq.edu/student-handbook (e.g., Code for Student Rights, Responsibilities and Conduct).

The Administrative Policies (TAPs) are located at www.duq.edu/about/administration/policies/taps. These policies address a wide variety of topics relevant to Duquesne employees and our life as a community.
I. Introduction

An essential element of Duquesne University’s mission to educate the mind, the heart, and the spirit is the University’s commitment to maintaining and promoting an atmosphere where knowledge and inquiry are respected and encouraged. At Duquesne, as at other American institutions of higher education, our individual and collective search for truth and understanding is founded on the core principle of academic integrity. For Duquesne students and professors alike, academic integrity is essential to our efforts to master existing knowledge, to discover or create new knowledge, and to demonstrate or transmit our knowledge or understanding through academic endeavors like test-taking, writing, and teaching.

Academic integrity at Duquesne can be summarized briefly. In its simplest terms, academic integrity is the pursuit of knowledge and understanding in an honest and forthright manner. This is because intellectual endeavors—on site or online; in the library or the laboratory; in a classroom, a Living-Learning Center, or any off-campus learning environment—can only be conducted in an atmosphere of respect for the truth, commitment to the unfettered spirit of inquiry, and acknowledgment of the different contributions and perspectives of others.

• Academic integrity means pursuing truth with true passion while maintaining the humility to recognize and accept that our own understanding may be incomplete or contingent.

• Academic integrity means acknowledging the contributions of others, specifically and completely, using the conventions for acknowledging sources that are appropriate to particular intellectual traditions or disciplines.

• Academic integrity means representing others’ work accurately and distinguishing clearly our own ideas and insights, and our language, from the work (and wording) of others.

• Academic integrity means seeking or receiving credit (including grades and other measures of accomplishment) only insofar as we have earned it as a result of our own intellectual efforts; it means not taking credit for work that is not our own.

• Academic integrity means representing ideas and opinions with which we may disagree in a clear and fair manner, according the same respect to material we may criticize that we would wish for our own work.

• Academic integrity means taking examinations and completing assessments honestly, and according to directions, so that results are a true measure of our own attainments.

• Academic integrity means treating the work of others—in laboratories, collaborative projects, or any learning endeavors—with the respect we would wish for our own work.

Academic integrity means, in short, that we at Duquesne are dedicated to pursuing our academic and intellectual endeavors with honesty and honor.
The Policy and Procedures set forth here govern the administration of academic integrity throughout Duquesne University and cover the specific roles and responsibilities of individual schools and programs. All student appeals related to academic integrity are to be governed exclusively by the University (and College/School) Academic Integrity Policy and Procedures. The University Policy and Procedures will be promulgated on the Duquesne University web site, in the Student Handbook, and through other means so they may be easily accessed by all members of the Duquesne community.

All members of the Duquesne University community—including faculty, students, administration, and staff—are responsible for upholding academic integrity and maintaining a culture in which academic integrity can flourish.

Faculty responsibilities include maintaining integrity in their own work and professional lives. Faculty are also responsible for teaching students about academic integrity, particularly in accordance with the specific expectations and conventions of their disciplines, and structuring assignments and examinations in ways that will help students maintain academic integrity. If faculty believe or suspect that academic integrity may have been violated, they must also play a central role in investigating and judging violations and administering sanctions.

Student responsibilities include maintaining academic integrity in all class assignments, examinations, research and/or writing projects, and any other academic endeavors related to their courses of study.

II. Definitions and Standards: Violations of Academic Integrity

Academic integrity can be compromised in any number of ways. Individuals who seek or receive credit for intellectual work that is not their own violate academic integrity, as do individuals who falsify or ignore data or who destroy or contaminate data or intellectual property. Violations of academic integrity may include, but are not limited to, the following:

- **Cheating.** Cheating on quizzes, tests, examinations, or projects may include giving, receiving, or using unauthorized assistance or material. (Unauthorized material may include, but is not limited to, notes or other written documents as well as wireless communication or computing devices, calculators, formulas, computers, computer programs, software, data, or text.) In other contexts (e.g., group projects, labs), cheating may include forms of deception intended to affect grades or other outcomes. Cheating may also include, but is not limited to, student use of sources beyond those authorized by the instructor in fulfilling assignments such as writing papers, preparing reports, developing course projects, or solving problems. Cheating may also include student possession without permission of tests or other academic material belonging to a member of the University faculty or staff.

- **Plagiarism.** Plagiarism in papers or other written, electronic, or oral work (including essays, research papers, theses, dissertations, presentations, class projects, or work for publication) may include, but is not limited to, the use—whether by summary, paraphrase, copying, direct quotation, or a combination of such methods—of the published or unpublished work or the specific ideas of another person or source without full, clear, and specific acknowledgment (including the use of quotation marks or other conventions to indicate the source’s language). Plagiarism may include the submission of material from sources accessed through the Internet or by other means, or from other individuals, without proper attribution. Also, plagiarism may include the submission of a paper prepared in whole or in part by another person or persons or an agency or entity engaged in providing or selling term papers or other academic materials. Plagiarism may also include the submission, without the instructor’s approval, of work submitted for credit in another course.
• **Deceit in academic matters.** Deceit may include, but is not limited to, deliberately furnishing false information or withholding relevant information to any University instructor, official, or office.

• **Misuse of documents.** Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized). It may also include misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices.

• **Assistance in the violation of academic integrity.** Assistance may include, but is not limited to, any knowing facilitation of intellectual dishonesty by another person or persons.

