MIDDLE STATES SITE VISIT 2008 RECOMMENDATION:

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

PROGRESS LETTER DUE OCTOBER 1, 2009.

Current Status: COMPLETED

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

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

**Current Status: COMPLETED AND ONGOING**

In response to the MSCHE 2008 recommendation Duquesne has expanded its efforts to increase faculty diversity. The University had already established in 2006 a minority faculty recruiting budget of nearly $250,000 that has resulted in nine faculty hires of which two thirds have remained at Duquesne. On September 11, 2008 Duquesne University held a session on recruiting and retaining minority faculty presented by Dr. Sonel Y. Shropshire, President of the The Academic Network, Inc. As a result of that conference a Faculty Diversity Task Force formed to explore ways to increase the diversity of the Duquesne faculty. Since its inception the task force has planned and implemented a number of recruitment and retention strategies and events that it believed could increase faculty diversity.

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

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

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

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

Created a plan over the last several years that called for: more diversity on the admission staff; more staff training and development; more outreach; a more diverse lead population; more scholarship funds; more collaboration with our colleagues across the University; more diversity in our publications; better customer relationship management skills; a better understanding of how different groups of students make admission decisions; etc.

Following is a list of specific proposals:
<table>
<thead>
<tr>
<th>Year</th>
<th>Name(s)</th>
<th>Proposal Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>J. Griggs, H. Sobehart and P-J Cukanna</td>
<td>Proposal explored three options to increase racial diversity: Additional Scholarship Funding; Create Remedial Year (Grade 13); Expand Services of the Spiritan Division</td>
</tr>
<tr>
<td>2007–2009</td>
<td>J. Griggs and P-J Cukanna</td>
<td>Proposal to extend the services of the Spiritan Division (through traditional and unique programming) into economically and culturally diverse areas regionally through the use of local community or church centers</td>
</tr>
<tr>
<td>2009</td>
<td>J. DeCrosta and P-J Cukanna</td>
<td>Proposal requested movement from a specific budget allocation to a discount rate that would provide additional scholarship funds to increase count and academic quality of undergraduate, international students</td>
</tr>
<tr>
<td>2009</td>
<td>C. Corsi, M. Frist and P-J Cukanna</td>
<td>Proposal to obtain more scholarship funds for the recruitment of Black freshmen. Proposal funded from the reallocation of net tuition revenue to be generated from an increase, by Admissions, in the enrollment of the freshman class</td>
</tr>
<tr>
<td>2009</td>
<td>J. DeCrosta and OIP Colleagues</td>
<td>As part of a national trend, OIP collaborated with the Provost to use international placement agents to assist with recruitment efforts</td>
</tr>
<tr>
<td>2009</td>
<td>M. Ayres, R. Esposito and P-J Cukanna</td>
<td>Increase diversity of the Admission and Financial Aid staff and align staff size to service demand levels</td>
</tr>
<tr>
<td>2010</td>
<td>A. Cappa, J. Harris and P-J Cukanna</td>
<td>Funding request for the development of a new marketing-communication plan for outreach to minority students</td>
</tr>
</tbody>
</table>

**Pappert/Chrysler Minority Dealers Endowed Minority Scholarship**

Created by the Chrysler Minority Dealers Association, this fund benefits undergraduate students who meet the need requirements. Students must be U.S. citizens residing in one of the 50 states. Primary consideration is given to African-Americans, then to Hispanic-American, Asian-American and Native American students.
American students.

Administrator: Director of Financial Aid

FMV of the fund as of 3/31/11 (I don’t yet have 6/30/11 values): $2,203,873.98

FY 12 payout amount: $100,624.93

This is one of our largest, if not the largest, endowed scholarship that we maintain at the University, and is just one of our many funds that seek to increase diversity.

Ronald R. Davenport Endowed Scholarship Fund
Created by Professors Nicholas P. Cafardi and Kellen McClendon, in honor of former Dean of the School of Law, Ronald R. Davenport, this fund is awarded to African American law students who exemplify a commitment to opportunity, diversity and inclusion.

Administrator: Dean of the School of Law

FMV of the fund as of 3/31/11: $90,549.16

FY 12 payout amount: $4,078.96

2. Develop a web-based progress report on the implementation status of the goals identified in the strategic plan that is shared with the University community. The report should be updated at least annually and continually enhanced with supporting data and documentation to ensure transparency and accountability.

