From time to time, I am asked – by members of the University’s Board of Directors, by colleagues, even by comparative strangers – what steps Duquesne is taking to recruit students from abroad. Many of those who pose such questions are aware of the challenge that confront all colleges and universities in our region as the number of U.S. high school graduates declines. They may also have read about the campuses constructed in Qatar by CMU, by Northwestern in Abu Dhabi, in Shanghai by NYU and in Singapore by Yale. Or they may have attended graduations at other research institutions where the commencement program listed foreign birthplaces for many of the graduates in certain fields.

As I will explain in a moment, there are certainly steps that we at Duquesne must take in the coming years to build our international enrollments. But we can already point to many successes. According to Joe DeCrosta and Roberta Aronson in the Office of International Programs (OIP), “[at] different points during the 2015-2016 academic year, over 750 students will have studied on Duquesne’s campus, either as degree-seeking students or in our English as a Second Language Program; more than 840 of them will have obtained their student visas through Duquesne. This represents an increase of as much as 40 percent over the figures from just five years ago.”
OIP’s recently adopted strategic plan projects expanding Duquesne’s international recruitment to 1,000 students by 2020 – an ambitious but not unreasonable goal. To that end, we now work with a significant number of agencies in many countries around the globe to identify well qualified students with the resources to afford a Duquesne education. We would of course be delighted to extend the same opportunity to those less able to pay our tuition, but as yet we have few scholarship dollars to devote to that purpose.

In the meanwhile, we continue to pursue campus-to-campus relationships with sister institutions abroad. My goal in recent years has been to build on established collaborative agreements rather than repeatedly starting from scratch (although a conversation begun last year with the University of Chester in England is the exception that proves that general rule). Dean Frazer has been especially successful in developing cohort-based health sciences programs at the master’s level to appeal to Chinese institutions, while several Ph.D. candidates in the department of Philosophy are now choosing to complete their degrees jointly at Duquesne and at European universities under the aegis of so-called “cotutelle” agreements.

On May 20, I myself will leave for a nine-day visit to China. I will visit two programs with which our School of Law has established connections through Professor Frank Liu (the Chinese University of Political Science and Law in Beijing and Zhejiang University’s School of Law in Hanzhou) and I will join the Shanghai University of Traditional Chinese Medicine (where Dean Frazer and Professor Yang Chen will be my guides) for the celebration of that school’s 60th anniversary. At each stop, I shall be asking my counterparts about their institutions’ interest in broadening our current collaboration to include additional disciplines. I look forward to reporting on the outcome of those conversations when I return.

In the meanwhile, if you encounter international students as a function of the work you do on campus, I know I can count on you to make them feel welcome to Duquesne, to Pittsburgh and to the United States.

What is the state of research at Duquesne University? Let me take a moment and address the internal factors which drive research at Duquesne, as well as how we are viewed externally. Both are important to the fabric of Duquesne.

While we pride ourselves in the service we provide our students and their research opportunities, there is also an external perception of Duquesne as an outstanding research institution. This helps to attract students, faculty and collaborators both within and outside of the region. It is in part what separates us from local non-research institutions.

To the external world, Duquesne is classified as a Carnegie R2 Doctoral University with higher research activity. This ranking is assigned based upon Ph.D. degrees awarded and is an indication of our ongoing commitment to graduate training as well as undergraduate education. As of 2015, Duquesne University also became a National Science Foundation Ph.D. Granting Institution which reflects the growth and importance of our graduate programs, particularly in the sciences.

If we are to continue to see our graduate programs flourish, we must remain competitive in today’s active research environment. Graduate training is based in faculty scholarship which in turn requires the infrastructure and support needed. Our institution has made significant investment in the capacity for research and infrastructure, but continued growth will require continuing investment.

Part of that infrastructure is the Office of Research which helps in the effort to acquire funding but also assures compliance with federal and state rules for the conduct of research. This role includes funding, protection of human research subjects, oversight of animal research, biosafety and responsible research conduct. In addition, our office assists faculty in
protecting valuable technology invented at Duquesne and makes available for the benefit of society.

So where do we find ourselves? Clearly, we are not the elephant in the room. Pennsylvania is home to a distinguished group of research universities which includes Penn, Penn State, Pitt and CMU. But we are one of the top ten universities in the state and have been for the last eight years. This may not seem like a major achievement, but think about all of our competition who have not yet made the top ten.

Within our peer Catholic universities, Duquesne is in the middle of the distribution. We have done well, but aspire to increase our research (as indicated by funding) to that of other “higher research Catholic universities” like Marquette, Creighton and Boston College. In this difficult funding environment, growth will be slow, but $8–10 million in federal funding is still a realistic goal.

Overall, the bulk of our funding still primarily comes from government sources. This means we rely on the efforts of our colleagues in the sciences, human health and engineering to provide the majority of our growth. These disciplines not only fund their own research, but also provide dollars to support investments in the humanities, the arts and those disciplines where funding is limited.
This is not to imply that we cannot acquire external funding for research in the humanities, music and law as well as for our commitment to community engagement. Duquesne has had a long tradition of external support for humanities stretching back to Dean Albert Labriola, who was a recipient of ten NEH grants. Duquesne’s reliance on government funding is largely due to the preponderance of money awarded to the sciences, engineering and the health professions. Together they make up approximately 60 percent of all external awards. Funding in the administrative category includes community outreach and state support for facilities.

Research is not just a focused on awards activity, but is important to the education of our students. We started the Undergraduate Research and Scholarship Symposium eight years ago, and it continues to evolve and grow. We just completed a very successful symposium and look forward to more opportunities for our students. Three years ago we were approached by the Graduate and Professional Student Council to work with them to develop a Graduate Research Symposium which will have its third celebration. As we like to stress, research is not just for the sciences.

