Officially became Provost of Duquesne University on July 1, 2018 following the retirement of Provost Tim Austin. I wish Dr. Austin a long and happy retirement filled with family and friends and the joy of new pursuits. He was a wonderful mentor and a kind soul, and we will miss his presence on the bluff. Since becoming Provost, I have had the pleasure of meeting many of the talented women and men who work in Academic Affairs. Their dedication to Duquesne and our students is profound and humbling. I have also had the opportunity to meet and talk with faculty from a wide array of academic programs across all of Duquesne’s nine schools.

Our faculty represent the best their disciplines have to offer and are the very definition of teachers scholars. We are blessed by their talents and commitment to the success of our students. I want to thank everyone that I have met so far for their warm welcome to the Duquesne community. A clear strength of Duquesne is the willingness of everyone to work together on a team and treat their colleagues with trust and respect. I look forward to working with each and every one of you in the upcoming months and years to build the Duquesne of the future.

This issue of Academic Affairs in Review focuses on the second imperative of the University’s Strategic Plan, Re–Imagining Duquesne’s Spiritan Legacy for a New Era, focused on community engagement. Duquesne has always been a university focused on the community and our engagement in the community. That focus has been manifested in our many community collaborations, experiential learning opportunities for students and joint community ventures. The Strategic Plan challenges us to expand those efforts to become the region’s flagship institution for community engagement. This requires us to reconsider what it means to do community engagement. Community engagement is a two–way street that requires our faculty, students and staff to go into the community. However, we must also find meaningful ways to bring the community to Duquesne. I look forward to working with all of you to help bring this aspect of our Strategic Plan to life in ways that advance Duquesne, the city, the region and the world.

The deadline for submission to the spring issue of Academic Affairs in Review is April 6, 2019. All items should be submitted via email to Renee Stockey at stockeyr@duq.edu.
Office of International Programs

Community Engagement in Zambia

Under the Mandela Reciprocal Exchange Grant through the U.S. Department of State, Dr. Joe DeCrosta from the Office of International Programs traveled to Lusaka, Zambia this June to work with a former Mandela Washington Fellow, Ms. Nsofwa Sampa, who serves as an advocate for individuals living with HIV and disabilities in Zambia. The central theme of the visit was to help Ms. Sampa begin her new advocacy group, The Positive Movement, which aims to transform the hearts and minds of people in Zambia in regards to HIV and disability. Dr. DeCrosta met with several advocates, non-governmental organizations working in HIV awareness and prevention, and a member of Zambian Parliament to help Ms. Sampa think strategically about the efforts of The Positive Movement. Dr. DeCrosta also conducted a two-day Seminar for Young Zambian Leaders that focused on mindful and narrative leadership and methods of “cultural shifting,” which resulted in a new vision and mission for The Positive Movement. The organization is now poised to work with groups and individuals to begin changing the cultural context in Zambian society regarding HIV and disability.

Twenty-five young Zambian members of The Positive Movement attended the seminar and official launch of the advocacy group, which they hope will have a substantial impact on government entities and non-governmental organizations that support individuals living with HIV and disabilities. The Positive Movement hopes that potentially hundreds — even thousands of Zambians living with HIV and disabilities will benefit directly from its advocacy efforts by helping to effectively change the stigma around people living with HIV and disability and improve social services on a federal and local level for these individuals.

Dr. DeCrosta plans to continue to work with the group as it evolves in the coming year.
Center for Community-Engaged Teaching and Research

Energizing Students for Community-Engaged Learning Opportunities

The Center for Community-Engaged Teaching and Research (CETR) is excited to implement new and exciting ways to energize students in community-engaged learning opportunities so to further develop their civic skill set in order to effectively and appropriately interact with community. During this academic year, there are two initiatives CETR wishes to highlight.

The Community Engagement Scholars program, while not a new program, has been revamped this year to respond to community agency partner capacity concerns while simultaneously acknowledging the time and attention required to support students’ development as civically minded agents of change. This now year-long program has been crafted to provide a cohort of students with a structured, supervised community-based immersion opportunity in a nonprofit organization, citizen action group or community-engaged agency. Through discussion and application of social change theories, students within the cohort explore the tenets of community engagement. Students reflect critically on their emerging civic agency and the development of their civic identity.

In addition, through a collaboration with the Office of Online Learning and Strategy (OL&S), CETR is crafting sidecar modules for Blackboard to strategically support faculty as they seek to implement community-engaged learning opportunities for students in their courses. These modules have been carefully crafted in response to student, faculty and community partner feedback to provide high-quality, student-centered information related to cultural competency, social justice and effectively engaging in community on behalf of the institution. By utilizing an online learning platform to supplement classroom course content, CETR and OL&S seek to enhance the civic development of students, as well as support and encourage the successful implementation of community-engaged learning practices.

