One of the most important responsibilities we have as university faculty is reviewing candidates for tenure and promotion. A recommendation for tenure means that we evaluate the achievements and future potential professional trajectory of the applicant as sufficient to warrant life-time membership on the Duquesne faculty.

We concluded the 2009-2010 tenure and promotion cycle several weeks ago, and I want to express my gratitude to the faculty and deans who participated in the process for the seriousness of purpose they brought to it. At each step in the review, the faculty and deans demonstrated commitment to the policies, procedures and criteria included in the faculty handbook for tenure and promotion. This assures equity of evaluation for the faculty they considered.

When faculty colleagues and deans recommend an applicant for tenure, they are shaping the future of Duquesne. Within the context of the teacher/scholar model that sets the broad framework for the faculty, a positive tenure decision means that successful applicants will shape the educational experiences of Duquesne students for decades and contribute to the discovery of new knowledge that comes from the research in which they will engage during those years. So, again, my gratitude on behalf of current and future students, as well as colleagues in the discipline, to all

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who perform the awesome responsibility of tenure and promotion evaluation with an understanding of, and commitment to, its meaning for the future of our university and for the learning community.

In the next edition of Academic Affairs in Review, I will share with you my impressions of recent tenure and promotion candidates.

I wish you a restful, relaxing, and safe summer. Get some quality time with your loved ones and return in the fall with renewed vigor and enthusiasm for the students and disciplines that give meaning to our professional lives.

Reflections from the Associate Provost/AAVP—Enrollment and Executive Director of Admission

BY PAUL-JAMES CUKANNA
Associate Provost/AAVP – Enrollment and Executive Director of Admission

When I came to Duquesne in the spring of 1997 it was on a ‘whim.’ I was working at another private institution up the street, had just finished a graduate degree and was ready to try something new, professionally, for a year or so. I received a call from Fr. Sean Hogan inviting me to visit the Bluff. While the call and the resulting job may have been unexpected, the professional experiences and mentoring opportunities that I have had over the past thirteen years have been anything but whimsical.

Since my arrival, I have worked in three major divisions of the University: Student Life, Management and Business and, for the past nine years, with Provost Pearson in Academic Affairs. I’ve learned that independent of some internal ‘jostling’ that may occur between different units within the University; everyone wants to do what is best for our students and the long-term welfare of our institution. We simply approach tasks differently based on professional experiences, academic preparation, personalities and access to resources.

In regard to approaches, I have seen the effective integration and use of data in strategy formulation and decision-making with the arrival of President Dougherty and his administration in the summer 2001. This evidence-based approach has resulted in achievements such as: our first public credit worthiness ratings from both Standard & Poor’s and Moody’s, recognition of the important role that women and minorities have played in our history and must continue to play in our future, more competitive faculty and staff salaries, the acquisition of key real estate parcels for campus expansion, the enrollment of the largest, most diverse and best academically-prepared freshman classes in our history, a clearer understanding of both our competitor set and how our major constituencies perceive us and, most recently, the completion of one strategic plan and the formulation of another.

Strategic plans are important because they provide direction and guidance to all of us. Because the achievement of goals is dependent on the correct alignment of people and resources, plans also provide reasons for collaboration across the various units within the University. After all, it is through collaboration and common goals that we have achieved much of our undergraduate enrollment successes over the past decade.

I am a historian of the admission directorship. I never forget what a privilege and responsibility it is to be the director. Men with last names of Clark, Kobosky, Smith, Merante, Lorensen, and Schaefer managed the effort for decades prior to my arrival. While students, market forces, technology, and internal leadership have changed over the years, I am certain that at least one thing has not: the passion that each admission director had for the University and those he was called to serve.

Admissions

As the end of this freshman recruitment cycle approaches, the Admissions staff is working to enroll another diverse group of academically talented students for fall 2010. As a part of this effort, the staff is working one-on-one with students and families on a daily basis to ensure that Duquesne is the best ‘fit’ for them. Also, staff members are assisting individual schools with open house events for accepted students.