**Current Status:**

As part of the President’s annual Convocation address a booklet, University Accomplishments, is published and widely distributed by mail. It is also posted on the website at [http://www.duq.edu/president/convocation/index.cfm](http://www.duq.edu/president/convocation/index.cfm). The booklet documents progress on both strategic plan and annual objectives. Two years are now documented: 2009-2010 and 2010-2011.
3. a) Continue working on developing a formal process to tighten the links between institutional and learning outcome assessment findings and the planning and budgeting process. b) Create a committed budget line or reallocate funds for program enhancements identified through assessment efforts, including recommendations from graduate program reviews.

**Current Status:**

a) Formal process completed and ongoing.

b) Since 2008 Duquesne has invested significantly in facility renovations to improve academic program quality. Among the major investments have been:

- Gumberg Library study area renovations $400,000
- Pharmacy Mellon room renovations $87,000
- School of Law classroom renovations $128,000
- Pharmacy Wellness Center $806,000
- TV & DVD Studio $182,000
- School of Music Rehearsal Hall renovation $625,000
- School of Law Legal Research and Writing Center $385,000
- Gumberg Library Music Center Renovation $182,000
- Pharmacy expansion to meet accreditation requirements $1,613,000
- Physics Department new offices and laboratories $3,900,000
- School of Education Canevin Hall renovation $1,200,000

In addition the University has established an annual budget of $280,000 for classroom renovation and enhancing teaching technology so that its students and faculty are teaching and learning in pedagogically appropriate space with state-of-the-art technology. Duquesne has also added more than 20 new faculty positions in critical and high demand program areas including 3 in English, 8 in Pharmacy, 4 in Nursing, 2 in Accounting, and 4 in Law including 3 for the expanded legal research and writing program. These new positions added roughly $2,300,000 in faculty salaries. An additional $230,000 has been added in graduate assistant stipends and $200,000 to expand funding of study abroad.
4. Adopt formal University-wide policies and procedures for discontinuing academic programs.

**Current Status:** COMPLETED.

Posted on the Academic Affairs website.

5. Develop and implement a formal debt policy.

**Current Status:** COMPLETED.

**Debt Policy and Procedures**

**I. Debt Policy Overview**

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

**II. Procedures**

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

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

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

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

1. Only projects that relate to the mission of the University will be considered.

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

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

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

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

C. Debt Ratios
One of this policy’s objectives is the maintenance of an acceptable credit rating for the University. Maintaining an acceptable credit rating will permit the University to continue to issue debt and finance capital projects at favorable interest rates while meeting its strategic objectives. The University will limit its overall debt to a level that will maintain an acceptable credit rating with the bond rating agencies. These agencies help maintain the confidence of the public and purchasers of debt instruments regarding the ability of an issuer to service and repay bonds. Management will provide rating agencies with full and timely access to required information. To meet this policy objective, the University has established limits for overall debt using three ratios. These ratios are consistent with the measures used by rating agencies and the University’s current bond covenants.

The following ratios are not to be exceeded using the prior Fiscal Year of the University and the proposed additional Long-Term Debt forecast.

Ratio #1
Viability Ratio = Expendable Resources
Gross Long-Term Debt
The viability ratio measures the availability of expendable net assets (unrestricted net assets plus temporarily restricted net assets less net investment in plant) to cover debt should the University be required to repay its outstanding obligations. The ratio should be no less than 50%.3

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

Ratio #3
Leverage Ratio = Available Net Assets
Gross Long-Term Debt

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

D. Use of Variable Rate Debt

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

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

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

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

E. Use of Derivative Products

Derivative products (e.g., interest rate swaps, caps, collars, forward starting agreements, rate locks, etc.) can hedge future interest rate risks, potentially lowering costs, diversifying certain risks and managing variable rate and/or fixed rate exposure. The University’s Vice President for Management and Business (along with the President, hereinafter sometimes referred to as the “Management of the University”) will evaluate derivative products and their associated risks and benefits on a case-by-case basis. Management of the University will determine if the University is being compensated appropriately or paying appropriately for any risks it assumes or divests.

The University’s strategy regarding the use of derivatives will seek to balance risks and rewards; therefore, transactions that impose a relatively higher degree of risk will require a greater expected benefit. Conversely, derivatives that significantly reduce or mitigate risks may require a higher effective rate or cost to be paid by the University.

