While the pandemic has brought suffering to many, as I have experienced life in the Duquesne University community, I cannot help but see a positive difference and outcomes. I came to Duquesne University during a crisis, and it has been one of the most welcoming environments and my greatest professional decision. No wonder our students were so determined to come back to a community of engaged scholars and employees who give of themselves every day to make their lives better. We have all learned so many new things—regardless of whether we wanted to or not, and we are all a better learning community for it. Crisis has a way of bonding members of the community together. We have learned to cross boundaries and break down barriers. We have started talking to each other on the telephone again. Classrooms, infrastructure and support systems have been rebuilt through Herculean efforts. We have rethought our way of teaching. We are reflecting on our teaching. Some colleagues have gone where they never thought they would go before—into the world of online and HyFlex teaching. Thousands of hours have been virtually logged and supported to ensure we continue to serve students.

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Some colleagues thought, “Let’s not give in—let’s be the last one standing.” Robert Sroufe set positive goals during the first week of classes and said to his students, “Wouldn’t it be great if we were the university that stayed open the longest? Let’s all follow the rules, wear our masks and social distance, look out for each other and stay open longer than [other universities] of the world. Maybe we can be held up as a national example of how a university did this correctly.”

How simply wonderful for our students! The mission and spirit of Duquesne University is positively visible through these times. As we continue to grow in new ways to serve our students, I am already looking forward to what spring will reveal.

“Be at peace, love God, your neighbor and yourself” is the 12th expectation of a Duquesne University student. This was, of course, after number 11, “Be proud of Duquesne ....” This is the mindset of the thousands of students for whom we do all things. I continue to feel so very fortunate being a part of this community at a time like this.

The Spiritan Division

Community Building Online

This past summer was the Spiritan Division’s first year implementing an online phase for a large portion of its summer semester, so planning was a very different experience. Since the division’s inception in 1997, the summer experience had been residential, which provides for a captive audience; such was not the case this summer.

The online course structure constituted four weeks of a five-week program and presented a challenge with which the division before had not been confronted.

The development of a curricular segment titled, Appy Hour, helped to address the interactional piece among students that in the past had been achieved by intentional programming and natural, inevitable contact that occurs during residential living. The six Appy Hours were charming and fun online community-building activities created by Josephine Rizzo, Act 101 program advisor and reading specialist, and Raffaele Iula, graduate intern for the division. The importance of these Appy Hour activities is significant. When students settle in well and build relationships fruitfully, it has a positive impact on their performance.

As a division, we have witnessed each year, and our students repeatedly tell us each year during their exit interviews in preparation for transfer to their schools, that the summer semester meant so much to their total adjustment and development. Belonging to a supportive community produces for freshmen familiarity and a feeling of self-assurance within an otherwise strange campus environment. The goal of Appy Hours was to bring to the cohort of freshman students some comfortability with their online course experience that could have otherwise carried with it a sense of disconnectedness, distance and detachment. All six Appy Hour events were designed to
be stress-free, fun and engaging and to build community among the 2020-2021 cohort class before they met for a week in August for our face-to-face residential piece.

**School of Music**

**School of Music Unveils High-Quality Audio Streaming Capabilities**

As the COVID-19 pandemic expanded and more and more educational activities were diverted to Zoom, a common question was being asked by students and professors alike: How do we achieve a better-quality sound in a remote learning setting? Enter the Synthax companies of Digigram and IQOYA.

Digigram and IQOYA are well-proven entities in the broadcast industry. The broadcasts that you hear from the BBC, NBC Sports and Apple are achieved with this very system. The Mary Pappert School of Music is the first school in the world to use this system to achieve studio-quality, two-way sound for private lessons, lectures and internet broadcasts.

The systems were implemented on a trial basis this past summer and were utilized to enable summer workshops like the Violin/Viola Boot Camp to move to a virtual format and still run seamlessly.

Professor of Violin, Charles Stegeman, who ran the camp with his wife, Rachel, said, “... The improvement to the sound was beyond our wildest expectations. IQOYA made dealing with the nuances and details that came up in the playing of the students possible.”

In addition to classes and lessons, there are larger applications that we plan to continue implementing post-pandemic. “[One] goal is to have a 24/7 loop broadcasting recordings from the Mary Pappert School of Music,” said Thomas Kikta, chair of Commercial Music, Media and Jazz department.

Another goal is to use some channels to broadcast student recitals, making it easy for students’ out-of-state family and friends to virtually “attend” their performances.

And, arguably one of the most important applications of this system is that it enables auditions to occur anywhere in the world. “It will help us get the cream of the crop,” Kikta said. “Students who normally wouldn’t travel all the way from China or Honolulu can now audition via [IQOYA].”