Additionally, current high school juniors and their families are visiting regularly to seek the advice of our admissions counseling staff. In these cases, the staff is helping students to choose high school courses and extracurricular activities that further develop
their interests and talents. Several counselors are also attending regional and out-of-state college fairs to begin to reach out to this particular group of students. This year, 14 alumni are assisting us with this effort throughout the country.

**Center for Teaching Excellence**

*Teaching & Learning Tips: Steve Hansen edits biweekly teaching and learning tips, which are simultaneously posted on the CTE and DORI faculty Web pages. The tips are aligned with issues that faculty and teaching assistants are likely to face as the semester unfolds, such as the course syllabus, instructional clarity, overcoming winter doldrums, discovering your learning style, the art of reflection, and preparing for finals: [http://www.duq.edu/cte/teaching/teaching-tips-archive.cfm](http://www.duq.edu/cte/teaching/teaching-tips-archive.cfm).*

We invite faculty and teaching assistants to submit teaching and learning tips.

A group of 10 faculty have committed to exploring ways to enhance multicultural teaching and learning in one of their courses by participating in a year-long faculty learning group led by Laurel Willingham-McLain. Participants have set the goal of gathering student learning evidence relevant to multiculturalism and submitting their findings to a peer reviewed conference or journal.

Amy Criniti Phillips has expanded the CTE series that prepares graduate students to enter faculty careers by adding a spring question and answer session for people currently on the job market. Participants in the five events have expressed their gratitude for these practical sessions that address the many facets of the academic job search. The program’s success is due to the willingness of academic affairs leaders from across campus to serve on session panels: Alexandra Gregory, David Seybert, Christopher Duncan, Patricia Dunham, and Jeffrey Miller. Also serving on a panel is an alumna from chemistry currently serving as a faculty member at University of Pittsburgh at McKeesport, Kristina Pazehoski.

At the annual Celebration of Teaching Excellence on April 7, Provost Pearson conferred the following awards:

**Creative Teaching Awards**

- Sarah Woodley, Biological Sciences
- Robert Sroufe & Diane Ramos, SMBA, Business
- Erik Garrett, Communication & Rhetorical Studies
- Deborah Scigliano, Foundations & Leadership, Education

**Graduate Student Awards for Excellence in Teaching**

- Michelle Gaffey, English
- Kathy Weber, Philosophy

- Timothy Evans, Chemistry & Biochemistry
- Corina Wack, Biological Sciences
- Mary Kotlarczyk, Pharmacy

We have two first-time awardees: Erik Garrett and Deborah Scigliano won an award for a project that brought students together from two different schools to learn about advocacy in education, and the role of educating in advocacy. Kathy Weber won a graduate assistant award on the basis of teaching philosophy courses online.

**Duquesne University Press**

The Duquesne University Press has published nine new titles since last spring’s edition of *Academic Affairs in Review*:

- *Shakespearean Resurrection: The Art of Almost Raising the Dead* by Sean Benson (Malone University)
- *Levinas and Medieval Literature: The “Difficult Reading” of English and Rabbinic Texts*, edited by Ann W. Astell (University of Notre Dame) and J. A. Jackson (Hillsdale College)
- *The Descriptive Phenomenological Method in Psychology: A Modified Husserlian Approach* by Amedeo Giorgi (Saybrook Graduate School and Research Center)
- *Levinas Studies: An Annual Review (volume 4)*, edited by Jeffrey Bloechl (Boston College)
- *The Philosophical Sense of Transcendence: Levinas and Plato on Loving Beyond Being* by Sarah B. Allen (Concordia University)
- *Longing for the Other: Levinas and Metaphysical Desire* by Drew M. Dalton (Saint Anselm College)
- *Magic and Masculinity in Early Modern English Drama* by Ian McAdam (University of Lethbridge)
- *The Plague in Print: Essential Elizabeth Sources, 1558–1603* (Rebecca Totaro, Florida Gulf Coast University)