Prior to the execution of any derivative transaction, the Management of the University will determine that the implementation of any such transaction will be: 1) in the best interests of the University and 2) pursuant to the terms and provisions outlined in this Policy Statement. The Management of the University will also articulate the objectives of the proposed transaction (i.e., hedge interest rate risks on future fixed rate or variable rate bond issues, effectuate synthetic refundings for debt service or other cost savings, unwind swaps to capture positive mark-to-market gains, other portfolio management strategies, manage or adjust variable rate mix; manage overall interest rate risk, etc.). The Management of the University will analyze the expected risks and benefits of the transaction. All derivative transactions must be authorized by the Board of Directors in advance. The Management of the University will periodically report to the Audit and Finance Committee of the Board of Directors the following: a) an overview of any new interest rate derivatives that are in place, b) the mark-to-market values of
any and all interest rate derivatives then in place, c) the relative performance of
the derivatives including the benchmarks used to assess its performance, d) the
required posting of collateral, if any, supporting the derivatives, and e) any other
relevant or material data regarding the University’s use of derivatives.
The Debt Policy will be reviewed by the Audit and Finance Committee of the
Board of Directors periodically and modified as necessary to reflect changing
conditions.
The Management of the University will provide an annual debt report to the
Board of Directors through the Audit and Finance Committee of the Board. The
debt report will cover updated ratios, debt outstanding, annual debt service,
available capacity, and bond ratings.
Each material new borrowing will continue to be presented to the Board of
Directors for approval.

6. Adopt a formal process to communicate the five-year financial plan annually to
the campus community.

**Current Status: COMPLETED AND ONGOING**

Ongoing annually with open University sessions by CFO and President each fall
beginning Fall 2010.

7. Include Gumberg Library’s renovation needs in the next strategic planning and
budgeting cycle.

**Current Status: COMPLETED AND ONGOING**

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

- Expended $100,000 on new library entrance, FY2010.
- Total of $230,000 allocated for Silverman Center Renovation, FY2011.
- Library 4th floor renovation study funded at $30,000, FY2011.
- Anticipate that Gumberg 4th floor renovation will become a university
8. The priority given by the Board to efforts to increase its diversity should be clearly documented and should continue to be a topic of its self-assessment.

**Current Status: COMPLETED AND ONGOING**

The Board’s Membership and Development Committee constantly seeks to promote diversity within the Board’s membership. A guiding principle for the nomination and selection of new members is to seek to identify qualified candidates who can help broaden the diversity within the Board.

9. a) Create methods of communication among undergraduate and graduate advisors. b) Consider creating a director of advisement position to improve the quality of communication between advisors and academic/administrative departments, and to oversee the development of best practices in online registration policies and procedures.

**Current Status: PROGRESS HAS BEEN MADE IN MANY AREAS OF THE RECOMMENDATION BUT A DIRECTOR OF ADVISEMENT POSITION HAS NOT BEEN ESTABLISHED**

Although we do not have a full time Director of Advisement, we have implemented quarterly professional development programs for advisors as well as an annual meeting with the Associate Provosts-Academics and Enrollment Management.

The University has made significant progress in implementing the self-advising module in Banner, known as RAPP.

Graduate and Undergraduate advisors will be collaborating regarding a policy for Banner in the near future.
The coordinator of Undergraduate advisement worked on the team that is developing the first Graduate and Professional Student Support Services Fair.

Effective FY/AY 2011-2012 academic advisor positions have been reviewed and upgraded to Range 6 based upon recommendations from H.R. and the Coordinator of Undergraduate Advisement and with approval of the Provost

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

**Current Status: COMPLETED**

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

- Developed new monthly e-communications for students and identified other existing newsletters on campus to make regular contributions.
- Conducted regular outreach events in a central location on campus to increase visibility and accessibility to Career Services. Participate in other university sponsored outreach programs for students. Approximately 3,500 students participate in career services outreach events annually.

Goal #2: Prepare students for success in the professional work world by providing high quality career planning, job-search, and professional development programming.

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

Goal #3: Provide access to current and relevant career information and tools to support students’ career success.
Established Information Resources Team to plan, coordinate, and evaluate the department’s information resources, both print and electronic.

