## 3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

## 3.A - Core Component 3.A

The rigor of the institution’s academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Argument

***1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.***

The University of Dubuque offers degrees at the Associate, Bachelor, Master, and Doctoral level. A full description of the current courses and programs can be found in the respective catalogs of the [Undergraduate](https://www.dbq.edu/media/Academics/Registrar/UD-Undergraduate-Catalog-2019_2020-FINAL-7.23.19.pdf) program and graduate/adult programs ([LIFE program](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029789), [Traditional Master's in Business, Management](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029830), and Physician Assistant Studies, and [Seminary](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029817)).

The University’s commitment to “professional programs with a liberal arts core,” is reflected in its [undergraduate program](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029818) offerings, which include 37 majors in 18 program areas, leading to one of four degrees: the Bachelor of Arts, the Bachelor of Science, the Bachelor of Business Administration, or the Bachelor of Science in Nursing.

The traditional Graduate Studies program at UD offers four degrees: the [Master of Business Administration](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029792) (in accelerated and traditional semester formats), the [Master in Management](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029787) (in accelerated, traditional, and online formats with discipline-specific concentrations in Aviation Leadership, Communication Management, Diversity and Inclusion Leadership, and Sport Management), the **Master of Arts in Ministry** (which is 100% online), and the Master of Science in [Physician Assistant Studies](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029797). The University of Dubuque Theological Seminary’s primary program is the [Master of Divinity](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029793) degree, which prepares graduates for ordained ministry in the Presbyterian Church (USA), the United Methodist Church, and others. Three additional degree programs are offered through the Seminary: the [Master of Arts in Mission and Discipleship](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029794),  the Master of Arts in Reformed Theology, and the [Doctor of Ministry](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029756).

University of Dubuque programs and courses are regularly reviewed and revised for appropriateness and currency, and the approval process rests with the respective Faculty Curriculum Committee, [undergraduate](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029766) or [graduate](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029762). The process is typically initiated with a [program](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029802) or [course](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029754) proposal from the faculty within the proposed program area. The proposal includes a needs assessment (which includes an analysis of marketability), the relationship of the proposed program to the Mission, the learning outcomes and assessment, and operational requirements. Revisions to existing programs follow a similar format, with the needs assessment being replaced by an assessment-based rationale for revision.

The typical program approval process includes a series of iterations as the proposal is refined to meet University standards and priorities. The faculty and administration work collaboratively in this process and, depending on the program, either the Dean for Undergraduate Studies or the Dean for Graduate Studies works closely with the faculty in the initial program development and review.  Following the respective Faculty Curriculum Committee’s approval, the program proposal is forwarded to the Vice President for Academic Affairs and the President.  As a result of the iterative nature of the process, approvals have almost always affirmed the work of the faculty.

Assessment data serves as the basis for curriculum revision. Programs annually update an [assessment plan and report](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029742) on the year’s assessment outcomes. The information from this report, along with information about numbers of majors and credit hours generated, becomes part of an [annual program review](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029833) that informs the work of the administration and Board of Trustees.

New programs under consideration are evaluated for rigor and depth expected for the specific degree level. Undergraduate and graduate programs are evaluated using the criteria proposed in the Lumina Foundation’s [Degree Qualifications Profile](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029758). The results of that evaluation provide the following picture of undergraduate degrees at UD, relative to the five learning areas identified by the DQP (Specialized Knowledge, Broad and Integrative Knowledge, Intellectual Skills, Applied and Collaborative Learning, and Civic and Global Learning). The General Education program provides a strong foundation in the development of Intellectual Skills and Civic Learning whereas major areas of study cover the development of Applied Learning and Specialized Knowledge and, to a slightly lesser degree, on Broad Knowledge. Overall, this evidence supports the appropriateness of the undergraduate degrees offered at the University of Dubuque and is consistent with the emphasis on professional degree programs.

***2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.***

[Student Learning Outcomes](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029815) are identified for each University of Dubuque major, reflecting the level of degree being attained, and these outcomes are reviewed annually. The student learning outcomes are included in the catalog governing each program and described on the program’s landing page on the website.

The undergraduate programs include two sets of student learning outcomes: the [general education outcomes](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029772) required of all students and the specific ones related to the student’s major area of study. Programs at the Master’s level include learning outcomes appropriate for the professional area of study. The Theological Seminary meets the learning outcome expectations of its accrediting agency, the Association of Theological Schools.

