Technology is omnipresent in our personal and professional lives and is becoming more so each day. Its presence as an educational tool is already compelling, and I am certain that will continue in the years ahead. Even if we want to ignore it, we couldn’t because our students bring to campus each year a sophisticated understanding and use of it, and with that an expectation of its centrality to their learning experience at Duquesne.

Given that reality, the University has decided to transfer the educational technology professionals currently part of Computing and Technology Services to the Center for Teaching Excellence. Dr. Ruth Newberry, Director of Educational Technology, and Dr. Laurel Willingham-McLain, Director of CTE, will report to Dr. Alexandra Gregory, Associate Academic Vice President/Associate Provost.

The move of educational technology to Academic Affairs brings together in a visible way the interrelationship of the tools of technology with the qualitative support provided through the programs of CTE in enhancing the quality of teaching and learning at Duquesne. I see, too, the closer collaborative relationship of Educational Technology and CTE as important in supporting the university’s increasing on-line presence in the delivery of credit and non-credit programs.

I share this good news with you because I believe it has considerable benefits for our students and faculty. There may be a few bumps along the road as we develop and mature the collaboration, but I assure you that all involved are committed to making it work.
The Duquesne University Press has published 11 new titles since last spring’s edition of Academic Affairs in Review:

- A Variorum Commentary on the Poems of John Milton: Volume 5, Part 4 [Paradise Lost, Book 4] by Cheryl Fresch (University of New Mexico)
- The Lives of the Saints through 100 Masterpieces by Jacques Duquesne & François Lebrette (French translation project)
- The History of the Church through 100 Masterpieces by Jacques Duquesne & François Lebrette (French translation project)
- John Milton: An Annotated Bibliography, 1989–1999 by Calvin Huckabay (Houston Baptist University) and David V. Urban (Calvin College)
- Milton and Homer: “Written to Aftertimes” by Gregory Machacek (Marist College)
- Levinas Studies: An Annual Review, Volume 6, edited by Jeffrey Bloechl (Boston College)
- The Demanded Self: Levinasian Ethics and Identity in Psychology by David M. Goodman (Lesley University/ Harvard Medical School)
- Forgiving the Gift: The Philosophy of Generosity in Shakespeare and Marlowe by Sean Lawrence (University of British Columbia)
- Facing Nature: Levinas and Environmental Thought, edited by William Edelglass (Marlboro College), James Hatley (Salisbury University), and Christian Diehm (University of Wisconsin-Stevens Point)
- Totality and Infinity at 50, edited by Scott Davidson (Oklahoma City University) and Diane Perpich (Clemson University)
- Milton Studies 52, edited by Laura L. Knoppers (Pennsylvania State University)
The Gumberg Library

The fastest growing collections at Gumberg Library require no shelf space and may be read concurrently by Duquesne-affiliated readers anywhere in the world. During fall 2011, President Dougherty provided Gumberg Library $225,000 to support the purchase of new electronic resources. These one-time funds enabled the purchase of resources that departments and faculty had requested previously. Also, these resources support the University’s strategic initiatives, provide access to electronic backfiles and archival content, and in some cases, provide an annual cost savings in the library’s subscription budget. The following collections are now available for use: African Writers Series, Pittsburgh Courier (2011-2012), SAGE Deep Backfile, American Institute of Physics (AIP) Digital Backfile, American Chemical Society Legacy Archives and CQ Researcher Plus Archives. The president’s funds also allowed the library to digitize additional years of the Pittsburgh Catholic newspaper, bringing online access up to 1950.

Gumberg Library is also expanding its e-book collections. The largest available is ebrary’s Academic Complete e-book collection, which includes 24/7, unlimited, simultaneous access to over 70,000 full-text books. This resource also allows library users to download e-books to tablets and other e-readers.

Recognizing the demand for faster delivery of journal articles, Gumberg Library implemented a new resource sharing service called Rapid ILL. Within the first six months, the library has obtained more than 2,600 articles, with an average turnaround time of 11.7 hours and supplied more than 1,500 articles to other libraries.

The 24-hour study pilot was so popular with students in 2010, the library offered it for spring and fall finals in 2011 and is planning again for 2012. Students asked that the library open earlier and stay open later, so hours were restructured in order to open at 7:00 a.m. Monday-Friday and remain open until 1:00 a.m. Sunday-Thursday.