These symposia provide for a celebration of work by our students. It is a chance for them to experience the breadth of research at Duquesne and, for many, their only opportunity to present their scholarship. We now support students at the Undergraduate Research at the Capitol event and at the National Council for Undergraduate Symposium that is occurring this year in Ashville, NC.

Research includes more than scholarly work. At Duquesne, it also involves the efforts of our faculty and students in the community. Funding over the last several years included the Pharmacy on the Hill and one of President Dougherty’s achievements, Urban Innovation 21. The formation of this economic and community development organization was led by Duquesne and is now recognized across the U.S. as an innovative leader in public-private partnerships. It is an achievement we can all be proud of.

Last year we partnered with UI–21 to form the Citizen Science Lab, one of the leading sites in the country
where underserved students can come for hands-on experiences in the life sciences. It is directed by Duquesne alumnus Dr. Andre Samuel, who received his Ph.D. in Biology. The Lab is expanding our efforts in STEM education and offering opportunities for our science and professional students to expand their experiences. It is located in the Energy Innovation Center (the old Connelley School) on Bedford Avenue.

We are committed to investing in our faculty through the Faculty Development Fund and Presidential Scholarship, each providing a small amount of competitive funding for faculty who are beginning their careers or changing directions in their research. Often these initial results are essential to an external submission. Funding also included other programs such as the Winter and Hunkle funds and the state sponsored Council on Undergraduate Research (CUR) can help provide resources. Networking is also important and is why we collaborate with the University of Pittsburgh for a trip to Washington D.C. to meet with agency representatives and program officers.

Recognition is important and the Research Hall of Fame honors two to three inductees each year with their very own “baseball card.” The Hall of Fame display case with a complete set of inductees is now housed in Admissions. Parents visiting Duquesne have an opportunity to see the faculty who might become one of their child’s mentors.

Research is becoming more and more interdisciplinary and, thanks to Provost Austin, we now have a program to encourage interdisciplinary collaborations. The Consortium Grant program provides a small amount of start-up funding to new consortia. One of these successes is the Chronic Pain Consortium. A new consortium on aging is just starting with members from multiple schools studying the impact of aging on sleep. We regard our support as an investment, and as the consortia are able to acquire external funding, we will see a return to Duquesne both in reputation and in facilities and administrative reimbursement.

We recognize that certain support functions are also required in today’s environment. The Provost is evaluating a proposal for a statistical support center. We hope this will be the beginning of a new center which may even lead to big data and analytics.

This gives a summary of the state of research at Duquesne University and a few of the things which we are doing to help support our faculty and our University continue as an outstanding institution of higher education with recognized research activity.
Center for Adult Learners

The Center for Adult Learners (CAL) officially opened in August 2015. With the closure of the School of Leadership, the Center’s primary responsibility is to continue meeting the needs and providing support services for the undergraduate adult learners enrolled in accelerated, online Liberal Arts degree programs. The Center also houses the Office for Military and Veteran Students (OMVS), which provides outreach, serves as a central point of contact and ensures quality service for all veterans, active service members, reservists and guard members.

Since its inception, the CAL has become actively involved in several other initiatives at the University. It will provide advising, registration and retention support for the new online graduate degree programs (M.S. in Management and the M.S. in Sports Business) in the School of Business starting fall 2016. The CAL staff understands the unique needs of the online learner and developed a series of best practices over the years in working with this population.

The CAL has also taken on an active role in the University Summer Session. Online sections of all University core requirements will be offered this summer for the first time — meeting the increasing demands of students who need to pursue employment and other summer activities. Enrollment in these and all summer courses will be managed and tracked through the CAL.

The OMVS has expanded its outreach to include students enrolled in all degree programs throughout the campus. The office provides information on funding sources and helps military student navigate the variety of benefits and funding sources that are that are available to them. Many other new initiatives to increase the awareness of our military population were introduced this past year, including a Veteran’s Week Celebration, the launching of the Creative Writing Seminar for military students, a Veteran’s Advisory Board and the Run for Ryan.

Center for African Studies

The Center for African Studies has continued to expand its programming and footprint on campus. As the minor in African Studies continued to develop and grow, the Center hosted several meet and greets for African Studies minors, now totaling 12, and interested students. Additionally, the Center participated in several recruiting events throughout the year to encourage students to educate themselves and others on ways to understand and engage sub-Saharan Africa. This year also saw an expansion of the Center’s responsibilities to include the facilitation, support and coordination of Duquesne University’s affiliations with African academic institutions.

In an attempt to make the study of Africa more accessible to incoming freshman, the Center for African Studies has developed the Africa Learning Community, which will be offered for the first time in fall 2016. The community will allow 35 Liberal Arts freshman to take two Africa-centered courses in addition to the collective English course taken by all Learning Community participants. The Center hopes that the early exposure to African Studies will encourage more undergraduates to pursue a minor in African Studies. This is also pursued through awards given at the graduate and undergraduate research symposia for students pursuing research in African Studies. The Center also continued its support of faculty research in the area of African Studies through its continued sponsorship of two Rev. Alphons Loogman, C.S.Sp., Faculty Research Grants.

The Center also hosted several events throughout the academic year. Africa Week was a three day event that featured a lunchtime Tastes of Africa event which exposed the Duquesne community to African drumming, dance, food and culture. The week also featured a keynote lecture by Dan Simpson titled “U.S. Attention to Africa: Less Isn’t Better” with responses by Dr. Joshua Forrest Ph.D. and Dr. Mame-Fatou Niang Ph.D. The event concluded with the Motherland event co-sponsored by the Union of African Students, which featured a showcase of African culture including fashion, music and food. The Center continues to collaborate and co-sponsor events with other units on campus such as Showcase Afrique, Day of Learning and Speaking Out and Symposium on Abrahamic Religions, among other programs.