The Press recently completed negotiations to take over the publication of *Milton Studies*, the prestigious annual volume that highlights scholarship on the work of John Milton. Volume 51, which will appear later this year, will mark the first issue from Duquesne University Press, and under its new editor, Dr. Laura L. Knoppers, professor of English and former director of the Institute for the Arts and Humanities at the Pennsylvania State University. Volume 50 of *Milton Studies*, the last to be published by the University of Pittsburgh Press, celebrated the publication’s 40th anniversary and commemorated the life of its previous editor, the late Dr. Albert C. Labriola, who was Distinguished University Professor of English at Duquesne.
Enrollment Research and Systems

Enrollment Research and Systems (ERS) continues to conduct freshmen cohort retention surveys and research for the fall 2007, fall 2008 and the fall 2009 cohorts. Additionally, ERS teamed with the Office of Undergraduate Admissions, the Office of Student Accounts, and Computing and Technology Services to go-livewith the online enrollment deposit tool for incoming students.

Financial Aid Office

Every spring, the Financial Aid Office embarks on its busiest period, which generally lasts until October 1. Staff members guide students who have remaining balances, begin to process summer 2010 aid applications, award packages for prospective freshmen, and prepare to process renewal aid for the entire Duquesne student body for the following academic year.

Additionally, a current, major challenge is the conversion of the lending process from the Federal Family Education Loan Program (FFELP) to the Federal Direct Loan Program. All loans that were once originated and reconciled by the lending community will now be processed through the Financial Aid Office. This will be implemented beginning with the summer 2010 term. A communication plan has begun with notices sent to Senior Administration, AES/PHEAA, lender partners, and most importantly our students and families. This is a huge endeavor for the Office as over $85 million dollars in loans are processed each year. The Direct Lending conversion team consists of staff from the Financial Aid Office, the Student Accounts Office, and CTS.

The Financial Aid Web site has been updated and improved to better assist students throughout the Financial Aid process. All vital information is now available on the site and will be continually monitored and improved to best assist our student body.

The staff member responsible for endowed funding assured that all funds were once again spent within the restrictions of the specific accounts and also accomplished the goal to reallocate approximately $595,000 to relieve tuition-funded financial aid budgets. The staff member was part of the team that won the 2009 Team Award this year.

Once again, our professional staff assisted in maintaining our excellent retention of students, especially during this past year’s challenging economic times.

English as a Second Language Program

The McAnulty College of Arts completed its second year of a cross-cultural learning program which brings together U.S. students enrolled in the Orbis Learning Community and international students enrolled in the English as a Second Language Program (ESLP).

Two faculty members, Dr. Helena Liddle of the English Department and Ms. Kathy Barnard of the ESL Program, arranged for students to meet in small groups. Orbis students learned about the experiences and cultures of the international students and wrote about the insights they gained from their partners. Conversation hours were also organized and facilitated by faculty from the ESL Program, staff of the Office of International Programs, Dr. Liddle, and student aides working with the ESLP.

The program has provided Orbis students with service-learning opportunities and ESL students with opportunities to meet US students.

During Summer Session 2009, the Gumberg Library sponsored an in-service professional development workshop aimed at raising staff awareness of international students served by the library. Dr. Frank Giannotta of the ESL Program and Mr. Joe DeCrosta of the Office of International Programs (OIP) served as co-trainers. The workshop included a simulation exercise, media clips, and brief presentations followed by reflection and discussion. The workshop was well received and plans are underway to offer it to other university service units.
The Gumberg Library

Over the past summer, Gumberg Library's fifth floor received a makeover with the creation of three group study rooms, a viewing room with state-of-the-art equipment, restroom upgrades, and the establishment of the Mary Jane Schultz Music Center. The microform collection was consolidated on the first floor, thus enlarging student study space on the fifth floor. In December, power poles were added to the stack areas of second and third floors so students can plug in laptops more easily.