If you are interested in learning more about, or participating in, either of these initiatives, please do not hesitate to contact CETR at cetr@duq.edu or 412.396.5893.

Reimagining Community Engagement on the Bluff

During the upcoming academic year, the Center for Community-Engaged Teaching and Research aims to deepen community engagement practices across campus through our programming efforts while also broadening our reach. Under new leadership, CETR has reconceived past programming and developed innovative opportunities that address the expressed needs of our dedicated faculty, valued community partners and engaged students. We encourage everyone to visit our events webpage to view our robust slate of workshops, lectures, film screenings, community events and much more.

CETR is especially looking forward to co-sponsoring the inaugural Social Justice Internship Fair Friday, Sept. 28 from 10 a.m. to 2 p.m. on Academic Walk. At this event, students who are interested in making lasting change in their communities through their careers can network with agency representatives to learn about opportunities throughout the region.

CETR’s Student Enrichment Series, another new initiative, will afford opportunities for students to engage with and learn from community partners on campus. Events will range in nature from interactive art exhibits created by formerly homeless people to small group discussions with partners about their work surrounding concepts of social justice. All members of the campus community are welcome and encouraged to attend.

Moreover, in an effort to advance community engagement practice, as well as assist campus community members in effectively planning, implementing and assessing their community-engaged work, we are excited to introduce CETR’s 2018-2019 Gaultier fellows: Drs. Cathy Appelt (Sociology), Jessica Devido (Nursing) and Andrew Simpson (History). These fellows bring a unique interdisciplinary lens to this year’s theme of assessment and have an exciting schedule of enriching programs lined up for the year.

If you have any questions about our upcoming events or you would like to RSVP, please contact us at cetr@duq.edu or 412.396.5893.
**Learning Skills Center**

**Learning Skills Center’s Summer Institute: Community and Campus Connection**

The Learning Skills Center’s Summer Institute (SI) entered its 18th year of operation this summer. Consistent with the experiences of students of past years, the curriculum included an intensive study skills seminar, a writing workshop, an international and community engagement seminar, a variety of activities and an annual visit to the home of the magistrate of downtown Pittsburgh and Duquesne’s service area, Judge Oscar Petite Jr. He also chairs the Spiritan Division advisory board.

At the home of Judge Petite the first evening of SI, students were treated to ice balls and the opportunity to chat with people making a difference in the community, including Mr. Josh Pollard, investment banker and CEO of Omicelo, a real estate investment and advisory firm, and Mr. Johney Green, engineer and associate laboratory director for National Renewable Energy Laboratory in Denver, Colo. here to consult with Mayor Bill Peduto.

Geographically the most diverse, this year’s Summer Institute participants hailed from Pennsylvania, Ohio, Texas, Delaware, Maryland, Missouri and North Carolina, and were the second largest with an enrollment of 27. Expansion in states also grew the Summer Institute partnerships beyond the close relationships developed and nurtured with our neighboring Pittsburgh Public Schools.

It is also notable that 70 percent of participants carried quality point averages in the 4.00 and 3.00 ranges. Eight were in the 4.00 range, with seven over 4.00. Another 11 earned quality point averages over 3.00.

According to Summer Institute alumni, SI led to their applying to Duquesne. A glance at numbers from 2013 through 2017 reveals that of the 110 students who participated in SI, 18 applied and were accepted: ten College, four Business, one Education, one Natural and Environmental Sciences, one Nursing and one Biomedical Engineering. All 18 did indeed attend Duquesne!

**School of Pharmacy**

School of Pharmacy faculty, staff and student pharmacists are continuously engaged in partnerships with local, regional and international organizations that provide countless rewards to individuals and communities.

On the local level, Duquesne’s American Association of Pharmaceutical Scientists Student Chapter collaborated with Pittsburgh Mercy Foundation last winter to organize a clothing drive for people in need in our community. Faculty and students donated coats, gloves, pants and other items essential for keeping people warm in the winter months.

More than 180 individuals were provided with complimentary healthcare screenings on April 28 as part of the August Wilson Block Party. The School of Pharmacy teamed up with Giant Eagle Pharmacy.

*Children play on a football pitch near the IDADEE Children’s Home in Cap-Haïtien, Haiti.*
and Paramount Rx, Inc. for the event. Student pharmacists, faculty and pharmacy residents provided blood pressure, body composition, glucose and cholesterol screenings in Pittsburgh’s Hill District neighborhood.

Student pharmacists, residents and faculty from the School of Pharmacy made an impact on a regional level as they traveled to Harrisburg for the annual Pharmacy Legislative Day in April. Attendees met with state representatives and senators to push for expansion of pharmacist immunization services, promotion of medication synchronization services and fair reimbursement. Students also demonstrated the types of patient care services that pharmacists can provide by offering carbon monoxide screenings, body composition screening and tobacco cessation information.