**III. Academic Sanctions**

Violations of academic integrity—whether or not they are the result of a deliberate intent to deceive—are subject to academic sanctions, including (but not limited to) lowered grade or failure on an assignment; lowered course grade; course failure; suspension or dismissal from a course; suspension or dismissal from the College or School or from the University; and/or revocation of a degree. If a student is accused of an academic integrity violation before the published course withdrawal deadline, he or she may not withdraw to avoid a course grade sanction. If a student is guilty of violating academic integrity, information regarding the violation and sanction will be maintained by the Director, Office of Student Conduct.

**Academic Integrity Procedures**

All schools of the University will have academic integrity policies and procedures that are consistent with the University Policy and Procedures. As a rule, School (College) procedures will specify standards and expectations appropriate to that School and its mission; students enrolled in courses offered by that School will be governed by its procedures. School procedures will specify mechanisms for insuring that students accused of academic integrity violations are afforded the protections of due process, including the availability of School-level appeals processes. While individual faculty members will generally have responsibility for course-level sanctions (that is, sanctions up to and including a reduced or failing course grade), schools will develop procedures for handling more serious situations involving students enrolled in their programs or taking their courses, that is, situations that could potentially lead to more severe sanctions than failure in a course (for example, repeated or particularly egregious violations that might lead to suspension or dismissal from the School or University). The College and individual schools are responsible for

- promulgating School policies and procedures to their students and faculty alike and providing ready access to their policies and procedures (e.g., on School web sites);
- educating students about School expectations regarding academic integrity and specific methods and conventions for maintaining it;
- overseeing academic integrity in their courses and programs; and
- reporting violations to the Director, Office of Student Conduct and (where applicable) to other schools and maintaining School (College) records of academic integrity violations.

In courses that are not offered by a specific School (e.g., University Core courses), the policy and procedures of the offering department or faculty member will apply. In areas of the University that do not have their own policy and procedures (e.g., the Honors College), the policy and procedures of the McAnulty College and Graduate School of Liberal Arts will apply by default.
All academic integrity violations leading to a sanction, even a minimal sanction, must be reported to appropriate officials, including the Director, Office of Student Conduct, who maintains records of violations of academic integrity.

**I. Roles and Responsibilities within the College or the Schools**

Course instructors are responsible for upholding academic integrity in regard to work under their supervision performed both in and outside of class. They have primary responsibility for evaluating evidence of violations and imposing appropriate sanctions. All cases which result in a sanction greater than failure on the assignment on which the violation allegedly occurred must be discussed with the instructor’s department chair or program director. If the student is majoring in a different area from the one where the violation occurred, the relevant department chair or Dean should be notified. If the instructor determines that the sanction to be applied is greater than failure on the assignment, the student should be informed of the sanction in writing or via email and should also be informed that it is his or her right to appeal the instructor’s finding of a violation and/or imposition of a sanction to the School (College) Academic Integrity Appeals Committee or its equivalent. Student appeals should be initiated within a specified time period after the instructor has communicated with the student regarding a violation or sanction.

The recommendation of the School (College) Academic Integrity Appeals Committee will be communicated in writing or via email to the Dean, and, if the student is not enrolled in that School, the Dean of the student’s School. The Dean or Deans may impose the sanction as recommended or impose a lesser sanction. For especially serious sanctions (e.g., suspension or dismissal from the University), the Dean(s) will forward a recommendation to the Provost/Vice President of Academic Affairs for implementation.

A School (College) Academic Integrity Committee should have oversight of matters related to academic integrity in the School (College).

**II. Role and Responsibilities of University Provost/Vice President of Academic Affairs**

In the most serious cases, ones which might lead to suspension or dismissal from the University, the Dean’s recommendation is transmitted to the University Provost/Vice President for Academic Affairs for implementation. If the student requests a University-level review (see below), or if the Provost has any concerns about the evidence or the fairness of the School’s proceedings, the Provost may refer the case to the University Academic Integrity Appeals Committee.

**III. Role and Responsibilities of the University Academic Integrity Appeals Committee**

A student has the right to a University-level review of his or her case. Often this will be conducted informally, by the Provost (or his or her designee) reviewing the written record of the case. A review by the University Academic Integrity Appeals Committee may be conducted, at the discretion of the Provost, if the student presents compelling evidence that the proceedings in the School or College were inadequate. The Appeals Committee, at its discretion, may wish to go beyond an examination of the written record and hold a hearing at which the student and other witnesses might appear.

Membership of the University Academic Integrity Appeals Committee hearing an academic integrity case will consist of three faculty members chosen by lot from a pool of eleven elected faculty representing all schools in the University plus the Gumberg Library and two students chosen by lot from a pool of ten elected students representing all schools in the University. Faculty and students chosen to serve on any academic integrity case may not be members of the department in which the alleged infraction occurred. Undergraduate representatives will participate in cases dealing with undergraduate students and graduate representatives in cases dealing with graduate students.
IV. Role and Responsibilities of the University Academic Integrity Committee

Oversight of matters related to academic integrity is vested in the University Academic Integrity Committee, which is advisory to the Provost/Vice President of Academic Affairs. The committee will include representatives from the schools and College, Gumberg Library, the Graduate and Professional Students Association, and the Student Government Association. Among its responsibilities are monitoring University and School (College) policies and procedures pertaining to academic integrity and advising the Provost on academic integrity issues. In concert with the staff of the Center for Teaching Excellence and/or Gumberg Library, the committee will identify and share resources and best practices for maintaining academic integrity.