Recent subscriptions supporting research now include approximately 1800 electronic journals available through SpringerLink, 990 ScienceDirect titles— including the 100 most used titles, and the Scopus (Elsevier) interdisciplinary database of abstracts and citations. In addition to providing commercially produced resources, Gumberg Library is creating a digital collection of Duquesne resources. The Duquesne Duke (1925-1971) debuted at Homecoming 2009 and resides with the Pittsburgh Catholic paper in the CONTENTdm platform http://digital.library.duq.edu/. Participating with other regional libraries in a Sloan Foundation Grant-funded initiative, Gumberg Library digitized a collection of Spiritan books which are also available in the Internet Archive.

Electronic Theses and Dissertations (ETD) have been required at Duquesne University since 2003. The ETD office supports students filing ETDs through training workshops, in person instruction, and the ETD website http://etd.library.duq.edu/cdm-etd/. In the fall, the ETD office launched a new online submission site for students. This site allows students to upload their documents electronically and pay for hard copies, copyright, and filing fees. The ETD office also introduced new simplified formatting guidelines and ETD release types based on a study of practices at peer institutions. There are currently 700 ETDs available as part of the Gumberg Library Digital Collections http://digital.library.duq.edu/.

Use of the Gumberg Library facility increased over 7%, and the demand for interlibrary loan and electronic reserves increased over 30%. Responding to student requests, the library expanded operating hours and now opens weekdays at 7:30 a.m. We also opened for basic services during G-20. Faculty and students participated in a number of instructional sessions presented by the library. Some sessions introduced and enabled more effective use of specific library resources for specialized research needs, while others presented information resources applicable to collaboration and management of research results in any field.

Honors College

Dr. Jessica Wiskus, Associate Professor of Music and Chair of the Department of Musicianship, has been named Director of the University Honors College for a three year term beginning July 1, 2010. Dr. Wiskus will be working with the faculty to implement the new Honors College core curriculum. Dr. Greg Barnhisel, Director of the Writing Program, is leading interdisciplinary faculty teams in the development of new writing classes which will be taught each semester. The new core will also ensure that all University Honors College students meet theme area and service learning requirements.
The Spiritan Division and the Learning Skills Center

This year, 82 freshmen enrolled in the Robert and Patricia Gussin Spiritan Division, the highest participation on record since the Division’s fall 1997 inception. At the end of their first fall term at Duquesne, 57.3% of the new freshmen achieved a 3.0 cumulative GPA or higher, and the class earned an average of 17 credits per student. Twenty-one percent of the group attained Dean’s List.

The thirteenth annual Robert and Patricia Gussin Spiritan Division Dinner was held in February. It was a gathering of 202 guests – Spiritan Division students, their parents, and faculty and staff – who came together to honor the achievements of members of the Gussin Spiritan Division. Two Shining Star Awards and a Student of the Year Award were presented to outstanding students who excelled in their courses. The annual Michael P. Weber Memorial Scholarship was awarded to yet another hard-working, well-deserving Gussin Spiritan Division student. This event is the highlight of the Division’s activities throughout the year.

The Michael P. Weber Learning Skills Center sponsors an ongoing community service project through the Program for Academic Coaching through Tutoring (PACT). Twenty Duquesne University students currently provide academic guidance to about 20 Pittsburgh area school children in on-campus Saturday sessions held in Fisher Hall, plus two additional weekday sessions which are held in the Learning Skills Center. After tutoring and homework are completed, students are allowed to take a trip to “The Nite Spot” in the first floor of the Student Union for an opportunity to play games with their tutors. In addition, about 35 tutors serve at off-campus locations around Pittsburgh: the Wesley Center, the Hill House Association, Pittsburgh Miller School, Saint Simon and Jude School, and St. Rosalia Catholic School.

