IN PURSUIT OF
BIGGER GOALS

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First-ever Women's "Double Laurel" Runner • Walking Alongside Ann Hohn
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The devastation and uncertainty we’ve experienced this past year has underscored what’s most important in our lives. The pandemic brought many things to light, including societal inequities that have long lurked beneath the surface.

Duquesne University is working diligently to address those inequities as our world recovers and rebuilds. After all, our Spiritan mission is rooted in service. We’ve remained determined these past 143 years to make a meaningful difference in our world—empowering students to reach for goals that change not only their own lives but the lives of those in need.

In the cover story, you’ll read about Levi Collier-Hezel, a senior nursing student who cares for young patients at UPMC Children’s Hospital of Pittsburgh. You’ll also learn about faculty leaders who inspire students like Levi to become problem-solvers who are driven by compassion and empathy.

You’ll find many powerful stories in these pages about students, faculty, staff, and alumni who embrace real-world opportunities and address challenges head-on. Like Dr. Jennifer Elliott, our inaugural Ed and Karen Fritzky Family Chair in Integrative Medicine and Wellbeing. Dr. Elliott directs our Center for Integrative Health and leads the Duquesne Asthma Clinic. She and her students are out there in the community where they’re needed most, addressing health care disparities in some of our most underserved neighborhoods.

It’s not at all surprising to find men and women like Levi and Dr. Elliott here at Duquesne. While I’m in awe of their work, I know how passion and dedication like theirs is in our university’s DNA—and it’s vital as we move forward, with great hope, as we put the pandemic behind us and learn valuable lessons from these unanticipated experiences.

Times of great challenge are also times of great opportunity. The members of our Duquesne University community continue to lead the way, helping us to remain compassionate, courageous, and committed to changing lives. I hope you enjoy this sampling of the many great stories we have to tell here at this special institution of higher education, which is increasingly serving as an exemplar on the national and international stage, for the whole world to see.

Sincerely,

Ken Gormley
Duquesne University President
IN PURSUIT OF BIGGER GOALS
It’s an arm hug for your muscles,” Levi Collier-Hezel explains. “You look really strong. Show me your muscles and we’ll use this cool armband to test how big they are.”

The young patient extends his arm, and Collier-Hezel wraps a blood pressure cuff just above the elbow. The cuff contracts, and conversation turns to Disney characters. Collier-Hezel smiles, channeling his own inner child to comfort the boy perched nervously on the exam table.

GOING BEYOND

“Making sure young patients have a good experience in the hospital and with health care is my passion,” he says. “That’s how they’ll continue to care about their health and wellbeing for the rest of their lives.”

Senior Duquesne nursing student Collier-Hezel has always had a good sense of what he wants to achieve and why it’s good for the world. He’s not just interested in taking care of children’s immediate needs in the ER—he aims bigger.

In addition to his academic and clinical responsibilities, Collier-Hezel works as a patient care technician in the emergency room at UPMC Children’s Hospital of Pittsburgh.

“Duquesne Deans INSPIRE THE NEXT GENERATION OF LEADERS

By Gina O’Malley

“It’s always great for students to see what’s happening in the real world,” says Duquesne School of Nursing Dean Mary Ellen Glasgow. “Our students come back and ask questions. We see their talent and strengths, and we cultivate that.”

Glasgow also has been on the receiving end of this type of mentorship. One of her earliest leadership experiences was the result of others believing in her and encouraging her to pursue a role as nursing program chair at Hahnemann Medical College.

“Am I ready for this?” she asked herself. Her success in that position proved that the answer was “yes,” and her greatest lesson learned was to always trust in her abilities.

“Sometimes people wait to take on a position until they’re more and more ready; they want to know everything first,” she says. “But when someone says to you that they’d like you to try something or that you can do something, you should go for it.”

CHANGING PERCEPTIONS

Like Glasgow, Collier-Hezel derives inspiration from those who encouraged his growth along the way, including his mother, a nurse midwife. He shadowed her at work and volunteered at hospitals throughout his teen years. When classmates at his all-male high school announced their career plans, Collier-Hezel proudly
Glasgow recognizes the many ways the pandemic has shaped Collier-Hezel and all nursing students. “As a nurse, you have to be comfortable making and owning decisions that could have life-or-death consequences,” she says. “Nurses change a life every day.”

LEXCELLENCE, OPPORTUNITY
AND ESSENTIAL SKILLS

“In December 2020—on the second day that the Pfizer-BioNTech COVID-19 vaccine was available to health care workers in the U.S.—Collier-Hezel was vaccinated and interviewed on live television by Good Morning America’s T.J. Holmes.

He was on the parking lot shuttle after finishing day two of a three-day stretch when he received the call from his supervisor seeking a patient care technician to receive the vaccine early the next morning.

Collier-Hezel’s response? “I’ll be right there.” He ironed his green scrubs and arrived at the hospital promptly at 6 a.m., forgetting to clock in because of TV jitters. At the top of the 8 a.m. hour, Collier-Hezel became one of the first medical professionals in the Pittsburgh region to receive a COVID-19 vaccine.

“It was surreal,” he says. “I’m excited to be an example and inspiration for others to get the vaccine.”

Glasgow recognizes the many ways the pandemic has shaped Collier-Hezel and all nursing students. “As a nurse, you have to be comfortable making and owning decisions that could have life-or-death consequences,” she says. “Nurses change a life every day.”

proclaimed, “I’m going to be a nurse.” And he’s never wavered.