Originally approved by Academic Council on May 2, 2005; revised and reviewed by Academic Council on March 6, 2006. This revision was approved by Academic Council on March 26, 2012.
ACADEMIC LEARNING OUTCOMES ASSESSMENT

Duquesne University’s mission and values are shaped by a unique Spiritan identity and heritage. Reflecting our emphasis on holistic student development, the Dimensions of a Duquesne Education serve as an organizing framework for assessment by linking the University mission statement to outcomes in Academic Affairs and Student Life. Assessment activities enable us to document the success of our students and faculty, and to demonstrate our thoughtful and intentional approach to fulfilling the aims of our mission to our stakeholders. Alignment of our mission, our student experiences, and our learning outcomes truly results in an Education for the Mind, Heart, and Spirit.

Dimensions of a Duquesne University Education

Learning outcomes assessment is directly linked to the five Dimensions of a Duquesne University Education. The Dimensions are printed at the beginning of the Faculty Resource Guide, and are also available online www.duq.edu/about/administration/academic-affairs/dimensions

1. understanding and knowledge
2. intellectual inquiry and communication
3. ethical, moral and spiritual development
4. diversity and global mindedness
5. leadership and service

Purpose and Principles of Assessment

Assessment can serve many purposes. Assessment findings are useful for

1. maintaining high quality programs that are consistent with the University’s mission
2. highlighting program and University strengths
3. identifying areas for strategic change or improvement.

What we learn through assessment helps Duquesne determine how best to support needed changes. Assessment enables us to evaluate the competence of graduates in terms of both the program’s goals and those of the core curriculum and University mission. Ultimately, the purpose of assessment is to promote student learning and development.

The process of outcomes assessment is guided by the following principles:

- Responsibility and expertise for assessment reside with the faculty in each department or program. Faculty together determine the appropriate assessment plan, and several are involved in implementing the plan.
- Assessment of student learning flows from the learning goals faculty establish for each program of study. These goals are written in terms of what students are expected to know, be able to do, and value.
- These learning goals and assessment pertain to all learning environments, including classroom, distance learning, clinical, laboratory, practicum, and service-learning experiences.
- Assessment methods (i.e., ways of gathering information about student learning) are realistic, manageable, and meaningful within the culture of the particular academic program, department or school. They are informed by the standards relevant to the discipline such as those established by national associations.
- The usual learning activities in which students engage often provide an appropriate and feasible source of assessment information.
• The results of assessment are interpreted, communicated, and used constructively to promote future program evaluation and continuous improvement.
• Faculty regularly reflect upon and improve the assessment process itself.
• Assessment at the course and program levels is aligned with institutional goals for student learning.

Resources
The Academic Learning Outcomes Assessment Committee (ALOA, www.duq.edu/aloa), comprising faculty representatives from each school and the library, promotes meaningful assessment planning and development across Duquesne. In partnership with the Center for Teaching Excellence, ALOA members provide consulting, workshops and book studies, and print and online resources.

Academic Program Assessment – Planning and Annual Reports
Instructions for academic program learning outcomes assessment reporting are available at www.duq.edu/about/administration/academic-affairs/university-assessment.

(Revised July 2013)
ACCOMMODATIONS FOR SPECIAL STUDENTS  
(STUDENTS WITH DISABILITIES)

Faculty members should be aware that by federal law, with the enactment of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities are entitled to reasonable accommodations, as determined by the institution after proper documentation on the disability has been received.

At Duquesne University, the Office of Freshman Development and Special Student Services is the office responsible for determining reasonable accommodations, and for assisting the student in communicating these reasonable accommodations to his/her instructor. The Office also provides assistance to the faculty member in implementing these accommodations, if requested. A manual is available to faculty members to assist them in understanding the law and the services for students with disabilities. This manual is provided to any faculty member who requests one, and will be sent to any faculty member who receives a letter from the Office requesting accommodations for a student.

Faculty and Teaching Assistants are asked to include a note on their syllabi which explains the students’ rights and responsibilities under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The following statement has been recommended and approved by the Provost’s office.

**Information for Students with Disabilities**

Please make an announcement during the first class and provide the information below on your syllabus.

Information for Students with Disabilities: Duquesne University is committed to providing all students with equal access to learning. In order to receive reasonable accommodations in their courses, students who have a disability of any kind must register with the Office of Freshman Development and Special Student Services in 309 Duquesne Union (412-396-6657). Once a disability is officially documented, the office of Special Student Services will meet with you to determine what accommodations are necessary. With your permission, your instructors will receive letters outlining the reasonable accommodations they are required to make.

Once I have received this letter, you and I should meet to coordinate the way these accommodations will be implemented in this course. For more information, go to [www.duq.edu/special-students](http://www.duq.edu/special-students). (Statement recommended by Academic Affairs and Special Student Services, updated December 07, 2012)

The faculty member should then request the student to have a memo sent confirming the recommendations for reasonable accommodations from the Office of Special Student Services, if one has not already been received. Students who are receiving recommended accommodations are still expected to fulfill the requirements of the course as listed in the syllabus. If the student is not registered in the Office of Special Student Services, the student should be referred to the Office before being granted any accommodations.

It is important to understand that the law provides that a faculty member who fails to provide an accommodation to a student with a documented disability may be held personally liable.

Please do not hesitate to contact the Office of Freshman Development and Special Student Services if you have any questions.

**Contact:**

Sean F. Weaver, Director  
weavers2@duq.edu  
Anne Gyurisin  
Assistant Director  
gyurisin@duq.edu  
309 Duquesne Union  
412-396-6657 or 412-396-6658  
Fax: 412-396-2519  
[www.duq.edu/special-students](http://www.duq.edu/special-students)
CORE CURRICULUM

The University Core Curriculum provides a common educational experience for undergraduate students, which uniquely expresses the Spiritan-Catholic identity of Duquesne University. A collection of courses with emphasis on the liberal arts, the University Core Curriculum is required of all students enrolled in Duquesne’s undergraduate degree programs. The identity of Duquesne University is reflected in the “Guiding Vision,” the “Student-Centered Purpose” and the “Educational Values” of the University Core Curriculum.

