I like the word bold ... a lot. When used to describe people, it highlights their confidence, their assertiveness (but not aggression) and their willingness to take risks without—at the same time—being foolhardy. Applied either to colors or to fonts, it distinguishes those that are striking, vivid and impactful. As we begin to work together toward implementing the first of the five imperatives in the University’s new Strategic Plan, we can benefit, I think, from reflecting on both of these meanings.

As provost, I regularly learn about proposals to update the curriculum for some major or degree, to rename a department to reflect changes in the world around us or to supplement a major with a minor, a minor with a certificate. I welcome such enhancements, of course. But such incremental improvements are not the "bold" pathways to which the Strategic Plan alludes. As low-risk ventures, they are also low-return, contributing only marginally to raising the profile of Duquesne beyond the confines of our Bluff.

During my four-and-a-half years on this campus, by contrast, I can point to two genuinely bold steps we have taken together: the launching of the Biomedical Engineering Program and the decision to partner with Pearson Embanet to expand—by an order of magnitude—the scope of our online nursing programs. Each in its own way is attracting students who would not otherwise have included Duquesne in their search for an academic program in their discipline. Each leads to career options that appear likely only to improve in the medium term. Each builds on existing areas of strength to deliver degrees of which we can be proud.

As implementation of the new Strategic Plan begins to accelerate, I hope that many of you will take up the challenge to think boldly and creatively, conceiving with confidence new programs that will appeal to new generations of students because they do indeed offer “pathways” to an impactful life and career.
Center for African Studies

Shaping the Future through African Studies

It is increasingly the case that students will need interdisciplinary, intercultural knowledge and competencies to do well in an increasingly globalized world. The Center for African Studies, duq.edu/cas, is the only academic unit on campus that offers programs in Area Studies that require students from a wide range of departments and schools to use their disciplines, in concert with other disciplines, to understand and critically engage the African continent and the African diaspora. Enhanced by Maymester possibilities in Ghana, Tanzania and Trinidad, academic learning is augmented by critical encounters with people and places that can ground learning, as well as raise questions about what we have learned and need to relearn. The opportunity to academically learn about and encounter various locations highlights the differences and similarities of human existence but most importantly, situates our students so that they can better understand their place and role in our globalized community in order to consider how they can create the world they envision. Always conscious that there are other knowledges, cultures, languages and opportunities in our globalized arena, the Center for African Studies is geared toward giving students as many academic and life tools as possible to help them recreate and reposition themselves in rapidly changing globalized social and economic environments.

Center for Teaching Excellence

Preparing Graduate Students for 21st–century Academic Careers

The Center for Teaching Excellence assists graduate students with academic career preparation in four ways. First, our fall workshop series, “Landing an Academic Job,” provides guidance in preparing cover letters, curriculum vitae, research and teaching statements, and dossiers for documenting teaching effectiveness. The workshop series enables Duquesne graduate students to respond to academic job announcements with the necessary materials to be competitive. Second, for highly motivated graduate students, we offer the Certificate of University Teaching, a voluntary and self-paced opportunity for graduate students to document their college teaching in preparation for faculty careers. Third, CTE administers the Provost’s Graduate Student Award for Excellence in Teaching. The award recognizes

“In my opinion, this sharing of knowledge and cultures amongst people is what we need most in this globalized world that we live in.” Marguerite Madden, AFST minor and Ghana Maymester participant.

“The African Studies coursework has given me a global perspective that now fuels my mindset and goals for the future.” Lauryn Robinson, AFST major.
excellent teaching by current graduate students and provides nominees with training on how to present evidence of teaching excellence. A previous nominee said: “Developing the statement of teaching philosophy, as well as discussing briefly assignments or syllabi we use, was very helpful for preparing for the job market, in terms of materials and interview preparation. It was also useful to reflect upon my growth as a teacher and how I am still learning.” The award committee reviews the nominees’ portfolios and recommends four recipients to the Provost to receive the award. This year Duquesne faculty nominated 13 graduate students for the 2017–2018 award:

- Marla Anzalone, English
- Elizabeth Bennett, Psychology
- Jennifer Broderick, Biological Sciences
- Ashley Blystone, Chemistry & Biochemistry
- James Henderson, Chemistry & Biochemistry
- Farhana Islam, Pharmacy
- Susan Mancino, Communication & Rhetorical Studies
- Sara McClelland, Biological Sciences
- Steven Perry, Theology
- Josie Rush, English
- Joseph Sallmen, Biological Sciences
- Shawn Watkins, English
- Michelle Valkanas, Biological Sciences

The staff of CTE regularly consults with graduate students to help them tailor their academic job materials for specific job openings. These are four ways that CTE helps to prepare future faculty for productive and fulfilling academic careers.

