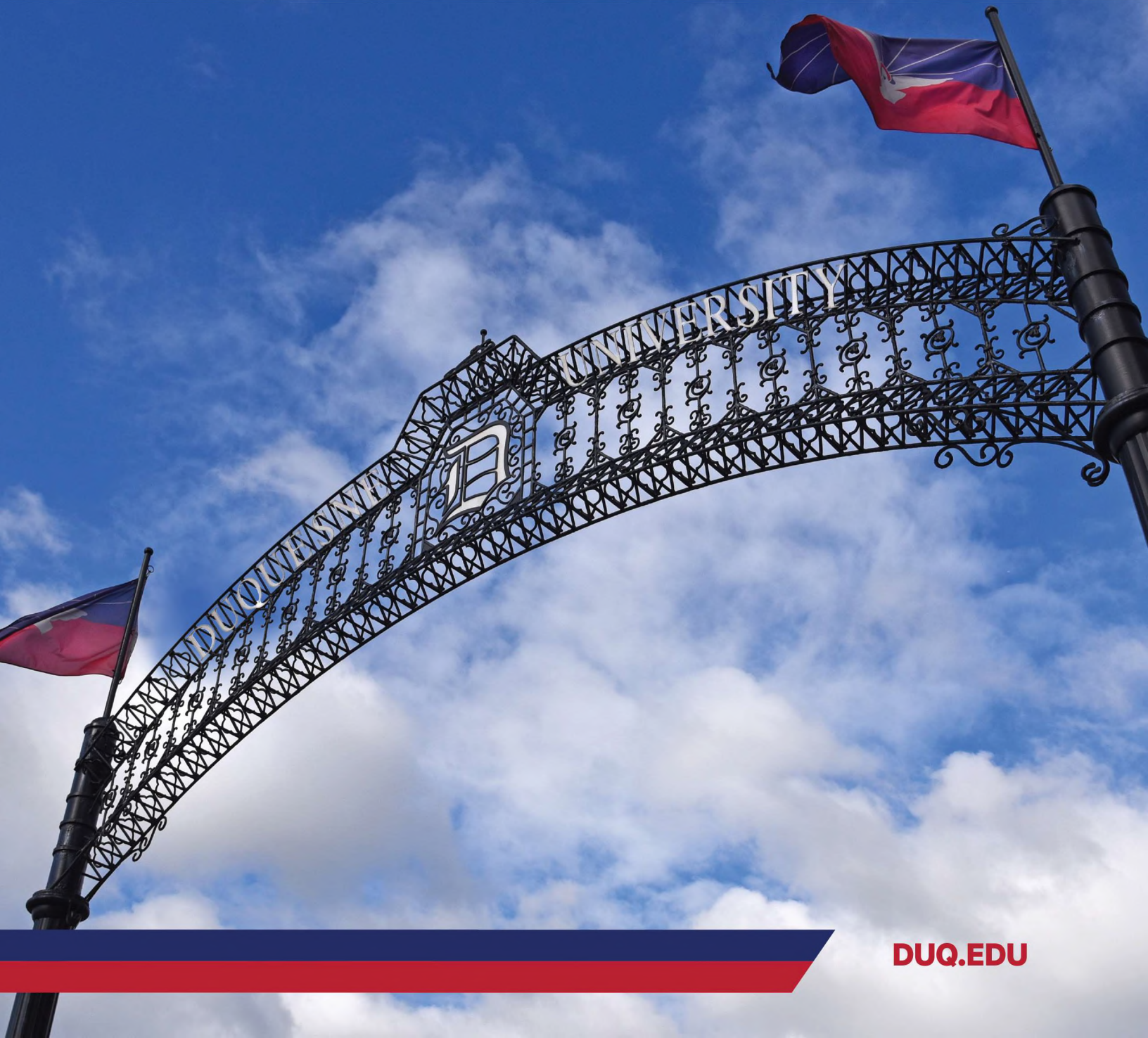


— Spring 2025 —

DUQUESNE UNIVERSITY OF THE HOLY SPIRIT

# SELF-STUDY DESIGN



## TABLE OF CONTENTS

I.	INSTITUTIONAL OVERVIEW .....	4
1.1	Mission Statement .....	4
1.2	Student Achievement Metrics .....	4
1.3	Key Accomplishments .....	6
1.4	Institutional Goals .....	8
1.5	Senior Leadership .....	9
1.6	Environmental Factors and Challenges for Institution .....	10
1.7	Addressing Previous Recommendations .....	10
1.8	Preparing for the Self-Study .....	13
II.	INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY .....	13
III.	INTENDED OUTCOMES OF THE SELF-STUDY .....	16
IV.	ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS .....	16
4.1	Steering Committee .....	16
4.1.1	Steering Committee Membership .....	16
4.1.2	Steering Committee Charge .....	17
4.1.3	Steering Committee Responsibilities .....	18
4.2	Working Groups .....	18
4.2.1	Working Groups Membership .....	18
4.2.2	General Working Group Charge .....	25
4.2.3	Lines of Inquiry for Each Working Group .....	25
V.	GUIDELINES FOR REPORTING .....	27
VI.	ORGANIZATION OF THE FINAL SELF-STUDY REPORT .....	28
VII.	SELF-STUDY TIMELINE .....	29
VIII.	COMMUNICATION PLAN .....	32
IX.	EVALUATION TEAM PROFILE .....	33
9.1	Team Chair .....	33
9.2	Team Members .....	33
9.3	Peer, Aspirant and Competitor Institutions .....	33
9.4	Significant Programs .....	34
X.	EVIDENCE INVENTORY STRATEGY .....	35
XI.	STRATEGY FOR IDENTIFYING SELF-STUDY SITE VISITS TO BE CONDUCTED .....	36



<b>APPENDICES.....</b>	<b>37</b>
APPENDIX A: Accredited Programs .....	38
APPENDIX B: Detailed Communication Plan 2025-2027 .....	40
APPENDIX C: Working Group Report Templates.....	45



## I. INSTITUTIONAL OVERVIEW

In 1878, Spiritan priests from the Congregation of the Holy Spirit traveled to Pittsburgh, Pennsylvania, to establish a small Catholic college to educate the families of recent immigrants working in the steel mills. Over time, the priests built a world-class institution of higher education that grew both in size and stature to become Duquesne University. Duquesne educates the doctors, judges, financiers, journalists, teachers, nurses and other professionals who contribute to the rich tapestry of life in the Pittsburgh area and beyond. Duquesne's proximity to downtown Pittsburgh provides students with access to a vast range of cultural, personal and professional opportunities while maintaining a personalized education experience.

The University remains deeply committed to preserving the spirit that animated its founders. The ethos of servant leadership, or leading with humility and compassion, permeates across Duquesne's campus. The University's faculty and staff serve God by serving their students, so that they, in turn, can go on to serve others.

Duquesne University comprises 10 academic schools of study: the Palumbo-Donahue School of Business, the School of Education, the John G. Rangos, Sr. School of Health Sciences, the Thomas R. Kline School of Law, the McAnulty College and Graduate School of Liberal Arts, the College of Osteopathic Medicine, the Mary Pappert School of Music, the School of Nursing, the School of Pharmacy and the School of Science and Engineering.

The University enrolls 5,414 undergraduate and 2,868 graduate students across over 85 undergraduate majors, 110 graduate programs and three special University programs: the Honors College, pre-law and pre-medical and health professions. A list of all accredited programs appears in Appendix A. Duquesne maintains a 4:1 student-staff ratio and a 13:1 student-faculty ratio, with 456 full-time faculty.

### 1.1 Mission Statement

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.
- Profound concern for moral and spiritual values.
- Maintaining an ecumenical atmosphere open to diversity.
- Service to the Church, the community, the nation and the world.

### 1.2 Student Achievement Metrics

Duquesne University has global appeal, serving a broad and diverse group of students. The majority (68.7%) of its enrolled students are from Pennsylvania, and 6.04% are international (non-resident) students.

Duquesne's increase in stature has resulted in four consecutive years of record numbers of applications. Almost 13,200 first-year students applied to Duquesne's undergraduate programs in



2024. The class of 2028, consisting of approximately 1,500 first-time freshmen and over 200 transfer and second-degree students, was selected from this highly competitive pool. Students in the class of 2028 represent great ability, diversity and geographic variety. They enrolled from 29 states, 33 countries and one U.S. territory. The table below displays the University's latest enrollment data, including figures for each of its schools and academic units.

<b>Enrollment by School 2024</b>		
<b>School/College</b>	<b>Undergraduate</b>	<b>Graduate</b>
Business	1,198	216
Osteopathic Medicine	-	133
Education	278	378
Health Sciences	820	246
Law	-	511
Liberal Arts	969	343
Music	185	54
Nursing	847	343
Pharmacy	176	496
Science and Engineering	842	137
Spiritan Division	50	-
Others	49	11
<b>Total</b>	<b>5,414</b>	<b>2,868</b>

Duquesne's student retention rates are well above the national average, and both four- and six-year graduation rates remain strong. A summary of select student achievement data from the past four years is included in the table below.

<b>Student Achievement Data 2021-2024</b>				
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Degrees Conferred (in Fiscal Year)</b>				
Baccalaureate	1465	1411	1385	1249
Graduate and professional programs	1161	1210	1110	1170
<b>First Year Retention Rates</b>	83.8%	86.5%	84.7%	
<b>Graduation Rates</b>				
Baccalaureate-seeking students	77.1%	75.9%	74.9%	76.8%

While Duquesne has experienced a gradual decline in overall student headcount since 2020, it saw an increase of 103 students from FA23 to FA24. Since 2020, there has also been a 20.8% increase in first-time, full-time freshmen, as well as a 0.2% increase in total undergraduate headcount. Below are undergraduate and graduate student projections for the next two academic years (2025–2026):

<b>Two-Year Headcount and FTE Projections</b>						
<b>School/College</b>	<b>Full-Time Undergraduate</b>				<b>Graduate &amp; Professional</b>	
	Fall 2025 Projected Headcount	Fall 2026 Projected Headcount	Fall 2025 Projected FTE	Fall 2026 Projected FTE	Fall 2025 Projected FTE	Fall 2026 Projected FTE
Business	1,193	1,190	1,248	1,244	143	143
Osteopathic Medicine	-	-	-	-	262	440
Education	245	220	270	243	220	220
Health Sciences	841	851	861	872	247	246
Law	-	-	-	-	503	506
Liberal Arts	954	960	1,002	1,009	144	144
Music	178	175	197	194	36	36
Nursing	889	915	1,010	1,040	158	161
Pharmacy	169	170	177	177	625	642
Science and Engineering	890	915	963	990	79	82
Spiritan Division	42	40	41	39	-	-
Other Units	7	7	7	7	10	10
<b>Grand Total</b>	<b>5,407</b>	<b>5,442</b>	<b>5,776</b>	<b>5,814</b>	<b>2,425</b>	<b>2,629</b>

Duquesne invests \$90 million in its undergraduate students each year through university-based scholarships. Total aid from all sources exceeds \$195 million. The average gift aid offer for first-time, full-time undergraduate Duquesne students who file a FAFSA is \$27,500.