Evaluated the Career Services website and redesigned the site as a destination for career and job-search information and e-tools to support students’ career development 24/7; incorporated exclusive content, web links, and video resources to support each step in the career development process.

Conducted audit and evaluation of all print materials including career guides, tip sheets, and handouts; Revised content and design to develop new series of career materials.

Redesigned the physical layout of the front office to provide a welcoming and useful student reception area and Career Library. Enhanced technology resources for students in the library.

Goal #4: Establish Duquesne University as a top recruiting destination for internships and entry-level hiring in the Pittsburgh area and surrounding regions.

- Establish Employer Relations team to plan, coordinate, and evaluate the department’s employer marketing and development plans.
- Developed a strategic employer relations and development plan that yields maximum opportunities for Duquesne’s students and alumni.
- Worked with Public Affairs to review and revise all employer marketing materials both print and electronic to highlight Duquesne’s unique mission, strong academic programs and student profile. Produced new display boards, employer recruiting guide, and promotional fliers with a coordinated look.
- Increased involvement in the Pittsburgh professional community through participation in programs and events sponsored by regional chambers of commerce.
- Strengthened existing relationships by involving employers in our educational programs and services that meet students’ career and employment needs.
- Created a list of targeted companies for individual follow-up to
increase the number of employers recruiting at Duquesne.

- Collaborated with academic schools and alumni relations to develop an effective university system for the collection and reporting of post-graduation outcomes data for all students.
- Created a new Employer Advisory Board of prominent regional employers for regular feedback on our employer relations plan and student services.

Goal #5: Advance the role of Career Services in providing internship and experiential education resources, programs, and services to Duquesne students and faculty.

- Established Internship Advancement team to evaluate, plan, and coordinate the department’s internship development plan.
- Serve on the advisory board of the Regional Internship Center.
- Coordinated internship themed outreach, panel presentation and workshops into our regularly scheduled career and job search programs.
- Provided professional development opportunities and tools for CSC staff related to internship and experiential education development.
- Conducted site visits to other colleges and universities to identify best practices for internship programs.

Goal #6: Increase the professionalism of the Career Services office and staff through ongoing professional training and development and involvement in professional associations.

- Established Staff Development Team to coordinate a plan for staff teambuilding and professional development.
- Coordinated a schedule of monthly professional development sessions for staff focused on teambuilding, campus resources, and relevant career topics.
- Encouraged staff to develop program proposals for acceptance at professional association conferences. Staff had accepted programs at PennACE 2010 and EACE 2011.
- Submitted and awarded 2011 EACE Innovation Award for creativity and innovation in programming.
- Increased staff involvement in regional associations – explored membership on committees and leadership positions in
associations. Staff served on Executive Board of WestPACS and committees for PennACE.

- Goal #7: Integrate the Spiritan mission and our Catholic identity into the Career Services mission, programs, and services.
  - Revised the department’s vision, mission, and values statements and incorporate the Spiritan mission and our Catholic Identity.
  - Implemented Jeans for Charity program for staff of Career Services, including both monetary and service contributions to selected charities. Staff contributions to date have totaled more than $2400.00.
  - Coordinated annual staff day of service with Pittsburgh Habitat for Humanity.
  - Collaborated with College of Liberal Arts and Campus Ministry to develop annual career discernment retreat “Pursuing Purpose: A Day of Career Discovery”.

11. Set hiring goals and benchmark against peer institutions in recruiting minority faculty members.

Current Status: COMPLETED AND ONGOING

See Response to Self-Study Recommendation #1. Our hiring goal is to hire as many qualified minority faculty candidates as possible, including providing a dedicated budget line to enable academic departments to make the case for adding new, additional faculty members.

12. Revisit the emphasis given to service in making decisions about faculty productivity, retention, and advancement based on the growing understanding that the mission should guide the University toward a more explicit consideration of service.

Current Status: COMPLETED
New guidelines recommended by faculty of Service Learning Advisory Committee; recommended by Faculty Senate; approved by Provost and Board for AY 2010-11 Faculty Handbook.

13. Form a University committee to further define the teacher-scholar model and more clearly delineate the expectations relating to workload balance. This should result in the development of a systematic evaluation and equitable distribution of faculty workload with increased emphasis on service, and in the updating of the Faculty Handbook to more thoroughly describe teaching, scholarship, and service expectations.