Provost Timothy Austin with Nisha Gupta (Psychology), one of the 2017 TA Award winners.

Emtinan Alqurashi (far left) and Arvin Simon (far right), CTE’s Instructional Consultants for TAs, with 2016–2017 Certificate of University Teaching Recipients, from left: David Young (English), Allie Reznik (English), Sara McLelland (Biological Sciences), Elif Gokbel (Education) and Priya Ganesan (Pharmacy). Missing from picture is Suzannah Chatlos (Education).
Transparent Assignment for 21st-century Learners

In 2016 the Center for Teaching Excellence (CTE) launched the Small Changes Advancing LEarning (SCALE) initiative to explore teaching methods that are achievable by instructors in varied contexts, based on principles of learning, open to instructor creativity and known to benefit students equitably. As part of SCALE, we have provided opportunities for faculty to explore a framework of Transparent Assignment Design (TAD), which enables them to consider intentionally the purpose, task and criteria of an assignment and to communicate these to students by outlining what knowledge and skills are developed, why these are relevant and how they will be assessed. Initial feedback from faculty suggests students are more successful with the redesigned assignments and that both faculty and students more fully understand the ways in which the assignment aligns with the curriculum and varied student career goals. For example, by explicitly calling attention to “how an assignment will relate to [students] now and in their future careers,” one instructor reported how she can better demonstrate meaning, value and relevance of assignments. Similarly, another faculty member wrote: “Transparent assignment design has helped me make clear how exactly the assignments […] will prepare [students] for the future.” What seems to draw instructors toward TAD is that it fits within the concept of small changes with major impact on learning and teaching. Additionally, the transparency framework creates space for faculty and students to take risks in the teaching and learning process. Being more explicit in helping students with the what, how and why of an assignment can create rigor because transparency has “removed the obstacle of figuring out why an assignment is important and opened the door to the real obstacle of learning the material.” To learn more about how you can redesign your assignments using the transparency model, please contact CTE via email, website or 412.396.5177.

Palumbo-Donahue School of Business

New Center Helps Students Bring ‘Value Add’ to Selling Process

While the challenges of selling have changed in our technology–driven world, the Center for Leadership in Professional Selling in the Palumbo-Donahue School of Business is preparing students to meet them head–on. Located on the fourth floor of Rockwell Hall, 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. For example, students can practice their sales pitches in a simulated office, a corporate office lobby, an executive conference room or a larger training room. 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. The Center focuses on teaching, research and community engagement, offering the opportunity for companies to participate in student projects or executive education. The Center and Steel Dynamics, Inc., co–sponsored the inaugural Steel City Sales Challenge on Oct. 21, where students from six universities in the region engaged in a 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. Our new Center is one of the finest facilities for sales training anywhere in the country and offers us a distinct opportunity to work closely with companies to further enhance students’ skills.

The skills necessary for sales—communication, presentation, identifying needs and creative problem solving—are valuable for any profession. Even if students don’t enter the sales field, these skills can benefit them throughout their careers.

Business Students Help Organization Improve Rehabilitation Services

Taking their classroom learning and putting their skills into action with a local nonprofit organization gave nearly 80 Duquesne students invaluable real-world experience while also helping their neighbors.

The students took part in an experiential project in a course designed by Dr. Kathryn Marley, associate professor of supply chain management in the School of Business, to assist Blind & Vision Rehabilitation Services (BVRS) of Pittsburgh. The collaboration was so successful, BVRS hopes to continue partnering with Duquesne on future projects and students have already applied what they learned to internships and other classes.

With a focus on community engagement, the students tackled issues related to workflow and processes for BVRS clients in their industrial employment projects. The students received excellent experience that ultimately gave BVRS and its clients meaningful ways to improve work processes. The supply chain course supported the organization’s federal textile and manufacturing employment programs. Through these programs, BVRS clients cut and sew aprons and produce charcoal bags that are then distributed to the U.S. Navy, and produce road signs that are used throughout Pennsylvania. After observing the clients’ work processes and flow, students presented their findings to the BVRS management team at the end of the course, offering best practices and recommendations for speeding up production while maintaining efficiency and streamlining shipping procedures.

According to student Gabriella Giangiuli, “Working with BVRS allowed us to get hands-on experience that is far different than what we learn in a normal classroom.” Gabriella and all the students in the class were able to complete a Yellow Belt Course, the first step in a sequence of industry certifications, in conjunction with the work they did at BVRS. This paid off for Gabriella—during her subsequent internship at PNC, she used Yellow Belt tools and methodologies for continuous improvement.
School of Education

**Working to Bring Students New Study Abroad Opportunities**

The School of Education offers students new opportunities to expand global perspectives through a study abroad Maymester in Trinidad and the development of a study abroad program in Finland.