Glasgow notes that male nurses have historically been stigmatized in the female-dominated field, though the pandemic and nursing’s resulting presence in the media have started to change perceptions. Collier-Hezel is grateful that he has always been seen as an equal at Duquesne. “Everyone receives the same rigorous instruction and respect,” he says. “We are all nurses.”

LEADING BY EXAMPLE

“‘Our world will always be tempered by the pandemic,’” agrees Kristine Blair, dean of the McAnulty College and Graduate School of Liberal Arts. “‘We’re all more compassionate and understand there are reasons other than academic performance that impact student success.’

That’s why she encourages her students to become problem-solvers who always think bigger—the kind of literate, global citizens who are driven by compassion and empathy. Often

“It's always great for students to see what's happening in the world...we see their talent and strengths, and we cultivate that.”
Marr’s experience practicing worst-case scenarios as a pilot—including having the engine cut mid-flight, forcing an emergency landing—has shaped her as a law student.
work as “excellent,” and she urges them to include everyone in the pursuit of happiness.

“The stories that we tell are not individual success stories and heroics,” she says. “They’re community success stories.”

To make this happen, Generett says it’s important to meet people where they are. “If I’m going to push someone out of the plane, it’s my responsibility and ethical role to create a parachute that allows for a landing that won’t harm them,” she says.

GAINING ALTITUDE...AND EXPERIENCE

Taking off is Theresa Marr’s favorite part of flying. First, you go through the checklist. You engage the engine and the plane. Once you hit a certain speed, the plane lightens—you feel it in your hands—then you peel away from the earth.

“It’s thrilling,” says third-year Duquesne Law student Marr, whose love of flying Cessna 152s and 172s emerged during her undergraduate studies at Kent State University.

Marr’s experience practicing worst-case scenarios as a pilot—including having the engine cut mid-flight, forcing an emergency landing—has shaped her as a law student. During stressful times, she writes down possible scenarios and how she’d react. That way, if it happens in real life, she’s ready.

“Aviation is unique. No other industry forces you to face the scariest part. When I’m studying I make outlines that are fool-proof. The more layers and safety net systems, the more secure I’m going to be on the test,” she says.

A RUNNING START ON A MEANINGFUL CAREER

Marr combined her love of aviation with law during a summer 2020 fellowship at the Federal Aviation Administration. During the fellowship, made possible by Duquesne Law’s McGinley Fellows Public Service program, Marr’s work focused on the Boeing 737 Max crashes and how improved safety and oversight can prevent future tragedies. She attended virtual congressional hearings, reviewed bill proposals and conducted sectional analyses.

Marr attributes her leadership skills and success in that role to School of Law faculty. “They gave me confidence to walk into a room and know that I do have a say,” she says.

For Law School Dean April Barton, it’s an honor to see her students succeed and break boundaries—like a female law student growing a career in the male-dominated aviation field—recognizing that it’s particularly important for children and young adults to see examples of women and other historically marginalized populations in leadership roles.

“Years ago, my son was doing a school assignment and had to identify someone who would make a good president. He chose me,” she says. “I remember thinking that a child 20 years prior never would have said that—the possibility that a mommy could be president,” Barton says.

She sees her son’s forward-thinking spirit and compassionate heart when she asks law students to reflect on their own core values, and she feels pride when they consistently share answers like “changing the human condition for the highest good.” This tells her that she’s making a difference.

Barton, and all Duquesne deans, ensure that students never have to narrow their ambitions—from improving health care outcomes to careers in aviation law.

EQUIPPED FOR A SMOOTH LANDING

Landing the plane is the hardest part of flying. It’s the transition from high altitude to low; from gliding through a peaceful sky miles above the ground to descending on the runway with just enough restraint.

It’s a test of skill, judgement, resolve and nerves. A slight breeze or crosswind can blow a Cessna off the runway. Birds or small animals in the plane’s path can prove disastrous, and quick adjustments are imperative.

But because of her experience and training, Marr is prepared for anything—in flight, in life and in the courtroom.◆
Current pandemic hobby trends show that people want to learn new things and escape to other worlds—even if just virtually—and Duquesne’s J-Term provided just that.

Duquesne’s faculty, employees, alums, students from all nine schools and even their parents learned together with fun J-Term classes offered over two weeks in January, prior to the spring semester. The diverse range of topics covered everything from tech and art to ghosts and Harry Potter. Best of all, they were free.

Before the 2020 fall semester had barely begun, Duquesne sprang into action in an effort to keep everyone safe over the holidays and into the spring semester. Employees from every corner of the University, from Pittsburgh to Dublin and Rome, moved quickly to develop 19 different J-Term course offerings. Most were so compelling that all 567 participants enrolled in more than one course.

J-Term courses titled Preparing for the Job Market Today taught by Dr. Garnet Butchart, professor of liberal arts, and New Year, New World: 14 Day Challenge with Dr. Kathleen Glenister Roberts of the Honors College prepared participants for anything. While others expanded horizons by taking students to the far-off places of Duquesne’s Rome and Dublin campuses for Made in Italy: Food, Fashion and Furniture—A Look at the Iconic Italian Brands and Treasures of the Irish Celtic World, respectively.

One of the most popular courses was He Called Me a MudBlood! Exploring Racism and Classism in Harry Potter. Muggles Drs. Jessica Mann, assistant vice president of Community Engagement, and Luci-Jo DiMaggio, director of mission animation, joined forces to develop a course to challenge participants’ ideologies. By discussing tough social issues through the lens of the wizarding world, they hoped it would spur introspection and fuel positive change in real-life communities.