**Current Status:**

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

The university’s *Faculty Handbook* has detailed performance expectations in teaching, research and service. It includes, as well, very specific illustrations of how faculty may achieve ratings of excellence, effective and ineffective in each. While service is an important faculty responsibility, it cannot replace performance at an excellent and effective level in teaching and scholarship when faculty are reviewed for tenure and promotion.

Because of the varied curricula of Duquesne’s nine schools with full-time faculty, each school has a workload policy that reflects the teacher/scholar model.

The Delaware Study was conducted AY 2010-2011 and AY 2007-2008. Those
results are shared with the schools as a resource for decision-making. Each school defines the appropriate faculty workload in order to meet its goals for teaching, research, and service and in support of the University’s mission and teacher-scholar model.

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

**Current Status:**

- Although CTE is not responsible for creating University-wide formal processes, it supports Duquesne practices and policies. For example, CTE offers regular workshops on Writing Effective Faculty Peer Reviews of Teaching at Duquesne (Handouts available on Duquesne Intranet). It includes in this session and the online materials a focus on formative feedback to peers on teaching. CTE regularly offers this workshop. Sometimes it is open to all faculty and graduate students, and sometimes it is tailored directly to future faculty. (see more on peer review at http://www.duq.edu/cte/feedback/peer-review.cfm)
- CTE provides resources on effective faculty and future faculty mentoring (see http://www.duq.edu/cte/academic-careers/mentoring.cfm).
- CTE offers a year-long orientation program for incoming full-time faculty, including a day-long August orientation
- McAnulty College offers a year-long orientation for their new full-time faculty (Dr. Joseph Rishel is currently in charge). Nursing offers extensive professional development for their faculty
- Bayer has had a formal faculty mentoring statement and Dean Seybert has been particularly focused on Bayer mentoring and retaining women faculty in fields where they are underrepresented. There has been a women in science faculty/graduate student group in Bayer.
- The English department offers a formal peer-peer mentoring program for their TAs, with Dr. Greg Barnhisel leading it. There is significant graduate student professional development through the Writing Center as well (James Purdy is director).
- The Certificate of University Teaching – implemented in August 2010 by CTE
– requires graduate student enrollees to have their teaching observed and reviewed by a faculty member. The Advanced Certificate of University Teaching requires peer review of teaching and materials. The participants are guided in these processes by CTE staff. There are now 60 enrollees in the certificate program (5/25/11).

- In response to participants in the 2011 *Lifting a Ton of Feathers* book study, CTE staff intend to work with Laura Engel (English) to offer a panel on effective faculty mentoring of graduate students.

15. Benchmark compensation for part-time faculty and teaching assistants to ensure that it is competitive. Benchmark full-time faculty salaries regularly against recommendations of professional associations and accrediting bodies.

**Current Status: COMPLETED AND ONGOING**

Benchmarks for part-time faculty and T.A.s are school-based. Salary pool is increased annually commensurate with the University-wide salary increases. Full time faculty salaries are benchmarked by Human Resources annually during budget development process. Full time Library faculty salaries are benchmarked against CUPA (professional association).

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

**Current Status:**

- School deans are responsible for determining and monitoring “appropriate balance.”
- CTE offers a face-to-face orientation for new part-time faculty in August and January. CTE web pages provide specific information appropriate to getting started as adjunct faculty at Duquesne. All CTE workshops are open
to part-time faculty, but many are unable to attend. (see next point about online back up).

- CTE offers online materials relevant to face-to-face programming so that faculty and TAs unable to attend can have access to the professional development. We do this, e.g., through the Teaching/Learning Tips and through the web pages in our three primary areas: 1. Teaching & learning; 2. Feedback on teaching; and 3. Succeeding in academic careers. If the materials are available in full text from Gumberg library, we provide a link and online readers simply need to use their Duquesne ID or multipass to access the materials. If the materials are created by CTE and are something we don’t want to make accessible beyond the Duquesne community, we use DORI.
- Part-time faculty have been invited to CTE’s first Inspired Teaching Retreat, June 17-18, 2011. We intend to provide regular retreat opportunities for faculty.
- Part-time faculty use CTE consulting services

17. Review the current grievance process with the goals of ensuring that 1) grievance decisions are timely and remain confidential, 2) grievance documents are appropriately archived or destroyed, 3) the UGCF has adequate resources including secretarial support to conduct its business, and 4) the process is easily accessible to all eligible full-time and part-time faculty.