***3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).***

All courses at the University have identified course learning outcomes that serve as the basis for learning activities and assessments. In addition, each undergraduate course has been evaluated for the investment of time and effort required to successfully accomplish the learning outcomes by using a “Credit Hour Learning Time Worksheet” which summarizes the amount of in- and out-of-class work and offers an estimate of the time it would take the average student to complete the work. The faculty has set an expectation of a minimum of 37.5 hours (750 actual minutes) of work for each hour of credit granted.

Modes of Delivery

The majority of coursework at UD is offered in a face-to-face format. For undergraduate courses, the standard expectation is for 12.5 hours of actual “face time” for each semester hour of credit. This formula is also applied to the traditional graduate courses. Using this standard, the University has developed various alternative modes of delivery. Courses offered in only an online format replace all of the face time hours with comparable online work and this work is identified in the course [**l**earning time worksheet.](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029785) Hybrid courses replace part of the face time hours. All of the courses in the LIFE program for working adults replace roughly one half of the face time with a comparable level of independent or online work. A few traditional undergraduate or graduate classes function in a blended format. The Master of Divinity degree is offered in both a face-to-face and blended delivery format. Course learning outcomes are the same and, in many cases, there is interaction between the students enrolled in each format.

For traditionally-aged undergraduate students, the faculty is committed to face-to-face as the primary delivery method. Online and hybrid delivery modes are employed where they contribute to student success, such as offering summer courses in an online format in order to serve students who return to their hometown for a summer job or offering a senior-level semester course in a blended format to facilitate participation in internships. For adult students, the University has chosen to focus on programs that include a face-to-face component (with the Master of Arts in Ministry as the sole exception).  We will continue to monitor the delivery mode that best meets the needs of adult learners, but believe at this point that our unique niche in higher education is in programs that include a face-to-face component.

With the exception of the LIFE program for working adults offered at our Cedar Rapids, Iowa, and Meridian, Idaho, all courses are offered on the main campus in Dubuque. A third location, Tempe, Arizona, is currently being phased out.

Cedar Rapids and Meridian locations have free-standing buildings with 9,000 and XXXX square feet, respectively, and are outfitted with multiple classrooms with furniture identical to that found on the main campus, offices, a reception area, computer labs, and a student break room. The program offerings in both locations are identical to those offered in the LIFE program on the Dubuque campus, using the same syllabi and course resources.

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* LIFE Core Catalog 2018-2019\_Iowa
* Master in Management Program Description and Courses.pdf
* Master of Arts in Christian Leadership Program Description
* Master of Arts in Communication Program Description and Courses
* Master of Arts in Mission and Discipleship Program Description
* Master of Business Administration Program Description and Courses.pdf
* Master of Divinity Program Description
* Master of Science in Physician Assistant Studies Program Description and Courses
* Program Proposal Form Undergraduate
* UD Theological Seminary Catalog 2019-2020
* Undergraduate Catalog\_Learning Outcomes\_Aviation\_Sample
* Undergraduate Catalog\_Majors and Minors

## 3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution’s mission.

### Argument

***1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.***

The University of Dubuque’s [undergraduate general education program](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029775) is rooted in the institution’s mission. The goal is to provide students with knowledge and skill within a unified framework. Because we are not selective in our admissions, we know that students arrive with varying levels of preparation. The general education program is relatively large – 48-49 hours – because we want to make sure that, whatever their preparation upon arrival, students leave with a solid foundation in intellectual and practical skills, practice in key life contexts through engagement with big questions, and active involvement with diverse and real challenges, articulated as a calling/vocation that embodies personal and professional character. UD’s mission states that “As a community, the University practices its Christian commitments by . . . challenging students to live lives of worth and purpose, and preparing students for service to the church and the world.” Thus, one of the major distinctions of a UD education is that we educate toward an end – lives of worth and purpose oriented toward service. This is also in line with the work of the [Gallop Purdue Index](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029773), which defines success as graduates who are thriving in multiple dimensions of well-being – purpose, social, financial, community, and physical – decades after college. As our trustees often say, the question is not “Do UD students get a good job after college?” but “Are UD graduates better citizens, family and community members, 20-30 years out?” In short, the Christian perspective of the university encourages students to see both their education and their careers as part of their calling from God.

***2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.***

Effective with the entering class of Fall 2019, a new general education program, revised and approved by the[Faculty](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029769)and the [Board of Trustees](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029831), streamlined the conceptual structure and created more focus and direction. The previous general education program had been developed in the late 1990s, focusing on both skills courses (first-year composition, mathematics, lab science, etc.) as well as courses selected from seven “pillars” which encourage students’ growth as whole persons. While the essence of the old general education curriculum was sound, there had been no major review for 20 years and a number of curricular modifications made over the years had diluted the program’s conceptual clarity.