School of Education student Isabella Boland initiated the idea of a Maymester in the south Caribbean island of Trinidad. Many people worked with Isabella to develop this idea into a four-week program with a curriculum that explores the educational, musical and cultural contexts of the island and includes a focus on social justice in diverse educational settings. The first cohort designed for education students but available to all begins in May 2018.

This opportunity was realized through the work of many from Duquesne including the School of Education through Dean Cindy Walker, Dr. Launcelot Brown and Dr. Anne Marie FitzGerald; the Center for African Studies through...
Dr. Gerald Boodoo; the Office of International Programs through Dr. Roberta Aronson; and the Honors College through Dr. Kathleen Roberts. Michael Chapman from the University of Trinidad and Tobago’s (UTT) National Academy of the Performing Arts has worked to make this Maymester possible at UTT.

Dean Cindy Walker of the School of Education continually works to expand and enrich educational experiences for our students. This summer Walker and Associate Dean for Teacher Education Dr. Melissa Boston traveled with Dr. Jean Anne Hattler from the Office of International Programs to Finland to establish a partnership with colleagues from the educational organization Learning Scoop. Walker and Boston conducted meetings, spoke with Finland’s University of Tampere education students and surveyed Finnish culture in working with Learning Scoop for a future Duquesne School of Education study abroad program in Finland. Walker is laying the foundation for School of Education students to be able to experience Finland’s educational culture which is consistently ranked as one of the world’s top systems.

**Educational Administration and Supervision Students Engage in Celebration of Professional Practice Panel**

Each semester at Duquesne, our University Council for Educational Administration (UCEA) Center for Educational Leadership and Social Justice, directed by Dr. Gretchen Generett and residing in the Department of Educational Foundations and Leadership, sponsors a Celebration of Professional Practice panel discussion. Students of educational administration, supervision and the Superintendent’s Letter of Eligibility meet to discuss current topics in education, law, policy and recent research that can inform professional practice with a social justice lens. Students of administration are prepared with the ability to develop a future focused vision, the ability to individually customize the delivery of education, seated in a culturally responsive administrative practice. These attributes foster relationships with stakeholders in the Spiritan tradition of caring. Our program would like to encourage all education professionals in practice and members of UCEA and the various centers to continue their outstanding work, and thank UCEA, the Council for Accreditation of Educator Preparation (CAEP) and the Pennsylvania Department of Education (PDE) for their guidance and timely research that helps to make our program one of the best!
Information Literacy at Gumberg Library

Every year Gumberg Library teaches over 5,000 students lifelong learning strategies through information literacy courses, library workshops and online learning objects. These skills and habits, applied throughout their academic careers, contribute to students leading productive and fulfilling lives in a contemporary information society. Gumberg Library faculty and staff support students to be prepared for the information environment as they make decisions in their careers, about their health, about their finances and more. We teach students to be persistent in their search strategies so that they go beyond what is easily accessible to find that which best meets the information need at hand. In a study of employers who hired recent graduates, a common theme revealed that the research conducted by these employees was often not thorough enough (Head et al., 2013) and, furthermore, employers want employees who can find information beyond what is in a Google search (Head, 2012). We encourage students to consider a variety of formats and perspectives when they are researching and to understand that research inquiry is an iterative process. Information literacy instruction seeks to foster an ecosystem of thought which enables responsible, self-aware and generative information use. It supplements critical thinking skills with a push to understand the broader context for the information that is being sought, while also emphasizing the student’s role as a creator of information (Kliewer et al., 2017; Mackey & Jacobson, 2014). As information and misinformation proliferate, our students will be better prepared to identify information that is accurate and useful. We also teach students how to use others’ work ethically in order to contribute to scholarly conversations. In collaboration with other faculty on campus, Gumberg Library prepares students to think about information in their disciplines and in their lives so that they can be critical and engaged employees and citizens.
Mary Pappert School of Music

New Undergraduate Degree Options Coming in 2018

Beginning in the fall 2018 semester, the Mary Pappert School of Music will offer three new accelerated bachelor’s into graduate dual-degree programs using the new Bachelor of Arts in Music degree as the departure point for all three—two in business and one in law. In each case, students will complete an accelerated B.A. degree in three years. For the two business degrees (an MBA in Sustainable Business Practice or an M.S. in Management) students would then complete their fourth year (including two summers) in the Palumbo-Donohue School of Business. The third option begins with the accelerated B.A. and concludes with three years of law school, where students will receive a Juris Doctor upon completion of the program. All three of these dual-degree options are designed to provide our students with a more specifically tailored education to prepare them for new career opportunities in the 21st-century music industry.