The entire core curriculum description is available online at:
www.duq.edu/core-curriculum

GUIDING VISION

Education that informs the mind, engages the heart, and invigorates the spirit is the guiding vision of the University Core Curriculum of Duquesne University, an urban Catholic university in the Spiritan tradition. This vision takes its inspiration from the University’s mission, specifically the commitment to excellence in education and concern for moral and spiritual values, especially the Spiritan values of global justice and the kinship of all peoples. The Duquesne general education curriculum prepares students to search for truth, with attention to how faith and reason together contribute to that search, and to exercise wise, creative and responsible leadership in the service of others and in the fashioning of a more just world.

STUDENT CENTERED PURPOSE

In keeping with this Catholic-Spiritan vision, the purpose of the University Core Curriculum is the education of the whole person through a study of the liberal arts that emphasizes the students’ intellectual and ethical development. Through acquiring the modes of inquiry particular to the humanities and the social and natural sciences, students expand their self-understanding and their knowledge of the world. The University Core provides students with the opportunity to explore how religious faith and spiritual values enrich human life. By connecting learning in the classroom to community service, students are encouraged to develop as responsible, global citizens.

EDUCATIONAL VALUES

1. Academic excellence through the pursuit of truth
2. Education in the liberal arts and sciences that recognizes the inherent dignity of every person and the uniqueness of individual creative expression
3. Knowledge of human culture and of the natural world that enriches the individual and enables personal and communal growth in social and environmental responsibility
4. Spiritual and moral development and ecumenical openness that fosters inter-religious understanding
5. Civic engagement in service learning that links academic knowledge of society with real life issues and concerns
6. Intellectual honesty and academic integrity
STRUCTURE OF UNIVERSITY CORE CURRICULUM

In Fall 2007 Duquesne University began the implementation of its new general education curriculum for all undergraduate students. This is an overview of the curriculum’s structure.

**Discipline-Specific Courses: 21 credit hours**

6 credits in English Composition
- Thinking and Writing Across the Curriculum
- Imaginative Literature and Critical Writing

3 credits in Mathematics (one of the following)
- Problem Solving with Creative Mathematics
- Another course approved for a specific program

3 credits in Natural Science (one of the following)
- Biology
- Chemistry
- Physics
- Earth Science
- Astronomy
- Energy and the Environment
- The Big Bang and Beyond
- Science: Special Topics

3 credits in Philosophy
- Basic Philosophical Questions

3 credits in Theology (one of the following)
- Biblical and Historical Perspectives
- Theological Views of the Person
- Theology: Global and Cultural Perspectives

3 credits in Ethics (one of the following)
- Philosophical Ethics
- Theological Ethics
- Another course approved for a specific program

**Theme Area Courses: 12 credit hours**

3 credits in Creative Arts
3 credits in Faith and Reason
3 credits in Global Diversity
3 credits in Social Justice
Additional Requirements

Service-Learning: 0 credit hours
One course (designated as SL);
Emphasis: Community service incorporated into a course.

Information Literacy: 1 credit course
(If not embedded in a course);

Writing-Intensive: 0 credit hours
Embedded in four courses (designated as W);
Emphasis: Development of writing abilities.

Contact:
Janie Harden Fritz, Ph.D.
Director, Core Curriculum
412-396-6558
harden@duq.edu
ENGLISH LANGUAGE CERTIFICATION
OF INSTRUCTIONAL STAFF

In compliance with the English Fluency in Higher Education Act, Duquesne University is responsible for certifying to the Department of Education of the Commonwealth of Pennsylvania that certain specified individuals performing teaching functions are fluent in the English language.

The policy stipulated below establishes the responsibility of Duquesne University to determine that all individuals who teach possess sufficient English language fluency for effective communication. This policy supports key university commitments to excellence in teaching and instructional development.

Policy
Each academic unit is responsible for having their instructional faculty and staff evaluated for English language fluency and for certifying that those individuals will teach only after demonstrating sufficient fluency in English for effective communication in instructional settings.

CERTIFICATION PROCEDURES

Faculty
Full-time, part-time, and visiting faculty who are non-native speakers of English must be evaluated by two personal interviews, one conducted by the academic dean or department chairperson and the other by a senior member of the faculty, preferably a native speaker of English.

Each academic unit or department may determine specific guidelines for conducting such interviews. If further assessment is required for making the determination of sufficient fluency, a referral to the English as a Second Language (ESL) Program and the Center for Teaching Excellence (CTE) may be made.

Teaching Assistants
Graduate teaching assistants (TAs) who are non-native speakers of English must be evaluated through both the modified TEACH test (a mini-presentation) and the SPEAK test to assess spoken English; these tests are approved by the Provost and administered by the English as a Second Language (ESL) Program, the Center for Teaching Excellence, and a faculty representative designated by the related graduate department. In consultation with the Office of the Provost, the English as a Second Language Program and the Center for Teaching Excellence, academic units will establish minimum acceptable scores to clear a TA for teaching responsibilities. Representatives from academic units which employ TAs meet periodically to review and update acceptable scores.