The revised program adapted its conceptual framework from the [LEAP](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029788) (Liberal Education and America’s Promise) framework developed by the American Association of Colleges and Universities. LEAP connects us to well-researched learning outcomes and assessment methods, and enhances the potential for compatibility with transfer students. There are three general education learning outcomes at UD based upon the three areas of competence, context, and calling:

1. Competence: demonstrate foundational intellectual and practical skills in:

* Inquiry and Analysis
* Critical Thinking
* Written Communication
* Oral Communication
* Quantitative Literacy
* Information Literacy
* Teamwork
* Problem Solving

2. Context: explore the major questions and challenges in the following five contexts of human engagement:

* Natural World
* Social Interaction
* Human Expression
* History and Faith
* Personal Development

3. Calling: develop a statement of personal calling/vocation that synthesizes knowledge, skill, and responsibility.

This new general education program creates more focus and direction in its curriculum, adopting a clearer “core + distribution” model that provides standardized foundational coursework for greater student choice in how the distribution requirements are satisfied. The program also reflects institutional-specific priorities. Our mission states that “As a community, the University practices its Christian commitments by . . . challenging students to live lives of worth and purpose, and preparing students for service to the church and the world.”  This means one of the major distinctive of a UD education is that we educate toward an end – lives of worth and purpose oriented toward service. This is the work of the general education program more than the majors.

By design, the undergraduate general education program at UD includes opportunities to engage in meaningful coursework that provide students with the broad knowledge base, inquiry methods, and skills needed for life in a changing world.

a. Collecting, Analyzing, and Communicating Information. The general education program includes demonstrating competence in inquiry and analysis, information literacy, oral and written communication, and critical thinking. This outcome is addressed through coursework in Composition and Rhetoric, Speech Communication, and Introduction to Research Writing. [Assessment data](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029780) indicate that students have improved specific skills when librarians partnered with faculty to teach throughout the General Education program. These skills include the ability to use and cite books, identify primary sources, narrow a research topic, identify Boolean operators, and identify source bias. These concepts are explicitly covered and reinforced in the classes that include information literacy instruction.

b. Mastering Modes of Inquiry or Creative Works. Embedded in the undergraduate general education curriculum is a specific course intended to address various modes of inquiry, [Introduction to Research Writing](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029783)**.** Students in this course use introductory research, writing, and information literacy strategies to develop a focused research question and argument-based thesis statement, evaluate scholarly and professional sources, and explain plagiarism and its consequences as they organize, write, and revise an extended and appropriately cited research essay. This course was co-developed by faculty and librarians, and information literacy instruction is included throughout to create an intentional, scaffolded research course.

c. Developing Skills Adaptable to Changing Environments. The design of the undergraduate general education program is intended to provide adaptable skills.  First, it focuses on foundational intellectual and practical skills that transcend a specific environment. Second, it asks students to practice these skills in a variety of life contexts so that they begin to experience how to transfer knowledge and skill from one environment to another.  Finally, it seeks to situate these skills as part of a larger purpose – a sense of calling/vocation that extends beyond a specific job or career. This skill development culminates in a required capstone course in each undergraduate area of study.

***3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.***

The University offers curricular and co-curricular programs that support the importance of valuing diversity, in an environment in which diversity is evident. As part of the general education program, undergraduate students are required to take [coursework](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029775) in “Intercultural Engagement” designed to develop an understanding of other people and cultures. This intercultural focus points to the contributions of all cultures to the collective human wisdom and accents our responsibilities to God’s larger human family. Major areas of study reflect human and cultural diversity in ways that connect with the content and practices of the particular discipline. Some programs, such as Mathematics, rely more heavily on the general education program for education in human and cultural diversity. The Sociology program, in contrast, centers much of the coursework on questions of human and cultural identity. The Teacher Education department uses the [Intercultural Development Inventory®](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029781) survey.

Several co-curricular programs also directly contribute to enhancing the experience of human and cultural diversity on campus. The [Office of Multicultural Student Engagement](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029796) and the [International Studies Office](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029834)collaborate regularly to provide co-curricular programming that challenges students to examine themselves as cultural beings as well as examine others’ cultural heritage. This programming focuses on three outcomes: 1) students will engage with and learn from faculty, staff, students, and others whose cultures are different from theirs; 2) students will access information and learn skills (such as mindfulness and empathy) which will support cultural competence and global engagement; 3) students will learn to practice hospitality and to become brave cultural allies through opportunities for service and friendship. UD's first-ever [Spring Convocation](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029826) was held in February of 2019. It initiated our observance of Black History Month by celebrating the University's diversity and highlighted the continuing conversation in courses across the curriculum.

