The Year of Mercy

Duquesne students collaborate with Spiritan Campus Ministry and Carlow University to support local communities.
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Message from the Dean

This year’s issue of Praxis features a number of creative faculty, student, and alumni endeavors in the College. They illustrate the academic excellence to which we are committed through our Catholic and Spiritan mission of liberal arts education.

Our feature stories highlight our new Adult Learner initiatives, our integration with the Campus Ministry Program at Duquesne, and a New Endowed Visiting Professor position in our Simon Silverman Phenomenology Center. In addition, we have feature stories on faculty and students, and our alumni and advancement highlights.

Each department and program has boasted some significant accomplishments for the year. Among them:

- In the Theology department, the Rev. Pierre Schouver, C.S.Sp, Endowed Chair in Mission, hosted a special two-day conference, Celebrating 50 Years of Nostra Aetate of Vatican II, transforming Christian relations with other religions.
- The Communication and Rhetorical Studies department led the debate program in hosting the iDebate Rwanda 2015 USA Tour, titled, “Voices from a Post-Genocide Generation.” This was the first event to be officially held under the new title of the international debate series: The Father Sean M. Hogan, C.S.Sp. International Debate Series.
- The English department co-hosted an event that exhibited a rare and valuable edition of Edmund Spenser’s The Faerie Queene, which is a landmark work in English literature. Alumnus Dr. Robert Giannetti donated a 1611 edition of the book to the Gumberg Library.
- The Philosophy department unveiled a new year-long series of lectures on The Examined Life. The series was underwritten by a recent alumnus of the doctoral program.
- The Journalism and Multimedia Arts department launched an Undergraduate Online Web Design and Development Certificate. It is meant to be an interdisciplinary and interschool degree.
- The Psychology Clinic continues to provide an outreach to a diverse set of constituents: the underprivileged, veterans, on campus students, and immigrant populations.
- In a monograph on bioethics published this past year, Dr. Henk ten Have, Director of the Center for Healthcare Ethics, looks at the global sense of vulnerability to disease, disasters, and environmental changes.
- The African Studies Program and Theology department are planning a summer gathering on Duquesne’s campus of all its sister programs in Ghana, Kenya, and Nigeria.
- Our Theater Arts program and the Red Masquers ran various performances in the new Genesius Theater.
- The Modern Languages and Literatures department hosted the 2016 Human Rights Film Series, From Silence to Solidarity. It included a presentation of the film Food Chains, which focused on the $4 trillion global supermarket industry and mistreatment of workers who toil in the fields to support it.
- Members of our Sociology Department crafted a MA in Applied and Public Sociology proposal for approval.
- The US Army War College appointed Dr. Holly Mayer, of the History Department, as its Harold Keith Johnson Chair of Military History for the 2016-2017 academic year. Her courses prepare officers for senior leadership assignments and responsibilities.
- Our Jewish Studies Forum had its academic minor approved.
- The Women’s and Gender Studies Program, in collaboration with the department of History, hosted a Pop Up Museum on Secular and Holy Saints.
- The Simon Silverman Phenomenology Center hosted its first Endowed Visiting Professor in the spring semester of 2016.
- The MS in Leadership program carried out its first full year independently in the College. It is a completely online program and serves an adult population of learners many of whom are in mid-career.

We deeply appreciate the support of all of our faculty and staff, students, parents of students, and alumni in their collective contributions to our many endeavors.

Please see further descriptions of our success, and more Dean Comments, at our blog: liberalartsduq.com

Dr. James C. Swindal
Dean, McAnulty College and Graduate School of Liberal Arts
Duquesne University
M.S. in Leadership

Duquesne University Master’s degree in Leadership boasts a well-established program that has been active for over twenty years and keeps evolving to best serve its diverse adult student population. Recently re-located in Duquesne University’s McAnulty School of Liberal Arts, the program stresses the ethical dimension of leadership and decision making and, more broadly, the value of intellectual growth that remains inextricable from ethical development.

Designed for working professionals at all levels and with a variety of backgrounds and experiences, the M.S. in Leadership aims to help professionals further develop and strengthen their individual leadership style and philosophy and to advance their career development goals in an ever changing and more global world. Courses place emphasis on critical and creative thinking, problem solving, and decision making as well as effective ways of communicating, forging alliances, and inspiring others, all within a strong ethical framework.

Distinguished instructors with strong academic and professional expertise teach all of the M.S. in Leadership courses. These faculty members include full time Duquesne University professors as well as a variety of leading professionals with expertise in the particular fields that the courses they teach encompass. Moreover, new elective courses are regularly introduced so as to keep the program up to date and fulfilling the needs of its students; two new courses for spring 2017 include “Gender and Leadership” and “The Leader as Entrepreneur.”

Courses are offered completely online and students can begin the program in any of the three semesters (fall, spring, summer) to provide flexibility. Moreover, students can pace themselves in whatever way works best in light of their professional and personal responsibilities. A dedicated advisor guides all M.S. in Leadership students from the application process to graduation. Moreover, the advisor, instructors, and a system of tech support are available to ease students into the online environment if it is new to them or to trouble-shoot any problems. Students also have online access to Duquesne University’s Writing Center and Gumberg Library.

While the M.S. in Leadership requires the completion of a Bachelor’s degree at an accredited college or university, the program does not require the GRE or GMAT. In addition, students can avail themselves of Duquesne University’s stellar Career Services while enrolled in the program as well as after they graduate.

