Duquesne University

IMPACT REPORT
2011
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Situated in the heart of Pittsburgh, Duquesne University is proud to contribute to the vibrant pulse of the city. Through our economic development efforts, community engagement initiatives and relevant research, we make a profound impact on individuals, families, organizations and the community at-large.

As one of the area's largest employers and purchasers of goods and services, Duquesne University helps build and strengthen the local economy. The University provides jobs, educates the future workforce, and shares research and resources. In 2011, the direct and indirect financial impact of these efforts surpassed $477 million. But our imprint on the region goes well beyond dollars and cents.

More than 130 years ago, members of the Congregation of the Holy Spirit founded Duquesne University to increase educational opportunities for children of immigrant steelworkers. We continue to uphold this legacy of serving the less fortunate and empowering others through education. In 2011, more than 8,400 Duquesne students, faculty and staff provided 245,456 volunteer hours, a total estimated dollar value of more than $5.2 million. In addition, more than 2,000 students and faculty members worked with—and learned from—service-learning community partners last year.

Supporting and strengthening the local economy is more than an institutional commitment. It is an ideal shared among—and practiced by—our students, faculty, administrators, employees and alumni. I am pleased to share this report that highlights our important social and economic contributions for 2011.

Charles J. Dougherty, Ph.D.
President
$477,350,373
Total Financial Impact

DIRECT FINANCIAL IMPACT: $286,493,741
INDIRECT FINANCIAL IMPACT: $190,856,632
TOTAL FINANCIAL IMPACT: $477,350,373

Volunteering, Service-Learning and Donations
Duquesne Small Business Development Center
Visitor Spending
Student Spending
University Purchasing
Employee Wages
Our Pittsburgh Presence

$477,350,373

In fiscal year 2011, Duquesne University’s total financial impact on the local economy surpassed $477 million.

Fiscal Year 2011* at a Glance …

Employment
• Employed 2,838 people in professional, technical and clerical fields, making us one of the top employers in Pittsburgh.
• Increased total payroll to nearly $160 million, bringing our employees’ total direct and indirect financial impact on the region to more than $185 million.

Purchasing
• Purchased more than $98 million in goods and services from local suppliers and vendors.
• Invested more than $35 million in new construction and capital improvement projects, which created 547 construction jobs.

Spending
• Enrolled 10,230 students who had a direct and indirect financial impact on the area totaling more than $140 million.
• Through knowledge-based public programs, artistic performances, athletic competitions and University events, attracted thousands of visitors to campus who added more than $5 million in spending to the region.

Service
• 7,750 students and 670 faculty and staff combined their efforts to provide 245,456 volunteer hours—a total estimated dollar value of $5,242,940.
• Provided 27,120 hours of service, valued at $579,283, through 45 service-learning projects that addressed community-identified needs.
• Provided 5,924 hours of free consulting and management services to 577 local businesses and secured $7 million in financing to create 64 new businesses and 104 jobs.

Research
• Attracted more than $10 million in research funds for projects in natural and environmental sciences, pharmacy, nursing and other vital areas.

* Fiscal year 2011 is from July 1, 2010 to June 30, 2011
Duquesne University continues to make a profound impact on the local economy as an employer and buyer of local goods and services, and through the spending power of our students, alumni and visitors.

**Purchasing**

In fiscal year 2011, Duquesne University purchased $75,390,502 in goods and services from local vendors and suppliers. For each dollar spent locally, economists estimate that 68 cents continues to ripple through the economy as vendors and suppliers apply their receivables toward operating costs, salary and other expenses. That makes the total local financial impact of Duquesne’s spending $126,656,043.

**Taxes and Other Payments**

Duquesne University pays a variety of taxes to Pittsburgh and Allegheny County. In fiscal year 2011, the University’s total of taxes and other payments surpassed $2 million. This figure includes more than $1 million in parking and amusement taxes and real estate taxes for leased property paid directly to the city and county. In addition, our employees had more than $1 million withheld from their paychecks for employee wage tax (for Pittsburgh residents) and local service tax (for those living outside the city).

**Employment**

We employ 2,838 dedicated full-time and part-time workers, who earned $159,163,029 in total salary and benefits for fiscal year 2011. The bulk of these payments resulted in a major impact on the local economy as employees redistributed their wages through area purchases, investments and charitable contributions.

In total, the direct and indirect financial impact of our employees surpassed $185 million.