The SGA Library Committee served as an advisory group on various library issues which include planning for space renovations and security.

A design plan for renovating the 4th floor of Gumberg Library was completed in summer 2011 and submitted to University Advancement for fund-raising. In the interim, the library continues to explore ways to make service and study areas more functional and attractive. One success story is the Silverman Center which was renovated in summer 2011 and re-dedicated in November. Upcoming in summer 2012 will be renovation of the circulation and reference desks.

Gumberg Library actively participates in programming for students, faculty, peer professionals and the public. Last November, the library hosted the Catholic Research Resources Alliance Symposium on “Advancing Catholic Scholarly Research.” Each spring, scholars come for the annual Silverman Symposium, which on April 19-20, 2012, focused on “Phenomenology and Its Critics.” In May, the Allegheny County Library Association will draw librarians and community members to the library for its One Book, One Community event, featuring an editor of This I Believe.

Nearly every month, librarians offer valuable workshops with the schedule listed at www.duq.edu/library.

The Spiritan Division and the Learning Skills Center

On February 9, 2012, the Division hosted its fifteenth annual Spiritan Division Celebration which began with a Mass. The Division’s chaplain, Rev. Vincent Stegman, C.S.Sp., served as presider. The program’s luminaries included Division benefactors—Dr. Robert Gussin, distinguished alumnus and member of the University Board of Directors, and his wife Dr. Patricia, physician and author of four novels—who jointly delivered the welcome address. The Division’s chaplain also presented the Spiritan Congregation message.

The recipients of this year’s Michael P. Weber Memorial Scholarship, awarded annually to high performing Division freshmen, are Kira Johnson and George Boulos, both of Pittsburgh. 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 28 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 2012-13 is Robert Sporacic.

The Michael P. Weber Learning Skills Center (SC) continues to offer a wide-range of services to the University and Pittsburgh community. 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 Outreach Opportunity Program (for Marginally 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 mid-term and who have semester and/or overall QPAs below 2.00. Last academic year, 1,833 contacts were made with University students regarding low performance. Seventy-one percent of students who responded to the Center’s overtures improved their grades, and all students who sought the Center’s help passed their courses: 47% earned averages between 3.0 and 4.0 and the overall average GPA was 2.72.

The Center continues its 22-year history of providing service to the community through the Project for Academic Coaching through Tutoring (PACT) and the Jerome Bettis Bus Stops Here Foundation/Duquesne University—Learning Skills Center partnership. Through PACT this spring semester, Spiritan Division students are engaged in a service learning experience and are tutoring and mentoring elementary, middle and high school students in on-campus Saturday and after school tutorials two evenings a week as well as within schools, churches and agencies in the Pittsburgh area. Some of the tutorial sites include Hill House

ownership of a computer. To date, 136 students have earned ownership. Twenty-five students will be enrolled for the summer session.

Duquesne University Honors College

The University Honors College welcomed an extraordinary freshman class to Duquesne in August 2011. The group is 30% larger and 4% more ethnically diverse than the previous year’s freshman class, and scored an average of 22 points higher on the SAT. Once on campus, the new honors students quickly impressed their professors by learning innovative modes of inquiry and taking on new academic challenges. English and Journalism faculty taught the first-semester freshman seminar with a “City as Text” theme, taking students on expeditions into Pittsburgh and bringing nationally-renowned sociologist Dr. Sudhir Venkatesh as the semester’s keynote speaker. Claire Saunders (Natural Sciences) won the Fall Freshman Paper Competition.

Freshmen were not the only newcomers to the Honors College this past year. Staffing received a major boost with the hiring of Mrs. Juliet Amedu-Nwagwe. A full-time professional staff member, Mrs. Amedu-Nwagwe manages the Honors College office and coordinates events. A native of Nigeria, she co-hosted the Cultural Dinner in September with Sr. Marie Association, Wesley Center, St. Rosalia Academy and Mr. Ararat Baptist Church.