In a recent survey of graduates from the Duquesne M.S. in Leadership program, respondents cited the following as what they found the most valuable knowledge sets and skills they developed in the program:

- a better understanding of and ability to utilize leadership and conflict resolution theories and approaches,
- a greater understanding of diverse people and points of view as well as increased empathy for others,
- a stronger awareness of ethics and its value in leadership,
- the ability to work in and/or lead teams,
- better communication and critical thinking skills.
The Simon Silverman Phenomenology Center

In the Spring of 2016, the Simon Silverman Center began bringing an annual visiting phenomenology scholar of distinction to campus. This professor lives on campus, can consult the center’s collection for research, and also teaches a graduate and faculty seminar. Last year, Professor James Risser of Seattle University, was the first Visiting Phenomenology Scholar. Since Dr. Risser is an expert in phenomenological hermeneutics, his course was a special topics seminar on the thought of Hans-Georg Gadamer. He also gave a public lecture in the Philosophy Speaker Series entitled Sensible Humanism.

In the Fall of 2016, the Simon Silverman Center also hosted two international scholars who spent several months in Pittsburgh researching phenomenology. These visiting scholars add value to the intellectual life of Duquesne and our conversations on phenomenology.

In preparation for the 35th Annual Phenomenology Symposium, the Simon Silverman Center Reading Group read the work of Simon Critchley. The November symposium featured Critchley, who held two seminars: one on the poetry of Wallace Stevens, and one on his interpretation of Shakespeare’s Hamlet. Professor Critchley also delivered a public lecture on the poetics of football (soccer). The seminars and public lecture were both well attended.

The center also sponsored and hosted a lecture by Professor Michal Piekarski of Cardinal Wyszynski University in Warsaw, Poland, who delivered a paper titled Blindness to Normativity in November.

The Duquesne community is always welcome to attend any of the talks or events in the Simon Silverman Center, which are usually followed by a question and answer period and a reception.

Visit our website at duq.edu/about/centers-and-institutes/simon-silverman-phenomenology-center for information about upcoming events.

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Simon Critchley
In June 2015, Ronald C. Arnett was named the inaugural Patricia Doherty Yoder and Ronald Wolfe Endowed Chair in Communication Ethics (July 1, 2015–June 30, 2018). Arnett is professor and chair of the Department of Communication & Rhetorical Studies at Duquesne, the author or co-author of ten books, co-editor of four books, and recipient of six book awards from national and regional communication associations. He is the Executive Director of the Pennsylvania Communication Association and, in June 2016, completed his second three-year term as Executive Director of the Eastern Communication Association. Arnett is the editor of the Journal of Communication and Religion, and the author or co-author of more than 100 book chapters and articles. Additionally, he is the former Henry Koren, C.S.Sp., Endowed Chair for Scholarly Excellence (2010–2015) at Duquesne, the recipient of the 2016 Paul Boase Prize for Scholarship from Ohio University, and the recipient of Duquesne’s Presidential Award for Excellence in Scholarship in 2013.

The endowed chair in communication ethics was established by a $1.5 million gift from Patricia Doherty Yoder and J. Ronald Wolfe. Yoder (1961 alumna) and Wolfe (1954 alumnus and 1997 honorary degree recipient) display ongoing commitment to the university as members of the Century Club, established in 1978 in honor of the centennial anniversary of Duquesne. Their commitment continues in funding The Patricia Doherty Yoder and Ronald Wolfe Endowed Chair in Communication Ethics, established to provide support for a distinguished scholar in communication ethics.

Arnett is the co-founder of the Communication Ethics Institute, was central to establishing the Communication Ethics Division at the National Communication Association, and directs a biennial communication ethics conference hosted by the Department of Communication & Rhetorical Studies at Duquesne University. In the words of his colleague, Janie M. Harden Fritz, Professor and Director of the B.A. and M.A. Programs, “Endowed chairs represent the pinnacle of academic achievement...Arnett’s dedication to communication ethics, an area for which the department has gained worldwide recognition, is an acknowledgment on the part of the donors and of the university that we are recognized for scholarly excellence in communication ethics.”

Communication ethics lies at the heart of his scholarship. His books explore the practical implications of communication ethics for conflict, dialogue, philosophy of communication, higher education, and peace studies through the ethical philosophies of Martin Buber, Dietrich Bonhoeffer, Hannah Arendt, and most recently, Emmanuel Levinas. Arnett’s work announces the practical import of communication ethics for the twenty-first century. Arnett recognizes communication ethics as a primary origin of conflict and signifier about what holds ethical height and weight in a moment characterized by difference and contention. He defines communication ethics as comprising substantial goods and practices worthy of ongoing protection and promotion.

Communication ethics emerges in the intersection of the why and how of communication. It is both philosophical (considering theoretical implications and insights) and performative (enacting practices that actively protect and promote goods that matter). Such a task constitutes communication ethics praxis. In his forthcoming book, Levinas’s Rhetorical Demand: The Unending Obligation of Communication Ethics, Arnett states, “Communication ethics, understood within the genre of praxis, embraces responsibility without an ironclad blueprint for discerning truthful/ethical action.” Arnett and his scholarly project engage this task of praxis, characterized by theory-informed action and accepting the responsibility to discern what matters to oneself and to the other.
A Demographic Peace?  
How Population Aging Shapes International Conflict

...they find that population aging provides a major boost to the prospects of international peace.

An unprecedented and revolutionary demographic transformation of humankind has occurred during the past century. From the Stone Age until around a century ago, fertility levels were high and life expectancy levels low throughout the entire world. Even by 1900, the average lifespan in the world’s richest countries was around 45-years-old and fertility levels were close to six births per woman. It is really only in the post-World War II period that a majority of the world finally saw a shift away from the age-old patterns of dying very young and having large numbers of children. Because of these demographic shifts, the world has been aging rapidly. The number of people over 60 years-old, both in number and as a percentage of the total population, is much higher than it has ever been, and the trend is accelerating.