**Thomas Kikta, Chair of Commercial Music, Media and Jazz Department**

**Charles Stegeman, Professor of Violin**
The Show Must Go On: School of Music Utilizes YouTube Channel to Keep Performing

When it became clear that the COVID-19 pandemic was not going to allow the Mary Pappert School of Music to publicly host the remaining concerts of the 2019–2020 academic year, we immediately pivoted to online distribution. Just because our audiences couldn’t be here with us in person didn’t mean we could not still present music, and what better platform to use than our YouTube channel?

Shortly after the shutdown, we launched A Little Friday Night Music, a weekly series of videos, each showing a different cross-section of the immense talent at our school, from works by student ensembles to faculty performances involving President Ken Gormley. The series was a runaway success, garnering thousands of views to date.

In addition, music technology student Christopher Condon, worked closely with Daniel Meyer, director of the Duquesne Symphony Orchestra (DSO), and Thomas Kikta, director of the Institute of Entertainment, Music and Media Arts, to produce a virtual orchestra video featuring DSO performing Farandole from L’Arlésienne by Bizet. That video, on its own, has gained nearly 1,300 views.

Several of our faculty members have taken the opportunity to work on their own multitrack recordings, which they released through their own online distribution channels and have subsequently engaged tens of thousands of online viewers across the globe on platforms including YouTube, Bandcamp and SoundCloud.

As the academic year continues, we continue to look to our YouTube channel to present music to the public. Each month, we will release one piece in a Virtual Best of the Bluff series playlist. Likewise, we are also working to produce video content for our Uptown Jazz Series. And, of course, we intend to continue the annual tradition of Christmas at Duquesne virtually, which is set to be released in early December and feature many of our student ensembles.

Duquesne Symphony Orchestra performs Farandole.
Good Online Learning is More Than Providing Technology Infrastructure

The School of Nursing (SON) delivers quality online education through purposefully designed, and often increased, interactions with students. Our highly qualified faculty provide the same level of instruction in the virtual classroom as they did in person using various tools and resources.

To meet the needs of learning in this new environment, information previously delivered in person has been adapted into e-resources such as streaming simulations, augmented realities modules, video tutorials, online remediation and tutoring, and virtual orientations. Professors provide additional support through one-on-one virtual office hours and many check-ins outside of regular hours.

Nursing’s Office of Technology helped faculty and students adapt to teaching, working and learning remotely. Faculty present pre-recorded simulations and embedded critical thinking/clinical judgment questions via Zoom using a Play and Pause approach. The video will automatically stop and allow time for students to engage and answer the embedded questions. This provides a standardized method for the instruction. Students then participate in a live debriefing session at the completion of the recorded simulation. The SON also plans to engage students via Zoom in a faculty-led live simulation held in our high-fidelity simulation rooms.

A solid technological infrastructure is also needed to effectively enable remote teaching and learning. SON’s Office of Technology established a virtual Help Desk to assist students via phone, text and email if they have technical difficulties during exams or any other technology problems specific to the nursing program. Exams are remotely proctored with services from ExamSoft and ProctorU, which allow students to securely take exams outside of the normal classroom proctored environment using their own laptop computers.

Nursing continues to offer a first-class education through a combination of technology and humanism. We strive to develop strong clinicians, faculty, executives and scientists to care, to teach, to lead and to discover in an uncertain world.
Gumberg Library

Innovative and Impactful Experiential-learning Experiences Important to New Student Recruitment and Retention

When Duquesne began responding to the COVID-19 pandemic, Gumberg Library looked to its current online resources and initiatives to identify innovative paths to meet students and faculty in the varied environments in which they found themselves learning and teaching. Early efforts to assist students and faculty in their research and teaching included a librarian-curated guide to teaching online and a guide to COVID-19 research, such as online databases and streaming media, that are available through the library. Librarians are also focusing on procuring ebooks, new databases and streaming media options to support HyFlex teaching and learning.

Library faculty pivoted to online and HyFlex learning environments for the 1,070 freshmen enrolled in Gumberg’s Bridges courses, Research Skills (UCOR100) and Interprofessional Health Research Skills (UCOR103). Gumberg’s Head of Teaching and Learning Amanda Clossen and Instructional Design Librarian Melody Diehl Detar transitioned summer UCOR100 course offerings online while simultaneously developing syllabi and learning objects for online and HyFlex options. This fall, library faculty are teaching nine sections of UCOR100 as HyFlex courses, and UCOR103 instructors are teaching their courses from a syllabus developed specifically for online learning by Gumberg health sciences librarians.