All TAs who do not attain minimal acceptable scores will be referred for assistance in the form of an ESL class, consultations with CTE, and/or specifically-scheduled International Teaching Assistant Seminar arranged through the English as a Second Language Program. The ESL Program will also work closely with the Center for Teaching Excellence and related academic units in arranging such assistance.
Departments should assign TAs receiving ESL and/or Center for Teaching Excellence assistance to non-instructional responsibilities only, unless they have been cleared for limited instructional support roles. After receiving assistance, an individual may be appointed to teaching responsibilities if acceptable minimal scores on the two tests are earned. If not, the TA will be recommended for additional assistance, non-instructional responsibilities only and TA continuance at the department’s discretion.

**Certification Schedule**

Certification that a faculty member, TA, instructional staff or other academic employee is sufficiently fluent in English to teach, or that teaching will be limited to courses in which the primary language of instruction is not English, must be made by either the academic dean, department chairperson or designee at the time of hire before an individual teaches a class.

If the English language fluency of an individual has been assessed as insufficient or if assessment has not occurred, the academic dean, department chairperson or designee must certify on the *Duquesne University Certification of Sufficient English Language Fluency for Teaching* form that the individual will not teach.

By September 1 of each year, based on the procedure developed for this purpose, the Office of the Provost of Duquesne University will file a statement of certification to the Pennsylvania Department of Education that all individuals who teach and who were hired since the last annual certification are fluent in the English language.

**Procedure for Certification of English Language Fluency**

Within two weeks after the start of each semester or summer session, all deans and academic unit heads are to submit to the Office of the Provost a completed *Duquesne University Certification of Sufficient English Language Fluency for Teaching* form for all individuals not previously certified, both native and non-native speakers of English. Forms are available from deans of each school. A copy of the form is included on the next page.

For additional information or English language proficiency policies, see: [www.duq.edu/about/administration/academic-affairs/language-policies](http://www.duq.edu/about/administration/academic-affairs/language-policies)

**Contact:**

Dr. Susan Todhunter, Director
ESL Program
435 College Hall
412-396-5092
DUQUESNE UNIVERSITY
CERTIFICATION OF SUFFICIENT ENGLISH LANGUAGE FLUENCY
FOR TEACHING

Name: ___________________________________ Social Security Number _________________
School: __________________________ Department: ______________________________
Title/Rank: __________________________ Start Date: ______________________________

Please check one of the following blocks (A, B, C, or D) to indicate the above appointee’s
certification status.

A. ______ The appointee is certified to teach based on the following (check one only):
   ___ The appointee’s native language is English. The academic dean or
   chairperson has interviewed and certified him/her as fluent.
   ___ The appointee is a faculty member, staff member, or other academic
   employee, whose native language is other than English, and has been
   interviewed by both the academic dean or chairperson and a senior faculty
   member to determine sufficient fluency.
   ___ The appointee is a Teaching Assistant or Teaching Fellow and has
   completed the English Language Screening administered by the English as
   a Second Language Program and the Center for Teaching Excellence in
   conjunction with a representative of the appointee’s department.

B. ______ The appointee is conditionally certified to teach in a Lab setting only based
   upon the English Language Screening administered by the English as a Second
   Language Program and the Center for Teaching Excellence in
   conjunction with a representative of the appointee’s department. The
   appointee is a Teaching Assistant or a Teaching Fellow.

C. ______ The appointee is not certified to teach in any instructional setting.

D. ______ The appointee’s work will be limited to courses in which the primary
   language of instruction is not English.

I certify that this determination has been made in accordance with the applicable Duquesne
University policy and that the appointment is in compliance with the English Fluency in Higher
Education Act of the Commonwealth of Pennsylvania.

__________________________
Name of Dean or Department Chairperson

__________________________
Signature of Dean or Department Chairperson

__________________________
Date

Routing: Prior to the start of any classroom instruction, submit to the Office of the Provost a signed copy of this form
for each new instructional appointee hired. Submit one copy to your dean and retain one copy for your files.
Note: This form is required for compliance with Pennsylvania State law. Please contact the dean of your school for
further information.

(Please turn over for more information.)
FREQUENTLY ASKED QUESTIONS ABOUT THE “CERTIFICATION OF SUFFICIENT ENGLISH LANGUAGE FLUENCY FOR TEACHING” FORM

1. For which categories of employee should this form be completed?

   • Native and non-native speakers of English must be certified, i.e. all new employees whose responsibilities will include teaching

   • Faculty and teaching assistants

   • Full-time and part-time/adjunct faculty.

2. What time frame is applicable?

   • Only employees with teaching duties who have been hired since September of the previous year.

   • If the form is completed after the deadline date, it should still be submitted prior to the start of any classroom instruction.

3. Where can I get additional information or direct questions about this form?

   • You may contact your dean, your department chair or the director of English as a Second Language Program, 412-396-5092.

4. For additional information consult the current Duquesne Faculty Resource Guide published by the Center for Teaching Excellence (www.duq.edu/cte).

Important: Timely submission of this form to the Office of the Provost is required for institutional compliance with Pennsylvania state law.
ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS

Duquesne University has committed itself to providing international matriculants and teaching assistants with opportunities to achieve maximum academic success. In pursuit of this commitment, the University seeks early identification of student and teaching assistant proficiency in English.

**Students:** Since English is the language of instruction at Duquesne University, all accepted undergraduate and graduate students whose first language is other than English are required to sit for English Language Placement Tests. Students who submit official scores, current to within one year, of 90 or higher on the Internet-based Test of English as a Foreign Language TOEFL (iBT), or an equivalent score on earlier versions of the TOEFL, are excused from English Placement Tests except for tests of written and spoken English.

If test results indicate needed assistance with English, the student will be enrolled for appropriate courses in the on-campus English as a Second Language (ESL) Program. The number of major-related courses that may be taken together with any assigned ESL classes will also depend upon placement testing results.