### 1.3 Key Accomplishments

In 2017, Ken Gormley, one year into his term as the 13th president of Duquesne University, unveiled a Strategic Plan with a clear aim: *Re-Imagining Duquesne's Spiritan Legacy for a New Era (2018–2023)*. The Plan's core initiatives reflected the spirit of Duquesne's Spiritan founders and sought to propel Duquesne to new heights. It directly led to numerous landmark initiatives built and grown since Duquesne's previous Middle States Commission on Higher Education (MSCHE) review cycle.

Duquesne has enhanced its curriculum significantly in recent years through new programs and initiatives. In 2019, the Provost's Office, Faculty Senate and faculty representatives from each of Duquesne's schools worked together to redesign the University's core curriculum. This year-long shared governance process resulted in the development of the Bridges Common Learning Experience. Bridges re-invented the foundations of a Duquesne undergraduate education, offering students a way of completing general education requirements that prioritizes flexibility and career preparation. It accounts for one-third of a student's curriculum and is designed to overlap with every major to maximize degree progress. In 2024, Duquesne created "Discover," an integrated program of academic exploration, career planning and professional development that helps guide students in finding the right major. "Discover" has quickly become popular among Duquesne students; it was one of the 10 most chosen majors for the 2024 class.



In 2022, the University broke ground on its largest and most significant initiative to date: the \$63 million Duquesne University College of Osteopathic Medicine (DUQCOM). This initiative had deep roots in the University's mission, as Duquesne's Spiritan priests had initially considered developing a medical college as early as 1910. DUQCOM aims to address the regional and nationwide shortage of physicians, particularly in underserved rural and urban communities. The University completed construction on the state-of-the-art DUQCOM building in 2024. The College is pre-accredited by the Commission on Osteopathic College Accreditation (COCA) and officially enrolled its first class of Doctor of Osteopathic Medicine (D.O.) students in fall 2024.

In 2023, Duquesne created several new engineering programs and renamed its flagship science school the "School of Science and Engineering." New programs in general, mechanical and civil engineering were added to complement the University's successful biomedical engineering program and strong reputation in the sciences. These new programs launched successfully in fall 2024 with strong interest from prospective students.

Duquesne has also placed an increased focus on improving its centers and institutes, with several cutting-edge centers created and others enhanced and redeveloped. Duquesne's 44 centers and institutes serve as hubs for faculty and student scholarship and host a wide range of regionally and nationally renowned symposia, events and programming. New centers include the Institute for Ethics and Integrity in Journalism; the Center for Migration, Displacement and Community Studies; and the Grefenstette Center for Ethics in Science, Technology and Law. Key enhancements were also made to several existing student centers, including the Center for Emerging and Innovative Media, the Center for Integrative Health, and the Center for Career Development.

Several recent initiatives focused on strengthening Duquesne's Spiritan ideals of a diverse and welcoming community. President Gormley hired Crystal McCormick Ware to serve as the inaugural Chief Opportunity, Community Building and Engagement Officer and Senior Advisor to the President. The Community Building Office has developed several impactful initiatives, including the Community Building Certificate Program, which helps participants develop strategies to enhance success and belonging in academic and workplace settings. Duquesne also launched the Center for Student Connection and Inclusion, which provides students with support services and opportunities for learning.

In the summer of 2017, William Generett was hired as Senior Vice President of Civic Engagement and External Relations to lead the new Office of Community Engagement. Duquesne's emphasis on community engagement was recognized when it was named among just 40 institutions nationwide to receive the 2024 Carnegie Elective Classification for Community Engagement. This classification, awarded by the American Council on Education (ACE) and the Carnegie Foundation for the Advancement of Teaching, recognizes an institution's commitment to community engagement.

Duquesne has also undertaken a gradual and concerted effort to renovate, upgrade and add to its campus buildings and infrastructure. This includes renovations to the flagship Student Union building, Gumberg Library, student dining halls, admission centers, labs and class spaces, campus technology and the UPMC Cooper Fieldhouse. New campus buildings include the

College of Osteopathic Medicine and McGinley Hall, an 11-story, 551-bed apartment building for students. The University has also undertaken initiatives to improve campus accessibility, including installing improved signage, waypoints and campus maps.

Generous alumni and external funding made many of these infrastructure enhancements possible. The University has been able to support many of these landmark initiatives through its ambitious IGNITE fundraising campaign, which launched in 2022. In February 2025, President Gormley announced that IGNITE met and surpassed its history-making goal, with total contributions exceeding \$335 million. The IGNITE campaign secured support from over 22,000 donors to provide funding for four imperatives: access and affordability, academic programs and facilities, enhancements to the student experience and the new medical school and integrative health initiatives.

In 2022, Thomas R. Kline, a renowned trial lawyer and Duquesne alumnus, committed \$50 million to provide transformational support to Duquesne's 111-year-old law school. Kline's gift, the largest in University history, renamed the law school and broadly supports student scholarships, faculty grants for excellence in teaching and scholarship, the law school's noted Bar Preparation program, new clinical offerings that benefit the community and other strategic priorities. Kline also provided an additional gift to build a new façade and front entrance for the law school, along with improvements to student lounges and other areas.

A key focus of President Gormley's tenure has been to reinvigorate Duquesne's athletic programs. The renovation of the UPMC Cooper Fieldhouse created a modern and expanded arena that elevated the stature of Duquesne's basketball, volleyball and other indoor sports teams. The increased support for Duquesne's athletics programs culminated in an A-10 Conference men's basketball championship in 2024, the first in half a century. Additionally, a recent \$1.1 million endowment provided a perpetual funding source for Duquesne's club sports. The endowment helps cover expenses such as travel, uniforms, equipment and facility rentals for Duquesne's 15 club sports teams.

#### **1.4 Institutional Goals**

In anticipation of the University's 150th anniversary in 2028, President Gormley and his leadership team collaborated with key campus stakeholders to refresh the University's Strategic Plan, *Re-Imagining Duquesne's Spiritan Legacy for a New Era (2018-2023)*, with an eye toward innovation and new successes in the future.

In August 2024, President Gormley unveiled the University's revised Strategic Plan, *Vision 150: Continuing the Momentum (2024-2028)*. *Vision 150* reflects the careful process of imagining ways to build on the impressive successes envisioned in previous versions. It identifies new pathways for pursuing the university's five strategic imperatives, which remain anchored in the founding intent of the Spiritan priests. The five strategic imperatives are focused on educational impact; community engagement; interdisciplinary strength; vibrancy among students, faculty and staff; and financial resilience and entrepreneurship.



- **Strategic Imperative 1:** Duquesne will identify bold pathways to offer students the knowledge and skills they will need for productive and fulfilling lives and careers in the 21st century.
- **Strategic Imperative 2:** Duquesne will become the region's flagship institution for community engagement through mutually beneficial partnerships that advance the city, the region and the world.
- **Strategic Imperative 3:** Duquesne's academic programs will transcend traditional boundaries, positioning it as a leader in interdisciplinary and interprofessional programs.
- **Strategic Imperative 4:** Duquesne will create a vibrant campus community that fosters the achievements of its talented faculty, students and staff.
- **Strategic Imperative 5:** Duquesne will encourage an entrepreneurial spirit that will allow it to creatively steward University assets, adapt to changing environments and enhance its financial vitality to fulfill its mission for a new era.

*Vision 150* outlines ambitious goals for Duquesne to achieve in the coming years, including expanding and renovating campus buildings, bolstering faculty scholarship, improving academic support for students, expanding academic programs in high-demand areas, developing new student centers, enhancing study abroad programs and more.

### 1.5 Senior Leadership

Since Duquesne's last Middle States review, President Gormley has expanded his senior leadership team, creating new positions to advance the University's mission and community impact. President Gormley created an Office of Community Engagement and hired Senior Vice President for Community Engagement William Generett to lead that office. Additionally, Crystal McCormick Ware was hired to serve as the inaugural Chief Opportunity, Community Building and Engagement Officer and Senior Advisor to the President. Several other cabinet positions have experienced transitions in the past few years, with new leadership in the offices of the Provost, Marketing and Communications, Student Life and Legal Affairs, among others. The full President's Cabinet is comprised of the following members:

- Ken Gormley, President
- Charles Bartel, Vice President for Information Technology and Chief Information Officer
- Joel Bauman, Senior Vice President for Enrollment Management
- David J. Dausey, Executive Vice President and Provost
- Leanna Fenneberg, Senior Vice President for Student Life
- Rev. Raymond French, C.S.Sp., Senior Vice President for Mission and Identity
- Matthew J. Frist, Senior Vice President for Finance and Business
- William Generett, Senior Vice President of Civic Engagement and External Relations
- Daniel Gilman, Chief of Staff and Senior Advisor to the President
- Dave Harper, Vice President of Athletics
- Rev. James P. McCloskey, C.S.Sp., Senior Advisor to the President for Strategic Initiatives
- Crystal McCormick Ware, Chief Opportunity, Community Building and Engagement Officer and Senior Advisor to the President
- Jim Miller, Senior Vice President for University Advancement

- Gabriel Welsch, Vice President for Marketing and Communications
- Pamela L. Wilkins, Senior Vice President for Legal Affairs and General Counsel

### 1.6 Environmental Factors and Challenges for Institution

Duquesne has developed and expanded its stature and profile significantly over the past several years. Still, it remains alert to the environmental factors that have proved challenging for many higher education institutions. These include:

- **Declining student population:** Many higher education institutions have faced a steady decline in overall enrollment over the past few years. This trend is expected to be exacerbated by the impending demographic cliff in 2025, which was caused by a decline in birthrate during the 2008 recession. The reduction in overall student headcount has led to financial struggles, reorganizations and program cuts for many institutions.
- **Overcrowding of colleges/universities in tri-state area:** The tri-state area of Pennsylvania, New York and New Jersey has a high volume of colleges and universities; Pennsylvania alone has almost 300 higher education institutions. With the declining student population, tri-state colleges and universities are increasingly competing for a smaller pool of prospective students. This has led to an increased rate of mergers, acquisitions and closures for higher education institutions.
- **Changes in public opinion:** Public confidence in higher education institutions has declined sharply in recent years. Colleges and universities across the country will have to work to rebuild public faith in the value of a college degree.