What are the international security repercussions of this demographic transformation? Political Science Professor Mark Haas, along with three colleagues at Dartmouth College, will be the first to provide a systematic analysis of this question. Building on a decade of research by Haas, they find that population aging provides a major boost to the prospects of international peace. This positive development results from a number of considerations and is supported by a combination of case study, statistical, and survey evidence. Militaries in aging societies are likely to receive considerably fewer resources because governments will feel compelled to dedicate much more money to elderly welfare. People tend to become more pacific as they age—thus “older” societies should tend to be less supportive of war than “younger” ones. Finally, both governments and societies should be more casualty sensitive (and thus more averse to war) as family size and the pool of military-age personnel shrink.

These findings point to good news resulting from a phenomenon that is often lamented. “Policymakers and analysts frequently decry population aging at the domestic level, since it is clearly accompanied by a host of difficult policy choices,” says Haas. “What has not been properly appreciated is the international upside of demographic change: over the long-term, an aging world is likely to be more peaceful than would otherwise be the case.”
Since its inauguration in 2015, the TERRA Learning Community has taken students outside of the classroom and into the neighborhood, supplementing pen and paper with spades and seedlings. A collaboration between faculty in the English and History departments, TERRA seeks to cultivate compassion for the earth and those that inhabit it through an exploration of environmental protection, economic prosperity, and equity.

In the English and UCOR classrooms, students read texts that reinforce the links between food, sustainability, identity, and race. In the History classroom, students focus on case studies of Pittsburgh’s environment and the Green Revolution and also study energy consumption. This interdisciplinary instruction reinforces the need to think holistically about our environment and to employ multiple lenses when solving ecological problems.

But TERRA’s work extends beyond rhetorical analysis and case studies. On the first Saturday of the Fall Semester, TERRA director Dr. Sarah Breckenridge Wright brought students to the Martin Luther King Community Garden to partake in a Summer Celebration. In 2015 this garden reclaimed abandoned property in the Hill District that had become a popular site for dumping and drug abuse. It has since become a safe, welcoming gathering space in which residents grow healthy and sustainable produce.

At the Summer Celebration, to a background of lively music played by gardener and Duquesne alumnus Chris Roach, students and residents shared a potluck, participated in a workshop run by community partner Grow Pittsburgh, and planted greens in the community farm. They met and mingled with gardeners and area stakeholders and celebrated the fact that—in the words of gardener and community activist Miss Mickie—one small idea could produce such a great space.

Through a series of follow-up excursions to the Hill District, students then nurtured relationships established at the celebration. They came to know their neighbors and the rich history of the Hill and contributed to the community’s growth by planting native trees and recording gardeners’ stories in a scrapbook gifted to the Hill House Association.

In reflecting on her experience with the community, one student characterized the garden as “a reflection of cultural vibrancy,” which turned an abandoned field into “living, breathing beauty.” Responses like this one speak to the power of applying classroom work to community experiences. Students in TERRA gain practical disciplinary skills, but they also learn to empathize with their neighbors, and in the end they graduate with the knowledge that Duquesne’s influence extends far beyond the bluff.
History Professor Publishes New Book on the British Empire and Origins of the First World War

On August 4, 1914, the British Empire entered the maelstrom of the First World War. Within hours, the white colonial populations of the empire declared their patriotic intentions to, in the words of one Australian politician, “stand behind the Mother Country to help and defend her to the last man and the last shilling.” By the time the fighting ceased four years later in November 1918, more than one million British and British colonial peoples had lost their lives on the battlefields of Europe. Overall, World War I resulted in seventeen million deaths, making it until then the bloodiest war in human history.

Assistant Professor of History John Mitcham’s new book, *Race and Imperial Defence in the British World, 1870-1914* (Cambridge University Press, 2016), explores the social and cultural origins of the wartime partnership between the United Kingdom and its colonies. Mitcham argues that the rallying of the empire was in part a manifestation of British race patriotism. Despite being separated by vast distances, the bulk of colonists considered themselves “British” long after they emigrated from the “Mother Country” to their new home overseas. This idea of Britishness was not just a cultural identity—it was understood as a racial bond shared by white, English-speaking people around the world. Most importantly, it easily coexisted with other identities. “Consequently, a colonist in Sydney could simultaneously regard himself or herself as both Australian and British,” says Mitcham.

Mitcham’s book merges studies of diplomacy and politics with a wider analysis of British culture in the Victorian period (1850s-1910s). It examines diverse topics such as the Anglo-German naval arms race, the Boer War in South Africa, Queen Victoria’s 1897 Diamond Jubilee, as well as the birth of the Boy Scout movement, and brings them together as part of a broader study of how Britons saw their empire as a transnational community bound by the “Anglo-Saxon race.” “I wanted to move away from looking purely at military decision-making and consider the wider social and intellectual milieu in which policymakers operated,” explains Mitcham. “Ultimately, I found that ideas and sentiment matter greatly, and largely account for the British Empire’s patriotic response during World War I.”

Research for the book took place over the course of several years and required visits to Britain, Canada, Australia, New Zealand, as well as locations throughout the United States. “Historians spend a lot of time in archives,” says Mitcham, “and a transnational project like this demanded a good bit of global travel. But it’s a rewarding process,” he concludes. “My search for archival evidence required me to spend summers in places like Sydney, Cape Town, and London. You can’t beat that.”
Theology Department Engages in Ecumenical Dialogues

**Lutheran-Catholic**
William M. Wright IV

The Lutheran-Roman Catholic Ecumenical Dialogue is the longest running dialogue of its kind in the United States, beginning in 1965 shortly after the Second Vatican Council. I am both humbled and honored to have been appointed by the United States Council of Catholic Bishops to this dialogue in 2014.