The Jerome Bettis Bus Stops Here Foundation partnership will begin its fifth year of operation this summer. The purpose of the partnership is to advance the mission of the Foundation to improve the overall quality of life for troubled and underprivileged inner-city youth by increasing participants’ computer knowledge and access to technology for the students and their families. Students who complete the eight-week program offered on Duquesne’s campus earn
Agatha Ozah (School of Music), continuing the Global Perspectives series co-sponsored by Campus Ministry and the Honors College.

The Honors Fellows program continued to gain momentum. Kristi Overland (Health Sciences) returned from her trip to Grand Canyon Parashant with the National Collegiate Honors Council and shared her work with students in Assumption Hall, with the Faculty Advisory Committee of the Honors College and at the Undergraduate Research and Scholarship Symposium.

Other students launched their Honors Fellows projects with international study. Courtney Pannebecker (Liberal Arts) spent the fall in Morocco, while Katie Wozniak (Natural Sciences) is studying and serving in Tanzania with Amizade, a global service-learning organization, for four months. Honors Fellows Sara Katrancha (Natural Sciences) and Jordan Oeler (Business) are staying closer to home, but are developing rich research ventures into their respective fields.

Beyond these individual student projects, the Honors College hopes to make a broad impact with the help of the Office of Service-Learning through Duquesne’s first Signature Partnership. The Honors College is committed to assisting the Daisy Wilson Artists Collective in a long-term project renovating and rejuvenating the boyhood home of playwright August Wilson. Located on the corner of Bedford and Roberts streets in the Hill District, the building will house a community non-profit coffee shop, as well as a center for young artists in the community. Dr. Evan Stoddard, Associate Dean of Liberal Arts, launched the first phase of the partnership by guiding his students in management of the project through his “Community and University” honors course. Mr. Paul Ellis, Esq., nephew of August Wilson, is leading the effort.

As the academic year began to wind down, the Honors College only accelerated its efforts to provide opportunities for service and leadership to gifted Duquesne students. The Integrated Honors Society held its annual Duquesne University Academic Challenge (DUAC) for local high school students on March 25. Honors students chaired ISO Week (International Student Organization) as well as the first-ever Fair Trade Symposium. Many spent spring break on cross-cultural mission trips with Campus Ministry. Others accounted for nearly half of the record-breaking 84 participants in the Undergraduate Research and Scholarship Symposium in April, including more honors freshmen than ever before.

The Honors College looks forward to another superb entering class in fall 2012, and congratulates its graduates on meeting the demands of a rigorous curriculum focused on the humanities and the Catholic intellectual tradition.

Office of Admissions

Springtime brings excitement to the Office of Undergraduate Admissions as the staff begin to realize the collaborative efforts of colleagues across the campus in servicing our accepted student population. We continue to schedule daily campus visits for students and their families; communicate with electronic and postal mailings, social media and phone calls; and assist with school specific weekend preview days. Our goal to recruit and enroll an exceptionally talented and diverse Freshman Class of 2012 will come to fruition in just a few weeks.

Although the fall 2011 class was slightly smaller than anticipated, it was the seventh largest and the best academically prepared based on selectivity, standardized test scores and high school grades. The fall 2012 outlook shows strong demand as indicated by numbers of applicants. Overall applications are up over last year—more in certain programs such as education and health sciences.

Graduate students represent 40% of enrollment. Historically, there has been a decentralized graduate admission model at Duquesne University. The graduate market has changed due to the economy, competitor behavior and an increase in competition especially with distance education. Over the last six months, and as part of the strategic plan, a University-wide initiative to better manage graduate enrollment has been implemented.

Fall 2011 brought about the appointment of Todd Eicker, Director of Graduate Admissions, which was a new position to Duquesne University. The focus of Graduate Admissions is to enhance and increase interest and awareness of Duquesne University’s graduate programs. Advising and collaborating with each academic schools’ offices of graduate admissions to bring applications to completion is a key priority. This fall, specific target enrollment objectives were implemented for each academic school, a first at Duquesne.
Financial Aid

It has been a very busy year in the Financial Aid Office. New disclosure requirements that were mandated by the Department of Education were implemented. With the assistance of the Gainful Employment committee, comprised of a collaboration of departments on campus, the necessary disclosures are reflected on the University’s Consumer Information for Students website. The Gainful Employment site lists five certificate programs that are eligible for Title IV funding. It provides information on placement rates, estimated median loan debt a student may incur, as well as other information that students can review prior to committing to the program. The Department of Education approved our submission of the information in February, 2012.