### 1.7 Addressing Previous Recommendations

As part of the most recent MSCHE self-study and reaccreditation process, Duquesne University identified distinct strengths as well as opportunities for improvement. Along with MSCHE's suggestions and recommendations, these have been vital to informing the University's decision-making process. A review of those suggestions and recommendations provides clear evidence that Duquesne University remains engaged with the continuous improvement process in the time between self-studies. Examples of how Duquesne has addressed previous recommendations are included in the table below.



<b>Sample of Activities Related to 2018 MSCHE Suggestions and Recommendations</b>		
<b>Standard</b>	<b>Recommendation/Suggestion</b>	<b>Sample Activities</b>
I: Mission and Goals	Suggestion: Establish an explicit schedule for the periodic review, reaffirmation, and/or refinement of the mission and goals.	<ul style="list-style-type: none"> <li>As part of the presidential transition process, the Spiritans are working with an external consultant and engaging in an in-depth review of Duquesne's mission.</li> </ul>
	Suggestion: Pursue additional opportunities for inter-faith dialogue to promote the goals of creating a more welcoming community.	<ul style="list-style-type: none"> <li>Created a Spiritan Pedagogy group.</li> <li>Established a new space, the Adoration Chapel, for the community to use without distraction at any time of the day.</li> <li>Created the Nurses Christian Fellowship, which teaches nursing students how to apply their faith in the healthcare field.</li> </ul>
II: Ethics and Integrity	Recommendation: Involve faculty in appropriate decision-making processes and develop more effective communication strategies for all stakeholders.	<ul style="list-style-type: none"> <li>Established a new Faculty Handbook revision process through shared governance, ensuring faculty involvement throughout the process.</li> <li>Created new Faculty Senate subcommittees and ensured additional faculty representation on university-wide committees.</li> <li>Increased frequency of the Provost's faculty town hall meetings to at least one per semester.</li> </ul>
	Suggestion: Evaluate the best means to oversee content management responsibilities on the University's website and provide necessary resources to implement.	<ul style="list-style-type: none"> <li>Remodeled the duq.edu website, ensuring content is accurate and accessible.</li> <li>Trained more than 100 additional website content editors to reduce barriers to website updates.</li> </ul>
III: Design and Delivery of the Student Learning Experience	Recommendation: Re-evaluate the academic portfolio and, in particular, the core curriculum, and continue to integrate experiential learning into innovative academic offerings so as to prepare students for the demands of the 21 <sup>st</sup> century workforce.	<ul style="list-style-type: none"> <li>Developed the Bridges Common Learning Experience, which reimagines the University's core curriculum and provides increased flexibility, student choice and experiential and capstone learning opportunities.</li> <li>Enhanced support for workforce readiness programs such as internships, clerkships, clinical rotations and service projects.</li> <li>Created significant academic schools and programs, such as the College of Osteopathic Medicine and engineering programs, as well as sunsetting programs that no longer benefited the University's portfolio of offerings.</li> </ul>

	Suggestion: Provide adequate time and support for scholarship to allow faculty to live out the teacher/scholar model of which Duquesne is justifiably proud.	<ul style="list-style-type: none"> <li>• Collaboratively reworked the faculty workload policy to ensure sufficient time for both teaching and scholarly activity.</li> </ul>
IV: Support of the Student Experience	Recommendation: Undertake a comprehensive review of school-based academic advising to address student and faculty concerns about access to advising, inconsistency of information from advising staff in different schools, and the capacity to support students pursuing interdisciplinary study across school boundaries.	<ul style="list-style-type: none"> <li>• Adopted a Student Success Coach Model with training within and across Schools.</li> <li>• Enhanced the use of and communication via Starfish.</li> <li>• Implemented Degree Planner for all academic programs.</li> </ul>
	Suggestion: Enhance student access to mental health services and on-campus healthcare.	<ul style="list-style-type: none"> <li>• Developed and implemented a mental health-focused app for students.</li> <li>• Ensured availability of group counseling sessions to serve more students.</li> <li>• Transitioned from a Student Health Center to the Student Wellness Center.</li> </ul>
V: Educational Effectiveness Assessment	Recommendation: Prioritize and complete a rigorous assessment of the core curriculum given its centrality to the Catholic and Spiritan mission, and in light of the new strategic plan's emphasis on "reevaluating all facets of the curriculum."	<ul style="list-style-type: none"> <li>• Undertook a holistic assessment and subsequent revision of the core curriculum, leading to the development of the new Bridges Common Learning Experience.</li> <li>• Engaged in a robust evaluation of individual components of Bridges.</li> </ul>
	Suggestion: Coordinate and promote assessment activities and ensure the full use of assessment data across the institution. Consider creating a more robust office in Academic Affairs to coordinate and integrate academic planning, accreditation and assessment.	<ul style="list-style-type: none"> <li>• Developed dashboards to display real-time enrollment and student success metrics.</li> <li>• Transitioned assessment software from Weave to Watermark, ensuring effective management of assessment data.</li> <li>• Created a new position, the associate provost for assessment, to coordinate issues related to assessment, accreditation and academic planning.</li> </ul>
VI: Planning, Resources and Institutional Improvement	Suggestion: Seek out more diverse revenue streams, refine enrollment and discount rate modeling and projections, and continue cost containment to ensure long term financial stability.	<ul style="list-style-type: none"> <li>• Created the College of Osteopathic Medicine.</li> <li>• Renamed the School of Science and Engineering, adding enhanced offerings in the engineering discipline.</li> <li>• Launched a new nurse anesthesia program.</li> </ul>



VII: Governance, Leadership and Administration	Suggestion: Continue to improve transparent shared governance through increased communication among all stakeholders in the campus community.	<ul style="list-style-type: none"> <li>• Increased communication through Faculty Town Halls and Faculty Senate meetings.</li> <li>• Created Academic Insights, a weekly email publication, to streamline information sharing with the academic units.</li> <li>• Increased the frequency of university-wide staff member meetings.</li> </ul>
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### 1.8 Preparing for the Self-Study

Duquesne University began preparing for the MSCHE self-study process in 2024. That spring, the upcoming self-study was added as a standing agenda item for every meeting of the Provost's Council, and the Board of Trustees began receiving updates on the process. In the summer of 2024, a consultant was hired to focus on academics, including a readiness assessment as well as expectation-setting and sharing their self-study experience. The consultant's findings were shared with the campus community in a fall 2024 forum, at approximately the same time that members of the Self-Study Steering Committee were being selected.

## II. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY

During the Steering Committee's initial meeting on October 10, 2024, committee members identified overarching themes in each of the five pillars of the University's Strategic Plan, *Vision 150: Continuing the Momentum (2024-2028)*. The themes were: Bold pathways; flagship for community engagement; interdisciplinary and interprofessional programs; fostering the achievement of students, faculty and staff; and entrepreneurial spirit of the University. Members of the Steering Committee examined the Strategic Plan to find elements centered on day-to-day operations of the University, then combined those elements to create a first draft of the Institutional Priorities. Subsequently, the priorities were reviewed and edited by constituents who offered differing perspectives. Below is the schedule of meetings and groups.

Entity	Date
Provost Council	October 14, 2024
Faculty Senate	November 8, 2024
Staff Leadership Advisory Council	November 19, 2024
President's Cabinet	November 20, 2024
Graduate Council	December 3, 2024

The Steering Committee reviewed priority drafts as feedback was incorporated through this iterative process. Having attended the Self-Study Institute, the Committee ensured the priorities were aligned with MSCHE's expectations. Once all constituents had the opportunity to offer suggestions, the Steering Committee finalized the priorities and determined evidence sources to support them. They also considered how the University could be improved by a thoughtful and well-planned self-study process that addressed these priorities.

As a result of this thorough and intentional process, Duquesne University has identified the following Institutional Priorities:

- **Cultivate excellence in academic programs in fulfillment of the Spiritan Catholic mission, values and traditions.**  
*Duquesne University recommits to considering the best interests of students as the polestar in all decision-making about academic programs and maintaining the development of the whole student – intellectual, physical, mental, emotional and spiritual – as critical to creating a rich lifetime experience.*
- **Engage the community via interdisciplinary research and learning opportunities.**  
*Duquesne University seeks to build upon past contributions at the city, regional and national levels by enhancing community engagement initiatives, expanding global engagement and contributing to the development and sustainability of our local and regional community.*
- **Ensure institutional viability and vitality.**  
*To ensure the physical and financial resources to maintain and grow its mission of serving God by serving students, Duquesne University will explore ways to expand the impact of new and existing innovative curricular offerings, pursue continuous improvement in all areas of operation through outcomes assessment and actively and creatively engage all University stakeholders in the pursuit of sustained endowment growth and broadened public appreciation of Duquesne as a leading Catholic, Spiritan university.*

Following the Self-Study Preparation Visit in March and subsequent approval of the Self-Study Design, the priorities will be shared with faculty through Academic Insights, the widely distributed electronic publication from the Office of the Provost. A webpage is being developed for information sharing.

The mission of Duquesne University is to serve God by serving students who then go on to serve others. This mission is achieved in four ways:

- Commitment to excellence in liberal and professional education.
- Profound concern for moral and spiritual values.
- Maintaining an ecumenical atmosphere open to diversity.
- Service to the Church, the community, the nation and the world.

The Institutional Priorities are connected to the components of the Mission Statement in the following ways:



<b>Institutional Priorities</b>	<b>Components of Mission Statement</b>			
	<b>Liberal and Professional Education</b>	<b>Concern for Moral and Spiritual Values</b>	<b>Ecumenical Atmosphere Open to Diversity</b>	<b>Service to the Community and Nation</b>
Cultivate excellence in academic programs in fulfillment of the Spiritan Catholic mission, values and traditions	X	X		X
Engage the community via interdisciplinary research and learning opportunities	X	X	X	X
Ensure institutional viability and vitality	X	X	X	

The Institutional Priorities are connected to each of the five imperatives of the Strategic Plan as follows:

<b>Institutional Priorities</b>	<b>Strategic Plan Imperatives</b>				
	<b>Imperative 1: Bold Pathways</b>	<b>Imperative 2: Flagship for Community Engagement</b>	<b>Imperative 3: Interdisciplinary and Interprofessional Programs</b>	<b>Imperative 4: Fostering Achievements of Students, Faculty and Staff</b>	<b>Imperative 5: Entrepreneurial Spirit of the University</b>
Cultivate excellence in academic programs in fulfillment of the Spiritan Catholic mission, values and traditions	X		X		
Engage the community via interdisciplinary research and learning opportunities.	X	X	X	X	
Ensure institutional viability and vitality.		X			X

The Institutional Priorities are connected to each of the MSCHE Standards in the following ways:

Institutional Priorities	MSCHE Standards						
	Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
Cultivate excellence in academic programs in fulfillment of the Spiritan Catholic mission, values and traditions	X	X	X	X	X	X	X
Engage the community via interdisciplinary research and learning opportunities	X	X	X	X	X		
Ensure institutional viability and vitality	X	X				X	X

### III. INTENDED OUTCOMES OF THE SELF-STUDY

The intended outcomes of the Self-Study are:

1. Demonstrate how the institution currently meets the Commission's *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)* and provides evidence by Standard in alignment with the *Evidence Expectations by Standard*.
2. Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution's priorities, mission and goals.
3. Engage the institutional community in an inclusive and transparent self-appraisal process, including disaggregated data, to ensure students are appropriately served and institutional mission and goals are met.
4. Identify institutional strengths and areas for improvement to usher in a new era of achievement.