“We were excited to have the opportunity to teach this course,” said Mann as she reflected on her J-Term experiences. “It allows us to cover important justice-related topics that we’re passionate about while allowing us to own our nerdy side by contextualizing the content within conversations about Harry Potter.”

DiMaggio also felt strongly that this topic would help participants think empathetically about others. “There is something about accessing tough concepts like intersectionality and racism through fiction. It allows us to step outside ourselves and look objectively at things a bit differently. And truly, we would be lying if we said this wasn’t great fun!”

Another J-Term course that drew high enrollment was Making Apps for iOS and Android Devices with Dr. Richard Simpson, an occupational therapy associate professor in the Rangos School of Health Sciences.

How do occupational therapy and app development connect? As a rehabilitation engineer with a background in computer science and biomedical engineering, Simpson teaches classes on assistive technology for people with disabilities and research methods. He came up with the J-Term course as a way to update a few of his fall course interactive learning modules, which he programmed using an application that would make remote learning easier for his students.

“I think a class like this is important because ‘computational thinking’ is a critical skill,” said Simpson. “Most DU students, parents, alums and employees have smartphones, and this course was intended to show them a little bit about how the apps on their phones work.”

All in all, J-Term was a success! It not only provided everyone in the Duquesne family with a much-needed break from the everyday pandemic monotony, it also provided an opportunity for all of us to learn and grow alongside one another—hopefully for the better.
When Kelvin Parnell Jr. came to Duquesne for his freshman year in 2012, the buildup of the 2012 presidential election made him excited to dive into his studies as a political science major. However, in his first semester, he changed his major to history after taking his first college history class and falling in love with its study. As he progressed, he eventually became a double major in art history and history. During his senior year, he started working with the Hill House Foundation’s recovery project for American sculptor Selma Burke’s Together statue. “I knew then my passion was sculpture.”

Parnell—a Canonsburg, Pa. native and a 2016 Duquesne graduate—is currently pursuing his doctoral degree in art and architectural history from the University of Virginia (UVA) in Charlottesville, Va. His work focuses on 19th-century American art with specific attention to bronze sculpture and the racial implications of those pieces.

Parnell was drawn to sculpture because of its ability to assign racial identities to bodies and spaces. “We often use sculpture to mark our own identities. It’s both inspiring and provocative, but also has an assumed permanence and makes us think about who we are and who controls physical spaces.”

In August of 2017, Parnell had just finished his first year of graduate school and was living and working in Charlottesville, Va. As the new academic year approached, news of the Ku Klux Klan, neo-Nazis and white nationalists coming to town and demonstrating on UVA’s campus introduced Parnell to a living depiction of what he was studying.

“I’ve experienced racism before, but this was something different,” he recalls. “This was something I had only seen before in books.” Parnell recalls seeing Nazi flags, assault rifles, tear gas and tanks lining the streets of Charlottesville. Despite the chaos, attacks and violence, he remembers seeing groups of police officers guarding Confederate monuments. “I’ve experienced racism before, but this was something different,” he recalls. “This was something I had only seen before in books.” Parnell recalls seeing Nazi flags, assault rifles, tear gas and tanks lining the streets of Charlottesville. Despite the chaos, attacks and violence, he remembers seeing groups of police officers guarding Confederate monuments. “This is when it really hit me that in these instances, protecting property is more important than protecting people,” Parnell says. “It was never about the sculpture itself. It’s about what the sculpture represents and the ideology behind it—the racialization and controlling of space.”

This all happened just before he started a teaching assistant position for an undergraduate art history class. Once the semester began, his students were struggling to understand what was happening on their campus. Parnell did what he knew had to be done: He used what they had experienced as an opportunity to learn together and have tough conversations about race.

Realizing equity and opportunity begin at home, he has continued to do just that throughout his professional life. Parnell was selected as the keynote speaker during...
“Sculptures are not merely aesthetic objects we pass by. People have bled and died, and these works are designed to do something and make us feel something.”

the Feb. 18 Duquesne Alumni Association talk Contested Landscapes: Discussing Race, Space and Memory, which featured several Duquesne Department of History alumni and faculty members. His talk focused on statues featuring the likenesses of George Washington and Confederate Generals Robert E. Lee and Stonewall Jackson—statues that were deliberately erected to “surveil” the area and remind Americans of old hierarchical systems. “Sculptures are historical actors,” explains Parnell. “They tell us where we were, but also can express where we want to be.” He references Black Lives Matter protests and the spray painting of Confederate monuments in summer 2020 as a way to reclain space through art and activism. But he wants to stress that American sculpture is about more than just Confederate monuments in public spaces.

“In the 21st century, we’ve really seen artists reinscribe what it means to be Black and what it means to be American,” he says. “It’s been fascinating to analyze how Black individuals are using the power of sculpture to reinterpret Blackness and push back against assumed and learned narratives about race and identity.”

Parnell has accepted a prestigious fellowship position with the Smithsonian American Art Museum for fall 2021 where he will work alongside the museum’s sculpture curator Dr. Karen Lemmey. He hopes to complete his doctoral program by 2023 and dreams of one day teaching at an R1 (highest classification of research) university.

“I want to be able to make the visual arts real to people,” says Parnell. “Sculptures are not merely aesthetic objects we pass by. People have bled and died, and these works are designed to do something and make us feel something. Sculptures are very active in our lives.”

He is adamant that recent events regarding statues and monuments are testaments to the importance of studying art, history and the humanities. These disciplines help us to make sense of and process events unfolding in our world.

“The humanities in general are under attack financially, and universities really need to invest in departments and individuals that are doing this important work,” Parnell presses. “We need the humanities now more than ever.”