One important means of educating for human and cultural diversity is to reflect diversity in the faculty and staff. In the last five years, over 15 percent of the new [full-time faculty hires](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029764) have been faculty of color. While this percentage is not as high as that for the undergraduate student population, it is well above the racial and ethnic diversity present in the city of Dubuque, where 91 percent of the population is Caucasian. Although hard to quantify, a racially/ethnically diverse faculty and staff factors significantly in the University’s ability to develop culturally aware graduates.

***4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution’s mission.***

A campus-wide celebration of undergraduate student scholarship, known as [Apex](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029751), is held once a year. This event includes presentations by students and alumni, highlighting their contributions to advancing knowledge. In the spring of 2023, over XXXX students participated.

At the undergraduate level, every major area of study includes [coursework that involves a research or creative component](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029828). In addition to classroom-based scholarship, independent scholarship opportunities exist for students. The department of Natural and Applied Science sends students to the [Mississippi River Research Consortium](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029798), typically held in LaCrosse, Wisconsin. Students interact with academic and applied scientists and have presented their own work to these scientists. The premier student scholarship opportunities are funded summer research program, the [Chlapaty Summer Research Fellowship](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029749) and the [Butler Summer Fellowship](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029749). These competitive programs position students for success in graduate or professional studies.

At the graduate level, student scholarship reflects the nature of the particular degree program. All include a [required project/thesis](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029776) related to the area of study. Works that are in written form are [housed](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029755)in the Charles C. Myers Library.

The faculty’s practice of scholarship and professional development informs their teaching as they share their learning both with students in the classroom and with the academic and professional communities. As a teaching-focused institution, UD has elected to employ Ernest [Boyer’s model](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029804) of scholarship, which broadens scholarship to include discovery, integration, application/engagement, and/or research on teaching. The emphasis is on “joining the conversation,” not counting publications. Expectations and goals for individual faculty scholarship are included in an annual [faculty review process](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029765).  Faculty members are expected to join the scholarly conversation in meaningful ways, with increasing expectations as one progresses through the academic ranks. The minimum level of involvement is participating in the conversation through continued professional development. As the faculty member matures, the expectation expands to include contributing scholarly insights to the broader community and, in some cases, leading the scholarly conversation. The Charles C. Myers Library hosts an annual [Celebration of Faculty and Staff Scholarship & Creativity](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029748) which highlights these efforts.

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## 3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

### Argument

***1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.***

Over the past few years, the University has made great efforts to ensure that the demographics of our faculty and staff reflect the demographics of the student body we currently enroll and wish to attract in the future. Below are a few initiatives we have taken to improve our faculty and staff diversity:

* Developed a search process manual of SOPs (Standard Operating Procedures) and revised the recruitment section of the Faculty Handbook. Search committees have become more knowledgeable about the hiring process, and standardization has helped to reduce the elimination of viable candidates from underrepresented populations.
* Reviewed and revised interview questions to ensure the reduction of unconscious bias as well as assigned a member of the the diversity council on hiring committees. Bias has been reduced, and more underrepresented populations have secured interviews.
* Reviewed job descriptions to reduce/eliminate gender-neutral language and introduced blind hiring techniques. More female candidates, on average, have entered the applicant pools.

In 2022-2023, UD employed 104 full-time faculty, with a female-male breakdown being evenly split. In terms of race and ethnicity, 87% were White, non-Hispanic and 13% were African, Hispanic, Asian, or Native American. (Add staff information).

**2*. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.***

The University of Dubuque maintains an adequate level of faculty and works to employ them in areas that most greatly impact student learning.

a. Numbers and Continuity of Faculty Members. In 2023-2024, UD has 96 [full-time faculty](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029767). The University has kept the need for faculty members to guide student learning at the forefront of its growth. For example, throughout UD’s growth, the undergraduate program has maintained its faculty to student ratio near to 1 to 13. Another determinate of sufficient faculty numbers is average class size. On average, 95 percent of classes have fewer than 25 students.

b. Faculty Oversight of the Curriculum and Expectations for Student Performance. The [Faculty Handbook](https://www.dbq.edu/media/AboutUD/Employment/UD-Faculty-Handbook--Updated-5.22.19.pdf) outlines the primary role of faculty in the development and oversight of the curriculum. The [Undergraduate](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029766)and [Graduate](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029762) Curriculum Committees, standing committees of the college faculty, are among the most active committees on campus. The committees take seriously the mandate to review and approve courses and programs of study, and have developed processes and timelines to insure curricula of excellence and currency. The [General Education Committee](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029760) takes primary responsibility for curriculum development as it relates to the general education program. The [Academic Standing Committee](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029759), chaired by a faculty member, reviews student progression and deliberates on the policies regarding student academic progression as well as hears appeals from individual students.