Six Duquesne student pharmacists participated last spring in a hands-on experience in global health at St. Anthony’s Clinic in Cap-Haïtien, Haiti. Through a partnership with The Espwa Foundation, the students learned about the culture and delivery of healthcare in Haiti. Students were surprised by the variation between healthcare in Haiti and the United States, as Haitian doctors informed them about the prevalent disease states in their patient population, as well as the medications they most frequently use.

**School of Nursing**

**Learning That Goes Beyond the Classroom**

The School of Nursing prepares nurse leaders – locally and globally. For more than two decades, nursing students have been around the world in a spirit of service, learning and international collaboration. Opportunities to incorporate a global experience into a student’s nursing education exists at both the undergraduate and graduate levels. A transcultural course is included in all undergraduate and DNP programs, and those enrolled in the Ph.D. Program are
required to study abroad while taking a cognate course.

The School of Nursing continues to expand global opportunities for all students and faculty, such as those at University College Dublin, Rome and UPOLI in Nicaragua. During the 2017-2018 calendar year, 60 students participated in these international opportunities. Several junior nursing faculty assumed leadership roles in study-abroad trips to Rome with undergraduate students and to Rome and Ireland with doctoral students.

Undergraduate students gain clinical field experiences in hospitals and clinics in partnership with these universities and schools of nursing through direct patient care in the communities, and in health promotion and disease prevention projects.

Online graduate students study transcultural and global health perspectives and the influences of culture on health systems. These opportunities provide a global perspective on research methods and measurement issues. A partnership with the nursing faculty at University College Dublin enhances this wider view of scholarship and research in nursing.

As one Ph.D. student stated after her study-abroad opportunity this summer, “The Dublin experience deepened my interest in learning more about the impact of culture on health and education.”

**Rangos School of Health Sciences**

**Local and International Community Outreach in the Physical Therapy Department**

The Department of Physical Therapy has both local and international outreach into the community. Locally, Dr. Ken Havrilla, Assistant Professor of Physical Therapy, conducted three cardiovascular screenings at the Wilmerding YMCA. The screenings included measures of blood pressure, capillary refill and two cardiovascular risk factor questionnaires for members of the community. Two DPT students (Rachel Mowatt, Rachel Strickland) participated as part of a summer independent study.

Dr. Mary Marchetti, Assistant Professor of Physical Therapy, will be coordinating a group of DPT students for participation in the annual Walk to End Alzheimer’s. This year’s walk is scheduled for Saturday, Oct. 13 on Pittsburgh’s North Shore.

Dr. Ben Kivlan, Assistant Professor of Physical Therapy, is spearheading efforts to organize a group of DPT
students to participate in the annual Juvenile Diabetes Research Foundation One Walk. This year’s walk is scheduled for Saturday, September 22 in Schenley Park.

Dr. Regina Harbourne, Assistant Professor of Physical Therapy, is partnering with developmental psychology faculty at the University of Pittsburgh to create a learning landscape playground at a community center in Wilkinsburg. The premise behind the initiative is that children learn everywhere, and simple changes can make an environment conducive to early learning, as well as accessible for children with disabilities.

Internationally, Dr. Harbourne is working the Nwakadem Benevolent Foundation to support an inclusive school in Cameroon. Dr. Harbourne has teamed up with faculty from Penn State to develop a curriculum to help teachers learn to work with children with multiple disabilities. The group has a consulting team of special educators from the disciplines of Physical Therapy (Dr. Harbourne) and Speech and Occupational Therapy.

**Community Engagement in the Athletic Training Department**

Community engagement has been an inherent part of our Athletic Training Program since its inception. Initially, our partnerships within Pittsburgh involved sites where our students were practicing their clinical skills and providing care to members of the community alongside athletic trainers employed in collegiate, high school and sports medicine settings. However, our commitment to community engagement has continued to evolve, resulting in new and long-standing partnerships.

Under the direction of Dr. Keith Gorse, our students engage in a semester-long activity that involves collaborating with a local community and performing a risk assessment. Our students provide assessments of community parks and facilities and develop written and oral reports designed to assist the partner with eliminating potentially harmful situations, developing responsive emergency action plans and decreasing the overall liability of the entity.

New in 2018, Dr. Erica Beidler worked with our students to plan and conduct a nutrition and healthy lifestyle education session for residents of the Dave Wright Apartments complex in Carnegie, Pa., which offers affordable housing to individuals who have been diagnosed as being on the autism spectrum. The students provided presentations on eating a balanced diet, physical activity, hydration basics and healthy snacking. The students also orchestrated a meal preparation activity and provided the residents with a cookbook of their favorite recipes.