Photos: © Tom Cogill, 2019. These photos were taken at an exhibition opening for a show Parnell co-curated called Beyond Dreamings: The Rise of Indigenous Australian Art in the United States at Kluge-Ruhe Aboriginal Art Collection of the University of Virginia in Charlottesville, Va.
In March 2021, as people bared their shoulders for the first shots of COVID-19 vaccine, Duquesne learned it was the first of only two universities in Pittsburgh asked to operate a distribution hub for Allegheny County.

One factor made Duquesne a clear first choice: work led by pharmacist Jenn Elliott. Her teams of students and other scholars are known in Pittsburgh neighborhoods, especially the historic Hill District, because of their work alongside residents. Whether in clinics or school-based programs, Elliott’s teams of Duquesne health professionals and students deliver services while learning together.

Elliott’s work had attracted attention before the clinic was announced—so much so that the previous month, Duquesne President Ken Gormley named her the inaugural Ed and Karen Fritzky Family Chair in Integrative Medicine and Wellbeing.

INVESTING IN BIGGER GOALS

An endowed chair provides permanent resources for a faculty position and are reserved typically for those scholar-teachers who best represent the aspirations of their universities. Loyal long-time Duquesne supporters Ed and Karen Fritzky created the chair.

“We applaud Duquesne’s ambitious efforts to improve human health through research and community involvement,” the couple said. “Innovating approaches to health and wellness is a subject that deeply resonates with our family, as does the emphasis on disease prevention and access. We believe professor Elliott’s efforts to improve the health outcomes of underserved children embodies Duquesne’s legacy and remarkably expresses the intent of this Chair initiative.”

Ed and Karen Fritzky established the new chair at Duquesne out of their strong desire to support the University’s philosophies of integrative health as well as their extensive knowledge and personal expertise related to health care.

Ed Fritzky earned a B.A. and was awarded an Honorary Doctor of Science from Duquesne. Following graduation, Fritzky served as an officer in U.S. Army and built a business career in life sciences, including serving as Chairman and CEO of the Immunex Corporation. His career shows an understanding of the importance of wellbeing. In 2002, Fritzky was recognized by Forbes magazine as a «Best Boss in America,» and Fortune named Immunex one of America’s “Best Places to Work.”

The new Fritzky Family Chair is designed for a medical practitioner and member of Duquesne’s faculty who embraces a holistic approach to health care.

CARE THAT STARTS WITH WELLBEING

Elliott’s work exemplifies a that holistic approach in its focus on wellbeing and prevention. An alumna of Duquesne’s PharmD program, Elliott directs Duquesne’s Center for Integrative Health, a center that provides chronic disease prevention and management programs from pediatrics through adulthood while training students, all in an interdisciplinary teaching, research and service model.

At the moment, Elliott’s push is to create school-based health centers to provide preventative, acute and/or chronic medical care to high-risk youth. It’s familiar territory for her. Childhood asthma rates in and around Pittsburgh are alarmingly high and have been for a long time. To address it, Elliott’s team developed a community-based screening model to identify children with undiagnosed and uncontrolled asthma and connect them with appropriate care, offered free of charge in underserved communities throughout Allegheny County.

She created school-based asthma clinics in six underserved public schools. The result? Improved asthma control and asthma-related quality of life for the children in those schools—and reductions in asthma-related ER visits.

TODAY A CHAIR, TOMORROW A MEDICAL SCHOOL

“As we press ahead with the medical school, the Fritzky Chair and Dr. Elliott’s work dramatically affirms Duquesne’s status as an exceptional community partner and positions us to improving health care outcomes even more in our region,” says Gormley. “We are so thankful to Ed and Karen Fritzky for their generosity and vision for what is possible here at Duquesne.”

Elliott’s work and the Fritzky’s gift contribute to the bigger goal Duquesne is pursuing with its future college of medicine.

Aiming to be among the most forward-thinking in the nation, Duquesne’s medical school will address the two largest problems facing medicine: a shortage of doctors in primary care disciplines and a system of pervasive disparities in health care. The medical school will do this with a commitment to excellence that will serve our students, and in turn all who they will serve in their future work.

From the University’s very beginnings, its people have been dedicated to building a better world. Elliott and her students do that work every day, and presage what is to come with Duquesne launching its medical school.
AS A CHILD, THE REV. DAVID BONNAR LED A PAROCHIAL LIFE OF CATHOLIC SCHOOLS, FENCED-IN BACKYARDS AND FAMILIAR FACES.

That all changed once he matriculated to Duquesne in 1980. “Duquesne stretched me and broadened my mind and my heart. At Duquesne there weren’t just people from Pittsburgh but from across the Northeast as well as international students. The classes I took really opened my mind to a whole new world,” he said. “I’m grateful for my roots at Duquesne. It was a fertile time in my life.”

Classes in morality, philosophy and English composition along with the “spirit that permeated the campus” helped prepare him for his greatest and most challenging job to date: that of bishop of Youngstown, Ohio.

Pope Francis appointed Bonnar to the position in November to replace the late Bishop George V. Murry, who died last summer. Bonnar was ordained and installed as bishop on Jan. 12 in a small, invitation-only ceremony at St. Columba Cathedral due to limitations imposed by the coronavirus pandemic.

“It’s overwhelming. It’s hard to put into words,” Bonnar said less than a week after his ordination. “The appointment by the Holy Father, Pope Francis, is what makes this so significant. It’s very humbling.”