While all Christians are united by virtue of baptism, there do exist real divisions among Christians in various areas of faith and practice. Part of what ecumenical dialogue seeks to do is arrive at a greater understanding of each other’s tradition and the present situation between them. We look to identify those areas in which Lutherans and Roman Catholics are in agreement, areas of difference which are not church dividing, and areas of difference which are church dividing.

Each round of the dialogue has a designated topic. Dialogue team members discuss papers, have honest conversation, and finally compose a jointly-authored document which articulates the dialogue’s findings. In my time thus far, I have learned much from my fellow Lutheran and Catholic confreres, who are not only very learned but who also believe in Jesus Christ, love him, and seek to serve his Church.

The restoration of full communion between divided Christian communities will ultimately come by way of the Holy Spirit’s action. If through ecumenical dialogue we can make but a small contribution to the reunification of Christians, then the entire endeavor is very much worthwhile.

**Catholic-Methodist**
Maureen O’Brien

One of the driving inspirations for Pope (St.) John XXIII, in deciding to convene the ecumenical council that became known as Vatican II, was the desire to foster greater Christian unity. Included in the many efforts that followed the council is a national Catholic-Methodist dialogue, sponsored by the United States Conference of Catholic Bishops and The United Methodist Church Council of Bishops. I was invited to join this dialogue group in 2016. It is composed of five Catholic and five Methodist partners: one bishop for each group, and four others per side drawn from academia and congregational ministry, along with support staff.

This group is passionately committed to sharing the fruits of formal ecumenical dialogues in ways that nurture the pastoral life of the churches and individual believers. To that end, we have formed two interrelated subcommittees. One will develop a scholarly summary of the past fifty years’ dialogues, identifying convergences and remaining issues. The other, on which I serve, will concurrently create educational and liturgical resources for congregations and ministers, with possibilities including aids for Catholic-Methodist wedding planning, as well as online tools for adults to explore connections between their spiritual journeys and the rich storehouse of our closely related Christian traditions.

Our dialogue gatherings have been privileged opportunities for what an international Catholic-Methodist document called the “exchange of gifts” among Christian brothers and sisters. We seek to be spiritual companions as well as theological conversation partners, praying and sharing faith during our meetings. Dialogue brings both the joy of mutual interchange and reception of each group’s traditions and the longing for a unity not fully achieved.
In September 2015, the McAnulty College and Graduate School of Liberal Arts and the Spiritan Campus Ministry sponsored a trip for a group of more than 30 Duquesne students to attend the final papal mass of Pope Francis’ pastoral visit to the United States in Philadelphia. Prior to his pastoral visit to the United States, Pope Francis declared in his Papal Bull, *Misericordiae Vultus* that

The Year of Mercy is an invitation by our Holy Father, Pope Francis, for the people of God to reflect on the compassion and the mercy of God in their lives.

In September 2015, the McAnulty College and Graduate School of Liberal Arts and the Spiritan Campus Ministry sponsored a trip for a group of more than 30 Duquesne students to attend the final papal mass of Pope Francis’ pastoral visit to the United States in Philadelphia. Prior to his pastoral visit to the United States, Pope Francis declared in his Papal Bull, *Misericordiae Vultus* that
the church will celebrate and observe an Extraordinary Jubilee Year of Mercy beginning December 8, 2015 (the Solemnity of the Immaculate Conception) and ending on November 20, 2016 (the Solemnity of Christ the King). During this Jubilee Year of Mercy 2016, opportunities presented themselves to strengthen the collaboration between the college and campus ministry. This sharing of resources and ideas resulted in a deeper and more intentional collaboration involving other departments of Duquesne University and the larger Pittsburgh community.

The Year of Mercy is an invitation by our Holy Father, Pope Francis, for the people of God to reflect on the compassion and the mercy of God in their lives. The simple nudge of Dr. James Swindal, Dean of the McAnulty College and Graduate School of Liberal Arts, to get the activity planning rolling, presented an opportune time to celebrate the jubilee year. At Duquesne, we were able to participate in the Year of Mercy by offering activities centered on the Spiritual and Corporal Works of Mercy.

According to Sophomore Natalia Wohar, prior to her attending Duquesne University, her “faith life and [her] academics lived in two separate worlds.” However, because of the collaboration going on between the college and campus ministry she is better able to articulate her faith life in whatever activity or event she participates in on campus. “These people have helped me put faith into action and have shown me how faith can be present in every aspect of life,” said Wohar.

Last Spring, Liberal Arts students participated in projects like feeding the hungry, giving drink to the thirsty, and sheltering the homeless in a partnership with the Society of St. Vincent de Paul Chapter at Duquesne and a photo gallery exposition at Les Idees Gallery in the College Union. Towards the culmination of the Jubilee Year of Mercy, three more events were implemented, including a visit to the local designated Holy Door. The Holy Father asked the Bishops in all the dioceses around the world to designate a Holy Door in their local area in order that the faithful may participate fully in the Year of Mercy.

Duquesne students were given the opportunity to make a pilgrimage to the Holy Door at Pittsburgh’s St. Paul Cathedral. The pilgrimage happened on the feast of the dedication of the Basilica of St. John Lateran, the cathedral church in Rome. This pilgrimage was made possible by the collaboration between Duquesne University, Carlow University and St. Paul’s Cathedral. Nine days prior to the actual pilgrimage, a handful of Duquesne students skipped Halloween’s trick or treating to participate in a “Hope Bag” service project for the homeless. Freshman Annamarie Lovre said, “the service project provided an opportunity for two area Catholic universities to join together with a unified purpose of helping the less fortunate.” The “hope bag” for the homeless included crackers, bottled water and toiletries placed in gallon-size Ziploc bags to be handed out during the pilgrimage walk from Duquesne to St. Paul’s Cathedral. Lovre added that her favorite part of the service project is “the making of hand written notes with inspirational messages and drawings for each hope bags. We included messages to let the homeless know we are praying for them, that they should not give up faith, and that they hopefully enjoy the Thanksgiving and Christmas season.”