### IV. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

#### 4.1 Steering Committee

##### 4.1.1 Steering Committee Membership

The Self-Study Steering Committee at Duquesne University is comprised of individuals with the knowledge, experience and institutional roles to successfully manage the self-study process. It is acknowledged that individuals serving in this capacity must possess a deep understanding of the



University's operations, goals and activities across campus. Specifically, members of the Steering Committee, as well as Chairs for the Working Groups, were appointed based on the following criteria:

- Familiarity with the mission, values and goals of Duquesne University.
- Commitment to the self-study process, with particular emphasis on continuous improvement.
- Representation from a wide variety of institutional constituencies, by individuals with a broad institutional perspective.
- Areas of skill and expertise to benefit the self-study process.

Below are the members of Duquesne's Self-Study Steering Committee:

Self-Study Steering Committee Members	
Name	Title
Dr. Bridget Calhoun	Vice Provost for Academics (Co-Chair)
Dr. Dyan Jones	Associate Provost for Assessment (Co-Chair)
Dr. David Dausey	Executive Vice President and Provost
Dr. Sara Baron	Dean of Libraries, Gumberg Library
Dr. Matthew Frist	Senior Vice President for Finance and Business
Dr. Kimberly Hoeritz	University Registrar
Anne Lahoda, M.S.	Assistant Vice President of Student Housing and Residence Life
Daria LaTorre, J.D.	Vice Provost for Strategic Initiatives
Dr. Sarah Manspeaker	Associate Professor of Athletic Training, Rangos School of Health Sciences
Dr. Jeff Miller	Senior Vice Provost for Administration

#### 4.1.2 Steering Committee Charge

The Self-Study Steering Committee plays an essential role in the self-study process. Members of the Steering Committee engage in a rigorous evaluation of the Standards while serving as key points of contact and liaisons to the wider community. To that end, the Steering Committee members are charged with:

- 1) Attending the Self-Study Institute to prepare for and carry out their role as shepherds of a successful evidence-based and evaluative process.
- 2) Serving as a chair or co-chair of a Working Group, and ensuring that all Working Group responsibilities are fulfilled, including:
  - a) The identification of Lines of Inquiry.
  - b) Contributing to the Evidence Inventory.
  - c) Engaging in an evidence-driven review of how Duquesne University meets the MSCHE Standards and seeks to address the Lines of Inquiry.
  - d) Preparation of all reports, according to the Self-Study Timeline.
- 3) Attending regular meetings of the Self-Study Steering Committee to facilitate information sharing both to and from the individual Working Groups.
- 4) Contributing to the preparation, stakeholder review and ultimate submission of the final Self-Study Report, as well as preparing for the On-Site Evaluation Team Visit.

#### **4.1.3 Steering Committee Responsibilities**

Communication between the Steering Committee and Working Groups is critically important to the success of the self-study process. As such, Duquesne is leveraging the Microsoft Teams platform to allow communication and file sharing within and between the Working Groups and the Steering Committee. Each member of the Steering Committee serves as chair of a Working Group, which allows for direct communication with the broader group.

In addition to facilitating communication at all levels, the Steering Committee also oversees the larger self-study process. This oversight relies on open and direct communication with all stakeholders and is highlighted by the Steering Committee's assigned tasks. These tasks include planning regular meetings with clear agendas related to the Self-Study Timeline, reviewing all documentation developed by the Working Groups, providing appropriate feedback to the Working Groups and communicating with the broader University community.

The Steering Committee is also responsible for ensuring the assessment of the institution's mission, the selected priorities, and the Commission's Standards for Accreditation through the self-study process. All Steering Committee members are experienced in higher education and know the value and critical importance of assessment. In addition, several members of both the Steering Committee and the Working Groups serve as active reviewers for MSCHE.

### **4.2 Working Groups**

#### **4.2.1 Working Groups Membership**

Membership in the Working Groups followed the same criteria as above, but with special attention to the focus of each individual Standard. The Steering Committee ensured there was an appropriate balance between faculty, staff and administrators as fitting for each standard. Committees for Standards I, II, IV and VII include a student representative. The Steering Committee was also mindful of the gender distribution across committees.



<b>Working Group I Membership – Standard I: Mission and Goals</b>	
<b>Name</b>	<b>Title &amp; Relevant Responsibilities</b>
Dr. Sarah Manspeaker	Associate Professor of Athletic Training, Rangos School of Health Sciences <i>Chair</i>
Rev. Raymond French, C.S.Sp.	Senior Vice President for Mission and Identity <i>Senior Vice President/Cabinet Member</i>
Dr. Geraldo Boodoo	Director of Center for African Studies and Associate Professor of Theology, McAnulty College and Graduate School of Liberal Arts
Rev. William Christy, C.S.Sp.	Director of Campus Ministry and University Chaplain
Dr. Luci-Jo DiMaggio	Director of Mission Animation, Office of Mission and Identity
Dr. Ian Edwards	Assistant Vice President of Center for Student Wellbeing and Director of Counseling Services, University Counseling & Wellbeing Center
Ms. Brenda Liszka, M.A.	Medical Registrar, College of Osteopathic Medicine
Dr. Jessica Mann	Assistant Vice President of Community Engagement, Center for Community-Engaged Teaching and Research
Dr. Michelle McCann	Assistant Dean for Community Engaged Learning & Service and Assistant Clinical Professor/Capstone Coordinator for Occupational Therapy, Rangos School of Health Sciences
Dr. Andrew Simpson	Director of Undergraduate Studies and Associate Professor of History, McAnulty College and Graduate School of Liberal Arts
TBD	<i>Student</i> TBD during the 2025/2026 academic year

<b>Working Group II Membership – Standard II: Integrity and Ethics</b>	
<b>Name</b>	<b>Title &amp; Relevant Responsibilities</b>
Dr. Kimberly Hoeritz	University Registrar <i>Chair</i>
Ms. Crystal McCormick Ware, MS	Chief Opportunity, Community Building and Engagement Officer and Senior Advisor to the President <i>Senior Vice President/Cabinet Member</i>
Mr. Tyrone Carr, M.Ed.	Director of Student Affairs, Outreach and Community Building, College of Osteopathic Medicine
Ms. Angela Chirumbolo	Associate Director of Institutional Research, Office of Institutional Research and Planning
Ms. Beth Consolazio	Assistant Vice President, Enrollment Operations & Student Services, Enrollment Management Group
Mr. Ryan Dawson, M.S.	Associate Vice President and Chief Human Resources Officer
Dr. Gretchen Generett	Dean, Professor, Noble J. Dick Endowed Chair in Community Outreach, School of Education
Mr. Russ Grunebach, M.B.A.	Senior Associate Vice President for Finance and Business, Office of Finance and Business
Mr. Cliff Kelly, J.D.	Associate General Counsel, Office of Legal Affairs
Mr. Braden Niles	Student, Duquesne Kline School of Law
Mr. David Nolfi, M.L.S.	Head of Research Engagement, Health Sciences/STEM Initiatives and Assessment, Gumberg Library
Rev. Peter Osuji, Ph.D.	Teaching Associate Professor, Center for Global Health Ethics
Mr. Mark Prestopnik, M.S.	Director of Online Learning and Strategy
Ms. Robin Zolinas, M.S.	Director of Web Services, Marketing and Communications
Dr. Rick Zoucha	Chair of Advanced Role and Ph.D. Program, Director of Nursing Education, School of Nursing



<b>Working Group III Membership – Standard III</b>	
<b>Name</b>	<b>Title &amp; Relevant Responsibilities</b>
Dr. Sara Baron	Dean of Libraries, Gumberg Library <i>Chair</i>
William Generett, Jr., J.D.	Senior Vice President for Civic Engagement and External Relations <i>Senior Vice President/Cabinet Member</i>
Dr. Brian Bolsinger	Director of Educational Technology
Dr. Steven Hansen	Director, Faculty Development & Teaching Excellence, Center for Teaching Excellence
Dr. Kelley Henderson	Associate Professor, Department Chair and Program Director of Master of Science in Athletic Training, Rangos School of Health Sciences
Dr. John Kern	Associate Dean, Department Chair for Mathematics and Computer Science and Associate Professor of Statistics and Data Science, McAnulty College and Graduate School of Liberal Arts
Dr. Risa Kumazawa	Associate Dean for Academic Systems & Accreditation and Associate Professor of Economics, Palumbo Donahue School of Business
Dr. Jeff Lambert	Assistant Director for Educational Development, Center for Teaching Excellence
Ms. Jady Matson	First-Year Online Student, School of Pharmacy
Dr. Paul Miller	Associate Professor of Musicianship, School of Music
Ms. Mary Beth Morris, B.S.	Assistant Director, Office for Global Engagement
Dr. Amy Olsen	Director of Graduate Studies and Associate Professor, School of Education
Dr. Papa Owusu-Kwarteng	Director of Information Technology and Educational Resources, College of Osteopathic Medicine
Dr. Khlood Salman	Associate Professor, School of Nursing
Ms. Ann Marie Schiavone, J.D.	Associate Dean for Academic Affairs, Associate Professor of Law, Duquesne Kline School of Law
Dr. Adam Wasilko	Associate Vice President for Student Life, Dean of Students
Dr. Peter Wildfong	Associate Professor, School of Pharmacy