We will wrap up our year of activities with the Walk to Remember, an event held in honor of the 22nd Commemoration of the Genocide in Rwanda. The event is in consultation with the three students we have on campus from Rwanda and the Kigali Genocide Memorial in Rwanda. The event will also feature a talk with Carl Wilkens, the only American to remain in Rwanda throughout the course of the genocide. This event, which
will be recurring, will serve as our recognition of the victims of the 1994 Genocide and our commitment to do what we can to prevent this from occurring again.

In addition to campus events, in collaboration with the Office of International Programs, Maymester Ghana will allow students to fulfill two University–core theme areas of their study, Faith and Reason and Social Justice or Creative Arts on site in Ghana using Duquesne faculty and faculty from the Spiritan University College in Ejisu, Ghana. These Maymesters will offer an additional opportunity for the incoming faculty member (fall 2016) hired as a joint appointment between the Department of History and the Center for African Studies.

Now in its fourth year, the Center is recognized as the primary networking campus unit for all Africa-related research, programs and affiliations.

**Center for Teaching Excellence**

At the annual Celebration of Teaching Excellence on April 7, Provost Austin conferred the Graduate Student Awards for Excellence in Teaching and the Creative Teaching Awards.

**Graduate Student Recipients**
- Cheryl Read, English
- Khushbu Shah, Pharmacy
- Matthew Srnec, Chemistry and Biochemistry
- Sarah Tavela, English

**Faculty Award Recipients**
- Alison Colbert and Melanie Turk, Nursing
- Sarah Woodley, Biological Sciences

Also honored at the celebration were over 100 colleagues who have contributed to CTE’s work this year through workshops, committees and near–peer mentoring. CTE continues to serve graduate student teaching assistants and those preparing to be faculty through the Certificate of University Teaching. Twelve graduate students received their certificates on April 7, including our first recipient from the School of Music.

In April, CTE began a new initiative called SCALE (Small Changes Advancing LEarning) to promote how small changes in teaching can create a significant impact on learning. The SCALE initiative will regularly feature events to promote evidence–based practices that are known to increase learning. For the inaugural SCALE faculty workshop, Mary–Ann Winkelmes (University of Nevada, Las Vegas) led a hands–on session on transparent assignment design.

Steven Hansen, the associate director, continues in collaboration with Darlene Weaver (Center for the Catholic Intellectual Tradition) to host regular faculty conversations on Spiritan Pedagogy. He also published an article in *Spiritan Horizons* (fall 2015) with Sandra Quiñones and Jason Margolis (faculty, School of Education) titled *Spiritan Pedagogies in Practice: Possibilities, Tensions and Characteristics of Walking with Learners*.

CTE staff were invited to lead workshops at Youngstown State and Xavier University of Louisiana. They also presented their work at national conferences. Laurel Willingham–McLain helped lead the week–long Professional and Organizational Development (POD) Network in Higher Education biennial Institute for New Faculty Developers in Asheville, N.C. It was attended by 120 new educational developers from 23 states and six countries. At the annual POD meeting in November, she
co-led two sessions: Leading a Teaching and Learning Center: Lessons from Experienced Directors and Field Testing a Comprehensive Faculty Development Model: What We Learned. Also at the POD conference, Steven Hansen presented an interactive workshop, “Using Future Time Perspective as a Personal–Professional Motivator,” while Rachel Luckenbill (former CTE Instructional Consultant for Teaching Assistants) hosted the roundtable discussion, Blogging: Reflection and Community in the Digital Age. Additionally, Michael McGravey presented Complement Student Learning with Mobile Tech at the 2015 Annual Conference of the American Academy of Religion in Atlanta.

CTE programming involved several Duquesne students as panelists and blog post authors. At the fourth annual Teacher–Scholar Nexus workshop, Laurel Willingham–McLain and Jason Margolis (Education) facilitated a conversation about Teaching Through Research. Two of the panelists at this workshop were students conducting research with their professors: Heather Rusiewicz partnered with her student Abigail Cummings (Rangos School of Health Sciences) while Carla Meyer worked with Ben Mast (School of Education). In conjunction with the Duquesne Day for Learning and Speaking Out, Erin Rentschler co-led the second annual workshop on Exploring Race and Pedagogy with Jeff Mallory (Office of Multicultural Affairs) and Darius Prier (School of Education). The workshop featured six students (Don Crawford, Essence Criswell, Sharifa Garvey, Abdul Junaid, Shawn Ramsay and Ariana Sampson) who shared their experiences with race and racism at Duquesne University and offered advice to faculty engaging in race talk in their courses. Some of these students contributed to CTE’s blog, The Flourishing Academic. Also featured on the blog was a post by John Foster (past president, Student Government Association), who provided a student perspective on dialogue in the classroom.

Finally, CTE offered an award at the Undergraduate Research and Scholarship Symposium to honor a research project focused on the study of human learning in any of its many contexts, including, but not limited to, K–12 education, college, community and clinical settings. Eligible projects explored topics such as how and where learning happens or what empowers or hinders people in their learning.