**Student Spending**

Duquesne University is the higher education home for students from nearly every state and more than 80 nations. Our total enrollment in fiscal year 2011 was 10,230 students: 5,811 undergraduates, 3,732 graduates and 687 law students. In the University’s continuing efforts to make our first-class education more affordable to students of all socio-economic backgrounds, $71,646,116 in University-based financial aid was distributed to eligible students.

The spending power of our students permeates throughout the local economy during their University tenure as they support Pittsburgh’s many retail and dining facilities, as well as cultural, recreational, entertainment and sporting events. During fiscal year 2011, they spent $83,729,608 locally, which brought the total financial impact of student spending to $144,665,741.

**Alumni**

While current students certainly have an impact on the region, those contributions are greatly amplified throughout their lifetimes as they join our growing body of 84,677 living alumni of record. The 66.4 percent who stay in Pennsylvania post-graduation make an impact on our region’s economic vitality and serve as leaders in their workplaces and communities. They are identified not only by the distinctive Duquesne class ring they wear, but also by the values they embrace.
Duquesne University is committed to giving back to Pittsburgh and the surrounding communities. We work to make a positive difference in the lives of others by providing hundreds of thousands of hours of service through efforts such as volunteerism and service-learning.

We regularly provide hands-on help to our neighbors in need, stocking food pantries and distributing blankets to the homeless. We tutor children and mentor teens to help them achieve their potential. We not only promote wellness, we improve health outcomes with ongoing health screenings, medication counseling and nursing care to the elderly or uninsured. And we work to preserve and enhance the integrity of creation with regular neighborhood clean-ups and restorations, environmental stewardship and sustainable practices.

This relationship between campus and community is reciprocal, enabling us to engage with—and learn from—a diverse group of extraordinary people. Community leaders, senior citizens, parents and children, working professionals, and disadvantaged residents share their real-life issues with Duquesne students, faculty and staff. Our engagement with them drives our volunteer projects, service-learning initiatives and research toward community-identified goals involving peace, justice, health and literacy.

Agencies Served

Duquesne’s community engagement efforts run the gamut from neighborhood revitalization to animal welfare. To view a full listing of the nearly 600 agencies where members of the Duquesne community have served, visit www.duq.edu/community.

Through service, Duquesne students embark on a path to life-long community involvement.

$5 million +
financial impact of volunteering
Impact in the Community

The Laval Project: Social Justice Principles and Practice

The Laval Project is inspired by the spirit of famed Spiritan Rev. Jacques Laval C.S.Sp., and the way he entered into community with the people of Mauritius. His work was rooted in community relationships and cultural understanding.

The Laval Project is a unique opportunity for students to learn about the process of non-violent social change in the context of one of our local neighborhoods, the Hill District.

Students learn the history of the Hill, where it is now and how the community sees its future from longstanding community residents. They explore the Hill District through tours led by community members, learning about its rich cultural history, as well as its roots as a diverse ethnic community. Students participate in community conversations, hearing from lifelong community residents who share why they love their community and where they see it headed in the future.

The Laval Project looks at the concepts behind the process of social justice work including:

- the See, Judge, Act model;
- a brief history of non-violent social change;
- Catholic Social Teaching principles that guide our work; and
- our Spiritan charism that motivates our engagement.

The Laval Project helps students understand the process of entering into a community and effecting positive change through education, reflection and responsible action. The process lasts one semester with an event or meeting twice a month. Students who participate in the Laval Project are encouraged to work on different projects in the Hill District throughout their time at Duquesne University.

Spiritan Campus Ministry

Spiritan Campus Ministry (SCM) invites students and employees to take part in outreach opportunities that immerse them in the lives of others, providing a new perspective that enriches them in mind, heart and spirit.

During the annual Pittsburgh Plunge, students spend time in inner-city neighborhoods, volunteering at local schools, food banks, homeless shelters and other organizations. In addition to providing direct service, they spend time with community residents affected by poverty as well as with those working for change.

Spiritan Campus Ministry recognizes a diversity of faith, welcoming all volunteers and encouraging them to take part in activities that inspire them, in Pittsburgh and beyond. For example, SCM volunteers work with the homeless in downtown Pittsburgh, migrant farmers in Immokalee, Fla., and children in a Dominican Republic mission.

Students are often surprised by their first service experience, and typically respond by saying, “I thought I would be giving, but I got so much more than I gave.”