The department also has a long-standing relationship with Special Olympics Pennsylvania’s Winter Games. Under the direction of co-medical directors Dr. Sarah Manspeaker, AT’01 (current Athletic Training faculty member), and Ellen Wilson-Loaskie, AT’03, our students gain experience providing medical services to athletes with intellectual disabilities. Annually, students review medical histories, conduct evaluations and follow athlete progress over the course of the competition, resulting in valuable experiences for students and athletes alike.
Speech-Language Pathology — Community Engaged Learning

The Department of Speech-Language Pathology (SLP) received the Pathways grant through the Center for Community-Engaged Teaching and Research during the 2016-2017 academic year, and is currently on year three of the grant. The community-engaged learning team, SLP VOICE (Valuable Opportunities in Community Engagement), consists of SLP faculty members Dr. Mikael D.Z. Imelman, Ms. Katie Micco, Ms. Annette Neff, Dr. Heather Leavy-Rusiewicz, Dr. Susan Snyder and Dr. Sarah Wallace, as well as community member from Western School for the Deaf, Ms. Sally Wellman. Across the first two years under the Pathways grant, the SLP department worked toward developing relationships with community partners, exploring and modifying the current curriculum to address foundations of community-engaged learning and creating a pilot program. During the 2017–2018 academic year, SLP VOICE established a partnership with Child’s Way, located at The Children’s Home of Pittsburgh and Lemieux Family Center. Child’s Way is a pediatric extended day care center for medically fragile children ages birth to 21. Child’s Way is divided into classrooms for infants, younger toddlers, older toddlers, preschool children and school-aged children. The classrooms are staffed with teachers and pediatric registered nurses to ensure appropriate education and social experiences while children receive necessary medical care. Ms. Micco and Dr. Rusiewicz supervised a pilot program delivered by undergraduate SLP students Rebecca Bulgarelli and Lauren Moyer, which provided language stimulation through literacy, movement/sensory-based and music activities to the preschool classroom. The SLP department looks forward to working with Child’s Way to continue to build and expand their partnership to provide language enhancement to their students and education to the families.

For additional information, visit duq.edu/academics/community-engaged-teaching-and-research/pathways-grants.

Enrollment Management Group

EMG Supports Community Engagement Through Multiple Partnerships

The Enrollment Management Group (EMG) has long-standing partnerships and outreach efforts with a number of local and regional public and Catholic schools, dioceses and other organizations. These mutually beneficial partnerships support the community and provide avenues to support overall enrollment as well as socioeconomic and racial diversity.

After a pilot period, the course was adopted in 2016. As a major, we have developed a BA in International Security Studies.

Duquesne University was a founding partner of The Pittsburgh Promise (pittsburghpromise.org), which provides college, trade or technical school scholarships for Pittsburgh Public Schools graduates. Duquesne is now a preferred partner; preferred partner schools provide grants for room and board for Promise-eligible students who are accepted. Partners also commit to providing transition and academic

Speech–Language Pathology students provide language stimulation in the preschool classroom.
support services in support of student retention and success. Nearly 250 Promise Scholars are currently enrolled at Duquesne.

- Via combined efforts between the School of Education, Finance and Business, and the EMG, a 60 percent discount on tuition is available for lay teachers and administrators in Catholic schools within the Pittsburgh and Altoona-Johnstown dioceses who are enrolled in eligible School of Education programs.
- The EMG provides nearly $125,000 through 24 tuition scholarships to Catholic high schools and other nonprofits for their annual fundraisers.
- The EMG sponsors more than 50 visits for local and regional high school and college groups each year.

**Gumberg Library**

**Publishing Community-Engaged Scholarship: A ‘Choosing Wisely’ Workshop**

Gumberg librarians Mr. David Nolfi and Ms. Gesina Phillips were invited to present their workshop, "Choosing Wisely: Deciding Where (and Where Not) to Publish," at the Community-Engaged Research Faculty Writing Retreat in May. The retreat, which took place at Alphabet City Center May 30–31, featured time for free writing as well as optional meditation sessions, yoga, a tour of City of Asylum and invited workshops presented by members of the Duquesne community. Mr. Nolfi and Ms. Phillips were invited to present their workshop in order to support participants seeking to publish their scholarship, particularly the community-engaged scholarship being done at Duquesne.

The “Choosing Wisely” workshop focused on strategies for targeting scholarly publishers and methods of aligning the search for a publisher with a researcher’s goals. This workshop was developed in cooperation with Dr. Joan Such Lockhart in the School of Nursing and was also presented as a library workshop during the spring semester. Attendees at the CETR workshop were encouraged to reflect on why they create scholarship and why they have chosen particular journals and book publishers in the past. The presenters then discussed strategies for identifying and evaluating publishers, always keeping the participants mindful of the personal research goals they had established at the beginning. During the lively discussion, participants volunteered their own experiences, and in the closing question-and-answer period, they were encouraged to seek support from Gumberg Library if they had further questions about where to publish.

