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Duquesne University of the Holy Spirit

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DUQUESNE UNIVERSITY OF THE HOLY SPIRIT

Charles J. Dougherty, Ph.D.

Charles J. Dougherty, Ph.D. became the 12th president of Duquesne University on the feast of the Assumption in 2001. He holds degrees in philosophy from St. Bonaventure University and the University of Notre Dame and is a nationally recognized expert in health care ethics.

He has led Duquesne University through two successful strategic planning processes and significant expansion of campus facilities. During his presidency, Duquesne has been recognized as a first tier national university in the United States and a leader in community service. He has placed new emphasis on academic excellence and on the mission and identity of Duquesne as a Spiritan and Catholic university.

He has received many awards including the Diamond Award from the Pittsburgh business community, the Tree of Life Award from the Pittsburgh Jewish National Fund, the Nelson Mandela Award from the Afrika Yetu organization, and the Humanitarian of the Year Award from the Jerome Bettis Foundation.

I am honored to serve as the twelfth president of Duquesne University of the Holy Spirit in Pittsburgh, Pennsylvania, U.S.A. In that capacity, I work to help shape the future of a community of men and women - students, faculty, and staff - dedicated to the Spiritan educational mission. We are a significant expression of that mission. Founded in 1878 with next to nothing but faith in God and six Spiritan faculty members, in 2010 we are a University of 10,300 students served by almost 1,000 faculty and 2,000 administrators and staff members. Our students come from every state in America and from 81 nations around the world. The University is located on 50 urban acres, constituting 3.5 million square feet of space. We have 154 academic programs in 10 separate schools. More than 3,350 students live on campus. Our annual operating budget is over \$250 million. Across the United States and around the world, there are more than 81,000 living alumni of Duquesne University. Our name is known for academic quality in university circles around the globe. In the U.S., we are recognized as a first-tier national university and one of the leading Catholic universities. We are, I believe, an institutional accomplishment that Spiritans around the world can be properly proud of.

Our full name is Duquesne University of the Holy Spirit, blessed to be founded and continually sponsored by the Congregation of the Holy Spirit. The motto of the University is "Spiritus Est Qui Vivificat" (It is the Spirit Who Gives Life). Because of the historic and contemporary influence of the Congregation in the University's administration, board, and sponsoring corporation as well as in the classroom, campus ministry and our many service activities, we are Catholic with strong ecumenical commitments. There is a special place among us for our partnerships with men and women of other religions and with all people of good will—students, faculty, and staff. Protestant Christians have been integral contributors to Duquesne for generations. Jews are important to us for the wisdom of the Torah, the founding role of Francis Libermann in the Congregation, and because of the long history of contributions by Jews to the University. Spiritans have a long association with Islam, especially in Africa. There are increasing numbers of Muslim students studying at Duquesne and using the campus prayer room we have created for them. In our times in America, there are also numbers of men and women of good

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will who do not identify with any religion but who share many of our University's core educational values. We believe the Holy Spirit is alive in all these expressions of Duquesne University.

But our core religious faith is Catholic, carried in a special way for us by our Spiritan sponsors. This means that there are moments in the University's life when concerns that are especially Catholic dominate. These can arise, for example, in health insurance (no abortion coverage), in some hiring (of campus ministers) and in the curriculum (required theology). It also means that our religious life on campus centers on our chapel and on Catholic liturgy; always open to others, of course, but Catholic nonetheless. It means that while respecting the highest norms of academic freedom for our faculty, we are institutionally committed to respect for human life and human dignity everywhere. It means that we are specially focused on Spiritan priorities of peace, justice, and respect for the integrity of creation. These themes show themselves in the University's strategic planning, in academic course offerings and faculty research projects, and in the service projects of students, faculty and staff. Finally, our Spiritan Catholic tradition gives us a reverence for the Holy Spirit as that Person of God among us who gives us the gifts required for salvation, the fruits of conversion, and the comfort needed for the trials along the way. We believe that it is the Holy Spirit who gives Duquesne its life and who has allowed us to shape the lives of six generations of students.