Following his graduation from Duquesne with a bachelor’s degree in social communications and minors in philosophy and theology, Bonnar, 59, went to the North American College in Rome, where he received a theology degree from the Pontifical Gregorian University. He was ordained a deacon.
at St. Peter’s Basilica in Rome and then to the priesthood in 1988 at his home parish in Whitehall, a suburb of Pittsburgh. Until his appointment as bishop, he served as pastor of several parishes in the Pittsburgh diocese and spent 12 years as administrator, pastor and chaplain to the Pittsburgh Steelers.

He also serves as editor of The Priest Magazine, a national publication for priests. He credits a course in English composition at Duquesne with launching his career as a writer and editor.

“One of the best courses I ever took at Duquesne was English Comp from Dr. Ramirez. We had to write an essay every week, and it helped me hone my skills as a writer,” he said. “As time went on, I became more enamored with writing rather than speaking. It allows me to get deeper into myself, and it’s a great form of expression. Words can be great tools in life in general.”

Bonnar is the sixth bishop of the Youngstown diocese, which numbers 64 active priests, 86 parishes and almost 139,000 Catholics. He says the diocese is similar to Pittsburgh, “but on a smaller scale—a hard-working town, very ethnic in origin with great people who enjoy coming together around the table and just loving each other.”

Comprising six counties in a largely rural area anchored by the heavily industrialized town of Youngstown, the diocese faces issues like those of many dioceses across the country, Bonnar says—“fewer priests, changing demographics and too many church buildings.”

His immediate challenge is simple in its goal but complex in its implementation—moving the church “from a pandemic world to a post-pandemic world and getting our parishes ready to welcome back people who might have been afraid to come to church.”

As with many dioceses around the country, churches in the Youngstown diocese were closed during much of 2020.

“We need to find a way to bring people out of the darkness of this time into the light,” he said. That means “reclaiming baptism, beholding the Holy Eucharist, recalling our confirmation and the power of the Holy Spirit, and recognizing our families, which is the first church. I want to call attention to those realities and invite people to become more engaged in the faith and become disciples.”

He said his second challenge is to “overcome the sin of racism and bring about a sense of unity and respect for all individuals, regardless of their race, creed or origin.” To emphasize that message, he chose “That all may be one” as his episcopal motto.

“Unity doesn’t mean uniformity. It means a shared sense of responsibility and coming together. My hope is that we can work towards healing and unifying humanity,” he said.

His third goal is to promote the idea of service, which he feels is more pronounced today than when he was a student, in part because “the whole phenomenon of instant communication has brought so many issues to the fore.”

“The needs of the church are greater than our own, and we need to be attentive to those,” he said. “When you’re a pastor, you’re responsible for everyone—Catholic and non-Catholic. When you’re a bishop, it’s the same. We want to be a servant church that reaches out to those most in need. The church is a field hospital that goes out that treats the wounded—physically and spiritually wounded.”

He hopes he can set an example in fulfilling his fourth challenge: to bring joy and hope.

“This has been a dark, dismal time, not just with the pandemic but as a result of the clergy sex-abuse scandal in the church. I think every aspect of the church has been affected by this scandal and feel the ache and agony. “As a bishop I want to be a source of hope and joy for the people of this community.”
Today’s journalism students have ample opportunities to tell compelling stories and gain experience in the field. After all, a high-quality video and audio recording device is usually within arm’s length for a typical Gen Zer.

But for a smartphone-less group of 11 undergraduate journalism students in 2009, they got the opportunity to create a documentary that would make history and bring much-deserved recognition to a prolific baseball career. Negro League legend Josh Gibson played catcher for the Pittsburgh Crawfords and the Homestead Grays from 1927 to 1946, and is regarded as baseball’s greatest home run hitter with almost 800 career home runs. He died in 1947, three months before Jackie Robinson broke Major League Baseball’s (MLB’s) color barrier, and was inducted to the Hall of Fame in 1972.

Led by Adjunct Journalism Professor Mike Clark and former Assistant Journalism Professor Dr. Dennis Woytek, Duquesne undergraduate journalism students shot, edited and produced a 50-minute documentary titled The Legend Behind the Plate: The Josh Gibson Story. The project took more than a year to complete and won the team a Telly Award in 2010—an award that honors excellence in video and television.

By Emily E. Stock, A’17

Students’ Documentary Continues to Shed Light on a Famed Baseball Career

Photo above courtesy of the Josh Gibson Foundation
The team traveled to Josh Gibson’s hometown in Buena Vista, Ga., the Negro Leagues Baseball Museum in Kansas City, Mo., and Cooperstown, N.Y.’s National Baseball Hall of Fame & Museum to conduct interviews and record footage for the piece.

“The opportunities we had to learn together in our documentary class were above and beyond anything I had ever learned in the classroom,” recalls former student Liz Brady, a ’09, who now works as a freelance newspaper reporter. “Traveling, meeting Josh’s family, interviewing Hall of Famers—we were doing things as college students that some journalists can only hope to do.”

While previous documentaries have been produced on the Negro Leagues, this student-made documentary remains the only one that focuses solely on Josh Gibson’s life and career. The students gifted the documentary to the Pittsburgh-based Josh Gibson Foundation in 2009, and proceeds from DVD sales went directly to the organization, which offers athletic and educational programming for area youth.

For Sean Gibson, great-grandson of Josh Gibson and executive director of the Josh Gibson Foundation, the documentary has served as a staple in his educational programming for the foundation. Knowing equity and opportunity begin at home, he shows the documentary trailer at speaking events and screens it each year during Black History Month.