**Community Engagement with Books and Films: Booksburgh and Becoming American**

Booksburgh promotes children’s literacy at UPMC Children’s Hospital of Pittsburgh. The program is run through a partnership of physicians, the hospital library and the Department of Volunteer Services. Ms. Danielle Henzler, Director of the Maureen Sullivan Curriculum Center at Gumberg Library, has been volunteering with Booksburgh since January 2017. Most of her work has been with outpatient clinics, helping children choose books to take home to continue to enjoy reading as a shared parent–child activity. The Curriculum Center has donated over 1,500 books collected during its Scholastic book sales to Booksburgh. It has also supported the hospital’s Child Life Department by providing folders of cut-outs to be used to decorate its activity centers. The relationship that Ms. Henzler has developed with Booksburgh has directly contributed to books being placed in the hands and homes of hundreds of children, as well as beautifying and energizing hospital spaces through colorful decorations.

Gumberg Library, along with partners the Jewish Community Center of Greater Pittsburgh and Jewish Family and Community Services, will host a thought-provoking documentary and scholar-led discussion series designed to encourage informed discussions of immigration issues against the backdrop of the United States’ own immigration history. Funded by the National Endowment for the Humanities, “Becoming American: A Documentary Film and Discussion Series on Our Immigration Experience” will provide campus and community participants the opportunity to explore the history and impact of immigration in the USA. “Each film screening and discussion in the series is designed as a catalyst for learning, inquiry and community dialogue,” Dr. Sara Baron, University Librarian, said. “We are honored to host this insightful and relevant program here in Pittsburgh.” Duquesne University is the only Pennsylvania institution to be awarded the grant. Screenings and discussions will take place Monday evenings, Oct. 8–Nov. 12. For more information, please visit [www.duq.edu/BecomingAmerican](http://www.duq.edu/BecomingAmerican).
Online Learning and Strategy

Digital Capabilities Help Students Build Cultural Competency

Because we live in an increasingly diverse nation and a world closely connected by ever-evolving technology, the ability of students to demonstrate cultural competency — that is, to communicate, interact and work effectively with people who have experiences, perspectives, attitudes and beliefs different from their own — is essential. Online Learning and Strategy and the Center for Community-Engaged Teaching and Research (CETR) are currently collaborating on a module to assist students in developing the critical skills and understanding inherent in cultural competency. Specifically, they will learn the importance of respecting the knowledge, creativity, skills and abilities present in the communities with which they connect, as well as some strategies to assist them in working productively with members of those communities — developing innovative strategies and solutions that demonstrate the values and mission of Duquesne University.

Given the importance of cultural competency across a wide swath of situations and subjects, the ability of this module to be customized through the use of video and other technologies and integrated within diverse courses to speak to particular concerns and situations makes this approach to supporting student learning both nimble and efficient. It is an accessible and self-contained unit, so students can proceed at whatever pace the larger course requires, with the opportunity to “flip” the classroom as needed so that students’ discussion of these concepts becomes the means of a deeper understanding and fluency. Ultimately, this module provides not only a platform to convey an essential framework for participating as a community “partner” in all the rich and various meanings of that word, but also serves as a model for other enhancements to student learning. With this in mind, Online Learning and Strategy welcomes ideas for future collaborations that will add quality and value to the student experience at Duquesne University.

School of Business

Rockwell Hall’s New Fourth Floor — Catalyst for a Remarkable Transformation

A $32 million renovation master plan for Rockwell Hall is transforming the student experience for years to come and helping to position the Palumbo-Donahue School of Business among the best business schools in the nation. The renovations are designed to create an engagement hub for students, faculty and business partners.

Recently, a total renovation of Rockwell Hall’s fourth floor was completed. With roughly 8,000 square feet of finished space, the floor is the new home to the Center for Excellence in Entrepreneurship, Center for Leadership in Professional Selling and Center for Excellence in Supply Chain Management. These centers support innovative research and applied educational experiences for students, as well as promote interaction with local business leaders and entrepreneurs. Students get the skills they need to act entrepreneurially, sell effectively and manage sustainable supply chains while also enhancing job creation and workforce development in the region.

Dr. Dean McFarlin has made entrepreneurship a key tenet of the school’s strategic plan.

Every business student today must learn how to think like an entrepreneur. The new Center for Excellence is infusing entrepreneurship into every student’s experience,
instilling in all business students the entrepreneurial mindset that will empower them as graduates, whether they are launching businesses or facing innovation challenges within existing companies.

The Louis D. Mallet Entrepreneurship Zone is an inspirational, collaborative and creative environment for promoting idea generation, group learning, problem-solving and business planning. The space is rich in technology and includes writeable glass boards that enhance conversation and discussion.