Volunteering

Duquesne University Volunteers (DUV) is the University’s umbrella organization that coordinates efforts by student organizations and individuals to volunteer, raise funds and generate awareness for charitable causes they believe in—from animal welfare to world peace.

Volunteerism is on the increase at Duquesne, as incoming students who have volunteered through their high school, church or community appreciate the opportunity to continue a high level of community service. In fiscal year 2011, more than 8,000 DUV members logged more than 245,000 hours of service. Their donation of time and talent led to a total financial impact of more than $5 million.*
At Duquesne, we seek to provide context for student volunteers, sometimes through older residents who share their stories and the history of their neighborhoods and at other times by learning the multiple challenges that cause some families to need help from a food bank. This gives students a greater understanding of what it means to serve—from providing manpower and sharing skills to simply spending time. This realization leads to thriving relationships and community conversations as students become ambassadors for the organizations and individuals they serve and advocates for actions that can change lives.

Duquesne volunteers serve in the south Pittsburgh community as active stakeholders and residents. Others participate in tutoring programs with the Brashear Association, Allegheny Youth Development, Providence Family Support Center, and the Josh Gibson Foundation. Volunteers make semester-long commitments to groups such as Strong Women, Strong Girls, and the Greater Pittsburgh Community Food Bank, and volunteer weekly at sites such as Gwen’s Girls and even the HEARTH women’s shelter.

Members of the University community also provide generous monetary support to local agencies. Even in a tough economic climate, Duquesne students raised $139,803 and provided in-kind contributions of food, clothing, educational supplies and other items for a variety of charitable causes in fiscal year 2011. Additionally, Duquesne’s strong tradition of providing financial support to our community through the United Way of Allegheny County’s Impact Fund continued with employee and student donations totaling $82,636.

<table>
<thead>
<tr>
<th>2010-2011 DUV Impact</th>
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<tbody>
<tr>
<td>Number of student volunteers</td>
<td>7,750</td>
</tr>
<tr>
<td>Number of faculty/staff volunteers</td>
<td>670</td>
</tr>
<tr>
<td>Number of total volunteers</td>
<td>8,420</td>
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<tr>
<td>Estimated hours of service</td>
<td>245,456</td>
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<tr>
<td>Estimated dollar value of service hours</td>
<td>$5,242,940 *</td>
</tr>
<tr>
<td>Community partnerships (community and University-affiliated groups)</td>
<td>1,052</td>
</tr>
<tr>
<td>Student philanthropy and fundraising</td>
<td>$139,803</td>
</tr>
<tr>
<td>United Way contributions</td>
<td>$82,636</td>
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*Value based on the 2010 estimated dollar value of $21.36 per volunteer hour, established by Independent Sector.

Duquesne students raised $139,803 and provided in-kind contributions of food, clothing, educational supplies and other items for a variety of charitable causes in fiscal year 2011.

Reviving Learning in Struggling Communities

Hazelwood, once home to Pittsburgh’s last operating steel mill, has witnessed the decline of the steel industry and its jobs, business closings, residents leaving and, most recently, shuttered schools.

Through the Hazelwood Partnership, Duquesne and community stakeholders have forged a collaborative relationship to promote revitalization in Hazelwood. Projects include the Fusion Program, an academic after-school endeavor that aims to enhance the learning environment for children and families.

Fusion offers these children a Literacy Boot Camp three nights a week at the Hazelwood branch of the Carnegie Library. Students from across Duquesne’s curriculum provide one-on-one tutoring as well as academic help tailored to each child.

“My kids were making Cs in school. Now, they’re on the honor roll,” said Errica Davis, whose two children regularly attend the Fusion Program. “They love coming to the program, and I love that Duquesne is doing this.”
**Service-Learning**

At Duquesne, more than 2,000 students and faculty participated in service-learning, an academic effort that engages the University community with members of local nonprofits in collaborative projects that provide mutual benefits.

Students, guided by faculty, commit to semester-long partnerships with community organizations to help them build capacity and accomplish specific goals. Service-learning courses allow students to not only give to the community, but learn from it.

All service-learning projects combine three key concepts to enhance student learning and social responsibility: academic instruction, meaningful service and critical reflective thinking. This provides opportunities for students to truly engage with our neighbors in Pittsburgh and has become a cornerstone of the Duquesne education experience. It sets Duquesne apart, as a higher education institution with a higher purpose. It gives faculty a way to take research into the streets, and show how classroom lessons can serve society.