**International Teaching Assistants:** Pennsylvania state law and Duquesne University policies require certification of sufficient English language fluency for all faculty and teaching assistants. Teaching assistants whose first language is other than English are required to sit for additional language assessment conducted by the Duquesne University ESL Program and the Center for Teaching Excellence in cooperation with the teaching assistant’s academic department. If certification assessment indicates a need for assistance with English, the teaching assistant will be enrolled in required language classes to be taken together with or in place of degree-related courses. International teaching assistants who have achieved a score of 50 on the SPEAK Test or a sub-score of 26 on the Speaking Section of the Internet-based TOEFL current to within one year may be excused from the required SPEAK Test. However, the University reserves the right to administer the SPEAK Test in cases where certification assessment indicates significant problems with spoken English competency.

**TOEFL Requirements:** All international applicants to graduate degree programs are required to submit official TOEFL score reports current to within one year as part of their application.

TOEFL requirements vary by department and school within a range of 80 to 100 iBT. Results of the International English Language Testing System (IELTS) within a range of seven to nine and current to within one year may be submitted as an alternate test if acceptable to departments and schools. Applicants to undergraduate degree programs are not required to submit TOEFL scores as part of their application for admission since Duquesne University maintains an on-campus ESL Program. Because TOEFL scores are required for waiver from certain ESL courses as well as for exit from the ESL Program, submission of TOEFL scores is strongly recommended for undergraduate applicants.

**NOTE:** All international applicants to online degree programs are required to submit a TOEFL score of 80 iBT or higher. The Duquesne University TOEFL Institution code is 2196.

For additional information or English language proficiency policies, see: [www.duq.edu/about/administration/academic-affairs/language-policies](http://www.duq.edu/about/administration/academic-affairs/language-policies)

Policy current as of June 2013

**Contact:**
Dr. Susan Todhunter, Director
ESL Program
435 College Hall
412-396-5092
Fax: 412-396-1682
EVALUATION OF TEACHING

PEER EVALUATION OF TEACHING

Appendix B of the Faculty Handbook (www.duq.edu/Documents/academic-affairs/_pdf/Faculty_Handbook_Revised_8-29-12.pdf) outlines the policies for faculty peer review of teaching in traditional classrooms, clinical/practicum teaching, and online courses.

- Peer Evaluation of Teaching Effectiveness
- Peer Review of Clinical/Practicum Teaching
- Peer Review of an Online Course

STUDENT EVALUATION OF TEACHING

Student evaluation of teaching is conducted in accordance with the policies of the Faculty Handbook available at Academic Policies and Procedures (www.duq.edu/about/administration/academic-affairs/policies-and-procedures). Sample survey forms and an outline of procedures are available at this same web site.

A. The Student Evaluation Survey-Online Version (SES-OV) is used for face-to-face, hybrid and online courses.

B. The Clinical Teaching Effectiveness Questionnaire (CTEQ) is used for any faculty member in the Schools of Health Sciences, Pharmacy, and Nursing who provides direct on-site guidance of students’ clinical learning activities.

C. The University Clinical Coordinator Evaluation is used for a faculty member who arranges for placement of students in clinical sites, orients clinical teachers and students, monitors students’ progress in clinical experience, and conducts ongoing evaluation of clinical sites.

WHO TO CONTACT

Dr. Timothy Austin, Provost and Vice President for Academic Affairs, oversees the faculty peer evaluation of teaching, and may be contacted at the Office of the Provost.

Dr. Alexandra Gregory, Associate Provost and AAVP, oversees the student evaluation of teaching. Please address questions about procedures and policies to Dr. Gregory at gregorya@duq.edu or 412-396-4525.

Past institutional reports of the Student Evaluation Survey (SES) are posted on the Duquesne intranet through DORI. Log in to DORI using your multipass, and click on the “index” icon in the upper right menu, and then on academic affairs. These reports provide helpful benchmarking information within Duquesne University.

The Center for Teaching Excellence helps to communicate the policies and procedures, and CTE staff are available to consult with faculty and TAs concerning their teaching. CTE personnel do not have access to evaluation results except through individuals who bring their own results to consultations. They do not play any role in the official evaluation of teaching, but rather provide feedback for use by individual instructors.
GENDER DISCRIMINATION AND SEXUAL MISCONDUCT

Due to new requirements from the Department of Education as set forth under Title IX, the University has updated its policy and reporting procedures on gender discrimination and sexual misconduct. The policy applies to all faculty, staff, students and visitors to the campus. Please review the link below for more details. Completion of an on-line training program is required of all new faculty, staff, and graduate teaching assistants. For training information, use your multipass to log into www.duq.edu/dori. Click on the STAFF tab at the top. See the DU Training section: Essentials for all DU Employees: Compliance Training.

Administrative Policy #31
www.duq.edu/about/administration/policies/taps/31-university-policy-on-gender-and-sexual-misconduct

Contact Information:

University Affirmative Action Officer 412-396-6661
Department of Public Safety* 412-396-2677
University Title IX Coordinator 412-396-5853
Director of Student Conduct 412-396-6642
Office of the General Counsel 412-396-5181
Pittsburgh Police Department* 911

* These phones answer 24/7
OFFICE OF THE UNIVERSITY REGISTRAR

Academic Calendar
All faculty members should refer to the Academic Calendar for important dates and deadlines. Because of the holidays and Holy days, it is sometimes necessary to adjust the class meeting schedule in a semester to provide for equal time for all classes. In order to accomplish this, one (or two) weekdays may be designated to follow a different weekday scheduled to make up for missed class time due to time off from holidays and Holy days. Please consult the Academic Calendar for changes to class meeting days and include these changes in your class schedule.