What is the future of Duquesne as a Spiritan University? The future of a university community, like the future of each individual, is shaped to a great degree by how we think about ourselves. What kind of a community are we? More to the point, what kind of community should we be? Let me offer five characteristics of what I hope the Duquesne University of the Holy Spirit is becoming and will be.

A Community of Concern for Others

Striving to be a community of concern for others is the religious and ethical root of our educational mission; to lift up lives through learning. Duquesne University was founded by Spiritans from Germany and Ireland who came to Pittsburgh in the 1870s to serve the children of immigrants facing prejudice, exploitation, and poverty in a new land. Duquesne's work today can mean service to those who share the material poverty of the first generation of Duquesne students. Or, it can mean work with the many others who are less than what they can be as persons for lack of the education we provide. It is also the basis

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of the University's concern for our neighbors here and abroad, especially our disadvantaged neighbors.

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Concern for others also animates our commitment to service in volunteering and in service-learning. Each year Duquesne assists over 1,100 agencies and organizations. More than 8,000 university students and employees donate over 200,000 volunteer hours with an estimated value of \$4 million. Every Duquesne undergraduate must complete a service-learning course in which service to others is integrated into an academic framework for the benefit of both. About \$850,000 of the University's annual budget supports this activity, and Duquesne secures an additional \$11 million dollars annually in external grant support for such community engagements. Service is such a distinctive part of the Duquesne experience that the University is ranked among the top American universities for its emphasis here.

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Our students are our first responsibility and the first focus of our concerns. Our religious sponsorship makes this concern highly personal. Duquesne students never have been and can never be numbers or faces in a crowd. Each is a single, unique individual whose hopes and spiritual destiny we have the honor to shape. They too must face the accountabilities of living in our community—following rules in the classroom, in our student activities, in residence halls, in our neighboring communities. But in every instance we owe them our very best personal efforts. And our students are changing. Over the last decade, while our students have become brighter than ever, they have also become more diverse—larger numbers of African Americans, Asian Americans, Hispanic Americans, and international students. And our students are intent on being Duquesne students. We have been named one of America's most popular colleges because of the high percentage of applicants accepted to Duquesne who actually do attend. Called "yield," this ratio indicates the strength of applicants' preference for a university and it predicts how successful they will be there. Our students are also seeking to live on campus in larger numbers than ever. We routinely fill our traditional residence halls to capacity with freshmen and sophomores. Recently we purchased an apartment building (and named it for Daniel Brottier) to give upper-class students additional on-campus living options. We are now constructing a new twelve story residence (to be named for Claude Poullart des Places) to keep pace with student demand to live on campus.

Concern for others is also evident in our University strategic plan that places new stress on educational and service links

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to Africa and to “the Hill,” an African American community near campus. These strategic stresses were chosen to mirror the Congregation’s long links to Africa and to communities of African descent around the world.

Less obvious, but of great significance, is the care for others that is apparent in the teaching and research interests of our faculty. Teaching for our faculty is service to students and concern for their growth and development. Equally important is the concern for others embedded in our faculty’s research. We attract and retain faculty whose work contributes to building a better world. The methods used in our research are the same objective ones used by scholars around the world. But the motives for our faculty research spring from engaged hearts and souls who care about others and the world we share. Even a cursory review of our annual list of hundreds of faculty publications displays these profound commitments. This is the result of careful hiring, a well-structured tenure and promotion system, and ongoing self-education about our Spiritan institutional character promoted throughout campus by our Office of Mission and Identity.

Finally, we are and must be concerned for one another. Duquesne University is the place where the paths of the lives of students, faculty, and staff cross in lengthy and significant ways and where the intensity of relationships can so enrich human experience. Ours is and should be a community of mutual support. No complex organization is free of conflict, but racial, gender-based, or other invidious biases are wholly incompatible with our mission and should have no place among us. Indeed, Duquesne is building with pride on the fact that African-Americans were students here in the early 1920s, well before the end of the racial discrimination that barred them from most American universities. No one is sure why this is so, but the obvious guess is that the leadership of Spiritans, with missionary experience in Africa and commitments to the dignity of all persons, freed Duquesne earlier from the racial blinders that distorted so much of American history. It is a matter of pride too, that the very first woman to attend an American Catholic university was here at Duquesne in 1909, Sister Mary Fides Shepperson of the Sisters of Mercy. She received a bachelor’s degree in 1911 and a master’s in 1913.