<b>Working Group IV Membership – Standard IV</b>	
<b>Name</b>	<b>Title &amp; Relevant Responsibilities</b>
Ms. Anne Lahoda, M.S.	Assistant Vice President of Student Housing and Residence Life <i>Chair</i>
Dr. Leanna Fenneberg	Senior Vice President for Student Life <i>Senior Vice President/Cabinet Member</i>
Ms. Sherene Brantley, M.A.	Senior Associate Athletic Director, Student Services, Development & SWA, Intercollegiate Athletics
Ms. Deanna Calderaro, M.S.	Executive Director of Auxiliary Services
Mr. Anthony Cappa, M.S.	Senior Director Enrollment Management, Recruitment & Admissions
Mr. James R. (J.D.) Douglas, M.S.	Director of Undergraduate Education and Student Success, Retention and Advisement
Mr. Kevin Henderson, M.A., M.Phil.	Associate Director and Student Fellowships Coordinator, Honors College
Ms. Karen Kiedaisch, M.S.	Assistant Director for Administrative Applications, Computers and Technology Services Web Support Team
Ms. Amber Lasure, M.S.	Assistant Director of Wellness and Fitness, Recreation and Intramurals, Center for Student Wellbeing
Mr. Judge Murray	Finance/Accounting Student, School of Business
Mr. Matt North, M.B.A.	Executive Director, Office of Institutional Research & Planning
Ms. Roberta Penz, M.S.	Director of Student Accounts, University Controller
Mr. Ameya Ranade, M.B.A.	Assistant to the Director of Evaluation and Retention, Certified Life Coach, Gussin Spiritan Division
Dr. Dan Sadler	Director of Recruitment and Graduate Admissions
Mr. Quincy Stephenson, LSW	Executive Director of the Center for Student Connection and Inclusion, Co-Chair of the Building Education Awareness Team, Title IX Deputy Coordinator

<b>Working Group V Membership – Standard V</b>	
<b>Name</b>	<b>Title &amp; Relevant Responsibilities</b>
Dr. Bridget Calhoun	Vice Provost for Academics <i>Chair</i>
Dr. David Dausey	Executive Vice President and Provost <i>Senior Vice President/Cabinet Member</i>
Dr. Tara Abbott	Clinical Assistant Professor, School of Education
Dr. Ira Buckner	Associate Director, Director of Assessment, School of Pharmacy
Dr. Jordan Covvey	Faculty Senate Representative, Associate Professor, School of Pharmacy
Dr. Becky Ellsworth	Associate Dean, School of Business
Ms. Nicole Feldhues, B.A.	Director, Career Services
Dr. Clinton Iadanza	Assistant Dean of Academic Excellence and Accreditation, Assistant Professor of Medical Education, College of Osteopathic Medicine
Dr. Dyan Jones	Associate Provost for Assessment
Dr. Becky Kronk	Associate Dean, School of Nursing
Dr. Pam Marshall	Chair of Forensics Science Program, Director and Associate Professor, School of Science and Engineering
Dr. Christine O’Neil	Professor of Pharmacy Practice, Director of Curriculum Development, School of Pharmacy
Dr. James Purdy	Director of University Writing Center and Associate Professor of the English/Writing Studies, McAnulty College & Graduate School of Liberal Arts
Dr. Erin Rentschler	Associate Director for Faculty Development, Center for Teaching Excellence
Dr. Kathleen Roberts	Director of the Honors College and Bridges Curriculum
Dr. Mary Sherman	Senior Data Scientist, Office of Institutional Research and Planning
Dr. Rachel Whitcomb	Associate Dean, Associate Professor and Program Director of Music Education, School of Music



<b>Working Group VI Membership – Standard VI</b>	
<b>Name</b>	<b>Title &amp; Relevant Responsibilities</b>
Dr. Matthew J. Frist	Senior Vice President for Finance and Business <i>Chair</i>
Mr. Jim Miller, B.A.	Senior Vice President for University Advancement (Until July 1, 2025) <i>Senior Vice President/Cabinet Member</i>
Mr. Joel Bauman, M.S.	Senior Vice President for Enrollment <i>Senior Vice President/Cabinet Member</i>
Mr. Tom Dugas, M.S.	Associate Vice President and Deputy Chief Information Officer
Ms. Amy Faber, M.S.	Senior Associate Vice President and Treasurer
Ms. Raili Kieley, M.S.	Assistant Vice President and Chief Planning and Budget Officer
Dr. Chase Loper	Assistant Vice President of Business Services, Shared Services
Dr. Jeffrey A. Miller	Senior Vice Provost for Administration
Mr. Scott Richards, M.S.	Assistant Vice President for Auxiliary Services
Ms. Grace Sommers, B.S.	Director of Business and Administration, Office of the Provost
Mr. Joe Setting, M.S.	Senior Associate Athletic Director, Chief Athletics Financial Officer
Mr. William Zilcosky	Senior Director of Facility Services and Operations

<b>Working Group VII Membership – Standard VII</b>	
<b>Name</b>	<b>Title &amp; Relevant Responsibilities</b>
Ms. Daria LaTorre, J.D.	Vice Provost for Strategic Initiatives <i>Chair</i>
Rev. Jim McCloskey, C.S.Sp., Ph.D.	Senior Advisor to the President for Strategic Initiatives <i>Co-Chair, Senior Vice President/Cabinet Member</i>
Ms. Pamela Wilkins, J.D.	General Counsel <i>Senior Vice President/Cabinet Member</i>
Mr. Dan Gilman, B.A.	Chief of Staff and Senior Advisor to the President <i>Cabinet Member</i>
Dr. Kristin D’Acunto	Faculty Senate Representative, Assistant Professor and Chair of the Department of Physician Assistant Studies, School of Health Sciences
Ms. Faith Cook	<i>Student</i> President of SGA
Ms. Linda D. Eremita, M.S.	Board of Directors, Term Member
Dr. Anthony Guarascio	Division Head of the Pharmacy Practice Division, School of Pharmacy
Dr. Ellen Gawalt	Dean, School of Science and Engineering
Dr. Tammy Hughes	Professor, School of Education
Rev. John Sawicki, C.S.Sp.	Assistant Professor of Political Science and Director of Center for International Relations, McAnulty College of Liberal Arts, School of Nursing Advisory Board Member
Ms. Lindsay Seal, M.A.	Director of Employee and Labor Relations

#### 4.2.2 General Working Group Charge

The following charge was shared with all Working Groups:

Working Groups are a critical component of a thorough and earnest self-study process, focused on transparency and openness to identifying areas of improvement as well as institutional strengths. To that end, each Working Group is charged with conducting a thorough investigation of issues related to its designated Standard. Specifically,

- 1) Using the Evidence Expectations by Standard Guidelines, Working Groups are charged with using various kinds of data as they accomplish their work. This includes:
  - a. Identifying all evidence to support each criterion of the Standard and noting whether any criterion is under-supported.
  - b. Gathering identified evidence for inclusion in the Teams folder for evidence. In the case that the Working Group members do not have access to the necessary evidence, they should work with the Steering Committee to obtain those documents, processes, data and results.
  - c. Reviewing, analyzing and summarizing the collected evidence in review of compliance with the associated Standard of Accreditation.
- 2) Working Groups are encouraged to communicate openly with the Steering Committee as well as other Working Groups to enhance shared Lines of Inquiry, reduce duplication of effort and identify opportunities for efficiency and use of assessment practices.
- 3) Working Groups will provide a clear and transparent record of their findings and interactions, including:
  - a. Holding regular meetings, with minutes that are shared with the Steering Committee and other Working Groups.
  - b. Housing all minutes and gathered evidence in the designated Teams folders.
  - c. Submitting reports that follow the stated guidelines and adhere to the designated timeline.

#### 4.2.3 Lines of Inquiry for Each Working Group

Each Working Group was charged with identifying the Lines of Inquiry that would guide their analysis. Working Groups were encouraged to consider broad questions that would allow for meaningful investigation into their associated standard and that connected to the Institutional Priorities. As part of the Working Group Interim Report #1, the Working Groups proposed Lines of Inquiry. These proposals were reviewed by the Steering Committee, which made recommendations for minor modifications and clarifications when appropriate. The finalized Lines of Inquiry for each Working Group follow in the table below.

<b>Working Group Lines of Inquiry</b>	
<b>Working Group</b>	<b>Lines of Inquiry</b>
Working Group I: Mission and Goals	<ol style="list-style-type: none"> <li>1. How does the mission of the University reflect the institution's core values and priorities?</li> <li>2. To what extent does the University demonstrate a consistent application of its mission across all Standards?</li> <li>3. To what extent does the University assess its mission and goals, make the results available to stakeholders and use those results to guide improvement?</li> <li>4. To what extent do the mission and goals of the University align with the educational goals of the Spiritans?</li> </ol>
Working Group II: Ethics and Integrity	<ol style="list-style-type: none"> <li>1. What activities demonstrate a climate of respect among students, faculty and staff?</li> <li>2. To what extent does the organizational structure support faculty decision-making and communication?</li> <li>3. How have the changes made to the institution's web presence and content management affected the University's processes and operations?</li> </ol>
Working Group III: Design and Delivery of the Student Learning Experience	<ol style="list-style-type: none"> <li>1. How does Duquesne University define and ensure academic excellence and rigor across all programs and modalities?</li> <li>2. How effectively does the University create new and evaluate existing academic programs and learning opportunities to meet the needs of students?</li> <li>3. To what extent does the University foster interdisciplinary collaboration and research, community engagement and faculty vitality?</li> <li>4. In what ways does the University adapt to emerging technologies in the design and delivery of student learning experiences?</li> </ol>
Working Group IV: Support of the Student Experience	<ol style="list-style-type: none"> <li>1. What policies and processes does Duquesne University implement to recruit, admit, retain and support students while ensuring transparency? How are these efforts communicated and executed in an ethical manner?</li> <li>2. To what extent are support programs (e.g., advising, counseling, health services) and student space, athletics, student life and extracurricular activities enhancing the student experience? How are these co-curricular programs regulated, assessed and designed to promote student access and utilization?</li> <li>3. How does the academic advising system address student and faculty concerns regarding access, consistency of information and support of interdisciplinary study?</li> </ol>
Working Group V: Educational Effectiveness Assessment	<ol style="list-style-type: none"> <li>1. What mechanisms are in place to ensure that Duquesne University prioritizes and completes a rigorous assessment of the Bridges curriculum given its centrality to the Catholic and Spiritan mission?</li> <li>2. How is Duquesne University sharing and using assessment data for continuous improvement?</li> <li>3. In what ways has Duquesne University consistently integrated full use of assessment data across the institution?</li> <li>4. What evidence demonstrates the interrelatedness of curricular maps, learning outcomes, curriculum pedagogy and academic programming?</li> </ol>



Working Group VI: Planning, Resources and Institutional Improvement	<ol style="list-style-type: none"> <li>1. How does Duquesne University define and ensure institutional viability and vitality?</li> <li>2. How does the University prioritize and fund new academic programs that meet the needs of future students?</li> <li>3. To what extent does the University leverage cross-functional collaboration and entrepreneurialism?</li> <li>4. In what ways has Duquesne University integrated the use of data and analytics into resource allocation decisions?</li> </ol>
Working Group VII: Governance, Leadership and Administration	<ol style="list-style-type: none"> <li>1. How does the University's governance and leadership support the mission and financial health of the institution and how are these priorities communicated to the constituencies?</li> <li>2. To what extent does the University's governance and leadership prioritize and provide support for the implementation of a cohesive vision for academic quality and the institution's academic portfolio?</li> <li>3. How does Duquesne University emphasize the importance of diversity in Board governance and administrative leadership?</li> </ol>

## V. GUIDELINES FOR REPORTING

As part of the collaborative effort to engage in self-study, clear and consistent reporting is a key component of transparency and information sharing. As part of that process, reports and documents will be created by both the Steering Committee and the Working Groups, in addition to the final Self-Study Report.