Banner System
Banner is the name of the university-wide enterprise computing system. It encompasses admission, registration, course and class information, student records, transcripts, as well as financial aid, student accounts, and serves as the University’s Human Resource, Alumni, and Finance systems. With regard to course, class, and student information, please use the Banner Faculty Guide to familiarize yourself with Banner’s Student System. Self-Service Banner (SSB) is the name of the web interface used to access Banner information. Faculty must establish a Multipass Account to log on to DORI, the University’s portal, in order to access SSB.

Course and Class Section Information
The Office of the University Registrar maintains the master course catalog, which is stored in the Banner system and reflects all courses that may be offered by the University. To establish a new course or to retire a course, a Master Catalog Course Form, available in your department, must be completed. The course catalog is searchable in Banner.

In addition to the catalog, the Office of the University Registrar maintains the term-by-term Schedule of Classes, which is also searchable in Banner. In preparation for each semester’s registration period, a “proof” of class sections that were offered in the prior fall, spring, or summer semester is distributed to each school as a starting point for building the upcoming schedule. The scheduling process begins approximately 5 months prior to the beginning of each pre-registration period, the dates for which are listed on the Academic Calendar. A total of two proofs are distributed prior to the publication of the Schedule of Classes, which occurs two weeks prior to each pre-registration period.

Classes should be scheduled according to the University’s standard meeting patterns:

Classes meeting Monday/Wednesday/Friday meet at these times:
- 8:00am-8:50am
- 9:00am-9:50am
- 10:00am-10:50am
- 11:00am-11:50am
- 12:00pm-12:50pm
- 1:00pm-1:50pm
- 2:00pm-2:50pm
- 3:00pm-3:50pm
- 4:00pm-4:50pm
- 5:00pm-5:50pm

Classes meeting Tuesday/Thursday meet at these times:
- 8:00am-9:15am
- 9:25am-10:40am
- 10:50am-12:05pm
- 12:15pm-1:30pm
- 1:40pm-2:55pm
- 3:05pm-4:20pm
- 4:30pm-5:45pm
- 5:00pm-5:50pm

Classes meeting Monday/Wednesday, or Wednesday/Friday, or Monday/Friday may meet at these times:
- 3:00pm-4:15pm
- 4:25pm-5:40pm

Evening classes (160 minutes) meet from 6:00pm-8:40pm on Monday, Tuesday, Wednesday, Thursday or Friday.
Faculty should check their class schedule to confirm that all instructor assignments have been reported to the Office of the University Registrar. To check your class sections, log on to DORI and follow Self-Service Banner > Faculty and Advisors > Faculty Menu > Schedule Detail > and select the appropriate term to display the class sections assigned to you for the term. If corrections are needed to the schedule, please contact your school or department representative who should submit the appropriate paperwork.

University Catalogs
The University publishes an Undergraduate Catalog and a Graduate Catalog annually. These publications contain the official university policies and programs each academic year and are available on the web at www.duq.edu/catalogs

Classrooms
The Office of the University Registrar oversees the use of 91 campus classrooms. Most classroom assignments are made through the use of an automated scheduler. While departments have assigned “building preferences” that are taken into consideration through the scheduling process, sections will be scheduled into “overflow buildings” when the building capacities have been reached. Most room assignments are not fixed, and, as such, will vary from semester to semester.

Classroom usage is at 100% between 10 a.m. and 2 p.m. on Mondays, Wednesdays, and Fridays and from 9:25 a.m. to as late as 4:20 p.m. on Tuesdays and Thursdays. Often, there are too few classrooms to accommodate the demand during these times and too few classrooms in each building to accommodate all departments housed in that building. As a result, class sections are scheduled into buildings and rooms outside of the schools’ home offices. Requests for room changes cannot be accepted for these time periods, as there is no available classroom space in which to move class sections.

The Office of the University Registrar does not manage the CTS computer labs. Please use this link for information on the labs.

Your room assignments are included as part of Banner Self-Service’s Schedule Detail (see Class Section Information above). Faculty should meet in the classroom that is reflected in the Schedule of Classes and should not move a class to another room simply because it appears to be unscheduled. You can use Media Services’ AV Tracker to find classrooms. If you wish to reserve a classroom for a non-class-related event, please contact Union Scheduling to reserve space for student professional organization meetings, or contact University Events for such things as conferences or groups of visitors coming to campus for a meeting.

Registration
The registration periods for each term are identified on the Academic Calendars. Students must be registered in order to attend class and are not permitted to be present in the classroom unless they are registered. Students are required to participate in classes in the same semester in which they are registered, billed, and awarded credit if earned. There are two registration periods, 1) pre-registration, which begins in the prior term, and 2) final registration, also known as add/drop, which is the first week of class (for fall and spring terms).

Students may make last-minute schedule changes during add/drop but are not permitted to do so once add/drop has ended. If your class becomes full and a waitlist has been established, students will receive email messages if and when a seat becomes available. Please check your waitlist in Banner before verbally approving an enrollment for a student if your class is full. Other students may be on the waitlist ahead of the student you’re speaking with. Once add/drop has ended, the withdrawal period begins. Student who withdraw from class receive a final grade of “W” on the transcript.
Faculty should check their class rosters at the beginning of each semester to verify that all students in attendance are actually registered for the course. This should take place before the end of the add/drop period to give students ample time to adjust their schedules if needed. Faculty and students are obligated to abide by the registration, add/drop, and withdrawal dates and deadlines.