The actual pilgrimage walk was assisted by Duquesne Public Safety and Carlow University Police to ensure safety for every participant. Mr. William Klewien, Director of College Communication and Undergraduate Recruitment, provided the much-needed boost of lighting the sidewalk for added safety. Sophomore Kim Bischof succinctly described the pilgrimage atmosphere. Bischof said, “I still had an exam the next day, a paper due, and several articles to read, but for a few minutes I was simply enjoying my time with friends and giving praise to God…I put O-chem [away] for a little bit and just prayed.”

The last event to culminate the Jubilee Year of Mercy celebration is the JustArt exhibit by Matt Walsh, Ph.D., Counselor and Community Engagement Coordinator at the Center for Wellbeing and Counseling Services at the Les Idees Gallery in the College Union. Dr. Walsh’s art work theme is “An Encounter of the Heart: Embracing the ‘stranger’ with love and mercy.” Dr. Walsh hopes “to strike a chord in the soul and resonate a question in the mind.” The exhibit is “a story of you and I in relationship”, stressed Walsh. After all, the Year of Mercy is about being in right relationship with our merciful Father and at the same time extend that love and compassion we have received to our neighbors.
**Alumni Spotlight: Janae Stacier**

Recent graduate Janae Stacier had an illustrious career with the Duquesne Debating Society (DDS). Her work as a student in the classroom and her ability to balance many competing demands on her time exemplified the ethos of a Duquesne University student. She expertly balanced her role as a student with her interest in competitive success. Through artfully synthesizing her research and learning in the classroom with her argument writing and preparation for tournaments, Stacier was able to distinguish herself as one of the top students at Duquesne and one of our most successful debaters.

Stacier was and is a natural leader, demonstrating an ability to navigate the complex issues at the heart of organizational success. Beginning in the spring 2015 semester, she became the president of the DDS. As president, she was a force for major transformations throughout our organization, including expanding our activities to international competitions. Stacier’s work was crucial to expansive growth in our membership. She planned and implemented a major fundraising effort for the society that generated $4,000 in donations.

Stacier was a successful student and engaging speaker in competitive debate. She won the National Educational Debate Association (NEDA) national tournament in 2014 in traditional debate and was named the top speaker in her division in 2015 and 2016. She has also distinguished herself beyond NEDA competitions. In March of 2015, Stacier competed in the Lafayette Debates Online, a national competition hosted by the French Embassy and George Washington University. A panel of judges from the French Embassy selected her as one of the top speakers in this competition, earning the DDS a trip to Washington, D.C. to compete in a live tournament against teams from the U.S. as well as guests from the École de Guerre. During the tournament, Stacier was a gracious competitor and exhibited phenomenal diplomatic and intercultural communication skills. She reprised her participation at the Lafayette Debates in 2016, making it to the quarterfinal round (held at the French Embassy) and receiving an invitation after the tournament to participate in the 2016 Lafayette Debates Young Ambassadors Study Tour to Paris, France.

In addition to her competitive successes, Stacier also contributed to the society’s community outreach efforts. In the fall of 2015, she participated in the planning and implementation of a public debate at Pittsburgh Milliones University Preparatory School. This event paired debaters from the society with visiting students from Rwanda (members of the iDebate Rwanda 2015 “Voices from a Post-Genocide Generation” tour) for a debate that was used to train local area high school students with little or no access to debate education.

Currently, Stacier is a 2016-2017 St. Louis Coro Fellow in the Coro™ Fellows Program in Public Affairs. This national program engages 12 chosen leaders in communication and public affairs projects. Her contribution to the Duquesne Debating Society, to Duquesne University, and to her community exemplifies praxis and engages a spirit of community that carries the name of Duquesne well.
Alumni Spotlight: Mark Paoletta

Mark Paoletta (A’84) has done public service for several decades. After finishing his law degree at Georgetown, he served in the White House as an Assistant Counsel to the President during the George H.W. Bush administration. He also served in the Bush Administration as Deputy Associate Director for Presidential Personnel. He then served as Chief Counsel for the U.S. House of Representatives in the areas of Energy and Commerce. Most recently, he has gone into private practice, lending expertise to various facets of government investigations. Now, he is researching a book on Supreme Court Justice Clarence Thomas, a close professional associate and friend.

Paoletta has used his professional experience and connections to contribute to the College and University. He has helped us host receptions in Washington D.C. through venues for which he has made arrangements. He has connected us, more importantly, to people. He was a close colleague to Ambassador Tom Melady (A’51) and was instrumental in establishing and contributing to the Thomas Melady Resource Fund that funds student internships in Washington DC. He has also brought his experience and wisdom to us directly through the Diploma Ceremony Speech he gave for the College in 2015.

Paoletta does public service work not to attain strategic success but rather to break through what he considers barriers to the truth of what is needed for government to work justly and effectively for its citizens.

In Paoletta we have an alum who has taken the gifts of his Duquesne education and moved them forward into his profession to make remarkable contributions to the College and to our public citizenry.

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Sergeant Timothy Novosel’s Inside-Out Reflection

The following are reflections from a Duquesne alum, Timothy Novosel (A’95). He currently serves as a Sergeant in the Pittsburgh Police Department and has taken part in Dr. Norm Conti’s Inside-Out class on Criminal Justice at the SCI Pittsburgh Correctional Facility with fellow police officers and inmates.