Bob’s Launch Pad provides a hands-on area for students to develop, design and prototype everything from new physical products to online business platforms. It is outfitted with tools needed to take ideas from concept to reality, such as a 3-D printer and laser engraver for rapid prototyping of new products.

**Center for Leadership in Professional Selling Launches Inaugural Steel City Sales Challenge**

The nature of selling has changed in our technology-driven world, and the Center for Leadership in Professional Selling is preparing students to meet that challenge. The Center’s newly renovated space features simulation labs where students can role-play their sales approaches in various settings with executives from partner firms.

All simulated spaces allow students to project presentations onto a flat screen and are part of a sophisticated digital video capture system. Sales sessions can be live-streamed or recorded so students can review and hone their work. Sales professionals can also embed comments and suggestions in recorded videos to help students.

In 2017, the Center and Steel Dynamics, Inc. co-sponsored the inaugural Steel City Sales Challenge. Students from six universities in the region engaged in this sales role-playing competition. The Steel City Sales Challenge supports our growing focus on business-to-business professional selling and is in keeping with our goal of offering compelling programs to students seeking distinctive, transformative business education.

Read more: [www.duq.edu/dbl](http://www.duq.edu/dbl).
School of Education

Woodrow Wilson Teaching Fellowship Program
Duquesne University School of Education has been chosen by the Woodrow Wilson National Fellowship Foundation as a site for its teaching fellows. The School of Education is one of three schools chosen in Pennsylvania, the other two being the University of Pennsylvania and West Chester University. The fellowship program is a hybrid of teacher education programs and Teach for America. Duquesne University is the only site representing Western Pennsylvania. Twelve fellows, pursuing degrees in math and science education, will be chosen and recruited locally and nationally. The fellows will complete a one-year program and work with local school districts serving marginalized youth. Chosen participants will receive a $30,000 stipend to assist with the cost of tuition. This opportunity will help increase the number of well-prepared and highly qualified math and science teachers in classrooms.

For additional information, visit woodrow.org/fellowships/ww-teaching-fellowships/.

Dean Cindy Walker
Elected to Serve as VP of AERA Division D
Dr. Cindy Walker, Dean of the School of Education, has been elected to serve as the Vice President of AERA (American Education Research Association) Division D: Measurement and Research Methodology. This prestigious appointment will allow Duquesne University to have a voice among the top research universities in the nation. Division D is made up of 3,000 members who focus on measurement, psychometrics and assessment; statistical theory and quantitative methodologies; qualitative methodologies; and multiple and mixed methodologies as applied to educational research.

Dr. Dean Walker’s goal during her vice presidency is to use the knowledge and skills of the division members for the betterment of all divisions within AERA and work collaboratively. She hopes the work done by her division will be beneficial to researchers of education and help move policies forward.

McAnulty College and Graduate School of Liberal Arts
Commitment to Community Engagement
The McAnulty College has a long-standing commitment to community engagement. We have moved through the time of service learning to community-engaged teaching and learning. In the future, we will be connecting students to these community-engaged experiences even more through academic internships. Moreover, we are utilizing the resources of both the Center for Career Development and the Center for Community-Engaged Teaching and Research to connect more robustly with current partnerships and to develop new ones.

Examples of our current community-engaged partnerships that we intend to expand in order to offer more academic internships:
- Achieva (Pittsburgh)
- Allegheny County Jail
- Arsenal Family & Children’s Center (Pittsburgh)
- Bloomfield–Garfield Corporation
- Carlynton High School (Carnegie)
- Casa San Jose (Beechview)
- Center for the Neural Basis for Cognition (Carnegie Mellon University)
- Center that CARES (Pittsburgh)
- Costa Rica Study Abroad/Community Engagement in Collaboration with FundaVida
- Dominican Institute (Nigeria)
- Emmaus Community (Pittsburgh)
- FOCUS Pittsburgh (Hill District)
- Gemini Children’s Theater (Pittsburgh)
- Hilltop Men’s Group
- Holy Family Institute (Pittsburgh)
- Marcellus Outreach (Butler)
- Marian Manor (Pittsburgh)
- Marian University College in Bagamoyo, Tanzania
- Mercy Hospital (Pittsburgh)
- Pastoral Ministry of the Diocese of Pittsburgh
- Pittsburgh New Works Festival
- Pittsburgh Public Schools
Pontifical Academy for Life (Rome)
Pontifical University of Salamanca
Save a Horse Sanctuary (Greene County)
Serbian National Federation (Pittsburgh)
Soldier’s Heart (Uptown)
Spiritan International School of Theology (Nigeria)
St. Paul Seminary (Crafton)
St. Vincent de Paul (Pittsburgh)
Start Uptown (Pittsburgh)
State Correctional Institution (Fayette)
Tangaza College (Kenya)
Tribute Center (NYC)
University of Heidelberg (Germany)
University of Stellenbosch (South Africa)
UPMC Shadyside Hospital Elder Life Program
UrbanKind Institute (Hill District)
UVA-Valencia Program (Spain)
Western Psychiatric Institute (Oakland)

What remains, then, is also to work to develop more community-engaged partnerships. Our goal is to have each College student, whether on the undergraduate or graduate level, take an academic internship.