Grading
All midterm and final grades are to be entered using Self-Service Banner (see Banner System above). Midterm grades are only to be entered for undergraduate students who are considered to be at risk. An at-risk student is defined as one who has earned a grade of D, F, or N at the point of the midterm. See our Final Exams/Grades link for more information about grading. Email notifications are sent to the faculty each semester with details and deadlines for that grading period. Dates and deadlines are also on the Academic Calendar.

Instructors who assign incomplete (“I”) grades must pay attention to the deadlines for reporting final grades as outlined in the Academic Calendar. Incomplete grades that remain after the I-to-F deadline will be converted to failing (“F”) grades. An instructor may, at his or her discretion, grant an extension to the I-to-F deadline provided an explanation of extenuating circumstances is provided by the student. In the event that an extension is granted, the instructor must notify the Office of the University Registrar in writing of the new deadline and must do so no later than the original I-to-F deadline for the course.

All incomplete grades that remain past these deadlines will be converted to final and permanent failing (“F”) grades, and any failed courses that are required for graduation for undergraduate students must be repeated by the student. Graduate students must repeat any “F” that is earned regardless of whether it is required as part of their degree program.

All grade changes must be reported through the use of the Change of Grade Form, available in your school office and also in the Office of the University Registrar. Grades should not be sent by email and will not be accepted by phone. Check the Undergraduate and Graduate Catalogs for statutes of limitations for grade changes.

FERPA and Student Information
The Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits postsecondary educational institutions from disclosing the education records of students to most third-parties without the student’s consent. Under the provision of FERPA, parents are considered to be third-parties, and student information may not be disclosed to parents without the student’s consent.

One of the exceptions to the release of student information is “Directory Information.” The University, at its discretion, may disclose Directory Information without a student’s consent. Directory Information includes student name; address and telephone (local and home); place of birth; major field of study; dates of attendance; class level; full-time/part-time status; participation in officially recognized organizations, activities, and sports; academic awards, honors; degree/s conferred including dates; previous institutions attended; weight and height of members of athletic teams; student’s Duquesne University email address. Students may, however, request that their directory information not be disclosed to third-parties.

In summary, Directory Information may be disclosed to third-parties without the student’s consent unless the student requests that it not be. Disclosure of all other information to third-parties (e.g., parents) is prohibited by the provisions of FERPA. In order to share non-directory information with third-parties, including parents, students must waive their rights. Students can do both things in Self-Service Banner. For more information, go to www.duq.edu/ferpa.
Graduation
All students who expect to graduate must apply for graduation by the deadlines as published in the Academic Calendar. Degrees are conferred three times a year—May, August, and December. Ceremonies are held in May and December for graduating students. Ceremonies are held in August for graduates of the School of Leadership and Professional Advancement and the Rangos School of Health Sciences. Check the Undergraduate and Graduate Catalogs for statutes of limitations for students’ graduation.

Email Communication
All faculty and staff must use their Duquesne University email addresses when emailing our office. Please refrain from sending confidential student information such as grades or personal matters in email messages.

Contact:
Office of the University Registrar
Ground Floor, Administration Building
600 Forbes Avenue
Pittsburgh, PA 15282
412.396.6212 phone
412.396.5622 fax
WRITING INTENSIVE REQUIREMENT

The intention of the Writing Intensive Requirement is for students to build on the college writing skills developed in the Core English Composition courses (Core 101 and 102) and to develop advanced writing abilities in order to communicate with the general society as well as with professionals within their major field of study. In order to graduate, a student must have completed a minimum of four Writing Intensive courses (hereafter WIC) beyond the two-semester University Core writing sequence. At least two of the courses must be taken in the student’s major field during undergraduate course work.

Criteria

1. At least one third of the final grade in each WIC must be based upon students’ written work. This component of the final grade is based on multiple assignments spanning the semester.
2. Instructors of Writing Intensive courses are encouraged to have students produce written work typical of the discipline of the course. Such writing assignments may include, but are not limited to, research papers, “white papers,” interpretive papers, case studies, position papers, critical analyses, proposals, grant applications, reports, lesson plans with justifications, synthesis projects, scientific journal articles, medical documents, business letters and memoranda, editorials, literature reviews, reviews of performances or exhibits, book reports, and reflections on service learning.
3. Students are to receive timely feedback on their writing so that they can revise their assignments. Instructors should emphasize the importance of revision by grading written work holistically, taking into consideration the writing process as a whole.
4. WIC instructors are expected to spend some time teaching writing conventions particular to their disciplines and articulating expectations for written work relevant to the overall learning outcomes of the course. For example, students may be asked to do pre-writing exercises, analyze and discuss written work, and/or evaluate their peers’ or their own writing using grading guides such as checklists or rubrics.
5. The University Writing Center Director, the Director of First-Year Writing, and the Center for Teaching Excellence will provide assistance to instructors of Writing Intensive courses who seek to incorporate writing more effectively into their classes and to build upon the skills students have learned in the Core writing classes.

Learning Outcomes

Upon completion of the writing intensive requirement, students are able to:

1. Produce college-level writing that demonstrates critical reading of texts and an awareness of audience at an advanced undergraduate level
2. Write according to the conventions and in the various genres of their discipline
3. Demonstrate the ability to consult and learn from writing resources and to revise their own work with an understanding of the characteristics of high-quality writing, especially writing within their field
4. Adhere to University and school/College policies on academic integrity and incorporate sources responsibly into their writing by consistently using the appropriate professionally-sanctioned citation and documentation format

Source: Duquesne University Core Curriculum adopted April 2006

www.duq.edu/core-curriculum