I volunteered to be involved in the Inside-Out Program at SCI Pittsburgh. This course was instructed by Dr. Norman Conti from Duquesne University. When I signed up for this course, I had many hesitations due to the current culture around policing nationwide. When I arrived for the first day, I was extremely nervous and thought to myself, “What did I get myself into?” I was totally taken out of my comfort zone. I was in a jail with inmates all around me, which was extremely intimidating. Everyone was dressed the same, and I was a complete outsider. I looked at Dr. Conti whom I met the week before and thought, “How can he be so comfortable—we are in here with the worst people in society?” After we checked in and met all of the inmates, we sat in a circle and started making simple conversation. Within minutes, I felt comfortable. I realized there was no hate in the room and no bias by anyone. We discussed many topics for several hours, which seemed like just minutes. As we were talking, I thought that it would eventually get uncomfortable—to my surprise, it never did. It was actually the complete opposite. We became closer and really had stimulating conversation with many different opinions and views. I could not believe the intellect and reasonableness the inmates possessed. I never felt that we were on completely different sides of the fence like I do with some groups on the outside. I really felt respect from the inmates even though a person probably dressed like me put them in jail. The amazing part was that they gave me a chance, and I gave them one as well.

With this experience, I learned several things about myself and others. I learned that I did have bias towards people. I did not know these inmates but I believed they would hate me and blame me due to their circumstances. I learned that when people interact and give each other a chance without letting in bias, people can interact and communicate. I believed certain things about inmates as a whole, due to media exposure. It was very enjoyable to have conversations with inmates whom I previously thought were complete opposites—I was quickly proven wrong.
wrong about them being complete opposites. We had so much in common, particularly on our views on society and life in general. We reflected on the way younger generations need to be molded just as I do with my fellow police officers. We had so many similar opinions on how society is getting worse and less social with the prevalence of social media. I also learned that I can help others learn from these inmates’ mistakes. My job as a police officer gave me the opportunity to meet people who are incarcerated. It gave me a chance to look at the after effects of arrest and prosecution. I know now that I can relate these experiences to deter people from making bad decisions. In the future, I hope to one day help someone make a good decision, rather than respond to a “man shot” call. These men’s lives were changed in minutes; if I can pass that along or help someone, I would truly be protecting and serving.

This program helped me to understand a different world as an officer. It has helped me to understand the minds of an incarcerated person. This program also helped me realize there is a tremendous loss when someone is incarcerated. Whether that loss is the loss of family or individual, incarceration breaks down the whole community. Our job now is to use the failed life choices made by these inmates to ensure it does not happen again.

Advancement Highlights

- The College received renewed Funding from the Wimmer Family Foundation for its support of research for Junior Faculty in the College. The Foundation has provided nearly $1 million for this program over the past two decades.

- In our Day of Giving on February 7th, the College received gifts from 184 donors.

- Our annual Duquesne Fund gifts are up over last year. We have committed these gifts to supporting undergraduate scholarships and new online program initiatives.

- Our Dr. Timothy Enright and Victoria Nimick-Enright Endowed Fund gift this year has reached the level that it is now a Scholarship Fund for students in the English department.

- We now have a 9/11 Tribute Center Term Fund for students sent from the Journalism and Multimedia Arts department through the generous contribution of an anonymous donor.

- We have instituted the Sharak Math and Computer Science Endowed Scholarship

- The Heinz Endowments contributed significantly again to the Heinz Travel Study Award.

- Dr. Charles Rubin received a significant gift from the Scaife Foundation and a support gift from Yale University for his upcoming sabbatical year.
Q & A with Cliff Baker

Alumnus Cliff Baker is Senior Vice President of Gas Management and Transportation at EQT Corporation. He received both his Bachelor’s and Master’s degrees from Duquesne’s Leadership program. Cliff discusses his time at Duquesne University, describing how his time on the Bluff and in the College forever changed both his personal and professional life. He sat down with Mary Wattick, an MA student in the Rhetoric & Philosophy of Communication program for this interview.

To begin, can you speak about your family upbringing, your educational background, and the initial phases of your career?

I was raised in Waynesburg, Greene County, PA. I am adopted. I grew up on a farm just outside of Waynesburg. It was a small working farm that supported the family. When I was in high school, I was actually on a work program, Vo-Tech (Vocational-Technical School). So my senior year in high school, I was working 40 hours a week at a grocery store with a union job. I would go to work three hours in the morning, leave to go to school, and go back and work five hours in the evening, finishing my eight-hour shift at night. I graduated, but came from a family of very, very modest financial means so we assumed we did not go to college after high school, so I had to find a job. I was very fortunate that a friend of the family got me a job with the gas company. I worked as a day laborer mowing grass, washing windows, tearing engines down, replacing pistons, those kinds of daily tasks. I had a little ambition and a good work ethic from my upbringing and got some promotions along the way including crew leader, assistant chief, and then in 1992 I was promoted to chief station engineer. They gave me a compressor station in Finleyville, right outside of Pittsburgh.

How did you end up at Duquesne for your bachelor’s degree?

At that time of my promotion in 1992, I was told I had done a good job but that would be my last promotion because I did not have a college degree. So I thought, well, I’ll figure out a way to get a degree. I found my way to the Adult Education Expo at PPG Winter Garden Place, and I waffled between Robert Morris and Duquesne. Fortunately, I ended up at Duquesne. I met some great people. Again, I was not academically driven in high school, so this was a pretty big step to think that I could go to Duquesne University and be successful. I started my Bachelor’s in the fall of 1992 and in the fall of 1996, I graduated cum laude, an extremely, extremely proud moment for my family and myself. No one in my family had gone beyond high school; my dad had an eighth grade education, so it was a pretty big deal. He was able to make the ceremony but unfortunately my mother was not able to make it. It really was a very big day.
What happened between receiving your bachelor’s degree and going back for a master’s?
I got the undergrad degree in 1996, and I thought that was all I had to do: tell people I got the degree and things would happen. But...nothing happened. Our industry was not really growing. The company was not expanding so there was not a lot of opportunity inside. I did learn a lot of different skills at Duquesne, so what I did was throw myself into a lot of volunteer work. I became active in our church, in the local fire department, and in the youth softball/baseball league. I really learned a lot about managing people and volunteers, so I did that for quite a while.