While Gumberg’s digital resources helped smooth the transition to online-only learning, students and faculty can now use many of the library’s physical resources. Library staff and faculty developed contactless pickup for borrowing materials. Instructors may have a librarian review their syllabus to identify online and open access options for their course readings. The library also offers e-reserves for course readings and works with instructors to digitize and host print materials. Gumberg librarians are also available virtually for research help via Zoom, chat, phone and email, and partner with faculty across campus to provide library instruction in virtual and HyFlex courses.

GUMBERG LIBRARY
PARTNERS IN TEACHING & LEARNING

I just received an ILL book chapter that I needed to finish one of my final papers. I wanted to thank those that offer this wonderful service during such a strange and difficult time for research.
- Graduate Student, McAnulty College

Thank you so much for your help in obtaining an electronic copy of this book…..Your help is greatly appreciated, especially in times like these when access to library materials is extremely limited.
- Undergraduate Student

I’d like to commend and thank you for the wonderful efforts on the part of the library to help get digital copies of books assigned for various classes. I know that they were able to support two of my classes with unexpected access. We live in unusual times, but Gumberg has helped soften the blow.
- Professor, McAnulty College
Socially distanced students during team lab session for EY project.

John Greeno, Assistant Vice President and Chief Human Resources Officer for Duquesne University, presents Generation Z recruitment and retention concepts.

School of Business

HyFlex Model Leverages Client Project with Ernst and Young

Regardless of the many challenges and uncertainties in the classroom this fall, the Palumbo-Donahue School of Business is forging ahead and transforming the student experience with corporate client projects. Our First Year Innovation Experience, an intensive cornerstone course, prepares freshmen for success throughout the business curriculum. Delivered in a HyFlex format, students are engaged in an “Innovation Challenge” presented by our client organization Ernst & Young (EY). This global firm offers audit, tax, financial and business advisory services to customers worldwide—and while EY’s roots are in accounting, they hire professionals in many areas.

EY is challenging our freshmen to create innovative strategies and tactics that will help ensure the firm’s continued success in recruiting and retaining Generation Z employees. Each student is developing ideas, joining an innovation team and proposing strategic recruiting improvements to EY. Indeed, the best teams will present their plans to a panel of client judges. At stake is the chance to have an impact, compete for approximately $15,000 in scholarship money and earn a terrific resume line.

During COVID–19, we have leveraged technology and faculty expertise to make student participation more flexible and rewarding by offering social distancing with in-person experiences in both lecture halls and break-out labs. Our faculty team includes course coordinator Leslie Mansfield (an executive–in–residence with decades of experience in project management and leadership at Bombardier and Westinghouse) plus Drs. Michele Migliuolo, Ryan Luchs and Peter Gianiodis (who are in the classroom on a rotating basis).
School of Pharmacy

Face Masks for Labs

Some aspects of a pharmacy education require hands-on learning. We purchased and distributed School of Pharmacy face masks for our student pharmacists at point-of-care testing labs, which include learning how to conduct blood glucose screenings, blood pressure screenings and more. We continue to adapt, ensuring our student pharmacists receive a high-quality pharmacy education while they, along with our faculty and staff, remain safe and healthy.

Our Office of Experiential Education places student pharmacists on clinical rotations. They also ensure student pharmacists complete rotations safely and on time to stay on track for graduation. Despite rotation

Duquesne University School of Pharmacy student pharmacists received School of Pharmacy face masks in point-of-care testing labs at the beginning of the fall semester to ensure safety for all while still receiving a quality pharmacy education.

Dr. Bob Laux, Assistant Professor of Pharmacy Practice, shows student pharmacists how to perform a blood pressure screening in a point-of-care testing lab after receiving School of Pharmacy masks at the beginning of the fall semester.
sites modifying or even closing in some cases, the Office of Experiential Education worked to ensure our student pharmacists were taken care of, and was recently awarded the School of Pharmacy “Staff Award.”

Thanks to years of successfully offering a weekend PharmD program that heavily utilized an online component and switching to an online PharmD program for the 2019–2020 academic year, the School of Pharmacy was uniquely positioned to switch to a HyFlex option. Thanks in part to Dr. Marsha McFalls, PharmD, an associate professor of pharmacy practice and the director of educational technology for the school, the transition has been relatively seamless.

Office of Classroom Technology

HyFlex Implementation Efforts

The concept of developing a learning space to accommodate the simultaneous teaching of face-to-face and online students was being explored in August 2019 in an attempt to help the University increase enrollment. Early designs and ideas were taking shape before the world knew the word COVID-19.

Fast-forward to May 2020. The Office of Classroom Technologies spent 16 weeks working to install technology to make HyFlex teaching a reality across campus. The challenge included prototyping while installing because the initial concept changed as the scope of the work increased exponentially. Rather than completing one or two spaces, the final tally included outfitting 85 Registrar classrooms and 27 departmental spaces with webcams, microphones and large screens, along with acting as consultants for another 30 spaces.