Center for Community-Engaged Teaching and Research

CTE is a university–wide center that supports faculty and students involved in community–engaged teaching and research; it is the civic incubator for Academic Affairs. Last year CTE supported the work of 88 faculty and 1,600 students who collaborated with 93 community–based organizations. In addition to logistically supporting faculty–initiated civic forums (such as the Day for Learning and Speaking Out) and overseeing student initiatives (such as Pure Thirst and the Community Engagement Scholars program), CTE is typically called upon to connect faculty scholarship to major community initiatives. Examples from the past year include hosting the Department of Justice’s Trust and Community Justice research forum, supporting the Housing Authority’s application for HUD’s Choice Neighborhood grant to redevelop the Bedford Dwellings area of the Hill District, connecting faculty to the Pittsburgh Water and Sewer’s Research Coalition, involving faculty in Uptown’s Eco–Innovation District planning, facilitating a dialogue process with Minadeo Elementary School that addressed racial disparities in performance and disciplinary referrals, hosting the Trauma–Informed Community Development monthly research group and introducing faculty to Auberle’s $2.1 million dollar county–funded homeless youth drop–in center Downtown.

In August 2015, a two–tiered (two class) model of community–engaged learning was adopted that has clear civic learning outcomes, scaffolds students’ introduction to the community and community issues, and prioritizes our Spiritan Catholic framework for community action. Presently, CTE is launching a $300,000, five year Pathways Grant competition to incentivize degree programs to implement the two tiers of community–engaged learning. Seven teams have been selected for the first cohort of Pathways funding. Each team (comprised of faculty, administrators and community partners) will develop its own unique approach to implementing the two tiers of community–engaged learning and crafting a Community–Engaged Degree experience for students.

CTE works collaboratively with many units across campus, some of its closest partnerships being with the Division of Mission and Identity. In March, CTE co–hosted the Won’t You Be My Neighbor: Authentic Relationships in Community with the Center for the
Catholic Intellectual Tradition. The event attracted 75 faculty, staff and students to the EcoInnovation District pop up headquarters. There, members of the University community visited with a series of community presenters on the topics of community-curated nature spaces, issues and opportunities facing immigrant families and trauma-informed community development. Each presenter described their work and then reflected on the ways we can build authentic relationships with our neighbors and partners throughout the Greater Hill District area.

Duquesne University Press

New titles published by Duquesne University Press in recent months include:

- *Rhetoric and the Gift: Ancient Rhetorical Theory and Contemporary Communication* by Mari Lee Mifsud (University of Richmond)
- *The Noble Flame of Katherine Philips: A Poetics of Culture, Politics, and Friendship*, edited by David L. Orvis (Appalachian State University) and Ryan Singh Paul (Texas A&M University)
- *Reading between the Lines: Form and Content in Levinas’s Talmudic Readings* by Elisabeth Goldwyn (Haifa University); translated by Rachel Kessel
- *John Donne and Early Modern Legal Culture: The End of Equity in the Satyres* by Gregory Kneidel (University of Connecticut)
- *The Myth of Normative Secularism: Religion and Politics in the Democratic Homeworld* by Daniel D. Miller (Landmark College)
- *Milton Studies 56*, edited by Laura L. Knoppers (University of Notre Dame)

Over the last few months, recent Duquesne University Press books have garnered four significant awards:

- *Lived Experience from the Inside Out: Social and Political Philosophy in Edith Stein* by Antonio Calcagno (King’s University College, University of Western Ontario) was the recipient of the 2015 Edward Goodwin Ballard Prize for the best book published that year in phenomenology.
- *Preaching the Gospel of Black Revolt: Appropriating Milton in Early African American Literature* by Reginald A. Wilburn (University of New Hampshire) received the 2014 Shawcross Award of the Milton Society of America.
- Essays in *Milton Studies*, volumes 55 and 56, respectively, were named winners of the James Holly Hanford essay prize and the Albert C. Labriola essay prize of the Milton Society of America.

Enrollment Management Group (EMG)

The EMG, through nearly 70 colleagues across several units, has accomplished a great deal this year, and we are grateful to our colleagues around campus who are important partners in the recruitment, servicing, retention and graduation of our students. Some highlights for the year include:

- The incoming class of 2015 was the most diverse freshman class in University history. Our percentage of minorities rose to approximately 17 percent (was 13.7 percent in 2014); the largest ethnicity and race categories are African American, Hispanic/Latino of any race and Asian. Increasing diversity on campus and sustaining an environment where diversity is valued have been among the core goals of the University’s strategic plan.
- The successful implementation of Test Optional Admission in the McAnulty College of Liberal Arts yielded more freshmen in fall 2015 with more than 100 academically talented students choosing this option. We have and will continue to monitor the efficacy of the program as it expands to the School of Business in AY16/17.
- The EMG freshman scholarship strategy was reviewed by Scannell & Kurz, a higher education consulting firm. The firm proposed minor revisions to the strategy, but affirmed that the discount rate needed to be increased to become more market competitive. The EMG has deployed this updated scholarship strategy for fall 2016 freshmen. We continue to leverage research to make strategy. This includes our annual survey of accepted students, freshman satisfaction survey and new graduate student survey. We are grateful to our partners around campus who are open to working with us to ensure that we are meeting the needs of our prospective and current students. You can read more about EMG unit activities in the highlights from the areas that makes up EMG.
**Enrollment Systems**

As of Feb. 1, 2016, Recruiter, the University’s application and constituent relationship management (CRM) tool, now houses a more user friendly version of all admission applications. Several custom imports have also been created to allow leads and inquiries to be uploaded right into Recruiter, which eliminates most manual data entry. Cheryl Perry and Anthony Cappa, associate directors within EMG, presented at eLive in April about Recruiter and their experiences with the implementation in a session titled “Ellucian Recruiter Implementation Best Practices.” They have also been invited to facilitate this same session at a PA BUG Tech Day (Pennsylvania Banner User’s Group) which will be held this summer.

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**Financial Aid Office**

It has been another very busy year in the Office of Financial Aid. We strive to improve our processes and services to students by regularly reviewing our procedures and revising strategies as appropriate.