**Current Status: ONGOING**

While the issue of the timeliness of grievance decisions continues to be discussed, confidentiality is maintained in all procedures in the grievance process. Grievance documents are maintained for an appropriate period and then destroyed. The provost’s office provides the grievance committee with the resources it requires to conduct its business. The grievance process is described thoroughly in the *Faculty Handbook* which is available to all full- and part-time faculty online and in hard copy.
18. Create an administrative position of Core Curriculum director (with expertise in liberal arts and a reporting line to the academic vice-president) and provide clerical assistance and resources. The responsibilities of the director would be to: 1) oversee the ongoing University-wide implementation, documentation, and assessment of the core, and 2) coordinate events and resources to support faculty in creating courses to meet the various core criteria in collaboration with CTE, Gumberg Library, the Office of Service-learning, and the Writing Center.

**Current Status: COMPLETED**

Core Curriculum Director, Dr. Anne Clifford, position established AY 2007-2008 for the first year of implementation of the new core. Dr. Clifford’s status as theology faculty member provided liberal arts grounding. Dr. Kathleen Glenister Roberts, faculty member in the Department of Communication & Rhetorical Studies in the McAnulty College & Graduate School of Liberal Arts, was the second Director (AY 2008-2011). The third director, Dr. Janie Harden Fritz, faculty member in the Department of Communication & Rhetorical Studies, transitioned in at the end of AY 2010-2011. Clerical support in the form of a graduate assistant was approved for AY 2011-2012 and ongoing at the request of the director; this form of support was deemed appropriate for the potential pedagogical value of the experience of work with curricular issues for someone in a traditional liberal arts discipline (rhetoric) and for the ongoing commitment of the Director to work with students in and outside of the classroom, a commitment appropriate to this Catholic Spiritan University.

To date, the Directors have overseen, monitored, and facilitated ongoing University-wide implementation of the core, including department-specific (e.g., English, Mathematics, Science, Philosophy, Theology) and Theme Area courses. Multiple Theme Area courses across the university were developed with the support of workshops supported by the Center for Teaching Excellence; the University Core Theme Areas Committee and Program Committee provided evaluation of program equivalencies for specific professional programs. A five-year assessment plan was generated that tied the **Dimensions of a Duquesne Education** to each element of the core, identifying specific, measurable outcomes, both direct and indirect. Assessment was begun and is ongoing. Plans call for continued work with faculty in the Department of History and in the social
science departments (Economics, Political Science, Psychology, and Sociology) to ensure sufficient numbers of Theme Area courses to meet the needs of the professional schools.

19. To meet the goal of “sustained institutionalization” of service-learning within the context of Duquesne’s mission, create and fund faculty incentives and departmental-level support for course development, and increase Office of Service-Learning support so that it can implement annual learning outcomes assessment and program evaluation within the larger framework of Duquesne’s student-learning assessment and program evaluation.

**Current Status: COMPLETED**

Implementation of the service-learning requirement in the undergraduate curriculum for all schools with undergraduate programs (excluding Law) was achieved in AY 2010-2011. Annually almost 2,000 undergraduate students participate in service-learning classes. The University has about 120 community agency partners and approximately 45 faculty who teach classes each year.

As of August 1, 2011 the Provost has invested these additional resources: a full-time program assistant (hired July 2011); significant increase in operating budget for AY 2011-2012; approved a faculty fellowship appointment beginning AY 2012-2013. McAnulty College created a graduate assistant position to assist faculty who are teaching in their learning communities to implement service-learning.

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

20. Following on the implementation of the revised University Core, move quickly to revise the Honors College core courses, such that they both satisfy the larger University Core and become more “distinctive and innovative.”
**Current Status: COMPLETED**

University Honors College core revised spring 2009 and implemented Fall 2010. AY 2009-2010 was planning year for new courses.

University Honors College students who matriculated prior to Fall 2010 may graduate from the UHC by completing 18 credits of honors-designated courses. The students were informed that “Independent Learning Contracts” will only be used in extreme circumstances. They are required to take 6 classes with the IHP designation in order to graduate.