Academic departments assume the primary responsibility for curriculum in the major. Each year, as part of the [assessment cycle](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029743), departments review course content and course offerings in response to assessment data. In addition to Department Heads, some programs have specific coordinators designated to oversee curricula, teaching, and scheduling in areas such as ENG 104 Research Writing and COM 101 Speech Communication.

At the individual student level, full-time faculty members play a significant role as academic advisors, approving the course work each student takes and considering any special or unique issues related to that student’s academic progress. Any curricular adjustment or exceptions to policy include the academic advisor as part of the decision-making process.

Every academic program participates in an [assessment process](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029742). Faculty members are heavily involved in this process, beginning with student learning assessment at the course level. The faculty member is responsible for verifying individual student learning. At the program level, faculty members review the success of students in achieving program learning outcomes and recommend any changes to the curriculum based on these assessment results. The combined [assessment/program review](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029842) is completed on an annual basis. The Assessment Committee, a standing committee of the faculty, receives these assessment reports and provides feedback on their adequacy as well as any suggestions for improvement.

***3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.***

The Faculty Handbook outlines the [qualifications for hiring, promotion and tenure](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029761). Full-time faculty members play an important role in establishing and maintaining the academic credentials of instructional staff. Every faculty search is directed by a search committee composed of faculty members in the advertised position’s academic area, faculty members from other areas, and either the Vice-President for Academic Affairs or the appropriate undergraduate, graduate, or seminary dean.

A list of [current faculty members](https://www.dbq.edu/Academics/OfficeofAcademicAffairs/CollegeandEmeritiFaculty/) and their credentials is listed on the University website. Faculty members must have a Master’s degree or a terminal degree in their field in order to teach at the undergraduate level. This is documented through the [Qualified Faculty Determination](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029770) process and all instructors are approved by the Vice President for Academic Affairs. In very limited situations, a Bachelor’s degree with considerable experience is permitted. These credentials are required of all full-time and part-time teaching staff. Candidates for all teaching positions are required to provide an application, a curriculum vita, and references. Part-time instructors are held to the same academic credentials as full-time faculty members, both in terms of educational attainment and content experience. A background check and official academic transcripts from the highest degree earned are required before hiring. The university currently has a terminally-degreed faculty of XXX percent, and another XXX percent of full-time faculty members are currently completing terminal degrees.

The University of Dubuque has a limited number of collaborative or consortial programs. There is no review of faculty members from other universities teaching in these programs as these institutional partners are all regionally accredited and responsible for demonstrating the qualifications of their staff.

***4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.***

Effective instruction is at the essence of the faculty member’s role and several means are employed to evaluate instruction. At the course level, students provide feedback in the form of both midterm and final evaluations. Midterm evaluations allow instructors to focus student responses on what they consider the most important element of the course as well as allow instructors to make immediate changes to improve student learning. Students have the opportunity to complete a final evaluation for their courses, the results of which are made available to the faculty member after course grades have been submitted and are archived by the Office of Academic Affairs. Student evaluations from the most recent years are included in the annual faculty review and serve as the basis for an annual conversation between the faculty member and the administration. Faculty members are also evaluated by their peers. This begins with a schedule of visits during the first year of appointment and continues as the faculty member applies for promotion and/or tenure. The student and peer evaluations form the basis of the faculty member’s self-evaluation.

Students find value in the instruction they receive at the University of Dubuque. Results from the 2020 administration of the [National Survey of Student Engagement](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029803) (NSSE), while limited because of the pandemic, indicate thatwhen compared to the institutions in the University’s Carnegie classification and to all institutions administering the NSSE, UD students report higher levels of quality relationships with faculty members and higher levels of institutional support to help them succeed academically.

***5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.***

Faculty members are at the heart of the University and their ongoing development is a priority. Faculty professional development follows the rhythm of the academic year and is designed to reflect the varied needs of faculty members. Every fall, faculty members gather for [orientation](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029771) and education. This orientation begins with collective presentations and discussions on matters of faculty-wide concern, and continues in a conference-like format, with faculty-led break-out sessions organized around the major faculty roles.