Beginning in AY15/16, a new financial aid award letter was created that is more attractive and easier for students and parents to understand. The Cost of Attendance budget components are included within the award letter. In addition to the scholarships and grants, student loans, outside scholarships and Federal Work Study awarded, we now list additional estimated Federal PLUS Loan eligibility that parents and students can borrow to assist with their remaining direct and indirect outstanding balance.

We also revised the awarding strategy for the Federal Work Study (FWS) program. Historically, FWS was offered to all undergraduates who qualified for it based on demonstrated financial need. Although we offered this
work program to all eligible students, the count of recipients had outpaced the number of available positions. This led to disappointed student employment seekers and more work for our Human Resource Management student employment colleagues. The new strategy offers FWS only to freshmen who answered ‘Yes’, ‘Don’t Know’ or ‘Null’ to the question on the FAFSA application that asks if they are interested in Federal Work Study. For returning undergraduate students, FWS will be offered if they had FWS earnings in the prior year or answered ‘Yes’ on the FAFSA and have an Expected Family Contribution (EFC) in the range from $0 to $17,000. We received positive results with this strategy by reducing the number of offered awards proportionally to the number of positions that are available.

We improved information provided on the Self Service link in Banner including the ‘How Much Do I Owe’ section. This information informs students of their Total Estimated Cost of Attendance, the grants and loans they have been awarded to date and their estimated balance due the University. This is a worksheet and not a bill. It also informs the student of different options to assist them with their remaining balance in the form of a Parent Plus Loan, a Private Alternative Loan or Payment Plan.

We were able to add a new assistant loan processor position to help with the very high loan volume. The new staff member assists with the complex certification of loans as well as the many required adjustments to abide by federal regulations.

In this processing cycle, we implemented new daily reports that assist in the processing of aid and finds the required revisions that need to be updated, and improves our office workflow. We also processed packages to the returning upperclass, graduate and law students at our earliest date. Beginning on May 29, 2015, we sent over 3,500 packages in the first week, followed by a few hundred packages each additional week.

In July 2015, our office once again participated in the FAST program to assist new incoming students and their families with the completion of required outstanding financial aid documents: Loan Promissory Notes, Loan Entrance Interviews, review of tuition balances and options for assistance, help with completion of Parent PLUS Loan applications, Payment Plan options, parents opting into Quick Pay authorized payer, FERPA waivers and applying for Federal Work Study positions. We trained colleagues from different departments across campus to assist families at temporary computer workstations located in the library. We developed a procedure manual for our colleagues to utilize when working with families. This program not only creates excitement for our new students, but reduces the stress with the completion of the confusing but mandatory documents necessary for aid to be disbursed.

Undergraduate Admissions

The excitement of spring is in the air and the Office of Undergraduate Admissions has been busy servicing accepted students and their families as they finalize their college choice. But, we don’t do it alone – we work collaboratively with colleagues across campus to provide the best experience possible to our visiting families. We are currently hosting school-specific, spring open houses which play an important role in our collaborative recruitment efforts.

We are also looking ahead. Our research indicates that the majority of prospective applicants want to hear from colleges during their junior year of high school. In response, we purchased PSAT leads and are communicating with them now via electronic and postal mail. We’ve scheduled several Junior Day group visit sessions in the coming months to which these students and their families will be invited.

Admission counselors are attending college fairs hosted by the National Association for College Admission Counseling (NACAC). These yearly events provide current high school juniors with an opportunity to meet with admission representatives from hundreds of the best colleges and universities from around the country. Counselors are also visiting high schools to meet with students who may be interested in attending Duquesne University in fall 2017. Locations of these fairs and high schools include states within our traditional feeder market as well as Connecticut, Florida, Massachusetts, Michigan, North Carolina, Rhode Island, Tennessee and Texas. Because some counselors must remain on campus to meet with visiting prospective students, we work closely with the Office of Alumni Relations and are thankful for the assistance of our alumni representatives who will attend some fairs on our behalf.

This summer, we welcomed Jeffrey Ptak, associate director for Transfer Admissions, to our team. Jeff and the transfer team’s efforts have been fruitful, bearing a
significant increase in the number of spring 2016 transfers. Transfer students are important. Not only do they bring a unique perspective to the campus community, but they also provide another opportunity to expand enrollment. Nationally, transfer enrollment is stagnant, but is growing here at Duquesne. Our transfer efforts continue with spring and summer.

**Graduate Admissions**

The Office of Graduate Admissions has had a very busy year with continuing efforts related to recruitment and enhanced business practices. In July, James Frick began his role as the new associate director of Graduate Admissions. With this new position, over the past year Duquesne was able to more than double the number of regional graduate college fairs attended in Pennsylvania, eastern Ohio, West Virginia, Maryland, Virginia and southern New York. Graduate Admissions also was able to host its first Considering Graduate School event. This open house event was geared toward Duquesne’s juniors and seniors, providing them an opportunity to learn more about graduate school, admissions processes and what to consider when exploring graduate school. Students also were able to meet with representatives from the various schools around campus.

Graduate Admissions has worked closely with schools to create a stronger collaboration and commitment to bringing applications to completion. The Graduate Admissions website has undergone a major revamp, creating a more streamlined and seamless experience for prospective graduate students. Finally, Graduate Admissions has begun utilizing the Recruiter CRM software for email campaigns to prospective graduate students, highlighting the unique selling points of Duquesne and the Pittsburgh region, while also encouraging recipients to submit an application.