“The documentary really tells the story of our foundation,” explains Sean Gibson. “It’s a piece that continues to make an impact on the kids we serve.”

Mary Jacquel Parkhill, a 2010 Duquesne graduate now living in Alaska, was one of the students who got to travel to the Negro Leagues Baseball Museum. She says that the documentary allowed Americans to reflect on current and past racial injustices, but also brought people together through a shared love of baseball.

“Through our work—all the interviews and the stories we were able to tell, we truly demonstrated that Black lives matter,” says Parkhill.

In December 2020, the MLB announced that it would officially elevate the Negro Leagues to “Major League” status.

“All of us who love baseball have long known that the Negro Leagues produced many of our game’s best players, innovations and triumphs against a backdrop of injustice,” MLB Commissioner Robert D. Manfred Jr. said in a statement.

This means that Negro League statistics from 1920 to 1948 will now officially be classified as “Major League.”

With this distinction, Josh Gibson will be recognized as having some of the best career numbers of any hitter in the game’s history. His .365 batting average is second only to Ty Cobb, and his .441 single-season batting average in 1943 would elevate him to the top of that category.

“The credit is past due,” says Sean Gibson. “My family—we have always considered ourselves descendants of a major leaguer. But to have that ‘official’ name is great. The disappointing part is that the players who did the hard work and made history are now deceased and don’t get to experience the recognition.”

More than a decade after the documentary’s release, Sean Gibson credits the documentary for helping shed light on Josh Gibson’s career. “The difference was really that the Gibson family was heavily involved in telling the story,” Sean Gibson says. “It’s one thing to get the facts from historians but another to get to the essence of who Josh was from the people who knew him and know his legacy.”

The stories the documentary told and its place in illuminating Josh Gibson’s career were transformative in the lives and careers of the former students. But the piece also had wider implications in United States history.

When Clark, a WTAE-TV anchor and reporter, interviewed former President Barack Obama at the White House in 2010, he presented him with a copy of the documentary. The completed work is a source of pride for Clark and a testament to what student journalists can accomplish.

“Without the students’ willingness to go out there, capture and tell Josh’s story—especially since so many of the former players they interviewed now are deceased—I’m not sure Josh Gibson’s story would’ve been told in this way,” says Clark. “The students still text me about it from time to time. They realize what their accomplishment did for America.”

Now, Sean Gibson, his family and Josh Gibson fans are pushing for the Baseball Writers’ Association of America to rename the MLB MVP award the Josh Gibson MVP Award. Three candidates—including Josh Gibson—are currently in the running to replace the MVP award named after the MLB’s first commissioner, Kenesaw Mountain Landis, who is known for refusing to integrate baseball and whose name was removed from the award in 2020.

“To have Josh’s name take the place of a man’s who denied his opportunity to join the Major Leagues would be poetic justice,” says Sean Gibson. “Not only would it carry on Josh’s legacy, but it would keep the stories and legacies of those 3,400 Negro League players alive.”

For more information on the Josh Gibson Foundation and to learn more about the MVP Award campaign, visit www.joshgibson.org.
A Global Perspective on a Global Pandemic

NAVIGATING COVID-19 FROM PITTSBURGH TO ROME AND BACK

By Emily E. Stock, A’17

A sign of hope hangs from a small balcony near Duquesne’s Rome campus, saying “Everything will be okay.”
The spring 2020 semester on Duquesne’s Rome, Italy campus started just as any other. Students arrived refreshed from winter break and excited for three months of culture, cuisine, exploring and learning.

But by mid-February, everything changed. Duquesne’s Director of European Programs Michael Wright—who was at that time returning to the Rome campus after a brief trip back to the States—could have never predicted what was to come.

“I remember sitting in the airport in Atlanta before boarding my flight and heard about two Chinese tourists hospitalized in Rome,” recalls Wright. “At first, infections in Italy were concentrated in the north, but it was frightening to see the numbers continue to climb as Italy became a virus hub.”

DIFFICULT DECISIONS
After deliberating with the Italian governmental agencies, Centers for Disease Control, U.S. State Department, and other colleges and universities with European campuses, the University administration in cooperation with the Center for Global Engagement decided that the students would have to return home to the U.S.

Sent home soon after were Duquesne students studying abroad at the University College of Dublin in Ireland and 12 students on independent study abroad trips across the globe.

The worst part was how crushed the students were to go home after only a month of being abroad.

“They were desperate to stay,” says Wright. “We were devastated, too, because this is what we do for a living—we journey with, teaching and mentoring our students through their study abroad experience.”

Wright says that once the students left, the Duquesne in Rome staff had to quickly adapt and move to online learning. Many of the faculty members had never taught online, so the Residence Life staff learned how to use the technology and quickly taught the faculty. Scheduling synchronous classes that could take place in up to nine time zones at once was an added challenge. Nevertheless, in just five days, everyone was online.

“We really went through a grieving period when the students left,” says Wright. “We knew we had a responsibility to the students we had to send home and to our alumni to keep them engaged and informed.”

Throughout the remainder of the year, the Rome and Dublin campuses hosted virtual events like Italian language lessons for kids, concerts, live cooking classes, art history talks and cultural presentations. “We really tried to keep people’s minds off of what was going on around us,” Wright says.

It was painful watching his beloved country in such desperation. Makeshift morgues started popping up nationwide and entire villages faced decimation. The whole country was on strict lockdown for 100 days and residents only left their houses one at a time with the required paperwork.