Following the philosophy of meeting faculty members where they are, [professional development opportunities](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029799)throughout the academic year promote flexible options for growth. Faculty members have electronic development opportunities, including a teaching and learning website hosted by the Charles C. Myers Library and various electronic newsletters. These are highlighted in the monthly electronic [newsletter](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029774) issued by the Office of Academic Affairs. Various face-to-face development opportunities are provided, including ongoing book discussion groups, coffees on pedagogies, workshops, and faculty mentoring.

New faculty members have a [year-long program of orientation](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029795) designed to integrate them into their roles in the University. This begins with two days of meetings before the first semester and continues with monthly gatherings throughout the first year. UD prioritizes the importance of this new faculty orientation by granting 3-credit course release during the faculty member’s first semester.

Adjunct instructors are provided with information about the University and may receive additional instruction from the department head. Adjunct instructors are offered the opportunity to complete an online orientation course titled [UD Faculty Academy](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029816). This course asks instructors to complete a series of modules focused on mission and culture, campus resources, pedagogy and teaching, technology training, and career and life services. In addition to providing information, the modules will familiarize the instructors with the features of the course management system from the student perspective. Upon successful completion of the course, adjunct instructors are eligible to receive an additional $100 per credit hour for any courses they teach at the University.

Every full-time College faculty member is provided annually with $250 of personal professional development funds that may be used for books, supplies, workshops, or conference attendance. In addition, the Office of Academic Affairs maintains a professional development fund administered by the Faculty Development Committee that full-time faculty members may apply to receive up to $800. The fund prioritizes external opportunities in which faculty members are presenting or leading in some fashion.

Two research release programs provide faculty members with extended time to do research. The [John Stewart Research Award](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029805)provides the opportunity for up to six credit hours of course release in order to focus on a scholarship or pedagogy project. A [research leave program](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029829) provides a full salary, one semester release for scholarship. Typically, two or three faculty members are granted a leave each academic year.

The Charles C. Myers Library has a significant presence in the promotion of faculty scholarship and professional development. The library maintains five study rooms which faculty members may reserve for the academic year. Librarians provide extensive research services to faculty members. Each February the Library hosts a “[Celebration of Faculty and Staff Scholarship and Creativity](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029748).” Faculty members are recognized for their presentation and publications, and two faculty members present their research. While the University of Dubuque is a teaching-centered institution, the faculty continues to model learning through a vigorous program of scholarship and professional development.

***6. Instructors are accessible for student inquiry.***

University of Dubuque faculty members maintain a campus presence that encourages interaction with students. Every full-time faculty member is provided with a private office on campus. They are expected to maintain a minimum of six office hours per week. These hours are posted outside the faculty member’s office, listed on the course Moodle site, and included in the course syllabus. In practice, most faculty members maintain an open door policy when they are in their offices and thus are available much more than the requirement minimum. In addition, some faculty members are experimenting with other forms of office hours in order to better serve students. These include holding office hours online or in the laboratory or café settings.

Part-time faculty members who teach six or more credit hours in a semester are offered access to shared office space on campus. Wherever possible, these shared office spaces are located in the same area as those of the full-time faculty offices in the related academic area.

Many program areas have created mechanisms for informal student/faculty engagement. The Seminary has a strong tradition of a shared chapel time, which provides for regular student and faculty engagement, as do the three weekly chapel services for the undergraduate students. The Natural and Applied Sciences host monthly colloquia and weekly socials to encourage interaction. Student department clubs, such as ones in accounting, computer information systems, and nursing provide opportunities for greater student/faculty engagement.

Results from the most recent administration of the [National Survey of Student Engagement](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029803) indicate that faculty members are available and engaged with their students.

1. ***Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.***

Staff members providing student support services at the University of Dubuque are well qualified for and committed to their work, and are supported in their professional development. This contributes to a culture of excellence in student support at the University. It also creates the potential for these individuals to contribute to the academic programs through some form of instruction.  If this instruction is for academic credit, staff members are qualified through the [faculty qualification](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029770) process.

Staff members are invited to participate in many of the development opportunities provided for faculty, including some faculty orientation sessions, book discussion groups sponsored by the Wendt Character Initiative, and campus speakers and presentations. Most departments provide some form of ongoing development in the form of in-service opportunities or participation in professional organizations. Full-time University employees may also pursue, within certain limitations, an [undergraduate degree](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029757) at the University, tuition free. In addition, all employees are eligible to pursue graduate studies on campus at a discounted and/or pro-rated tuition rate.