**Undergraduate Retention and Advisement**

In a continued effort to build a comprehensive retention strategy, the Office of Undergraduate Retention and Advisement has worked closely with the University Retention Committee and the Undergraduate Academic Advising Team to systematically improve undergraduate retention at Duquesne University. A strong retention rate is important to the market position of the University. It can influence not only how academically talented, prospective students and their parents perceive our institution, but also how our financial profile, credit ratings, faculty and staff recruitment, opinion and ranking surveys are perceived by the public.

The freshman-to-sophomore year retention rate for our fall 2014 entering class was 86.6 percent. This rate represented a slight increase in attrition from the previous year. It is important to recognize we are still reporting a stronger retention rate than other institutions in various comparable classifications. The Retention Committee, made up of representatives from Academic Affairs, Student Life and Management and Business, met frequently to identify and implement strategies to assist students in the transition to university life. A 24-hour help line was piloted during Orientation. This staffed phone line gave students and their parents an opportunity to call one phone number if they had a question or need during Orientation but were unsure where to turn for assistance.

Starfish, a technological tool to facilitate communication between students, advisors and faculty, continues to be enhanced at Duquesne. After the successful integration last year with the Student Information System (Banner) and the University’s Learning Management System (Blackboard), the implementation team, made up of representation from Educational Technology Services, CTS and the EMG, focused on leveraging enhancements to the Starfish tool. Students can now identify appointment times based on registration parameters during pre-registration periods and can use their Duquesne ID card to swipe in for an appointment, both scheduled and walk-in.

In addition to supporting retention efforts, the advising team continued their professional development efforts, specifically those sponsored by the National Academic Advising Association (NACADA). Eight members of the group attended the national conference in October. The group also collaborated with the Center for Teaching Excellence in a two-part workshop focusing on best practices and shared learning strategies.

**University Registrar**

On Oct. 21, 2015, the Office of the University Registrar went live with a significantly upgraded transcript ordering process. The University partnered with the National Student Clearinghouse (NSC) to provide a fully online transcript ordering experience for both current
students and alumni. New features include options to obtain electronic PDF transcripts, receive up-to-the-minute order tracking via email and text message, and upload additional attachments digitally. As of March 15, 2016 over 4,700 transcripts requests have been processed through the new system.

The new ordering process brings substantial benefits to our alumni community. Previously, current students could place orders online through their DORI portal, but former students had to complete and submit a paper form. This was a time-consuming process both for alumni and for those staff members who manage transcript orders.

The new PDF option, in addition to being ready in as little as half an hour, also allowed the Office of the University Registrar to continue fulfilling electronic transcript requests over the recent holiday breaks. A total of 89 transcript requests were fulfilled and delivered electronically to students’ chosen recipients between Christmas and New Year’s while the University was closed.

This new transcript ordering system was implemented after careful testing and in response to student demand for a more sophisticated, streamlined and digital process. Current students and alumni must now pay nominal fees for transcripts due to NSC charges for the services. In keeping with the University’s green initiative, and to keep costs low for students, the electronic PDF transcript is the lowest cost option and solely represents the vendors’ fees charged to Duquesne. Paper options cost slightly more to account for the cost of paper and postage. The total fees are lower than those charged by most area colleges and universities. This process has reduced paper significantly, as 49 percent of transcript orders are delivered electronically. The Office of the University Registrar is currently working on developing additional technology initiatives to improve internal efficiencies and services to our constituencies.
The Gumberg Library

Gumberg Library welcomed a new University Librarian, Dr. Sara Baron at the beginning of the 2015–2016 academic year. Since her arrival at Duquesne, Dr. Baron has actively pursued new opportunities and directions for the library, focusing on revitalizing learning spaces, growing resources and enhancing interdisciplinary collaboration.

The library’s University-wide service quality survey, LibQUAL+, provided rich insight to guide Dr. Baron’s initiatives. The survey, which sought feedback regarding Gumberg’s collections, services and building spaces, revealed that the majority of users both visit the library and access its resources online at least once a week. It also showed that the library provides excellent customer service, with users giving library staff high marks for courteous, caring and accommodating service. Users, particularly undergraduate students, expressed significant dissatisfaction with the library as a building, which echoes other feedback the library has gathered.

The library has made space improvements over the last year. Lighting on the third floor was replaced with new energy-efficient LED lights that provide a more natural light for reading and studying. The new lighting has reduced demand on the power grid, freeing up energy that can be used by additional electrical outlets, identified by student responses to the LibQUAL+ Survey as a pressing need. The remaining three floors will receive new lighting over the next few years. Library study spaces were expanded following the review and removal of materials on the first floor. Other improvements to the building include new comfortable seating and whiteboards added to the fifth floor. Looking forward, a newly renovated Rare Books Room will open in April 2016 and the library classroom (408) will be renovated in the style of the FlexTech classrooms.

In support of learning and research beyond physical spaces, Gumberg added a number of new resources over the past year. In addition to vastly expanding its e-book collections with over 30,000 new titles, the library acquired access to two new video streaming services, Ambrose Digital and Swank Digital Campus. In addition, Gumberg obtained the Medicine and Neuroscience sections of the Journal of Visualized Experiments (JoVE), the first peer-reviewed scientific video journal. The library also procured a six-month trial of JSTOR Arts & Sciences journal collections XI through XIV to add to its existing access to journal collections I–X. After the trial period, the library will evaluate use of the JSTOR collections for longer-term access.

While the library has greatly expanded its electronic offerings, its special collections have experienced some exciting developments in the past year. In spring 2015, alumnus Robert Giannetti donated a very rare 1611 folio edition of Edmund Spenser’s *The Faerie Queene and the Shepheardes Calendar* to Gumberg. In fall 2015, video footage from the University Archives and Special Collections made its primetime U.S. debut in the Smithsonian Channel’s documentary special, *The Day Hitler Died*. Part of the Justice Michael Musmanno Collection, the videos depict interviews with associates from Hitler’s inner circle who share the intimate details...
of Hitler’s last moments in his infamous bunker. These and other unique resources will be brought to light further as a result of the acquisition of ArchivesSpace, a software that will capture metadata and create finding aids for materials preserved in the University Archives, Special Collections and rare music collections.