The Net Price Calculator can also be found on the University’s Consumer Information for Students website. This calculator will assist families of prospective students prepare for educational costs. Individual student and parental financial information will be used to calculate an estimated academic year net price that new students will pay after grants and scholarships (gift aid) to attend Duquesne.

After months of research and eventual submission of the formal recertification application, the University’s Program Participation Agreement (PPA) was approved in February, 2012. The PPA is the agreement with the Department of Education that approves the University to participate in awarding all Title IV Financial Aid. We are now approved to continue awarding financial aid through December 31, 2017.

Award packages for prospective students for the 2012-2013 academic year are now being processed. Approximately 1,500 packages have been sent to prospective students.

March through October are very busy months in the Financial Aid Office. The office began packaging for summer aid the first week of March. Also, staff reviews all students that currently have a tuition balance greater than $1,000 and reach out and offer guidance to them so they are prepared to preregister in mid-March and early April. We continue to assist with our retention efforts by being proactive through student contacts.

Finally, in mid-May, we will begin the awarding of financial aid to the entire upper class, graduate and law student body for the 2012-2013 academic year.

Enrollment Research and Systems

The Office of Enrollment Research and Systems (ERS) has been busy over the past year implementing a variety of Banner enhancements and engaging and supporting research efforts. One enhancement implemented, which has been beneficial to the Admissions Office, was the development of the Banner Web-for-Prospects tool. This allows prospective students to submit online their interest in Duquesne, which is automatically migrated into the student information system.

A new tool, through the use of a Supplemental Data Engine, was also created to assist Admissions and Student Life in tracking new students’ intentions of being a commuter or residential at point of deposit to the University. Additionally, the process to import GRE and GMAT test scores was added to the existing process of ACT and SAT test scores. Graduate schools requiring this information now have the scores readily available to them for review.

In an effort to support retention efforts, a comprehensive guide for Internal Transfers was created in conjunction with ERS, Academic Advising and Admissions. Students now have the ability to go to one webpage to see the various requirements and timelines involved in transferring from one school to another at Duquesne.

Research efforts undertaken by ERS ranged from the intentional to the subtle. Intentional efforts included the fourth year of data collection from Non-Returning students. The group of students who entered in a cohort, but did not return for their sophomore year have been surveyed. As the University focuses more efforts in developing retention strategies, ERS hopes to identify trends and patterns which may be beneficial in these efforts. Additionally, a comprehensive First-year Student Satisfaction Survey was conducted. The results of the survey were shared with various stakeholders on campus. Finally, while not necessarily data driven studies, ERS is involved in many Banner system related issues which require in-depth problem solving and are research in nature. Whether they are end user problems, the identification of a system defect, or the implementation of a system upgrade; much time and effort is spent to support the functional running of Banner as seamlessly as possible.

Office of the Registrar

The Office of the Registrar has partnered with the National Student Clearinghouse to provide 24/7 access for students to obtain proof of enrollment certificates. These are needed by insurance and loan companies for proof of enrollment
purposes. In addition, employers and other interested organizations that need to verify the degrees of Duquesne University alumni, now have access to this information through our partnership with the Clearinghouse.

A web-based online application for graduation has been implemented. Students can now apply for their degrees in a paperless fashion using their Banner Self-Service access. This change has saved much paper and data-entry, and information is received in a more timely fashion. Additionally, self-service access is now available for students to provide updated local address and cell phone information online.

Monika Schwartz, who was promoted to Associate Registrar, presented at Sungard’s Pennsylvania State Banner User Group’s meeting last November and three presentations at their national conference in Las Vegas, NV, in March, 2012. In addition, Monika was elected to Sungard’s Banner Student RAPP Advisory Board.

**RAPP – A Joint Project of the Offices of the Registrar and Enrollment Research and Systems**

The Office of the Registrar and the Enrollment Research and Systems group, along with advisors and other staff from the various schools, have expanded the use of the “Review Academic Program Progress” (RAPP). RAPP is being used by students and advisors in most schools as a registration and advisement tool. RAPP applies students’ completed courses to their program requirements and helps them to identify the remaining courses needed to graduate. It is used primarily during the registration period as a means of identifying which courses to register for in the upcoming term. The RAPP team received the University’s service award for teamwork in December 2011 for outstanding service and in recognition of their University-wide contributions.