MEANWHILE, IN PITTSBURGH
Dr. Joe DeCrosta, executive director of the Center for Global Engagement, says that on the Pittsburgh campus, managing international student needs and travel was complicated and stressful, especially at first. “Many of our students—particularly our Chinese students—immediately expressed concern for their loved ones back home,” he
says. Some flew home, thanks to a generous donor who purchased tickets, and some stayed in Pittsburgh to continue remote learning.

For the 2020-2021 academic year, hybrid learning allowed international students to study either in Pittsburgh or from their home countries. Although international enrollment has declined substantially for 2020-2021, DeCrosta is hopeful that when circumstances return to normal, international enrollment will as well.

“We really have had to learn together on many levels to respond to crisis, be creative, and most importantly, take care of our students,” says DeCrosta. “Even the little things we learned about student needs will become important for future planning.”

LOOKING FORWARD

Although Duquesne in Rome was planning to celebrate its 20th birthday in 2021, the festivities will occur in 2022, due to the ongoing pandemic. “There’s nothing more American than celebrating a 21st birthday,” Wright jokes.

In 2021, there will be a focus on fundraising for student scholarship opportunities, while the 2022 alumni celebration events in both Pittsburgh and Rome will include galas and a Mediterranean cruise.

For now, Duquesne in Rome’s building sits nearly empty, aside from nuns from the Sisters of the Holy Family of Nazareth, who own it. Both Wright and DeCrosta are hopeful that students will be able to return to Rome, Dublin and other approved programs for the summer and fall 2021 semesters.

Wright says that the technology upgrades and hybrid learning methods will help provide horizon-expanding educational opportunities for more students to study abroad—particularly students in programs like education, where the intensive curriculum traditionally did not allow for study abroad. “We are seeing a lot of potential for virtual learning in tandem with studying abroad to make these experiences more accessible to all students.”

During lockdowns, thanks to the Center for Teaching Excellence at Duquesne, the Rome campus was able to reframe its coursework to align with the University’s new core curriculum. The 10 faculty members in Rome accepted professional development opportunities and attended a virtual faculty retreat. Some faculty members also taught Duquesne J-Term courses to help supplement their incomes.

“The pandemic allowed us to focus on a lot of aspects of our programs that we rarely have time to adjust or change because we are busy hosting students and developing programs on the Rome, Dublin and Pittsburgh campuses,” says DeCrosta. “It has given us the time to reflect and make enhancements to take our programs to the next level.”

**KNOW A STUDENT WHO’S READY FOR BIGGER GOALS?**

A study abroad opportunity awaits from the rural lands of Africa to the urban centers of Asia, Duquesne supports approved study abroad and exchange programs in all corners of the world—and even at sea. Refer your student to [www.duq.edu/study-abroad](http://www.duq.edu/study-abroad) to learn more.

As a DU alum, did your study-abroad experience change the way you look at the world. Interested in sharing your story with Duquesne, send details to dumagazine@duq.edu.
Webinar Series
Offers Alumni Insights

What do a Grammy award-winning recording engineer, a U.S. diplomat, a correctional counselor and a market brand specialist have in common? Each of these are alumni who have developed one-hour Alumni Insights webinars to present to a live, virtual audience of Duquesne alumni and, in some cases, current students.

Launched in the spring of 2020 by the Office of Alumni Engagement, the Alumni Insights series has been gathering interest and connecting alumni from across the world to one another and their alma mater.

“Thank you for a wonderful presentation. Your examples really illustrated the message, and it was very interesting to hear how you created different soundscapes. I closed my eyes multiple times and was transported to the setting,” said Andrew Gula, M’15, in a follow-up email to alumnus and sound engineer Jim Anderson, M’73, following his Alumni Insights webinar.

Even though Gula and Anderson attended Duquesne more than 40 years apart, they were able to connect on common ground: their love of recording sound. “It’s been my pleasure and honor to help Duquesne,” Anderson said of his experience.

For Amy Lynes, B’08, an employment and marketing branding specialist for PNC Financial Services, the Alumni Insights program came at the right time. “No longer living in the Pittsburgh area, I often wondered how I can continuing giving back to the Duquesne community in a meaningful way. I was typically back on campus one or two times during the year, but not being in the area I was left to find new ways to connect. Then, voila! The Alumni Insights program not only afforded me the opportunity to present my skills during a virtual presentation, but it allowed me to connect, and reconnect, to Dukes past and present. Geography wasn’t an issue anymore.”

If you have an expertise to share with the Duquesne alumni community, apply at www.myduquesne.duq.edu/webinarpresenter. To view previously recorded programs or see a schedule of upcoming live webinars, go to www.myduquesne.duq.edu and click on Alumni Resources.

Alumni Awards Recognize Service to Duquesne

The Alumni Board of Governors is proud to honor our alumni volunteers and invites members of our Duquesne community to submit nominations for our Alumni Awards for Service. Award recipients are selected based on exemplary volunteer service to Duquesne University in a variety of categories:

Service to Students: An alumnus who spends time engaging directly with or in activities that directly benefit the students of Duquesne University (i.e., student mentoring, supervising interns, supporting student events as a chaperone or advisor, etc.).

Service to Career Readiness: An alumnus who is dedicated to directly impacting the student educational experience. Examples include mentorship, tutoring, speaking to classes; engaging and educating the students about post-graduate expectations in the workforce; providing additional insight into their current studies and coursework; and helping to understand the importance of their education in their preferred field of study.

Service to Spiritan Mission and Identity: An alumnus who continues to serve the Catholic faith through Duquesne’s Spiritan mission. The Division of Mission and Identity provides many outlets to continue to serve God by serving students and the University. Examples include volunteering at Mass, assisting with retreats, social justice or alumni service opportunities.