The Working Groups will submit a total of four interim and one final report. The first two interim reports were designed to support the Self-Study Design process, with the remaining supporting the larger Self-Study. Interim Report #1 focused on establishing the Lines of Inquiry for each Working Group. This was an iterative process driven by each Working Group as they considered how they would evaluate their Standard and in what ways they could connect to the Institutional Priorities and intended outcomes. Interim Report #1 was reviewed by the Steering Committee and recommendations were shared with Working Groups as appropriate. Finalized versions of the Lines of Inquiry were shared broadly with all stakeholders, including Provost's Council. Interim Report #2, also part of the Self-Study Design process, charged Working Groups with mapping key components of the self-study process, such as recommendations from the past reaccreditation process and the Institutional Priorities.

Interim Report #3, due in mid-spring 2025, is designed to build and analyze the robustness of the documentation for the Evidence Inventory. The Final Working Group Report will follow the MSCHE associated recommendations, focusing on using the evidence to create an analytical report that addresses the Lines of Inquiry as well as strengths and opportunities for improvement based on the MSCHE Standards and the Institutional Priorities. A draft of the Final Working Group Report will serve as Interim Report #4 and is due 60 days before the finalized report. Templates for each of these reports are included in Appendix C.

The Steering Committee will continue to liaise with Working Groups throughout the process. In addition, there are clear points of evaluation and action associated with each Working Group

report. Lines of Inquiry for each Working Group were reviewed in detail by the Steering Committee for consistency with the focus, charge and associated Standard of each Working Group, as were the connections to key components of the Self-Study. Upon submission of Interim Report #3, the Steering Committee will use information about the status of Evidence Inventory documentation to ensure that Working Groups are reviewing comprehensive information and to facilitate gathering additional documentation as necessary. Finally, the Steering Committee will review the drafts of the Final Working Group Reports and provide feedback as appropriate to ensure that they provide evidence-supported reflection and recommendations and represent the University accurately.

The designated document writers will use information from the Working Group reports to create a single Self-Study Report that reads as a unified document and connects the findings and recommendations of the Working Groups into a cohesive narrative.

All reports are expected to use Standard American English for all matters of grammar, punctuation and mechanics. Working Groups have been asked to use the templates provided when possible and to otherwise use standard conventions for document formatting.

## **VI. ORGANIZATION OF THE FINAL SELF-STUDY REPORT**

The final Self-Study Report will be organized by chapter. Initial chapters will provide an overview of the institution and the self-study process, with subsequent chapters organized by Standard. Within each chapter, there will be an overview, a summary of findings and clear innovations and areas for improvement. All findings will contain links to the appropriate components of the Evidence Inventory. The Self-Study Report will conclude with a chapter that summarizes the key findings.

A proposed outline for the final report follows:

- I. Table of Contents
- II. List of Acronyms used at Duquesne University
- III. Executive Summary
- IV. Introduction
  - A. Institutional Overview
  - B. Duquesne's Institutional Priorities
  - C. Organization of the Self-Study
- V. Standard I: Mission and Goals
  - A. Overview
  - B. Lines of Inquiry for Standard I
  - C. Summary of Findings for Standard I
  - D. Innovations and Areas for Improvement
- VI. Standard II: Ethics and Integrity
  - A. Overview
  - B. Lines of Inquiry for Standard II

- C. Summary of Findings for Standard II
  - D. Innovations and Areas for Improvement
- VII. Standard III: Design and Delivery of the Student Experience
  - A. Overview
  - B. Lines of Inquiry for Standard III
  - C. Summary of Findings for Standard III
  - D. Innovations and Areas for Improvement
- VIII. Standard IV: Support of the Student Experience
  - A. Overview
  - B. Lines of Inquiry for Standard IV
  - C. Summary of Findings for Standard IV
  - D. Innovations and Areas for Improvement
- IX. Standard V: Educational Effectiveness Assessment
  - A. Overview
  - B. Lines of Inquiry for Standard V
  - C. Summary of Findings for Standard V
  - D. Innovations and Areas for Improvement
- X. Standard VI: Planning, Resources and Institutional Improvement
  - A. Overview
  - B. Lines of Inquiry for Standard VI
  - C. Summary of Findings for Standard VI
  - D. Innovations and Areas for Improvement
- XI. Standard VII: Governance, Leadership and Administration
  - A. Overview
  - B. Lines of Inquiry for Standard VII
  - C. Summary of Findings for Standard VII
  - D. Innovations and Areas for Improvement
- XII. Key Findings
  - A. Institutional Initiatives as a Result of the Self-Study
  - B. Summary of the Self-Study Process
- XIII. Appendices

## **VII. SELF-STUDY TIMELINE**

Early in the self-study process, the Self-Study Steering Committee created a working timeline to guide its work moving forward. This timeline includes major steps in the accreditation process as well as ongoing tasks for all stakeholders.

Duquesne University is requesting that the Self-Study Evaluation visit be conducted in spring 2027, and the timeline below was created with the intent of a spring visit. In March 2025, President Gormley announced his intentions to step down as President and assume the role of Chancellor of the University. The search for the new President is underway, with the new hire to begin in the 2026-2027 academic year. A spring timeline would provide the new President an opportunity to become established in the position before the visit. In addition, it will support the University in three other important ways:



- 1) It will allow sufficient time for the new programs in the College of Osteopathic Medicine and the School of Science and Engineering to be assessed.
- 2) The Gumberg Library will be undergoing extensive renovations to both the interior and exterior of the building in fall 2026.
- 3) The School of Nursing, one of the largest schools on campus, has an accreditation site visit with the Commission on Collegiate Nursing Education on September 14-16, 2026. The baccalaureate degree program in nursing, the master's degree program in nursing, the Doctor of Nursing Practice program and the post-graduate APRN certificate program at Duquesne University are all accredited by the Commission on Collegiate Nursing Education.

The current working timeline is included below, with any necessary changes communicated to stakeholders as the process evolves. The items in gray text have already been completed as of the publication of this Self-Study Design document.

<b>Self-Study Timeline</b>			
<b>Date</b>		<b>Activity/Task</b>	<b>Designated Stakeholder</b>
2024	Summer	Engage consultant Select Steering Committee Chair	Office of the Provost
	Fall	Steering Committee (SC) Members Identified Steering Committee Kick-Off Meeting	Self-Study Steering Committee
		Attend Self-Study Institute	Steering Committee Chairperson & Members
		Drafts of Timeline and Communications Plan Working Groups Identified	Self-Study Steering Committee
		Working Groups Kick-Off Meetings Working Groups begin carrying out their charge	Working Groups
		Begin drafting Self-Study Design (SSD)	Self-Study Steering Committee
		December 20: Interim Report #1 Due, Lines of Inquiry	Working Groups
2025	Spring	Working Groups continue, with focus on connecting the Lines of Inquiry to key Self-Study elements	Working Groups
		January 21: Interim Report #2 Due, Connecting Lines of Inquiry to Key Elements	Working Groups
		February 3: SSD Drafted for review	Steering Committee Chairperson
		February 14: SSD Draft Submitted	Steering Committee Chairperson
		<b>March 15: Interim Report #3 Due, Evidence Inventory List</b>	Working Groups
		Continual liaising between Steering Committee, Working Groups, and all institutional stakeholders. Prepare to host Self-Study Preparation Visit	Self-Study Steering Committee
		<b>March 24: Self-Study Preparation Visit</b>	All Campus Stakeholders, Led by Self-Study Steering Committee

Self-Study Timeline			
Date		Activity/Task	Designated Stakeholder
2025	Summer	Working Groups continue, focus evaluating evidence	Working Groups
		<b>May 30: Final SSD Submission to MSCHE Staff Liaison</b>	Steering Committee Chairperson
		Continual liaising between Steering Committee, Working Groups and all institutional stakeholders	Self-Study Steering Committee
	Fall	<b>September 1: Draft of Final Working Group Report</b>	Working Groups
		Working Groups continue, focus on Final Report	Working Groups
		<b>November 1: Final Reports Due from Working Groups</b>	Working Groups
		<b>November 15: Review and Approval of Working Group Final Reports</b> by the Steering Committee, with hand-off to the document writers	Self-Study Steering Committee
		Self-Study Document being Drafted	Document Writers
		Working Groups remain available to assist document writers, as needed	Working Groups
		Continual liaising between Steering Committee, document writers and all institutional stakeholders	Self-Study Steering Committee
2026	Spring	<b>February 1: First Draft of Self-Study Due to Steering Committee</b>	Document Writers
		Review of First Draft	Self-Study Steering Committee Working Groups
		Preparation of Evidence Inventory documentation	Self-Study Steering Committee
		<b>May 1: Document Available for Campus Review</b>	All Stakeholders
	Summer	Revision of Self-Study Document based on stakeholder feedback	Document Writers Self-Study Steering Committee
	Fall	<b>TBD: Self-Study Report Sent to Team Chair</b>	Accreditation Liaison Officer (ALO)
		<b>TBD: Team Chair Preliminary Visit</b>	All University Stakeholders
		Revision and preparation of Final Self-Study Document	Document Writers Self-Study Steering Committee
		Finalization of Evidence Inventory documentation	Self-Study Steering Committee
		November 15: Send Solicitation of Third Party Comments (to be received by December 1)	Office of the Provost
2027	Spring	<b>TBD: Final Document Submission</b>	Accreditation Liaison Officer
		<b>TBD: Self-Study Evaluation Team Visit and Report</b>	All Stakeholders
		Institutional Response	Accreditation Liaison Officer
	Summer	MSCHE Commission Action	Accreditation Liaison Officer

## VIII. COMMUNICATION PLAN

Early in the process, the Self-Study Steering Committee created a communication plan to ensure that all stakeholders were apprised of the progress of the Self-Study, had an opportunity to provide feedback, and that appropriate endorsements were obtained. The table below summarizes the key audience/stakeholder, communication methods and the key communicator. Appendix B provides a more robust communication plan aligned with the timeline above.