While library resources ensure research productivity, Gumberg Library faculty also played an important role in helping faculty to not only produce research and scholarship, but to document and exhibit their scholarly works. Documenting Your Scholarship and Raising Your Scholarly Profile workshops, as well as a unique, self-directed program, the 7-Day Impact Challenge, supported faculty in extending the impact of their work and making a case for promotion and tenure. Gumberg Library will increase its support for faculty in this regard through a newly acquired institutional repository jointly purchased with the Law Library. The institutional repository, Digital Commons, will showcase the academic and scholarly output of the university into a publicly accessible, multidisciplinary database. Scholars will be able to archive their work in order to maximize exposure, share research results, and/or meet funder requirements.

Last year, Gumberg Library faculty also continued to actively embrace academia’s increasingly interdisciplinary environment through multiple projects. Perhaps most notably, Gumberg’s Health Sciences’ librarian partnered with an associate dean in the School of Nursing to obtain a grant from the National Library of Medicine. The grant will allow them to host systematic review workshops for Duquesne faculty from all nine schools. Beyond this, the library worked closely with the modern languages department and Spiritan Campus Ministry to offer programming related to the Day of the Dead. Library staff collaborated with faculty and students from the English department and the Center for African Studies to establish the Exploring Africa through Literature Book Group and have supported the McAnulty Learning Communities, which seek to build connections across fields, by creating research guides and displays.

Gumberg’s initiatives over the past year were achieved
by talented and hardworking people who keep the library going. Attesting to the caliber of the team, Library staff won multiple awards last year, including a Spirit of Learning Award, a PR Xchange Award and Best Faculty Poster at the Integrity of Creation Conference on Climate Change.

As the library has evolved, it has shifted away from being a passive repository for information to becoming an active partner in learning, research and scholarship. Gumberg Library provides resources and services that reflect the changing landscape of higher education. Building improvements, enhanced access to electronic information, interdisciplinary initiatives, preservation of unique primary resources and stellar faculty and staff all contribute to the library of the future. Additional new directions for the library include focuses on scholarly communications, data management and literacy, and supporting active, hands-on experimentation and innovation. These new paths reflect the fundamental spirit of Gumberg Library through the years as vital in the fulfilment of Duquesne University’s mission and transformational in the lives of those we serve.

Media Services and Distribution Center (MSDC)

Along with continuing to upgrade and sustain the existing base of technology throughout campus, the Media Services Center expanded the number of FlexTech classrooms from three to five. Fisher 600 and Canevin 310 were brought online for fall 2015 classes. Additional implementations of this FlexTech collaborative model included the Physician Assistant and Occupational Therapy departmental rooms and a new space for the St. Anthony’s Program.

An innovative use of technology was also implemented in the Rangos Anatomy Lab. With limited physical space and increased student enrollment, effective sharing of cadaver anomalies was very difficult in a room with no technology. Employing a wireless GoPro camera on a mobile stand, lab instructors can now easily illustrate...
unique characteristics of any cadaver to the entire class as the images are broadcast wirelessly to eight 60-inch flat panels positioned around the room. According to one of the lab instructors, “This system has allowed the instructor to provide real time instruction to all the students within the class while expanding the learning experience of the students. It has allowed students to more efficiently direct their studies and exploration while understanding the commonality of the uniqueness of the human body.” Three simplified GoPro systems (that connect to the classroom projector) were also installed in one physical therapy and two occupational therapy classrooms.
Online Learning

From 2012–2014, overall higher education enrollments fell by 2 percent. In the same time frame, distance education enrollments rose by 7 percent. Closer to home, in the fall of 2015, Duquesne offered over 185 online courses, with 873 graduate and 517 undergraduate Duquesne students taking at least one online course. As one recent report from the Western Interstate Commission for Higher Education (WISHE) observed, “Distance education is no longer an institutional accessory.”

As a newly created entity in Academic Affairs, Online Learning and Strategy (OL&S) is charged with providing strategic direction for the growth and development of online learning opportunities at Duquesne. In support of this objective, OL&S is focused on identifying new online opportunities, supporting new and existing online programs, and facilitating best practices in online program architecture, course design, pedagogy, assessment and educational technology.

To provide a more coherent effort in this endeavor, Educational Technology began reporting to OL&S in January 2016. More recently, OL&S welcomed Mark Prestopnik, M.S., as the new assistant director of Online Teaching and Learning. Prestopnik will spearhead efforts to design the tools and processes necessary to effectively assess online offerings and to support online faculty.

In the coming semesters, OL&S hopes to direct the University’s online efforts in a way that contributes to Duquesne’s financial viability, extends its mission and meets the needs of an increasingly diverse student population.

Office of International Programs

Last summer, the Center for African Studies and the Office of International Programs launched what we hope will become an annual event: the Maymester Africa. Nineteen students traveled to Tanzania to stay at the Spiritan Guest House in Arusha while studying theology and photography, the latter taught by Professor Jim Vota.
from the JMA Department. Students also had the opportunity to go on safari to the Ngorongoro Crater and the Serengeti for four days, visit Mt. Kilimanjaro and relax for a couple of days in Zanzibar.

The Spiritans have a long and fascinating history in Tanzania, and the students studying Theology under Spiritan Fr. Casimir Nyaki explored the intersection of African faith traditions and Christianity, as well as the history of slavery and colonialism in Tanzania. A final celebratory dinner in Bagamoyo, the Spiritan Retreat Center on the coast, capped a memorable and life-changing four weeks for these 19 Duquesne students. In 2016, the Maymester Africa will be in Ghana, West Africa, and probably alternate between these two fascinating locations with long and rich Spiritan connections.