Overall, our Spiritan roots should make us a community with a universal presumption of good will; a community of reciprocal civility. It should be a source of deep satisfaction to be at Duquesne, and a privilege to share our working lives together.

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Sometimes in each of our lives we rely on one another in special ways. Recently, the University took a new step to express our concern for those with special needs by the establishment of a program in which employees in temporary crises can receive significant one-time financial support from the University with no strings attached and no expectation of repayment. And, of course, we regularly remember one another's spiritual intentions at daily Mass and on a University prayer list.

A Community of Academic Excellence

Duquesne University is a community of academic excellence; which means we are committed to the best in dedicated teaching, instructing our students in and out of the classroom. We want to be the professors that our graduates remember for making a difference in their lives. We want to be a faculty who motivates our students with intellectual insights and helps them find their way in life. We are also committed to the best in scholarship, proving ourselves in the publication of books and articles, in grants and patents, arrangements and performances. We want to be the scholars who make a difference in our disciplines. We want to be the faculty cited by others in our fields, invited to address national meetings, serving on the committees and the editorial boards that steer the academy. Some American universities are immense research institutions where many faculty members regard teaching as a distraction best left to graduate students. At the other extreme are small liberal arts colleges where teaching is prized but significant research is uncommon. Duquesne University's is the harder path to academic excellence: not just quality teaching, not just quality research; but quality teaching *and* quality research.

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Teaching has been a central focus of our academic life since 1878. It has meant and still means excellence in the classroom and availability for support outside the classroom. It has meant smaller classes when possible. Now it means new methods of teaching, sometimes at a distance, and the use of new technologies in support of teaching. Committees of faculty and information technology professionals have annual budgets to add or replace technologies to our classrooms on a regular basis to keep them up to date. As technologies continue to evolve, more will have to be done here. Teaching also means in our case emphasis on the importance of interdisciplinary teaching, where students can benefit from the interactions of faculty with differing academic worldviews. Quality teaching is supported and rewarded at Duquesne.

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Scholarship is the hallmark of a leading, mature university. It is a university's contribution to the growing life of the mind, to our understanding of creation. In the one hundred and thirty-two years of Duquesne University, scholarship is a relatively recent emphasis; the first few generations necessarily focused on teaching. But scholarship is now exceptionally important to Duquesne and to our future. We cannot be the great University we aspire to be without a very strong emphasis here and very strong results going forward. The University now insists on scholarly promise in the hiring of faculty. We have institutionalized clear standards regarding academic publication in our school and university's tenure and promotion processes to guarantee the ongoing success of scholarship at Duquesne. We are taking steps to regularize sabbatical leaves, providing faculty members more focused time for scholarship. We are spending more on support for labs and related scholarly supports. The University's strategic plan places emphasis on further development of our graduate programs; this supports scholarship as well. Many of our graduate faculty members are among our most productive scholars, and they have the help of graduate students anxious to be involved in their research.

A Community of Accountability

*These moments of
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We are accountable first and foremost to the students we serve. We must provide them with the very best education, the very best all around experience that we can. We are accountable to those who pay our substantial tuition and to the generous benefactors who make a Duquesne education possible for those who cannot pay the tuition. (Average tuition now is more than \$27,000 annually; annual gifts to the University are about \$11 million.) We must assure that they get the very best return on their investments. Finally, in order for us to satisfy these other obligations, we must be accountable to one another. As members of a Spiritan academic community, we must hold each other responsible for the highest performance, and then we must express the gratitude to one another that such performance deserves.