Duquesne partners with community leaders to meet the needs of their residents, including the disadvantaged, youth and the homeless. We work to preserve our environment through efforts such as stream rehabilitation and nature conservancy. Initiatives we spearhead help to promote voter registration and increase corporate social responsibility. Finally, we put forth tireless efforts to support our neighbors in the Hill District and Uptown, Hazelwood and Hilltop areas of Pittsburgh.

<table>
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<tr>
<th>Service-Learning Statistics</th>
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<tbody>
<tr>
<td>Number of service-learning classes</td>
</tr>
<tr>
<td>Number of students involved</td>
</tr>
<tr>
<td>Service-learning hours</td>
</tr>
<tr>
<td>Estimated dollar value of service hours</td>
</tr>
</tbody>
</table>

*Value based on the 2010 estimated dollar value of $21.36 per volunteer hour, established by Independent Sector.*
Assessing Needs for Special Populations

Graduate students in occupational therapy gained a new perspective when they collaborated with community partners in a service-learning experience that included writing grant proposals to assist innovative programs at Easter Seals, Michael’s Place, Renewal Inc., Shepherd’s Heart Fellowship and the St. Anthony School Program.

In working with these groups, the students furthered their understanding of evidence-based community occupational therapy and benefited the organization and their clients. To learn how occupational therapy can serve needy populations, the students interacted with:

- veterans reintegrating into the community;
- ex-offenders preparing for employment and community reintegration; and
- children with physical, mental and developmental disabilities.

“This type of teaching methodology, rooted in a commitment to social justice, includes meaningful service and is a win-win for both our students and the community partners,” said Dr. Anne Marie Witchger Hansen, assistant professor.

Student Aly Szuch, who wrote a grant proposal for the St. Anthony program, said, “We learned a lot throughout the process because everything applied to our focus of occupational therapy. It was a great learning opportunity and rewarding that these organizations were included.”
Impact of Research

In our ongoing effort to make a tangible impact on communities and their residents and help drive economic growth in the region, our research efforts focus on areas relevant to local and national priorities, such as education, disease prevention, and energy and environmental issues.

Active in Research

Duquesne University currently holds 45 issued patents, with 27 patents in process. Most recently, three patents have been issued in the Mylan School of Pharmacy and two in the School of Nursing. In pharmacy, Dr. Ellen Gawalt, associate professor of chemistry, and Dr. Paula Witt-Enderby, professor of pharmacology, have teamed up to research enhanced bone healing methods.

Another Duquesne researcher, Dr. Yvonne Weideman, clinical assistant professor, helps nursing students prepare for real-world experiences with a unique Virtual Pregnancy teaching tool. This program combines interactive quizzes with instructional videos and dramatizations of “Susan,” a mother-to-be, as she interacts with health care professionals. The model, which is in the process of being patented and evaluated for use at other nursing schools, shortens gestation to nine weeks, so students can closely monitor the same pregnancy during a single semester.

Developing the Next Generation of Researchers

Research at Duquesne is driven by our dedicated faculty who develop successful proposals that secure necessary funding to explore relevant theories and topics. With education as our primary driving force, our undergraduate and graduate students have the opportunity to be involved in the research process by working directly with experienced faculty mentors and sometimes presenting or publishing their own research. This exposure instills in our students an understanding of the importance of academic and scientific research.

Every day, our researchers are forging new developments and planning proposals to secure external funding to continue this important work. Some ongoing research projects, highlighted in the following pages, are already making significant contributions to the issues of asthma, bullying, cancer and the educational development of students.

<table>
<thead>
<tr>
<th>Duquesne University Grant Funds Secured by Source</th>
<th>FY 2011</th>
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<tr>
<td>Federal and State</td>
<td>$ 8,739,981</td>
</tr>
<tr>
<td>Corporate and Foundation</td>
<td>$ 1,955,218</td>
</tr>
<tr>
<td>Total</td>
<td>$10,695,199</td>
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</tbody>
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Breathing Easier at Asthma Camps
Dr. Jennifer Padden and Dr. Nicole Marcotullio, assistant professors in the Mylan School of Pharmacy, were awarded a $60,831 grant from Pennsylvania’s Commonwealth Universal Research Enhancement (CURE) program to develop asthma education programming for at-risk children. The two-year grant supports a series of community-based screenings and education camps for elementary and middle school students who suffer from undiagnosed or poorly controlled asthma.