Communication Methods		
Audience	Methods/Timing	Key Communicator
Board of Directors	Full Board meetings and Committee meetings	Executive Vice President and Provost
Faculty (including full time, part time and contingent at all locations)	Academic Insights (weekly electronic newsletter) Faculty Senate Assembly Meetings Direct emails for key steps (bi-monthly)	Office of the Provost
Clinical Faculty	Direct emails to faculty (bi-monthly)	School-based Associate Deans
Staff (general) (including Facilities, Career Services, Health Services, Public Safety and Police, Library Staff, Residence Life and others)	Staff Leadership meetings (monthly)  Staff Advisory Council (bi-monthly)  Staff Leadership Meetings	Dr. Jeff Miller, Senior Vice Provost  Ryan Dawson, Associate Vice President/Chief Human Resources Officer  Dr. Leanna Fenneberg
Student Support Coaches	Monthly meetings	James R. (J.D.) Douglas, Director of Undergraduate Education and Student Success
Directors of Budget Administration	Monthly meetings	Dr. Jeff Miller
Students & Families (including full-time, part-time, online, study abroad and those in off-campus placements)	Direct emails to students  Family Newsletter (bi-weekly)	Dr. Leanna Fenneberg, Senior Vice President for Student Life  Jennifer Smith, Assistant Director for Parent Relations
Advisory Boards (school and program)	School and department dependent (e.g. each semester)	School Deans and Program Directors
General Public	Website	Office of the Provost

Duquesne University recognizes that the process of continuous improvement does not end with the Visiting Team Report or the MSCHE final determination on accreditation. The Working



Groups will be asked to participate in an assessment of the self-study process, including opportunities for both written and oral feedback. This evaluation of the overall approach, process and mechanisms will provide University leadership with valuable information about how similar processes can most successfully move forward in the future. In addition, the University is committed to communicating to stakeholders not only the result of the self-study process, but also any collegial advice and recommendations that result from the process. In meetings of key decision makers such as the Board of Trustees, the President’s Cabinet, and the Provost’s Council, the findings from the self-study will be used to inform decision-making and will serve as critical information for ongoing continuous improvement efforts.

## **IX. EVALUATION TEAM PROFILE**

### **9.1 Team Chair**

Ideally, the Team Chair will be a president, provost or chief financial officer from a Catholic university.

### **9.2 Team Members**

To best understand how Duquesne University operates, team members coming from colleges and universities with student enrollment ranging from 7,500 – 10,000 students would be best. We would further request visitors from institutions with both undergraduate and graduate programs that include professional programs such as medicine, law, nursing, health sciences and pharmacy. Additional experience working at a Catholic university would be optimal.

### **9.3 Peer, Aspirant and Competitor Institutions**

Duquesne University has always been interested in keeping current with peer universities and being well-informed about the national landscape of higher education. The University identifies peer, aspirant, and competitor universities using a mixed-methods approach. The Office of Institutional Research, the Office of Budget and Finance and the Enrollment Management Group collaborate to create comprehensive lists, which are then compared.

Quantitative data are gathered from the Integrated Postsecondary Education Data System (IPEDS), with a particular focus on private institutions. Data include a variety of metrics such as total enrollment, annual tuition and fees, graduation rates and endowment per FTE. Other metrics include regional and institutional competitors and cross-applications.

On an annual basis, the Office of Budget and Finance establishes benchmarks based on the US News & World Report. As a Catholic institution, Duquesne consistently benchmarks against other Catholic colleges and universities. Similarly, University admissions officers compare enrollment patterns and win/loss statements for the University and for individual departments when requested.

In the table below, aspirant institutions are national Catholic institutions identified using a combination of IPEDS data and information reported by US News & World Report. The comprehensive list of peer institutions is stratified by public and private universities. The overlap

of applications remains consistent year-to-year. Public and private institutions with significant overlap in student applications are included.

<b>Aspirant Institutions</b>	<b>Regional Catholic Competitors</b>	<b>Common Cross-Applications</b>
Boston University Creighton University DePaul University Fordham University Georgetown University Loyola Marymount University Seton Hall University of Dayton Villanova University	Providence College Loyola University Saint Joseph's University University of Scranton Manhattan University Siena College Saint Francis University St. Bonaventure University Le Moyne College	University of Pittsburgh Pennsylvania State University Temple University West Chester University Drexel University University of Dayton Gannon University
<b>Resulting Peer Group</b>		
DePaul University Fordham University Loyola University	Saint Francis College St. Bonaventure University	Saint Joseph's University Villanova University

#### 9.4 Significant Programs

As noted above, Duquesne University has a broad portfolio of programs at both the undergraduate and graduate levels. The Palumbo-Donahue School of Business is the largest school by enrollment, with more than 1,400 students enrolled in the 2024-2025 academic year, followed by the McAnulty College and Graduate School of Liberal Arts with more than 1,300 students during that same year. Duquesne's newest college, the College of Osteopathic Medicine, continues to experience positive enrollment growth.

The tables below include the largest programs by enrollment at each level.

<b>Largest Undergraduate Programs by Enrollment 2024-25</b>	
<b>Program</b>	<b>Enrollment</b>
BSN: traditional four-year program as well as an accelerated (12-16 month) second-degree program	847
BSBA in Finance (298) and Marketing (257)	555 combined
BA Psychology	243
BS Biology	236
BSHS Health Science	188



<b>Largest Graduate Programs by Enrollment 2024-25</b>	
<b>Program</b>	<b>Enrollment</b>
<b>Pharmacy</b> – Doctor of Pharmacy (PharmD): traditional, on-campus as well as online options. Four-year professional, as well as six-year pre-professional/professional programs	609
<b>Law</b> – Juris Doctor (JD): Full and Part-time programs with several options for joint degrees in business, science, and arts	508
<b>Nursing</b> – MSN (various concentrations: Family, Forensic, Gerontology, Nursing Education, Executive Leadership)	201
<b>Business</b> – Professional Master of Business Administration (MBA). Traditional on-campus and online options. Several options for joint degrees in law, pharmacy, or communications	128
<b>Health Science</b> – Physical Therapy (MPT and DPT)	98
<b>College of Medicine</b> – Doctor of Osteopathic Medicine (DO). Newest graduate program with substantial anticipated growth	91

Duquesne University has consistently met the reporting requirements associated with the Annual Institutional Update (AIU) based on the *Accreditation Review Cycle and Monitoring Policy and Procedures*. As part of this ongoing compliance, the University’s Institutional Research (IR) team has created a series of dashboards that allow for ongoing monitoring of metrics in key areas such as student achievement, enrollment and financial health. Many members of the Steering Committee and Working Groups routinely access these dashboards, allowing these metrics to be considered throughout the self-study process. In addition, the IR team is available to create any additional necessary reporting, including disaggregated data, for the Working Groups.

## **X. EVIDENCE INVENTORY STRATEGY**

The Evidence Inventory will be a repository of documents and supporting materials that demonstrate compliance with the Standards and will support what is written in the narrative of the Self-Study Report. The inventory will be organized by Standard. Oversight of the Evidence Inventory will be provided by the co-chairs of the Steering Committee, who currently serve as the Vice Provost for Academics and the Associate Provost for Assessment. Support for this work will be provided by one full-time administrative assistant and two part-time graduate assistants. All personnel involved in managing the inventory are proficient in Microsoft Teams.

The Evidence Inventory will first take the shape of a list of supporting documentation recommended and requested by the Working Groups as they follow their Lines of Inquiry and demonstrate compliance with the Standards. These lists will serve as working documents that will be refined through each stage of the accreditation process, beginning with the Working Group and modified with input from the Steering Committee. Files to complete the Evidence Inventory will be housed and shared through the University’s file sharing system, Microsoft Teams, which will allow all members of the Steering Committee and appropriate Working Groups to access the documents at any time and consistent with the varying cadence of each group. As the self-study process continues and the final document is prepared, the Evidence Inventory will be reviewed, curated and updated as appropriate on an ongoing basis. Consistent with MSCHE processes, final versions of all Evidence Inventory documentation will be



uploaded to the appropriate place in the MSCHE Portal. The Evidence Inventory is backed up to the University server every 24 hours, providing the Steering Committee with a historical record of progress rate, as well as edits, additions and deletions of documents.

## **XI. STRATEGY FOR IDENTIFYING SELF-STUDY SITE VISITS TO BE CONDUCTED**

Duquesne University's Main Campus is in Pittsburgh, Pennsylvania. As part of the self-study process, Duquesne has identified the need to complete the site closure documentation for currently recognized Additional Locations. Substantive Change Applications are being prepared to ensure accuracy of the record, with an anticipated completion date of May 2025. When those changes are in place, there will be no Additional Locations associated with the University, and therefore, no additional visits will be required.





# APPENDICES



## APPENDIX A: Accredited Programs

Accrediting Body	Academic Programs
<b>Palumbo-Donahue School of Business</b>	
Association to Advance Collegiate Schools of Business (AACSB)	All undergraduate and graduate degree programs in the School of Business
<b>School of Education</b>	
Council for Accreditation of Educator Preparation (CAEP)	All undergraduate and graduate teacher education programs
Educational Leadership Constituent Council (ELCC)	School Administration K-12 MS.Ed School Supervision MS.Ed
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Clinical Mental Health Counseling MS.Ed Marriage & Family Counseling MS.Ed School Counseling MS.Ed Counselor Education Ph.D.
American Psychological Association (APA)	School Psychology Ph.D. Psy.D.
Council for Exceptional Children (CEC)	Special Education PreK-8 MS.Ed Special Education 7-12 MS.Ed
Teachers of English Speakers of Other Languages (TESOL)	English as a Second Language MS.Ed
National Association for Education of Young Children (NAEYC)	Early Childhood BS.Ed Early Childhood M.A.T.
National Council for Teachers of Mathematics (NCTM)	Secondary Mathematics Education BS.Ed. Secondary Mathematics Education MS.Ed
National Council for Teachers of English (NCTE)	Secondary English Education BS.Ed. Secondary English Education MS.Ed
National Council for Social Studies (NCSS)	Secondary Social Studies Education BS.Ed. Secondary Social Studies Education MS.Ed
Teachers of International Literacy Association (ILA)	Reading and Language Arts MS.Ed
<b>John G. Rangos, Sr., School of Health Sciences</b>	
Commission on the Accreditation of Athletic Training Education (CAATE)	Athletic Training MSAT
Accreditation Council for Occupational Therapy Education (ACOTE)	Occupational Therapy MSOT Occupational Therapy OTD
Commission on Accreditation in Physical Therapy Education (CAPTE)	Physical Therapy DPT
Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)	Physician Assistant MPAS