Some of the courses from the “old IHP core” will be offered until all the students who matriculated prior to Fall 2010 will graduate (such as the IHP 200W seminar in Community and University, which many students use to fulfill their UCSL requirement). By Fall 2013 these courses will either be designated as theme area courses and renumbered, or retired from the UHC.

The “new” University Honors College core curriculum is a parallel experience to the general University Core curriculum. Students who matriculate Fall 2010 and later must take the following:

1. IHP 104: Freshman Honors Seminar I
2. IHP 105: Freshman Honors Seminar II
3. IHP 132: Honors Basic Philosophical Questions
4. IHP 145: Honors Theology

Students also choose TWO of the following:

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

*IHP 205: Honors International Study Abroad may substitute for IHP 202.
The University Honors College Core thus comprises 6 courses, at 18 credits, for minimum UHC qualification by graduation. Students take the remaining 16 credits of the University Core curriculum from among courses offered to the general student population (although they may take more core curriculum courses from the IHP offerings if they wish).

In order to manage a “mixed population” of students matriculating before and after the “new core,” AY 2009-2010 saw the following implementations:

1. Courses from the “old core” that were already designated by the University Core Theme Areas committee as theme area courses were re-numbered and listed according to the IHP theme area numbers above.
2. Courses from the “old core” that have NOT been designated as theme area courses were retained for 2010-2011 only. Faculty have been invited to continue to offer these courses if and when the University Core Theme Areas committee approves them as theme area courses. At that time the courses will be re-numbered and listed according to the IHP theme area numbers above.

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

1. IHP 104, meant as a parallel experience to UCOR 101 (Freshman Writing course), is directed by the Director of Freshman Writing. This full-time English faculty member is paid a stipend by the UHC to convene the English and Journalism faculty teaching the course to create common syllabi across the course. Similarly, IHP 105 is directed by the University Honors College director. It is taught by faculty in Philosophy, Theology, and one other Liberal Arts department with a different theme each year. First-year students learn innovative ways to engage in inquiry and to present their research (not just through writing but through photo-essays, for example). They benefit from nationally-known speakers brought to campus to visit their classes and from other course-wide special activities (a panel on interreligious dialogue in Spring 2011, for example).
2. Department Chairs were alerted that cross-listing of courses (adding some seats to regular classes for honors students) will no longer take
place after Fall 2011. All honors seminars must be capped at 18 students, and only honors students may register for them. In this way we ensure that honors courses truly are in a “seminar” format.

3. Department Chairs and deans were asked that only full-time, tenure-track (preferably tenured) faculty teach the honors seminars. In this way we ensure that gifted undergraduates are invited to share in professors’ active research plans.

4. Faculty with exceptional achievement in research and teaching were invited, with the approval of their chairs and deans, to offer theme area courses for AY 2011-2012. In some cases the faculty will pilot potential theme area courses in the UHC as they work for designation by the University Core Theme Areas committee. In other cases, faculty at work on compelling research topics were invited to teach their respective course as a one-time opportunity for UHC students. (For example, in Spring 2012 Dr. Rodney Hopson, Hillman Distinguished Chair and Professor of Education, will teach a course in Language, Race, and Social Class before a sabbatical dedicated to writing a book on language politics in Africa). All these courses are numbered according to the theme area course listings above.

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

**Current Status:** COMPLETED AND ONGOING

- Additional funding for adjunct instructors to teach UCOR 030 Research and Information Skills Lab has been allocated. This has improved the workload issue described in the self-study. Librarian instructors now teach no more than three sections in the fall semester, freeing some time for other information literacy initiatives.
- A standardized challenge exam has been adopted to allow students entering with basic skills to receive credit for UCOR 030. Smaller class size benefit students taking the course.
- Computer Science faculty developed an online version of UCOR 030 and
offer it to transfer students.

- Librarians developed a website for undergraduates to orient students who do not take UCOR 030. This site can also be used as a resource by instructors of other Core courses.
- Availability of additional software (Camtasia, Snagit, CampusGuides) has made it easier to create web pages and course materials.
- A shared collaborative learning space has been created in Gumberg library. The space contains a short throw projector and whiteboard, and is the new location of the Writing Center Satellite. It can also be booked for other campus needs.
- The Series 25 room booking software to be implemented in 2011 will make it easier to schedule classrooms and other learning spaces with appropriate technology.
- The library’s renovation plan includes improved instructional technology and collaborative spaces for students, and adds a second classroom space.