Honors College

Honors College Signature Partnership
Takes Love of Literature to the Block

Since 2011, a special partnership has grown between Duquesne University’s Honors College and August Wilson House, a nonprofit dedicated to restoring playwright August Wilson’s childhood home and transforming it into a community space for young artists.

The house once was the site of a ground-floor grocery store and several apartments — including the two-room residence where Wilson lived with his mother and five siblings from 1945 until about 1958. From this place, Wilson drank in the history of the Hill that would form the stories in his “century cycle” plays. Telling the history of African-Americans from the 1900s and moving through each decade of the century, Wilson won a series of awards (including the Tony and Pulitzer) that make him the most decorated American playwright in history.

“People come from all over the world to gaze at this structure where such stunning literature and storytelling began — and it’s only a few blocks from Duquesne,” said Dr. Kathleen Glenister Roberts, Honors College Director. “Our honors classes take literature and drama very seriously, and to study August Wilson in such depth is a tremendous opportunity.”

In addition to the introductory literature classes focusing on Wilson, honors students participate in a social justice seminar course to learn from and collaborate with community members to achieve the goals of August Wilson House. At the beginning of the partnership, students ran extensive surveys, created business proposals and supported communication through social media.

As fundraising and construction has increased, honors students have launched special events. From a small backyard performance in 2013, their work has blossomed into the largest Hill District block party in recent memory this past April.

Honors students put Wilson’s life achievements on display for visitors to the Hill.

Duquesne alumna and August Wilson House board member Terri Baltimore poses with student volunteers.
Biomedical Engineering

Clean Drinking Water Through 3D Printing Technology

In the United States, we fluoridate our tap water to improve our dental health. In other areas of the world, such as Africa, India and China, over-fluoridated water sources above 1.5 mg/L are common and lead to life-altering effects such as browning of teeth and painful bone damage known as skeletal fluorosis. Unfortunately, water filtration technologies for fluoride removal are typically expensive and difficult to obtain in many rural areas. The biomedical engineering program in Dr. Benjamin Goldschmidt’s lab is developing a 3D printed fluoride filtration system capable of reducing fluoride to a safe level for local communities in Okakola, Tanzania, in order to eliminate the possibility of contracting fluorosis from chronically over-fluoridated water supplies. Dr. Goldschmidt’s laboratory collaborates with PureThirst, an organization dedicated to providing safe drinking water to vulnerable populations. Sophia Bakar and Karli Sutton, BME students, are investigating how we can use specially formulated 3D printed polymers created from recycled plastics, such as plastic cups, soda bottles and 3D printed waste, to create water filters for rural areas that have limited access to fluoride removal technologies due to local economics or physical access. To date, we have created a fully 3D printable filter capable of removing fluoride in a single pass. Additionally, we have developed a protocol to recycle 3D printed plastic to create additional filter material using a combination of calcium carbonate, the filter material and the filter structure. Future work will involve finding ways to increase fluoride removal, biocompatibility testing to ensure that filtered water is safe to drink and local field testing in Okakola.

Plastic used to create the fluoride removal filters is made by recycling plastic waste.

School of Music

Mary Pappert School of Music Partnerships and Community Engagement Efforts

During the 2017–2018 academic year, the School of Music forged a partnership with ACHIEVA, which supports and empowers individuals with disabilities. We provide opportunities for interested members of the organization to work in our facilities by assisting with ushering at concerts, stage management and associated clerical work. Met with great success in its first year, we continue to offer these types of opportunities and look to continued growth.

The Mary Pappert School of Music presents over 200 annual concerts, recitals and
related events to the Pittsburgh community, including ensemble performances and faculty/student/guest artist recitals, representing a robust cross-section of musical genres. Most of these performances are free and open to the public and are published at duq.edu/MusicEvents. The Music on the Bluff series and the Uptown Jazz Series continue to grow in attendance each year, often to the point of at-capacity crowds, and sometimes sell out months in advance. Christmas at Duquesne has become one of the season’s most highly anticipated concerts. Last year, with very little advertising, our students performed to a standing-room-only crowd of roughly 600 in the Charles J. Dougherty Ballroom, as well as another 600-plus who viewed a live stream of the concert online from around the world.

Beginning with this year’s Moscow on the Bluff series, our School has partnered with several local organizations to cross-promote events and services with the public through advertisement trade or purchase. Utilizing concert programs, we are able to offer ad space for these organizations, and in return, we are compensated financially, or we receive similar promotion through their network, mutually expanding potential community reach.