<b>Accrediting or National Recognition Body</b>	<b>Academic Programs</b>
<b>John G. Rangos, Sr., School of Health Sciences, continued</b>	
Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA)	Speech-Language Pathology MS
Commission on Accreditation of Healthcare Management Education (CAHME)	Health Administration MHA
<b>Thomas R. Kline School of Law</b>	
American Bar Association (ABA)	Master of Laws LL.M Juris Doctor J.D.
<b>McAnulty College and Graduate School of Liberal Arts</b>	
American Psychological Association (APA)	Clinical Psychology Ph.D.
Commission on English Language Program Accreditation (CEA)	English as a Second Language
<b>College of Osteopathic Medicine</b>	
Commission on Osteopathic College Accreditation (COCA) (pre-accreditation status)	Osteopathic Medicine D.O.
<b>Mary Pappert School of Music</b>	
National Association of Schools of Music (NASM)	All undergraduate and graduate programs in the School of Music
Council for the Accreditation of Educator Preparation (CAEP)	Music Education BS Music Education MM Music Education post-baccalaureate certificate
American Music Therapy Association (AMTA)	Music Therapy BS
<b>School of Nursing</b>	
Commission on Collegiate Nursing Education (CCNE)	All baccalaureate and master's degree programs in the school of nursing as well as the Doctor of Nursing Practice program.
Council on Accreditation of Nurse Anesthesia Educational Programs (COA)	DNP in Nurse Anesthesia
<b>School of Pharmacy and Graduate School of Pharmaceutical Science</b>	
Accreditation Council for Pharmacy Education (ACPE)	Doctor of Pharmacy
<b>School of Science and Engineering</b>	
Forensic Education Programs Accreditation Commission (FEPAC)	Forensic Science and Law MS
Accreditation Board for Engineering and Technology (ABET)	Biomedical Engineering BS
American Chemical Society (ACS)	Chemistry BS

## APPENDIX B: Detailed Communication Plan 2025-2027

Timeline	Action	Audience(s)	Method(s)		Responsible Party
Ongoing	Offer continuous updates about the self-study process to campus constituencies.	Students ( <i>including full-time, part-time, online, study abroad and those in off-campus placements</i> )	Direct Emails to Students	Per Semester	Dr. Leanna Fenneberg, Senior Vice President for Student Life
		Families of Students	Family Newsletter	Per Semester	Jennifer Smith, Assistant Director for Parent Relations
		Faculty ( <i>including full time, part time and contingent at all locations</i> )	Academic Insights Direct Emails Faculty Senate Assembly Meetings	Ongoing	Office of the Provost
		Clinical Faculty	Direct Emails	Ongoing	School-based Associate Deans
		Advisory Boards ( <i>school and program</i> )	School and Department dependent (e.g. each semester)	As per regularly scheduled cadence (semester/annually)	School Deans and Program Directors
		Student Success Coaches	Meetings	Monthly	James R. (J.D.) Douglas, Director of Undergraduate Education and Student Success

Timeline	Action	Audience(s)	Method(s)		Responsible Party
		Staff ( <i>including Facilities, Career Services, Health Services, Public Safety and Police, Library Staff, Residence Life and others</i> )	Staff Advisory Council Meetings	Ongoing	Ryan Dawson, Associate Vice President/Chief Human Resources Officer
			Staff Leadership Meetings		Office of the Provost
			Staff Leadership Meetings		Dr. Leanna Fenneberg, Senior Vice President for Student Life
		Alumni	Newsletter	Per Semester	Mary Young, Senior Director, Alumni Engagement  Stephanie Stewart, Assistant Director, Advancement Communications
		Board of Directors	Full Board Meetings and Committee Meetings	Quarterly	Dr. David Dausey, Executive Vice President and Provost
		Directors of Budget Administration	Meetings	Monthly	Office of the Provost
		General Public	Public Website	Ongoing	Office of the Provost



Timeline	Action	Audience(s)	Method(s)		Responsible Party
Spring 2025					
	Share data, documents, and research results in a secure, transparent, and convenient manner.	Steering Committee Members and Working Group Members	MS Teams	Ongoing	Steering Committee Members and Working Group Members
			Steering Committee Meetings	Ongoing ( <i>monthly or bi-monthly</i> )	
			Working Group Meetings		
Before March 24 <sup>th</sup> Preparatory Site Visit	Share information about the Self-Study process, the identified institutional priorities, the Standards for Accreditation, and the purposes of the open session.	Students ( <i>including full-time, part-time, online, study abroad and those in off-campus placements</i> )	Direct email  Power Point Slides	In advance	Anne Lahoda, Assistant Vice President of Student Housing and Residence Life
		Families of Students	Family Newsletter	In advance	Jennifer Smith, Assistant Director for Parent Relations
		Faculty ( <i>including full time, part time, and contingent at all locations</i> )	Academic Insights  Faculty Senate Assembly Meetings	In advance	Office of the Provost
		Student Success Coaches	Direct email	In advance	Office of the Provost
	Share information about the Self-Study process, the identified institutional priorities, and the Standards for Accreditation, particularly Standards I and VII.	Board of Directors	Full Board Meetings and Committee Meetings	In advance	Executive Vice President and Provost
		Directors of Budget Administration	Monthly Meeting	In advance	Office of the Provost

Timeline	Action	Audience(s)	Method(s)	Responsible Party
Summer 2025				
TBD	Share Self-Study Design.	All Stakeholders and the General Public	Public Website	Office of the Provost
Fall 2025				
December 15, 2025	Share Working Group Reports and gather feedback.	All Stakeholders and the General Public	Public Website (Executive Summary)	Office of the Provost
		Campus Community	Intranet (Full Report)	
Spring – Summer 2026				
May 1, 2026	Version 1 (one) of Self-Study made available for review and gather feedback.	All stakeholders and general public	Public Website (Executive Summary)	Office of the Provost
		Campus Community	Intranet (Full Report)	
Fall 2026				
TBD	Prep Stakeholders for MSCHE Team Chair Preliminary Site Visit.	Students, Faculty, Staff, Alumni, Governing Board Members, and all Stakeholders	Mock Site Visit	Office of the Provost and External Consultant
TBD	MSCHE Team Chair Preliminary Site Visit	Students, Faculty, Staff, Alumni, Governing Board Members, and all Stakeholders	Direct Email to Participants	Office of the Provost
Spring 2027				
TBD	Submit Final Self-Study.	All stakeholders and General Public	Public Website (Executive Summary)	Office of the Provost
		Campus Community	Intranet (Full Report)	
TBD	Prep stakeholders for Self-Study Evaluation Team Visit.	Students, Faculty, Staff, Alumni, Governing Board Members, and all Stakeholders	Mock Site Visit	Office of the Provost and External Consultant

<b>Timeline</b>	<b>Action</b>	<b>Audience(s)</b>	<b>Method(s)</b>	<b>Responsible Party</b>
TBD	Self-Study Evaluation Team Visit	Students, Faculty, Staff, Alumni, Governing Board Members, and all Stakeholders	Direct Email to Participants	Office of the Provost
TBD	Evaluation Team Report	Campus Community	Intranet (Full Report)	Office of the Provost



## **APPENDIX C: Working Group Report Templates**

Standard	Institutional Priorities	Line of Inquiry	Recommendations from 2018 Self-Study
<b>Standard # and Name</b>	<ol style="list-style-type: none"> <li><b>Cultivate excellence in academic programs in fulfillment of the Spiritan Catholic mission, values and traditions.</b></li> <li><b>Engage the community via interdisciplinary research and learning opportunities.</b></li> <li><b>Ensure institutional viability and vitality.</b></li> </ol>	<p><i>Each Working Group should develop Lines of Inquiry associated with their Standard. Lines of inquiry are critical questions that develop or investigate a particular analytical focus. Lines of inquiry should relate directly to the Institutional Priorities and intended outcomes of the Self-Study, as well as to the specific MSCHE Standard associated with the Working Group.</i></p> <p><i>Lines of Inquiry often use language that allows for broad yet meaningful analysis of evidence, for example asking, “How effective...,” “To what extent...,” etc.</i></p> <p><i>Lines of Inquiry should be mapped directly to the Institutional Priorities and, if relevant, to 2018 recommendations using the convention [IP#, R#].</i></p>	<p><i>If the 2018 Self-Study Team Report included recommendations associated with the specific Standard, those should be recorded here and mapped to the Lines of Inquiry.</i></p>

Standard # and Name:				
	Document Name	Point of Contact	Notes	Gathered?
<i>Identify the Standard and Criterion</i>	<i>For each document, list the document's name as you know it.</i>	<i>Indicate the office, entity, or location that houses the document.</i>	<i>Use this area to share any notes about the document</i>	<i>Has been obtained, 1 Has not been obtained, 0.</i>
<i>S#.C#</i>				
<i>S#.C#</i>				
<i>S#.C#</i>				
<i>S#.C#</i>				
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<i>S#.C#</i>				



*Consistent with the recommendations from MSCHE\*, each Working Group is asked to provide a final report that summarizes the process and findings. The following should be used as an outline as you prepare the final report.*

- I. Overview of Working Group's Charge  
*Provide an overview of the Standards and priorities that your group focused on, including how they align with each other and the mission.*
- II. Description of Lines of Inquiry  
*Describe your process for determining the Lines of Inquiry, share the final versions, and explain how they enable the Working Group to fulfill its charge.*
- III. Collaboration, Connections, and Evidence Inventory Approach  
  
*Describe the collaborative processes used both to populate and refine the Evidence Inventory as well as when working across standards to avoid undue duplication.*
- IV. Assessment Information Utilized  
*Provide a description or list, as appropriate, of the information that was used by the Working Group for this analysis, consistent with the Standard and Lines of Inquiry.*
- V. Analytical Report  
*Provide a robust analysis that addresses the Lines of Inquiry and overall compliance with the Standard.*
- VI. Areas of Strength  
*Based on the analytical report above, provide evidence-based strengths consistent with the Standards and Priorities associated with the Working Group.*
- VII. Opportunities for Improvement and Innovation  
*Based on the analytical report above, provide evidence-based opportunities for improvement and innovation consistent with the Standards and priorities associated with the Working Group.*
- VIII. Initial Strategies on Continuous Quality Improvement  
*Using the analytical report and identified areas of strength and opportunities for improvement and innovation, suggest institutional strategies for continuous quality improvement.*

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\* This template is modeled after the Sample Working Group Report provided as part of the 2024 Self-Study Institute, with only minor adaptations.