22. Because technology-enhanced teaching and learning and distance education have become defining characteristics of a Duquesne education, make continuing financial commitment a University priority to support: 1) faculty/student development and training; 2) infrastructure; 3) personnel; and 4) new technology tools.

**Current Status:** COMPLETED AND ONGOING.

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

1) **Faculty / student development and training:** staffing for delivery and development of required learning management system (Blackboard) training, advanced teaching with technology workshops, orientations for students and new faculty, and purchase of technology training materials.

2) **Infrastructure:** continual and timely upgrades to LMS (Blackboard); $185,000 annual external hosting service for LMS; increase in classroom technology budget from $50,000 annual to $200,000; purchase of another building to increase Registrar scheduled rooms from 85 to 109 by 2013;
$3.5 million for campus network refresh, additional bandwidth, and wireless for academic buildings and classrooms for 2011 through 2013.

3) **Personnel:** support of Educational Technology staff (1 Director, 3 managers, and 8 staff) to support classroom technology and LMS (Blackboard) technologies.

4) **Purchase of New Technologies:** $68,000 Academic Tools Capital budget for Fy11 to purchase EAC Outcomes for online instructor evaluations and other campus surveys and testing; Starfish Retention Solutions to meet academic intervention goals; SafeAssign for plagiarism detection; improved integration of Banner Student Information System with Blackboard and these other technologies; and short-throw smart-board projection systems for smaller classrooms.

Additionally, continuing development of University Educational Technology Committee to advice on university-wide educational technology capital budget requests and identification and development of strategic initiatives and strategic plan for educational technology.

23. Designate a centralizing entity for institutional assessment to do the following: 1) provide leadership for assessment at the University; 2) support and coordinate assessment activities to analyze, record, and 3) disseminate results to University leaders and, as appropriate, to the University community. In planning for this entity, the University will have to take into account the financial, human, and technological resources that would be needed.

**Current Status:** COMPLETED AND ONGOING.

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

**Current Status: COMPLETED AND ONGOING.**

- As review of potential assessment software and content/document collection and dissemination systems continues, Blackboard Community sites are currently used to collect, store, and disseminate School Assessment plans.
- Learning outcomes assessment budget established in 2008-09 (documented in progress letter to Middle States)
- Melanie Simile, Academic Affairs, has created an intranet area in DORI with university wide survey findings (e.g., HERI faculty survey; NSSE; SES). The president made the 2011 campus climate survey findings available online which meets the criterion of having the data available to folks on campus.
- Training in sound survey practice and best practices in assessment are provided by members of ALOA to the faculty
- All assessment data submitted to Dr. Gregory is stored in a Blackboard site accessible only by password to members of the student life, academic, and institutional assessment (IEC) committee members and is not shared with others unless consent is given by the department or office which conducted the assessment
- Assessment findings are tied to strategic planning and budgeting through the processes of the Institutional Effectiveness Committee (IEC).

25. Increase CTE support so that the center can focus on faculty development and assessment practices that are integral to teaching and learning, and more
effectively support learning assessment in all Duquesne sites and in distance learning.

**Current Status:**

Please see relevant points in recommendation 16.

- Associate director for faculty development hired in August 2008 (85% CTE; 15% OSL).
- CTE plans to re-engage in programming relevant to effective online/hybrid teaching and learning in 2011-12.
- CTE director has been freed up from learning outcomes assessment “compliance” role exercised in 2008 self-study by Duquesne’s hiring an AAVP who is charged with overseeing assessment reporting processes. As a result, CTE (along with ALOA members) has been able to focus completely on the faculty development aspects of learning outcomes assessment through mini grant, consulting, an additional faculty funding opportunity in fall 2012, and the creation of scholarship of teaching and learning (SOTL) faculty groups. In these groups, faculty examine an aspect of their students’ learning, and with IRB approval, present/publish their findings.
- 2010-2011 Scholarship of Multicultural Teaching and Learning group and new in 2011-2012 a faculty SOTL group on “Connecting challenging concepts to the real world of students” ([http://www.duq.edu/cte/events/learning-groups.cfm](http://www.duq.edu/cte/events/learning-groups.cfm))