How did you decide on Duquesne for your master’s degree?
I went around and did a lot of research. At the time, I thought it was important that my master’s degree come from a different school than where I went for undergrad. I really looked hard but at the time Duquesne was just starting the Leadership and Business Ethics degree. I interviewed some of the people putting the program together, and talked with a couple of the professors and decided to go back to Duquesne. I came back in 2002 and finished my master’s in 2004.

After you received your master’s degree, how did your career change?
Once I finished the degree, it wasn’t about what promotion this degree would get me—instead, it was really about fulfilling my desires. I could do this. I mean I started with a general education degree in high school so for me to take that leap to go to Duquesne for undergrad and then get a master’s, it was really for my own self-awareness. It was a lot of thinking, can I do it? And I did. I was extremely proud, and all of a sudden opportunities started to pop up. In 2005, I was offered a manager’s position at EQT as manager of gas control. And it just started happening. I was focused on what I was doing, learning, trying to make things better, improving processes, and bringing in good people. If a good person left, I tried to fill in with someone better so that I could raise the level of the organization. I really focused on getting the job done and doing it right. About 2008 to 2009, Marcellus Shale started happening, and the industry really started to come alive. My previous two years of paying my dues and learning the business paid off. Once Marcellus Shale came in, it was all of those lessons learned, magnified. They kept giving me more and more responsibility. In 2007, I was promoted to director. They gave me another group. Somewhere between 2009 and 2010, I was promoted to vice president and given a little more responsibility. Then in 2013, I made some more moves in the organization and was promoted to senior vice president. It’s been a great ride after 38 years; and it’s just fun!

What was your experience as an adult student at Duquesne?
The program was put together really well. It was very succinct. I had some really great professors too. The biggest take-away was not just the subject matter that we were
being presented, but what people at the table brought to that. You’re in the program with some of the top people in Pittsburgh organizations (PPG, UPMC, Johnson & Johnson); all of those companies are sending their future stars or high potential employees. These are people that are driven. They are there because they want to be there. They just lay their experiences out on the table—it’s a very safe zone. In fact, one of the greatest experiences that I remember is when we had a volunteer organization inside EQT. There was an ethical quandary that came out of nowhere. So sitting with the committee at EQT, we had no idea what to do about it. Finally, I said, “hey,” I’m an ethics course right now. This would be a great test case. I took it to school, and we spent one entire class breaking it down; it took everyone including the professor. That experience really helped us find our way through an extremely awkward, delicate situation that had implications beyond what was the right thing to do. It could not have gone more perfectly. What I found is that the blend and the overlap are there for the take-away.

**Do you have a favorite memory from your time at Duquesne?**

This is something I have not thought about for a long time, but it is a bit of a crazy story. For one of my classes in undergrad, I had to read “Zen and the Art of Motorcycle Maintenance” [by Robert M. Pirsig]. The professor of the class had a big midterm exam that was worth a big portion of the overall grade, something like 30-40%. To prepare for the exam, I read this book cover to cover, obsessively knowing every little detail about the book, and not a single question on that entire test was about that book. When it came time for the professor to return the exams, he wrote the grade levels up on the board (A = here to here...B = here to here...etc.) and my grade is so low, that I didn’t even see it up on the board. In that moment, I thought, *no way, nuh uh, I am not letting this opportunity get away from me. I am going to graduate.* I left class, and immediately went straight to the bookstore and bought myself an official Duquesne class ring. I wanted that ring to be a reminder and to prove that I would successfully graduate and do what I came to Duquesne to do.

**What did you study at Duquesne that was most helpful for where you are in life right now?**

Probably the leadership classes. In my opinion, as you move up in an organization, it is not about the way you do something. It’s about how you give people the opportunity to exceed what they think is possible. How do I lead a group of people and make them understand that it is not about them, it’s about whom they’re leading? Don’t focus on the promotion as a leader; focus on the people working for you. Shine a light on them. The brighter you shine a light on them, the better off an organization is going to be. That’s what a leader is there for. EQT has been in business since the 1880’s. I take my fiduciary duty very seriously. I am a steward of this entity called EQT. It’s a publically traded, Fortune 500 company. My job is to make sure this company is doing as well as it can do now and into the future. Some of the biggest decisions I make are whom we hire. That’s who is going to lead the company. At this point in my career, it’s about, if I leave tomorrow, have I done what I need to do with my team that it is seamless? It keeps moving. Not just afloat, but moving in the right direction. Are we moving? Are we better today? Are we looking at lessons learned? Can we figure that stuff out? I take that from the leadership programs I had [here]. I think if you look at different leaders in different organizations, the people who are able to have others find success under their run are the people I look to as the real leaders. Organizations need different leaders with different styles at different times and situations. It’s fun now after having been through the leadership program to sit back and say, “Oh yeah, that’s why this person was or was not successful” or “This is why this person is here.” It’s about being able to understand why people are successful or why they are not. If they are not successful, it does not mean that they are a bad leader; it may just mean it is not a good time for that style of leadership.
Can you speak on receiving a bachelor’s degree at 30-years-old?