The program was developed in response to an asthma study that found 82 percent of inner-city children had undiagnosed or poorly managed asthma.

Duquesne has hosted several of these free asthma camps for children 5 to 17 years old to provide screenings, education and a chance to exercise with Duquesne University athletes.

Standing Up to Bullies
Bullying is a major issue that many children live in fear of on a daily basis. Every day, 160,000 children miss school because of a fear of being bullied, according to the U. S. Department of Justice, National Association of School Psychologists. The research of Dr. Tammy L. Hughes, the Fr. Martin A. Hehir Endowed Chair for Scholarly Excellence at Duquesne University, received national attention when CNN.com reported her expert analysis on how to combat bullying. Dr. Hughes also educates parents on ways to strengthen their children before the bullying starts.

Her bullying prevention book, Understanding Girl Bullying and What to Do About It: Strategies to Help Heal the Divide, is aimed at providing parents and school personnel with the conversations they need to have with girls to build skills and resilience.

Helping Students Retain Knowledge
Dr. Nancy Trun, associate professor of biology, has developed a way to help biology students learn, remember what they learned, and sharpen their critical thinking and other scientific skills. Dr. Trun’s teaching methods were recognized as a national model for learning by Science Education for New Civic Engagement and Responsibility and the Critical Thinking Assessment Test. The National Science Foundation awarded her $205,000 to further research this process.

The Critical Thinking Assessment Test uses 15 essay questions to measure critical thinking skills at the beginning and the end of a course. Among 3,000 students tested nationwide, the difference between freshmen and seniors was a 5-point gain. In Dr. Trun’s class at Duquesne, students showed a 7-point gain in one semester.
A tumor-fighting compound developed at Duquesne by Dr. Gangjee kills hard-to-treat cancer cells without damaging the body’s normal tissues. This research has been backed by a $2.8 million, five-year grant from the National Institutes of Health (NIH).

Using a lecture class as a comparison, students remembered 58 percent of the information they learned after five months. However, by implementing Dr. Trun’s teaching method, the same students showed an outstanding 95 percent retention rate on the same exam with the same professor.

**Fighting Cancer**

With more than 1.5 million new cases of cancer diagnosed each year, research by Dr. Aleem Gangjee, professor of medicinal pharmacy in the Mylan School of Pharmacy, could have a significant impact on many lives.

A tumor-fighting compound developed at Duquesne by Dr. Gangjee kills hard-to-treat cancer cells without damaging the body’s normal tissues. This research has been backed by a $2.8 million, five-year grant from the National Institutes of Health (NIH).

Preliminary data from tests in mice show that the compounds kill tumor cells without toxicity to normal cells—avoiding the sickness and adverse reactions that accompany most existing cancer-fighting treatments.

During the past 40 years, Dr. Gangjee’s cancer research has sprung from the inspiration of his family’s own experience with this stealthy disease. When Dr. Gangjee was 20 years old, his grandmother died from breast cancer. The impact of that loss altered his life, turning him away from a corporate future as an industrial chemist and propelling him onto the path of a medicinal chemist dedicated to fighting cancer.
Impact of our Resources

Through specialized centers and institutes in our science, liberal arts, health sciences, law, education, nursing, pharmacy and business schools, Duquesne has taken a proactive approach to sharing our resources and expertise with our surrounding communities and their residents.

Pharmacy in the Hill

The Center for Pharmacy Services is located in the heart of the Hill District, a medically underserved area. Staffed by licensed pharmacists, the pharmacy is owned by Duquesne University and operated by the Mylan School of Pharmacy—serving both the public and the University community. The center helps patients manage their medications and live healthier lifestyles by offering free delivery of prescription medication, free health wellness screenings and medication therapy management.

“The day they opened up, I was there,” said Barbara Strothers, superintendent of Hope Square, a retail and commercial building across Centre Avenue from the pharmacy. “This truly was the best thing that happened in the Hill in a long time, and I tell everybody.” Strothers has the chronic conditions of diabetes and high blood pressure.

The pharmacy also helps patients find the most affordable options for medications, said Kim Spruce, Hill House Health Center outreach worker. In a neighborhood with a poverty rate three times the county average, that’s critical to having patients take their medications as scheduled.

About 20 percent of its clients cannot afford to pay for their medications, but the pharmacy seeks to improve access to affordable medications by coordinating resources and delivery options.

Duquesne’s Center for Pharmacy Services has served 1,286 patients and dispensed 11,930 prescriptions.