**Academic Advising**

The undergraduate advisement group has continued to make progress on their goals this academic year. The assessment plan has continued with data collection for the first and second cohorts. Data collected in the first two years was shared with the advisement group during a professional workshop. The data will continue to be analyzed to determine the most efficient use of resources. As a group, the advisement area can use data to make informed decisions regarding printed and media based information, student interactions and programming.

Starfish Online Appointment scheduling system was implemented in the McAnulty College of Liberal Arts. A pilot study is being executed, in both the Schools of
Business and Nursing, to utilize the early warning features of this tool. All of the undergraduate advisors using Starfish attended training to learn the upgraded Blackboard system.

Advisors participated with the University Retention Committee in collecting information when students decide to leave the university. A process was developed to collect and share information among the many student services providers on campus while a student is in the decision making process. Interventions can then be developed and the information gathered may prove to be valuable to future retention initiatives.

Finally, in a joint project, Enrollment Management, Advisement and the Student Government Association (SGA) developed and delivered a survey to current undergraduate students to evaluate student expectations and the level of service provided by the undergraduate academic advisors from the student perspective. The survey was administered during the month of March and more than 1,000 students completed the survey. The next step of the project will include data analysis and sharing with key stakeholders including students, advisors and University administration. The final step will include an examination by undergraduate advisors to determine best practice models and improve services.

**Center for Teaching Excellence — 20th Anniversary of the Creative Teaching Awards**

At the April Celebration of Teaching Excellence, Provost Pearson conferred the Graduate Student Awards for Excellence in Teaching and the faculty Creative Teaching Awards. He also honored Dorothy Frayer who established the faculty award twenty years ago.

In 1992, shortly after founding the Center for Teaching Excellence, Dorothy Frayer (associate provost and director of the Center for Teaching Excellence 1989-2005), established the Creative Teaching Award. In a recent interview about the award, she explained, “I thought about the fact that Duquesne had only one teaching award at the time and that it did not specifically focus on active learning. Therefore, it probably did not provide an incentive for faculty, especially those who were not yet tenured, to attempt active forms of learning. Students sometimes respond negatively to something new and that would be a risk for a young faculty member.”

“Boyer’s book, Scholarship Reconsidered, coining the term, ‘scholarship of teaching,’ had recently been published, but most faculty were not aware of the publication and even if they were, probably had little idea of how to carry out research in a classroom setting. Also, assessment of learning outcomes was definitely on the horizon at that point, having already been required by several organizations that accredit specific university programs. Since I frequently did evaluations for Middle States, I was also aware of this agency’s desire to move in that direction. Taking all of these understandings into account, my idea was to initiate awards specifically designated for creative teaching. I went to [then Provost] Mike Weber with the idea and he approved of funding for up to four awards per year in the amount of $500 each. From there, things blossomed”

Laurel Willingham-McLain has overseen the Creative Teaching Awards since 2005 and notes that the submission and evaluation process remain largely the same. “Dorothy had incredible foresight in the way she established the award, and the only thing that has changed is that the quality of faculty submissions gets higher and higher each year.” Past winners from across the University form the evaluation committee – CTE staff do not vote – and the faculty on the committee hold their peers to very high standards. Eighty-four faculty have
received the award starting in 1992, often in collaborations of two to three faculty members. These collaborative initiatives are usually within a school, but twice they have crossed school boundaries.

The Creative Teaching Award existed about a decade before the creation of the Academic Learning Outcomes Assessment Committee, and Dr. Frayer notes, “I believe the awards helped develop a cadre of faculty who by then were already attuned to the idea of learning assessment.” She continues, “Another outcome is that the awards have sometimes motivated faculty to try new approaches to teaching and share them with others.” Indeed award recipients regularly present their innovative teaching and student-learning results in nationally peer-reviewed posters, presentations and articles.