I will never forget when I came to the first session for the Saturday program at Duquesne. It was just a meet-and-greet, not a class. It was just to get people comfortable with the University. I mean I was a thirty-year-old man with no college campus experience. When I came, a guy who is still a great friend of mine today was very successful in his line of work and the degree meant absolutely nothing to him in his career. He was already a vice president; he had a high school education but was still very successful. I’m sitting there thinking I want to make six figures. At that time, I thought everyone was there to make more money. But no, some people were there for their own self-confidence or self-worth. As I went through the program, I realized that earning six figures was not really why I was there. I was there to prove to myself that I could go to college and be successful and work and raise a family. I could manage all of those competing interests and still find success. And then, as you strike off your class requirements “bingo” card (which I still have), it felt good to get through the program. Everyone there had competing things going on in their lives. It was one of those moments where you think, I’m going to do this. I’m going to get through this. I mean for a guy who took only general courses in high school and then to switch to Plato and Aristotle, it changes a person. I converted to Catholicism because I came to Duquesne. I was born and raised a protestant and came here and took a class in religion and it really changed my perspective. I converted to Catholicism in the midst of working full time, raising a family, and getting a degree at Duquesne. A lot of changes in my life because I moved to Pittsburgh and came to Duquesne.

As an alumnus, what can you say about the program for anyone interested in pursuing the degree?

It gave me introspection into leadership that I did not contemplate before. Just because the person who is leading the group is not successful or effective does not mean they are a bad leader. It may just mean it is not the right setting for their leadership style. I think the best leader is someone who can move in small increments and navigate, focusing on someone’s behavior, and not trying to change the person. The people with the great ideas and the ones who can move a group of people forward are the ones who listen to the people working. Guide; don’t tell. When you make the next jump to the next level, you really have to give up the day-to-day. That’s a big step. You think, if I’m not in charge, am I needed? You have to be willing to give up the day-to-day and instead look at strategy. Can you figure out how to be comfortable in your own skin and not be in control?
FACULTY UPDATES

New Fall Time Faculty

Dr. Junshu Bao
Mathematics and Computer Science

Dr. Fred Carroll
History

Dr. Robin Chapdelaine
History/African Studies

Dr. Carie Cunningham
Journalism and Multimedia Arts

Ms. Sarah Flinko
Communication and Rhetorical Studies

Dr. Daniel Frayer-Griggs
Theology

Dr. Maureen Gallagher
English

Dr. John Le Beau
International Relations

Dr. Rebecca Mason
Modern Languages

Dr. Eduardo Ruiz
Modern Languages

Dr. Jorge Tapia-Ortiz
Modern Languages

Dr. Anthony Wachs
Communication and Rhetorical Studies

Dr. Anita Zuberi
Sociology

Promotion to Tenure:

Dr. Derek Hook
Psychology

Promotion to Tenure and Associate Professor:

Dr. Tom Eyers
Philosophy

Dr. Joris Gielen
Health Care Ethics

Dr. Alex Kranjec
Psychology

Dr. Rachael Neilan
Mathematics and Computer Science

Dr. Zeynep Tanes-Ehle
Journalism and Multimedia Arts

Faculty Endowed Professors

Dr. Eva Simms. Professor and director of the graduate program in psychology in the McAnulty College and Graduate School of Liberal Arts, Simms is the second holder of the Adrian Van Kaam, C.S.Sp., Chair. Her interdisciplinary interests in philosophy, psychology, ecology, poetry, spirituality, and feminism converge in her writing and research on child psychology and eco-psychology. Her research group, PlaceLab, works with students to develop phenomenological concepts and methods for researching the intersection of community, nature and place in collaboration with community organizations.

Dr. Mark Haas. Professor of Political Science. He was named the holder of the Raymond J. Kelly Endowed Chair. He has done work in many facets of international relations. One of his most recent projects has dealt with the fact of what are called “ideological enemies” on the world stage, and the “tipping points” that are reached when governments dismiss their differences and begin to ally and conversely the “breaking points” when the opposite happens. His other recent project deals with population and demographic studies (see prior article on page 5).

Dr. Ronald C. Arnett
Communication and Rhetorical Studies
Patricia Doherty Yoder and Ronald Wolfe Endowed Chair

Rev. Eugene Uzukwu
Theology
Pierre Schouver C.S.Sp. Endowed Chair

College 2016 Excellence Awards

Dr. Clifford Bob
Political Science
Faculty Excellence in Scholarship

Dr. James Purdy
English
Faculty Excellence in Teaching

Dr. Jennie Schulze
Political Science
Junior Faculty Teaching Award

Dr. Tom Eyers
Philosophy
Russo Scholarship Award

Mr. David Deluliis
Communication and Rhetorical Studies
Graduate Excellence in Scholarship Award

Ms. Jade Higa
English
Graduate Excellence in Scholarship Award

Faculty Advancement

Promotion to Full Professor:

Dr. Jay Lambert
Philosophy

Dr. Charles Rubin
Political Science

Promotion to Tenure:

Dr. Derek Hook
Psychology

Promotion to Tenure and Associate Professor:

Dr. Tom Eyers
Philosophy

Dr. Joris Gielen
Health Care Ethics

Dr. Alex Kranjec
Psychology

Dr. Rachael Neilan
Mathematics and Computer Science

Dr. Zeynep Tanes-Ehle
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English
Graduate Excellence in Scholarship Award
College 2017 Excellence Awards

Dr. Derek Hook
Psychology
Faculty Excellence in Scholarship

Fr. John Sawicki
International Relations and Political Science
Faculty Excellence in Service

Dr. Rachael Neilan
Mathematics and Computer Science
Junior Faculty Teaching Award

Dr. Lucía Osa-Melero
Modern Languages and Literatures
Russo Scholarship Award

Ms. Susan Mancino
Communication and Rhetorical Studies
Graduate Excellence in Scholarship Award

Dr. Lucía Osa-Melero