One of the ways we accomplish this is through mandatory annual performance reviews for all employees, with annual pay raises tied to the results of these reviews. These moments of personal accountability in the year are not comfortable for any of us but they are essential for clarifying goals and making progress against them. Because of the remarkable complexity of Duquesne, we are also living with a highly structured set of

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budgetary and administrative controls. Again, none of us likes these burdens or the bureaucracy that they entail. We would prefer to presume that each of us is doing the best job possible and using all university resources wisely. But no human community can operate effectively with this kind of naiveté, no less a contemporary university. Moreover, this level of accountability has paid off handsomely for Duquesne. Despite the many hardships experienced by other American universities and businesses in the last several years, the downturn in the U.S. and world economies has not forced the University into any program cuts or lay-offs. Instead, we are growing and adding programs. Nor have we cancelled any annual increases in pay for employees; indeed, through this recession Duquesne's salaries have continued to advance against the regional cost of living. One of the marks of a Spiritan university must be how it treats its least well off, so special attention has been given to increases for the lowest paid during this recession. In 2008, Duquesne set a minimum hourly wage of \$9.50 to create a University living wage. In 2010, this was raised again so that there is now no hourly employee at Duquesne—full or part-time—earning less than \$12 an hour.

Accountability works for Duquesne as a complex academic community. But we must try always to maintain a life-giving spirit throughout it. Annual performance evaluations should also be times in which we reflect more deeply on our mission and our appreciation for one another. They should be moments when supervisors say thank you on behalf of the University to those who report to them. But saying thanks is not only the responsibility of supervisors. A moment's thought on how much we depend on the help and good will of others to do our own jobs well should lead us to end all our meetings, phone calls and emails with a "thank you". The poet John Donne never worked at a Spiritan institution, but if he had his famous insight that no one of us is an island might have been made with even more compelling force.

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A Community of National Standards

Duquesne University endeavors to be a community of national standards, which cannot continue to improve by being content with doing things "the way they have always been done" or in trying not to "rock the boat." In all of our institutional choices - everything from the design of academic programs, student life programming, athletic competitions, media relations, to budgeting - we must look to the national norms of American

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universities as our guides. We must always challenge ourselves with the best in our class in the U.S. in the handling of each issue we face. Every program, every office among us should have a list of the nation's best at what they do, and a list of the nation's best Catholic universities at what they do. When choices are made, two considerations should be uppermost. First, which choice ahead of us moves the University closer to these national leaders; how do we emulate the best among us in this moment? Second, how do we institutionalize the decisions we make so that the University builds a continual approach to the highest national norms into our Duquesne culture itself; how do we build a habit of improvement?

At Duquesne, we are aware of our budgetary limitations, sometimes painfully so. Unlike many leading American universities, Duquesne does not have a large endowment to draw upon. But it is important to remember that there is no university—probably no institution—that does not feel constrained in what it wants to accomplish by the shortage of resources at hand. It is certainly true that Duquesne will not be able to afford to follow the best national norms in every case. Sometimes when excellence is genuinely impossible, ending a program is the only honest answer. But when the University does move forward with a program or policy, Duquesne cannot afford to be ignorant of the best national norms; we cannot fail to set our sights on them. Despite the inevitable shortage of funds, we must struggle to be national leaders in all we do. The alternative of accepting the status quo leads only to mediocrity, something Duquesne can truly never afford. Capitulation to mediocrity would undermine Duquesne's ability to recruit the best students and faculty. More importantly, it is incompatible with the striving for excellence-- despite scant resources--that is a recurring theme in the history of the Spiritans.

A Community of Distinction

*...new emphasis on Africa
in our strategic plan...*

Duquesne University is the only Spiritan university in the world. There are some Spiritan high schools that bear the name 'college' but they are not colleges as the term is widely used in the U.S.; here they would be called high schools. There are small Spiritan institutions in nations in the developing world that use the term 'university' but they lack the complexity of universities on the American scene. Duquesne, then, is the only comprehensive Spiritan university in the world. This provides endless opportunities for us to define our mission and identity in unique ways, calling on over three hundred years of Spiritan

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history and tradition. We have an active program of self-education on our Spiritan mission and a robust Spiritan campus ministry. Our new emphasis on Africa in our strategic plan is also an expression of this. So is our long tradition of openness to other cultures and traditions. Duquesne hosts an annual lecture on the theology of the Holy Spirit which is now established as a major scholarly event; the text is published and distributed as a research contribution to pneumatology. The University's Center for Spiritan Studies is digitizing Spiritan classics and publishing an annual journal, *Spiritun Horizons*. Throughout the University, students, faculty, and staff are engaged in service activities that express and support the Spiritan mission. We value the contributions of our Duquesne Spiritans and welcome more Spiritans among us. The University Strategic Plan calls for increased attention to ways in which Duquesne can become a greater asset to the Congregation of the Holy Spirit.