Creating Contemporary Course Curricula

Students now have the option to take three new courses that reflect developing trends in the late 20th and early 21st centuries—Contemporary Song: Form, Analysis, and Composition; 21st Century Rhythmic Techniques; and That’s the Joint: A History of Hip Hop Culture. Drawing on current practices and techniques in the music industry, these courses (and others like them) better prepare our students for the scope and breadth of the culture in which they will play a significant role in their musical and artistic lives. These new courses allow students to connect their contemporary experiences with the existing history, techniques and fundamentals of music that are part of essential core musical knowledge. And in so doing, we continue to not only develop an extremely talented pool of musicians, but we push the boundaries of what these musicians will need to accomplish for success in their future careers.

School of Nursing

School of Nursing Offers First Interdisciplinary Ph.D. in Nursing Ethics

As a transformational leader in nursing, the School of Nursing is leading the way in providing nurses a better framework and a greater voice by offering the nation’s first interdisciplinary online Ph.D. in Nursing Ethics. This new degree program explores the ethical challenges from educational, clinical practice and policy/leadership perspectives within the Catholic tradition.

This new degree program provides a unique opportunity to collaborate with some of the nation’s most influential ethics faculty to study nursing and healthcare ethics, practice issues, build ethical competencies and resilience, and strengthen the ethical foundation of nursing. The program combines empirical inquiry, a hallmark of Ph.D.
education, with normative inquiry, which asks what ought to be done, what ought to be the case, and what are the ethical and moral dimensions of practice.

With the increase in ethical issues due to healthcare technologies and medical advancements (such as end of life, closing, surrogacy, assisted suicide), students will focus on the most important elements of an ethical practice and how to implement “ethical watchfulness” in their nursing practice, as well as address important ethical dilemmas facing nurses today. A robust ethical nursing practice directly impacts quality and safety and supports the triple aim of better care and better outcome at lower cost.

Inaugural Nursing and Healthcare Ethics Conference

Advancing ethical practice in healthcare requires grappling with difficult, often complex ethical problems and dilemmas. In a new forum, a diverse group of ethicists, philosophers, nurses and other healthcare professionals will meet to address contemporary ethical issues in healthcare, and will discuss solutions to the most challenging problems for ethical practice and policy.

The first biennial Carol Carfang Nursing & Healthcare Ethics Conference—Advancing Ethical Practices: Exploring the Gray Areas will be held February 28 to March 2, 2018. Nationally recognized nurses and ethicists who are on the forefront of ethical thinking at prestigious institutions across the country will address some of today’s leading healthcare issues. Discussions will focus on how to analyze and address ethical issues and come to well-reasoned conclusions from a policy or organizational nursing perspective.

School of Pharmacy

Professional Career Development and Advocacy Experience

As part of an annual inter-professional event, students, faculty and staff from Duquesne’s School of Pharmacy and School of Law traveled to Washington, D.C. October 12–13, 2017 to meet with their senators and representatives to advocate on behalf of legislation that would grant provider status to pharmacists under the Social Security Act. There were 172 student pharmacists and 16 Law students from Professor Rhonda Hartman’s Healthcare Law class in attendance.

According to Assistant Dean for Student Services Dr. Janet Astle, students visited the offices of 15 senators and 35 representatives to discuss the role of the pharmacist in addressing the nationwide opioid crisis, as well as the provider status bills titled Pharmacy and Medically Underserved Areas Enhancement Act (HR 592 and S109). If enacted, this legislation would recognize and compensate
pharmacists for their role as healthcare providers in working in medically underserved areas, with underserved populations and in areas with health professional shortages. Astle said that pharmacists can promote positive health outcomes and reduce overall healthcare expenditures across the Medicare population since pharmacists are the most accessible healthcare provider.

The annual trip to Washington, D.C. also provides an opportunity for student pharmacists to visit the United States Pharmacopeia Convention (USP) to gain valuable information on a variety of career options, including pharmacists’ roles in the Food and Drug Administration (FDA), the Armed Forces and U.S. Public Health Service, which includes the Indian Health Service. Other presentations focus on such topics as specialty pharmacy practice, informatics and pharmacogenomics. This trip is part of our Continuous Professional Development courses, a comprehensive, longitudinal series of courses in the Pharmacy curriculum that focuses on a variety of topics, including career development.

Pharmacy and Law Students in front of U.S. Capitol.

Students visiting Mike Doyle’s office.