Another collaborative providing learning opportunities to youth from neighboring communities is the Jerome Bettis Bus Stops Here Foundation/Duquesne University—Learning Skills Center partnership. Since the fall of 2006, the Jerome Bettis Foundation/Duquesne University—Learning Skills Center partnership in cooperation with the Pittsburgh Public School system has conducted a Saturday computer camp on Duquesne’s campus. The Pittsburgh Public School selected by Superintendent Roosevelt and his middle school team is Pittsburgh Murray Accelerated Learning Academy. The camp works to further the mission and goals of the Jerome Bettis Bus Stops Here Foundation which is dedicated to improving the overall quality of life for troubled and underprivileged inner-city youth. The University partnership seeks to assist the Foundation in realizing its stated objectives for the inner-city youth by increasing their computer knowledge and access to technology for the students and their families.

Office of International Programs

The international character of Duquesne University continues to grow as more international students and scholars come to our campus from over 80 countries around the world. The OIP recruits and serves international students with a wide variety of services, most notably of which is the American Traditions series of holiday events. This past March, the famous ISO Night was the capstone of a week of activities sponsored by the International Student Organization and supported by the OIP.

Many faculty from across our campus have been hard at work developing an extraordinary array of study abroad courses for our students. During Spring Break, six faculty teams took almost 100 students to Paris, Rome, Germany, Spain, Ecuador, and Nicaragua to study art, sociology, sustainable business practices, theology, and health care service learning.

Eight academic advisors and admissions leaders visited the National University of Ireland at Galway in an effort to better understand how the Irish University system works and how to help more of our undergraduates plan a semester abroad in Ireland. Duquesne students, faculty, and staff are truly a community with connections to the world.

Office of the Registrar

Every spring, the Office of the Registrar is busy with preparations for University Commencement and Diploma Ceremonies. These preparations include evaluating student progress toward degree completion, compiling a list of students graduating with honors, ordering diplomas and diploma covers.

Preparations are also underway for summer and fall 2010 registration. Activities include finalizing schedule of classes and assigning classes to specific classrooms.

A new Banner functionality has been added for fall 2010 which includes automated wait listing. This feature will send emails notifications to students when a seat becomes available.
for a class for which the student is on the waitlist.

JoAnne Hrehocik has been promoted from Administrative Assistant to Assistant Registrar responsible for course information and class scheduling.

**Office of Service-Learning**

The University Service-Learning program celebrated its fifth birthday in 2010. Annually, the service-learning program involves more than 1,300 students, 30 faculty, and 75 community organizations, and is integrated into the education of every undergraduate student at the University.

A few examples of the 45 service-learning classes from the past year include:

- Faculty and students within the Judicium learning community in the McAnulty College of Liberal Arts shared six weeks of their philosophy class with 20 inmates of the Allegheny County Jail. Dr. Norman Conti utilized the Inside/Outside model (a nationwide program) as the basis for the service-learning work.

- The *Science at the Service of Society* seminar, taught by Ed Schroth and offered in the Bayer School for Natural and Environmental Sciences offered students the opportunity to apply their disciplinary knowledge to projects with the Pittsburgh Parks Conservancy, Murphys Bottom Ecological Area, and Bidwell Training Center.

- Piano students performed in hospital health care settings under the direction of Sister Carole Riley.

- Anne Marie Hansen’s occupational therapy class performed needs assessments, developed and implemented programs, and wrote grants to fund the continuation of those programs at LifePittsburgh, Easter Seals Adult Day Center, Vintage Senior Center, Vincentian Home, and the Southwestern Nursing and Rehab Center.

In early March, 14 faculty members participated in an excursion entitled, *Crafting Community Partnerships for Service-Learning: An Excursion to Hazelwood and Uptown.* The session, facilitated by Steve Hansen and Lina Dostilio, positioned community partners at the Center of Life, Uptown Partners, and Shepherd’s Heart to share their understanding of what makes good service-learning partnerships. The group reflected on how to adequately prepare students for service, listening to community needs, and planning for communication and sustainability. One participant commented, “This will allow me to investigate potential service learning partnerships with a far deeper understanding of the great complexity and potential to enhance student learning and the community.”