Rebranded TEMPO Weekly for the 2018–2019 academic year, our weekly eNewsletter actively communicates the successes of our students, alumni

and faculty, as well as our upcoming events, to nearly 1,800 subscribers.

City Music Center of Duquesne University
Community Engagement Activities

Founded in 1989, City Music Center of Duquesne University (CMC) has proudly served as the Pittsburgh area’s premier provider of musical instruction for students of all ages. As the community outreach division of the Mary Pappert School of Music, CMC strives to educate all who are interested, regardless of musical ability or financial situation. CMC offers a comprehensive program of individual instrumental instruction combined with a sequenced, age-appropriate musicianship curriculum, ensemble and recital opportunities, as well as lessons and educational programs for university-level students and adults of all ages and skill levels.

This past summer, CMC hosted five individual week-long camps, as well as a one-day guitar workshop. All six events were highly successful, and the guitar workshop even received an official proclamation from Mayor Bill Peduto declaring the day “Guitar Day with Joe Negri” in the City of Pittsburgh. Altogether, the workshops involved 131 participants, 23 Mary Pappert School of Music faculty members and nine students (as assistants/musicians), generating $46,965 in gross revenue. Many faculty members have already begun submitting ideas for offerings in the summer of 2019 for consideration.

For more information, visit duq.edu/cmc.
School of Law

Community Engagement through Law Clinic Programs

The School of Law works with more than 300 clinical legal education partners throughout the region to serve people who need, but cannot afford, legal representation. Based in the Tribone Center for Clinical Legal Education, the program serves veterans, nonprofit organizations and income-qualified individuals and families with respect to legal issues involving civil rights, family law and other areas.

In the most recent academic year, law students provided more than 17,200 hours of legal services to the public through eight law clinics, more than 8,700 hours of legal services through externship placements and more than 4,300 hours of legal services through pro bono programs.

Each year, the clinical program’s externships place law students in positions at courts of every level, government agencies of every level, legal aid offices and private nonprofit, religious or healthcare organizations, where they are supervised by judges.

Located in the Tribone Center for Clinical Legal Education on Fifth Avenue, Duquesne’s law clinics serve residents from throughout the region who need but cannot afford legal representation.

The Clinical Education Program serves veterans, nonprofit organizations and income-qualified individuals and families.
or lawyers. In the clinics operated by the clinical program, full-time law professors and local attorneys direct the law students’ work and provide ethical training, while teaching the students to be ethical lawyers. Clinical faculty are also active in community outreach and the many social justice initiatives of the law school.

Professor Tiffany Sizemore, who has directed the Education Law Clinic and the Juvenile Defender Clinic for three years, will discuss the work of the clinics in October as a spotlight speaker at the THINC30 conference in Pittsburgh. The conference will showcase “solutions and strategies for companies and communities interested in formally embedding innovation, sustainable business development, corporate social responsibility and community building into their missions.” Professor Sizemore will specifically address how the clinics she teaches work to keep children out of the criminal justice system and in school and at home, which results in better life outcomes for the individuals and more sustainable communities.

Community Engagement through Law Fellowships

Innovative law fellowships, such as McGinley Public Service Fellowships, Public Interest Law Association Fellowships and the new Dean’s Fellows program, allow Duquesne law students to pursue public service and academic interests.

McGinley Public Service Fellowships support Duquesne law students who are interested in public service in executive, legislative or judicial branches of government or related agencies. Since its inception in 2012, the program has funded summer stipends for students working in fair housing, immigration, political asylum, domestic violence, child safety, court diversity and numerous other areas. The fellowships are supported by the generosity of Mr. John McGinley, Jr. and family. Recent McGinley Fellowship placements include the Supreme Court of Costa Rica in the country’s capital of San José, the U.S. Navy JAG Corps in Washington, D.C.

and the Human Trafficking/Organized Crime Section, Office of the Attorney General in Austin, Texas.

Public Interest Law Association Fellowships assist students working with organizations that provide direct legal services to low-income and underserved clients. The program is supported through the leadership of the student–run Public Interest Law Association and other funding sources. Recent placements include the Allegheny County Office of Conflict Counsel in Pittsburgh, Fair Shake Environmental Legal Services in Pittsburgh and the Bronx Defenders in New York City.

During the 2017–2018 academic year, the School of Law piloted the Dean’s Fellows program providing students with deep experience in a chosen area of law. The program focuses on three core areas: public interest (government and nonprofit); business (governance, technology, entrepreneurship and sustainability); and litigation (dispute resolution). All three include an emphasis on ethics and professionalism, a particularized experience, such as an internship placement related to the selected core, and mentorship by an attorney — one of our alumni, a friend of the School of Law or a member of the faculty.