“They try to find a way to lower your costs so your bills won’t be too high,” said Strothers, whose payment for diabetes medication dropped from $25 to $5 with the help of the pharmacy.

Opened in December 2010, the Center for Pharmacy Services is the first pharmacy in the Hill District in 10 years. As a first-in-the-nation, university-based pharmacy, the center is on the leading edge of helping community members manage their medications and live healthier lifestyles.

Centers and Institutes

Duquesne’s centers and institutes provide tens of thousands of hours of services and support to the region, resulting in an immeasurable impact that adds value to the community and on the economy. To view a full listing of more than 40 centers and institutes visit www.duq.edu/about/centers-institutes.cfm.
The Beard Institute

The Beard Institute, as a part of the Palumbo • Donahue School of Business at Duquesne University, helps area professionals become better managers through the integration of three established disciplines: business ethics, sustainability and responsible financial management. The institute collaborates with corporate, nonprofit and academic partners to develop innovative research and practical strategies to share with Pittsburgh’s business community.

In fiscal year 2011, the Beard Institute’s various programs and conferences promoted such topics as sustainability and women’s leadership. The 2010 Sustainability Symposium, “Sustainability: The Changing Ground Rules,” featured former governor and secretary of Homeland Security Tom Ridge. The fourth annual Women’s Executive Leadership Program enhanced the leadership capacity of women executives and also helped to foster their ability to create and sustain change within organizations. The inaugural Emerging Women’s Leadership Conference worked to prepare the next generation of women business leaders. Additional events included the Distinguished Ethics Speakers Series and numerous educational workshops.

Law Clinics

The Duquesne University School of Law utilizes a variety of clinical education techniques to better prepare its students for the practice of law and remind them of the time-honored tradition of pro bono service to those who have limited access to legal services. Our Clinical Legal Education Program allows our students to engage in client representation, under the supervision of faculty and adjunct clinical faculty. In fiscal year 2011, 121 students provided thousands of hours of service to hundreds of clients. These externship placements, established in conjunction with various federal and state entities and nonprofit organizations, can provide legal services to economically disadvantaged and other under-represented individuals.

Nurse-Managed Wellness Center

The Duquesne University School of Nursing Nurse-Managed Wellness Center (NMWC) provides wellness-oriented health care services to vulnerable populations. The goal is to deliver holistic and culturally competent care that promotes health, functioning and quality of life. Serving at 10 locations throughout Pittsburgh, the NMWC services include blood pressure screening, health screening, functional/safety assessments, chair exercises, brown bag medicine review days, nutrition education programs, health education programs and special programs such as health fairs. In all aspects of care, the uniqueness and strengths of the community and of each individual receiving care are maximized and respected.

In fiscal year 2011, the NMWC managed and organized 1,762 clinical visits, totaling 195 hours of student volunteer service.
Duquesne University’s centers and institutes allow us to expand our academic offerings while also sharing resources that make a tangible impact on the community.
To meet the demands of a continuously growing University, Duquesne continues to expand our nearly 50-acre campus, which now contains 45 buildings, six of which are student residence halls. With the purchase of numerous buildings on Fifth Avenue and our Power Center retail complex as a key component to the revitalized Forbes Avenue corridor, Duquesne has helped beautify Pittsburgh’s Uptown area—the gateway between Downtown and Oakland. We remain committed to the continual implementation of sustainable principles in the management and development of our campus.

Des Places Fast Facts

- The Des Places Language Center was demolished in 2010 to make way for the new, sustainable Des Places residence hall.
- The overall cost of the construction project is approximately $40 million, with significant sums of materials purchased through local vendors.
- In fiscal year 2011, the Des Places project created more than 100 construction jobs in the region.
- In alignment with the University’s commitment to environmental stewardship, Des Places will be constructed to earn Leadership in Energy and Environmental Design (LEED) certification from the U.S. Green Building Council.
- Building designers for the project, WTW Architects, are headquartered in Pittsburgh. Their design includes the incorporation of many sustainable technologies, from drought-tolerant landscaping to the use of locally manufactured materials. Estimates based upon construction standards show sustainable efforts will save at least 22 percent in energy use.
- Scheduled to open in the fall of 2012, the 12-story residence hall will house approximately 400 upperclass students.
MISSION STATEMENT

Duquesne University of the Holy Spirit is a Catholic University, founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious. Duquesne serves God by serving students—through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation, and the world.