### Sources

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* Student Course Evaluation - Mentor
* UD Faculty Academy Information

## 3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution’s offerings).

### Argument

***1. The institution provides student support services suited to the needs of its student populations.***

At the University of Dubuque, student learning and support are shared responsibilities. The Offices of Student Life and Academic Affairs work closely to practice the philosophy of caring intrusiveness, an orientation toward students that says “you are cared about too much to be allowed to fail.”

The Student Life area oversees [Residential Life](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029801), [Student Activities](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029806), [First Year Experience](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029768), [Multicultural Student Engagement](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029796), [International Studies](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029784), and the [Center for Vocation](file:///%5C%5CFACWINFILE%5CFACUSERS%5Cjgreen%5Cevidence%5Cviewfile%3FfileId%3D1029820)**,** [Civic Engagement and Life Services](file:///%5C%5CFACWINFILE%5CFACUSERS%5Cjgreen%5Cevidence%5Cviewfile%3FfileId%3D1029820). Student support begins as new students arrive on campus. Approximately ten hours of new student orientation known as **Spartan Start** provides opportunities for students to interact with student support services and departments in small interactive groups.

The opening of the Smeltzer-Kelly Student Health Center (SKSHC) in 2020 has provided students with on-campus primary health care, brain health and counseling services, and dietary and wellness educational services. The Center’s focus on [brain health](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029745) fits integrally within the University’s learning community. Counseling services are committed to a student-centered, developmental approach in order to assist students who have specific emotional, social, academic, spiritual, vocational, or personal concerns. Appropriate referrals are provided for students needing long-term personal counseling and/or other psychiatric services, such as an assessment for medication management and inpatient hospitalization.

Just under one-half of undergraduate students live on campus. Live-in student staff and professional staff connect with each resident on campus. From this personal connection, residents are encouraged to nurture relationships with other students in their community and with clubs, organizations, and activities that spark current and new interests. Through their involvement, students learn about themselves and practice skills of highly successful citizens. Staff members also provide residents with individualized observation and feedback on how residents are being experienced by other members of the community, any challenges noted in the classroom, and any patterns of personal choices that do not meet with community standards and expectations for student success. Through these interactions, students are empowered to develop critical thinking skills, personal discipline, and patterns of healthy choices.

Academic support services for both undergraduate and graduate students are available through the [Academic Success Center](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029739)(ASC), centrally located in the Charles C. Myers Library. As part of the larger Teaching and Learning Center, the ASC incorporates multiple academic services under one umbrella organization: subject tutoring, writing center, learning support coaching, disability services, alternative testing.

In addition to these services that are available to all students enrolled in the University, two other programs are targeted at identified undergraduate student sub-populations: the [Bridge](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029746) program and [TRIO/Student Support Services](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029812).

The Bridge Program supports the development of college-level skills in first-year students who are selected for the program by the Dean of Admissions based on factors such as a low high school GPA. This one-year program includes an introduction to college course, mandatory study labs, basic skills instruction, and individualized tutoring. Additionally, the program encourages students to make connections on campus and get involved in campus life.

TRIO/Student Support Services is a federally funded student program designed to assist low-income, first-generation, and/or students with a documented disability. In 2020, the University was awarded its third TRIO/SSS grant, a $1,100,000, five-year grant to accommodate 140 students per year. The grant funds support services including one-on-one tutoring; academic, career, financial, and personal advising; educational workshops; cultural events and activities; and a scholarship.

With so many programs at work, the potential for missing students or duplicating services exists. For many years, the University has employed a “[UD Cares](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029813)” team, including representatives of Student Life, Academic Affairs, Admissions, and Athletics. This team shares and discusses concerns about students, and depending on the nature of the concern—social, psychological, or academic—it is routed to the appropriate office or person for follow-up. At the Cedar Rapids, Iowa, and Meridian, Idaho, locations, the academic director at each site serves as the ombudsperson to direct students to the support they need.

***2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.***

One of the common refrains on campus is that UD seeks to “meet students where they are and bring them to where they need to be.” As undergraduate students enter the University, three paths are available, depending on their needs and interests.

The [Bridge](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029814) pathway, described in the previous section, is for students identified as underprepared for college-level work in one or more of the basic academic areas, helping them “bridge the gaps” that may exist in their preparation for college. The program includes classes in both the fall and spring semesters of the first year; individualized peer and/or professional tutoring; ongoing supported application of skills; and academic, vocational, and financial coaching.