From early July through mid-August, it was imperative to communicate the HyFlex concept to faculty. So, along with producing a HyFlex video, 11 informational sessions were held, and 76 in-person training sessions were provided.

With technology, there are always challenges and issues, both with the classroom equipment and faculty teaching methods, but it appears this HyFlex concept has been generally accepted and successful. If a student athlete misses class for travel reasons, if a student has childcare issues, if there is inclement weather, classes can still be attended. The use of HyFlex teaching during this pandemic has forever changed the face of higher education.

Center for Global Engagement

Responding Swiftly to COVID-19 Globally

As professionals in global education and intercultural communication, we are constantly promoting how important it is for students to be open and flexible to whatever comes their way whenever they experience the world outside Pittsburgh. The COVID–19 crisis certainly forced us to practice what we promote, and thus function in this new context with patience, creativity and open-mindedness.

Since many areas of the world experienced the pandemic earlier than the U.S., our students in Rome and Dublin were
among the first groups to be directly affected. Due to the travel warnings for Italy issued by the CDC and the State Department on February 28, we were obligated to protect the best interests of our students and staff in Rome, and therefore, decided to cut the program short and bring our students back to the United States mid-semester. These warnings, coupled with the U.S. policy to restrict travel from Europe and the movement to online courses at the University College Dublin, required our students in Dublin to return home two weeks later. Students in other partner programs throughout the world were all called back home by the end of March.

Without a doubt, the staff and faculty members in Rome and Dublin, as well as our staff on the ground in Pittsburgh, stepped up to the challenge to help students return home quickly and safely, and to find innovative solutions to allow these students to continue their semester online even before the University as a whole moved to online coursework. Having never delivered coursework for a study abroad program in this way, we moved swiftly and decisively to ensure that all students were able to continue their semester without interruption.

We thank the entire Duquesne community for its support.

**Duquesne’s Response to COVID–19 Supports International Students**

As the COVID–19 pandemic ensued throughout the world, international students who had decided to attend Duquesne University for the fall 2020 semester were confronted with the difficult decision of whether to continue with the semester as planned. To make matters more challenging, U.S. Immigration and Customs Enforcement (ICE) presented students with even more daunting requirements in July, which may have not allowed them to continue their studies in the new learning formats required by local, state and national entities.

Because of Duquesne’s early decision to offer the Hyflex model for the fall semester, we quickly realized that the new regulations would not affect our new and continuing students. Nevertheless, U.S. embassies around the world remained closed, so students were not able to obtain student visas to arrive in time for the new semester. Others were not able to obtain flights to the United States in time. Even given all these challenges, most new students participated in our newly designed Virtual International Orientation to plan for their new experience at Duquesne. In the end, because of Duquesne’s flexible approach to the fall semester, many students were able to arrive in time, while others now plan to arrive later during the semester. Many still plan to join us, but have decided to defer to the spring semester. The crisis has encouraged us to think about the delivery of our various programs and services in innovative ways to ensure that students continue to feel integrated into the Duquesne community.

The Center for Global Engagement continues to support international students throughout this challenging time, and to help them navigate the often rocky terrain of U.S. immigration regulations. Feedback from many of our new and current students has been positive, and they are grateful to Duquesne for supporting their goals during this crisis.

**Center for African Studies**

**Virtual Happenings**

The Center for African Studies had to get creative with this year’s Africa Week event due to COVID–19 restrictions. We held all of our annual events virtually, including guest speaker Professor Oyeronke Oyewumi from Stony Brook University. Oyewumi spoke on “Decolonizing Knowledge: Re–Centering Africa and African Epistemologies in the Quest for Global Transformation.”

Typically, we hold our African Marketplace on A–Walk, but we moved it online. Our website showcased many local vendors with quick links to make purchases or donations. We ended Africa Week with a virtual dance lesson and a virtual DJ session.

Our annual Pere Jacques Laval Global Public Health Showcase was a two–part virtual speaker series this academic year. On October 8, we kicked off with Dean Shafik Dharamsi from the School of Health Sciences at The University of Texas at El Paso. His virtual presentation on “Global Health Education and Engagement” covered how to understand global public health and health care disparities, how to responsibly participate in global health engagement programs and understanding our roles in engaging global communities. The Center for African Studies provided wellness bags to the first 100 participants to RSVP. The second part of the series will be held during the spring 2021 semester.

During these unprecedented times, we are here to engage and support the campus community. Visit [www.duq.edu/cas](http://www.duq.edu/cas) for more information.