International Programs

The international spirit at Duquesne University is changing the character of Spring Break: 125 students and their faculty leaders departed to London, Paris, Geneva, Rome, Germany and Nicaragua to spend Spring Break learning and serving. The Spring Break Away programs, eight to ten days long, take learning to a new level as students in many disciplines spend the entire semester in the classroom on campus, but add an international study trip in the middle of the semester. What has been talked about and read about becomes tangible and experiential. With seven weeks of preparation in anticipation of the study trip abroad, faculty have the opportunity to integrate the learning in many creative ways.

A total of six different Spring Break Away Programs studied abroad over spring break. Drs. Archer and Strong in Art History took their students to Paris to track down and experience the work of the Impressionist and Post-Impressionist painters. While in Paris, the students also worked in pairs to visit illustrative examples of an artist of their choice and to prepare to share their findings with their colleagues upon their return. Geographers Dr. Jean Anne Hattler and Carolyn Trimarchi traveled to London, Bath, Salisbury and other sacred sites in England as part of an innovative course entitled, “The Geography of Sacred Places.” Novice sociologists studying under Dr. Douglas Harper spent their spring break in Rome pursuing their investigation of Italian culture in a unique course entitled, “Italian Cultural Studies.” Students in the health sciences went to Geneva as part of their studies in “Disparities in Health Care.” In Geneva, students had scheduled visits with the International Red Cross, UNICEF and the World Health Organization.

Graduate business students in the Sustainable MBA Program travel twice each year, and Spring Break took them to multiple German cities to visit and meet German innovators and colleagues involved in sustainability practices. The sixth group of Duquesne students out over spring break was junior and senior nursing students selected to participate in the School of Nursing’s annual service project in Nicaragua. Our nursing students tutor village leaders and families in basic health practices.

The Office of International Programs invites faculty to consider becoming involved in the extraordinary learning experience that happens when international travel is integrated into the academic fabric of a course. Look for the annual availability of Faculty Development Grants to underwrite exploratory travel and program development at www.duq.edu/study-abroad/faculty-about.cfm.

Pre-Medical Profession Program

It was a record year for applications to the Duquesne University Medical Scholars Program (DMSP). The DMSP offers outstanding high-school seniors the opportunity to gain provisional acceptance into the Temple University School of Medicine. Students who complete the program requirements, upon graduation from Duquesne University, matriculate to the Temple University School of Medicine Campus at Allegheny General Hospital in Pittsburgh. Incoming freshman with SAT scores of 1350 or higher or a minimum composite ACT score of 31 are eligible to apply to this program in advance of matriculation. This year, there were 44 applicants for this prestigious program, almost twice the number for last year. Temple University chose to interview 15 of these highly qualified applicants.

The program also had a new high in application to the 4+4 early assurance program with the Lake Erie College of Osteopathic Medicine (LECOM), which has campuses in Erie and Greensburg, Pennsylvania, as well as in Bradenton, Florida. The Pre-Medical Professions Program also initiated a 4+4 program with the new LECOM School of Dentistry, also located in Bradenton, Florida.

Office of Service-Learning

The Office of Service-Learning has enabled the significant recognition of faculty and students who are deeply invested in service-learning and community engagement. Drs. Amy Phelps, Becky Kronk, and Yvonne Weideman were named as
the inaugural Gaultier Faculty Fellows, for the 2012-2013 academic year. The fellowship is named for Fr. Mathurin Gaultier, C.S.Sp. Fr. Gaultier was a professor of moral theology at Seminaire du Saint Esprit and later Assistant General of the congregation. He advocated for scholarly study within the Spiritan congregation and attracted a number of scholars to the work of the Spiritans. This group is known as the Gaultier Circle of Scholars. The Gaultier name is symbolic of the complementarity of scholarship to the practice of the Spiritan charism just as the Faculty Fellow brings scholarship and scholarly leadership to the practice of service-learning at Duquesne. To learn more about Phelps, Kronk and Weideman’s projects visit www.duq.edu/service-learning/faculty/fellow.cfm.

Caitlyn Depp was nominated by the Office of Service-Learning for the prestigious Newman Civic Fellows Award offered by Campus Compact, a national organization committed to advancing the civic purposes of higher education. Caitlyn was selected to receive the award for her intensive involvement with recently resettled refugee families through the Greater Pittsburgh Area Literacy Council, her role as a Community Engagement Scholar, and her involvement in the Litterae Learning Community in which she assisted a service-learning class’s involvement with the GPLC.