We are also the largest and most comprehensive Catholic university in the Commonwealth of Pennsylvania, one of America's largest and most populous states. There are other universities in the eastern part of the state that are nearly as large as us, but we are the only Pennsylvania Catholic university listed in the national category of the *US News and World Report* rankings. We are the only Catholic university in the state that has the complexity of ten schools. These are considerable distinctions since, after New York State, Pennsylvania has more private universities than any state in the U.S. As a consequence, Duquesne is a leader in Catholic education in Pennsylvania. As one of only fifteen Catholic universities in the *US News* national category, we are leaders in our tradition in the United States.

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Duquesne has its home in the City of Pittsburgh, and the University is a model urban campus. We are a short walk from all the benefits of the downtown of one of America's great cities, with endless employment and service opportunities, artistic and cultural activities, and nationally significant sports teams all at our doorstep. Yet on our Bluff—the University sits on a cliff high above one of Pittsburgh's three rivers—we have the serenity of a world apart. And our campus is beautiful. On our fifty acres, we have some of the most attractive green space, landscaping, and scenic views of any urban university in the nation. Classically, beauty is the constant companion of truth and goodness. All three should flourish together at an institution of learning. Moreover, every year we are in an intense competition with other universities for the best and brightest new students and faculty. The beauty of our campus helps to assure our ongoing recruiting

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Pittsburgh is a city that knows and respects hard work...

success. And in our peace and isolation, we are safe. Our two institutional neighbors abutting campus underscore this point: a first-class hospital and a fire department.

Duquesne was founded in Pittsburgh and has been here for one hundred and thirty-two years. It will be here—God willing—as far as we can even imagine. Challenging ourselves constantly with national norms is not incompatible with appreciating the distinctiveness that our hometown has and will give to everything Duquesne does. And it gives us great advantages. We are a place of big city opportunities and amenities with small town accessibility and friendliness. Pittsburgh is a city that knows and respects hard work—of all kinds. The city has grown from a small fort in the center of a clash of colonial empires, to a melting pot of ethnicities in a major steel manufacturing region, to a center for the new U.S. economies of education, medicine, and eco-friendly ventures. Pittsburgh has shed its old image as a polluted city for one that receives repeated recognitions as America’s most livable city. Our aging population, emerging technologies and the discovery of large deposits of natural gas in the region give us unique opportunities for study and for service. Native Pittsburghers at the University bring a “can do” attitude to work—“can do” with energy, cooperation, and a smile. And Pittsburgh is a city to which it is easy to attract and retain talent from across America and around the world.

The last and most distinctive ingredient of Duquesne is our people.

The last and most distinctive ingredient of Duquesne is our people. Recently, the University has enjoyed the largest and most diverse Spiritan community that we have had in years, working in partnership with our laity as never before. We have more living Duquesne alumni than ever, spread around the nation and the globe. Because of conscious efforts on our part, they are connected to us more closely than ever—through communications, events, and athletics. They care about our common future and give of themselves—in time and treasure—as never before. They have helped boost our capital campaign—our major fundraising effort—past the \$100 million mark. Duquesne students are the best we have ever had academically and they are the most diverse. Their own sense of ownership of the University is intense and inspiring. Their parents follow events on campus and opportunities for their sons and daughters closely and with great care. And I hope the many talented generations who came before will forgive the possibility of conceit in the judgment that Duquesne now has the best faculty and the best staff that we have ever had.

In 1878, after three earlier attempts had failed, Duquesne became the first Catholic university in Pittsburgh because of the commitment of the Congregation of the Holy Spirit. Since then, five generations of Spiritans and lay men and women working with them have struggled to preserve and improve the University—despite prejudice, financial hardships, world wars, and natural disasters. Today, Duquesne University of the Holy Spirit is a worldwide leader in higher education and one of the major educational works of the Congregation. The University hopes for a future in which our Spiritan identity is enhanced and our educational mission thrives. We pray that the Spirit Who Gives Life continues to bless Duquesne University and ever deepens our commitment to lifting up lives through learning.