The [standard](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029738) pathway is for students who enter prepared for most or all college-level work. These students enter the standard general education and major area curricula, adjusted for their individual circumstances.

The [honors](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029819) pathway is for students who are more than prepared for college-level work and who desire to be challenged. These students self-select into a program that fulfills general education requirements with interdisciplinary coursework that is more demanding and self-directed. These courses give student a chance to form relationships with like-minded students and faculty members while continuing to progress toward meeting graduation requirements.

***3. The institution provides academic advising suited to its offerings and the needs of its students.***

Academic advising in the traditional undergraduate program is provided through a combination of professional and faculty advisors. Most entering first-year undergraduates are advised by one of three [professional advisors](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029737) housed in the Center for Advising but first-year TRIO or Bridge students also have an advisor from those programs. This advisor develops a series of academic pathways for entering students, based on their intended major and level of academic preparation. New students are registered for one of these pathways, with individual modifications if needed. This approach has improved the registration experience for students, reducing the number of time conflicts and closed courses. It has also reduced the number of students who are registered for courses that have prerequisites not yet met.

Starting with their second semester, students are transferred from the professional advisor to a faculty advisor in the student’s major area of study with whom they meet for course and career counseling each semester.

The [Academic Success Coach](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029736) on the advising staff supports students on academic probation by developing an individualized “[Academic Success Plan](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029740)” and meeting weekly to work on time management skills, note-taking skills, and effective study strategies.  Another professional advisor is the Health Professions Advisor, who serves as a supplemental advisor to all undergraduates pursuing admission into graduate health profession programs as well as a primary advisor for select first-year students.

In all other degree programs – evening programs for adults (LIFE) and graduate programs—advising is done by the respective program director, who creates a [road map](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029738) for degree completion.

***4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution’s offerings).***

The University of Dubuque provides up-to-date facilities that support the learning environment and continues to be blessed with generous supporters who contribute to infrastructure additions and improvements. As a result of these investments, the University community is proud of the campus. Today, the campus is among the most modern in the region and campus visitors regularly remark about its beauty. In the last three years, UD has added a second [campus quadrangle](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029824), a new [welcome center](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029825) that includes offices and teaching spaces, and a [student health center](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029779). All of these projects were fully funded by donations outside of the operating budget. With the completion of these projects learning space needs have been met for the present and the near future.

The Board of Trustees has also turned its attention to the need for updating some of the original campus buildings that date from the early 20th century. Beginning in 2020, three of the oldest buildings on campus have received major renovations. Providing these buildings with handicapped accessibility and energy efficiency will increase their ability to contribute to the learning environment.

The University has a campus-wide wireless network that separates Internet access in residence halls from access in administrative and learning spaces in order to insure learning is not compromised by recreational Internet use. Virtually all learning spaces are outfitted with a computer, Internet access, and projection technology, and multiple computer labs are available for student use across campus.

The University of Dubuque has a nationally recognized information literacy program. The Charles C. Myers Library updated its [curriculum map](file:///C%3A%5CUsers%5Cmward%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5Cevidence%5Cviewfile%3FfileId%3D1029778) to follow the ACRL’s Framework for Information Literacy for Higher Education. In 2018-2019 five librarians supported by five full time library staff members taught all aspects regarding the effective use of research and information resources in 160 core classes. Outside of the core the library taught effective information literacy strategies in 164 classes so as a total for 2018-2019, the library taught 324 information literacy sessions. Librarians have presented at the local, state, and national level and a number have written articles and book chapters on information literacy

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* Residence Life Information
* South Common Plans
* Student Activities Information
* TRIO\_Student Support Services
* UD Cares Information
* Undergraduate Catalog\_Bridge Program Information
* Undergraduate Catalog\_Scholar-Leader Honors Program Information
* Vocational Services Information
* Welcome Center Plans
* World View I Syllabus

## 3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

### Summary

The University of Dubuque works to create a good environment for teaching and learning. The general education is well grounded. Major programs of study reflect student interest and market needs. A strong program of academic support has been developed to serve a wide variety of learners and students are engaged in the learning process, as evidenced by the results of the National Survey of Student Engagement.

Looking forward, there are areas in which rapid enrollment growth has resulted in minimal staffing and limited faculty experience. This challenge will require targeting resources into areas of greatest need. An ongoing challenge, shared by the Board of Trustees and senior administration, is finding meaningful ways to measure and communicate the value of a UD education. We are working on establishing metrics to track University and student progress in meeting the Student Success Commitment and then following graduates’ progress after leaving UD.

### Sources

There are no sources.