The Spiritan Division

The Robert and Patricia Gussin Spiritan Division hosted its 19th annual Spiritan Division celebration on Feb. 19, 2016. The evening began with a Mass celebrated by Rev. Stegman, former Gussin Spiritan Division chaplain. Dr. Robert Gussin, Gussin Spiritan Division benefactor, delivered the welcome address, and Rev. Daniel Walsh, director of Spiritan Campus Ministry and division chaplain, presented the Spiritan Congregation message.

The recipients of this year’s Michael P. Weber Memorial Scholarship, awarded annually to high performing freshmen in the Spiritan Division, were Brelan Skinner, Hassan Mohammed and McKenzie Hampton. Another position of honor for which current and past division students compete is the Gussin Spiritan Division Student of the Year, established in 1998. There were 14 students who qualified to compete. To contend, students submit an application which includes a detailed description of and a timeline for their proposed projects, and have an interview with the selection committee. Students’ academic achievements, leadership skills, service to the University and/or community—at-large and their service and participation in the Gussin Spiritan Division are all measured during the selection process. The Student of the Year for 2015–2016 was Colby Simpson.

As of December 2015, 414 students who began their educations as Spiritan Division students have received undergraduate degrees. Our four-year graduation rate is 55 percent and the six-year is 54 percent.

Learning Skills Center

The Michael P. Weber Learning Skills Center (LSC) offers a wide range of services to the University and Pittsburgh community.

Tutoring is available in course subjects, as well as in subject areas in which students anticipate enrollment, but need additional preparation before taking the courses. Tutoring is the Center’s most frequently requested service. Requests during 2015–2016 totaled 1,734 as of spring 2016 midterm. As usual, the subjects requested the most were science courses. Math / Computer Science and Language Arts courses came in second and third, respectively, in both fall and spring terms. Business and foreign language tutoring was also requested on a regular basis.

Through the Program for Academic Coaching through Tutoring (PACT) this spring semester, Spiritan Division students were engaged in a service-learning experience. They tutored and mentored elementary, middle and high school students through the on-campus Saturday Lab and afterschool two evenings a week. Students also tutored within schools, churches and agencies in the Pittsburgh area. Partnerships included St. Rosalia School and three community agencies: the Wesley Center, Mount Ararat Baptist Church in the East End of Pittsburgh and the Ammon Center. PACT served 30 students through its on-campus phase.

The Summer Institute is a one-week residential enrichment program designed to expose high school students to Duquesne University and the world of higher education. A total of 272 students have completed the Summer Institute. This past summer’s group of 27 students was the largest enrollment since the program’s inception in 2000.

The Center’s Act 101 Program is a higher education access initiative that has been in existence at the University since 1977, serving students who meet academic and economic criteria established by the Commonwealth of Pennsylvania. The program served 181 Pennsylvania residents this academic year.

Outreach Opportunity Program for Performing Students (OOPS) is a retention effort that has been in existence since 1989. This program offers services to students each semester who receive deficiencies at midterm and who have semester and/or overall QPAs.
below 2.00. During AY 2015–2016, 1,575 contacts were made with University students regarding low performance; 68 students responded as of spring 2016 midterm. At end of fall 2015, 67 percent of 52 students who received D or F improved their grades. For AY 2014–2015, 30 percent of students tutored and/or counseled received a QPA of 3.0 or higher.

Students enrolled in Strategies for Academic Success and Introduction to University Success experienced high performance and retention, which are the focal points of these courses. During 2015–2016, students enrolled in Strategies for Academic Success earned an average QPA of 3.38 for fall 2015 and 100 percent retention rate. Introduction to University Success students performed well, with an average QPA of 3.20 and 88.5 percent retention rate. Students enrolled in its counterpart, Seminar for New International Students, earned an average QPA of 3.49 and a retention rate of 100 percent.

**University Honors College**

The Honors College continued its activities to recruit and retain robust freshman classes, deliver core curriculum courses in compelling small–seminar formats and award funding to exceptional undergraduate research projects. This academic year was also one of new initiatives.

First, at the invitation of Provost Tim Austin, the Honors College submitted a proposal to host a Woodrow Wilson Visiting Scholar from the Council of Independent Colleges. Through this program, distinguished individuals from both the academic and private sectors spend a week in residence on a given college campus for just a fraction of the fees it would normally take to host one public lecture. Dr. Lee Feigon, currently a research associate at the Center for East Asian Studies at the University of Chicago, accepted the Honors College’s invitation and spent March 13–18, 2016 at Duquesne. Dr. Feigon led 15 events on campus during his time here, ranging from a public lecture on China’s environmental problems and the dangers they pose to the world to a lunch discussion with six freshmen who had read his book *Demystifying Tibet*. All told, he met with 517 members of the Duquesne University community and shared his expertise with students and faculty in the department of History, the Terra Learning Community in Liberal Arts, the department of Modern Languages, the School of Education, the Office of International Programs and the Honors College.

Another new initiative arose in collaboration with Duquesne’s Enrollment Management Group. Seeking to expand the Honors College option to students past fall matriculation, high–achieving (3.9 GPA or higher) first–semester freshmen were identified and invited to join the Honors College. Though quantitative increase was not the goal, the freshman class has grown through this initiative by 9 percent. The Honors College is seeking to provide an additional academic home and opportunities to our best students, shifting the focus of honors study in most cases from the University core curriculum to honors work within the major. Undergraduate research and creativity is certain to increase from these small steps.