Service to the Duquesne University Community: An alumnus who serves the University in many facets by engaging in multiple acts of service to the University across several initiatives and departments.

To learn more or submit a nomination, visit www.myduquesne.duq.edu/volunteerawardform and for volunteer opportunities, visit www.myduquesne.duq.edu/volunteer.
Walking Alongside Ann Hohn, A'83: HER SERVICE JOURNEY FROM DUQUESNE GRADUATE TO THE 2020 ALUMNI AWARD WINNER FOR VOLUNTEER SERVICE

By Tracy Jackson

Service is rooted in the core of Duquesne’s spirit—it’s at the heart of who we are, and that passion and drive to walk alongside others doesn’t go away once you leave the Bluff. Duquesne alumni believe that equity and opportunity begin at home and are trusted University brand ambassadors who bring their heart for service to our surrounding communities. Meet Ann Hohn, A’83, whose desire to help others and commitment to service started on the Bluff some 30 years ago.

Q: What did you study during your time at Duquesne?
A: Communications. Well, actually back then it was called speech communications and theater and my minor was in journalism. Communications is a very broad sounding degree, but at the basics, you at least know how to communicate—you know how to write, you know the basics of journalism, the basics of good writing, the basics of good speech—that’s transferable into any career.

Q: How did Duquesne help prepare you for your career?
A: Duquesne prepared me by giving me such a well-rounded, full education that allows me to continue to learn and to continue to expand my expertise into areas that I would never have thought of in a million years!

Q: You’re the chief operating officer at Make-a-Wish Foundation (Greater Pennsylvania and West Virginia). What did you learn outside of the classroom at Duquesne that you use today in your leadership role at a major nonprofit?
A: I learned sisterhood. The deep connections and friendships that I made at Duquesne, that sisterhood was a great lesson in building who I am today. Building the person, not the brain, but the person and the heart.

Q: You were a member of Sigma Lambda Phi (now Sigma Kappa). What types of service projects were the sorority members involved in?
A: We had a social requirement, but we also took part in the dance marathon, and different volunteer programs. We were serious minded women, smart women who went on to become pharmacists, nurses, accountants and communicators.
Q: How did being involved in those service-related projects impact you as a person?

A: It taught me that there was something more outside of just going to school or going to work—that there was a requirement in life to do more. As a citizen of the world, there’s a requirement for you to do more—which is why I volunteer and why I sit on certain boards. I think that’s just something that we’re supposed to do.

Q: How did you get involved in volunteering at Duquesne?

A: I get communications from Duquesne all the time, and I saw the opportunity to apply for the Alumni Board of Governors. I’ve done very well in my career, but I will never be a person whose name is on the wall for giving a lot of money. But, I had time and a wish to broaden the appeal of what alumni can bring back to a university at any stage in their life and in their career.

Q: What types of projects did you work on while serving on the alumni board?

A: I was put on the marketing committee of the board and one of the first things we created was Dialogue With Dukes, which is the survey process of asking alumni what they want. I’m proud to say that they’re still using that tool. It was eye-opening to see like-minded people out there in the alumni world who were just looking for a way to help. They could be in Florida, they could be in California, but they were all looking for motivation and projects.

Q: You went on to serve as president of the Duquesne Alumni Association. Can you talk about one of the best parts of this service role?

A: For two years, I got to see the business side of Duquesne, not the education, not the mission, not the warm and fuzzies, but how it’s run...how you make the sausage. I have one more year as past president on the alumni board.

Q: What’s next for you at Duquesne?

A: I don’t know what’s next. I don’t want to stop volunteering for Duquesne. I do know that I will always support the alumni office and the alumni board and its events. I have made the greatest friends—not just the board members but the staff. It’s just been such a great experience for me that I didn’t even expect.

Q: What advice would you give to alumni who may be interested in volunteering at Duquesne?

A: The alumni office is finding amazing ways for alumni to fit as volunteers. And it doesn’t have to be in Pittsburgh—it’s happening all over the country and internationally. I encourage people if they want to volunteer at Duquesne, they’ll find out what that means to you and put you in the right spot.
Running nonstop through mountainous terrain at night without sleep can have a way of testing the mettle of even the most seasoned trail and ultrarunners. Navigating a wooded trail in the dark with just a headlamp not only plays tricks with your depth perception but it stresses your eyes and mind. Most runners participating in ultramarathons, which are runs over 26.2 miles, battle fatigue, stomach issues, body aches and more. Rangos School of Health Sciences Speech-Language Pathology (SLP) Associate Professor Dr. Sarah Wallace has proven she is no ordinary runner and possesses true grit.

Many people cannot or do not have the desire to run a marathon. For more devoted and adventurous athletes looking to really test their capabilities, running 100 miles is their life’s bigger goal. For Wallace this scenario was her lived experience one weekend this past fall as she approached her bigger goal, running 140 miles out and back on the famous 70-mile Laurel Highlands Hiking Trail, all at one time. If she succeeded, she would be the first woman ever to do it.

A Scholar–Teacher, Running and the First-ever Women’s “Double Laurel”

SPEECH-LANGUAGE PATHOLOGY’S DR. SARAH WALLACE AND HER BIGGER GOAL TO RUN 140 MILES NONSTOP

By Ian Hurley

Learning Together

Wallace has been conducting research and mentoring students as a scholar-teacher at Duquesne since 2009. “Mentoring tends to be a one-on-one relationship…and I think it’s where I do my best teaching because the students (and I) get to be curious together.”

She was first exposed to speech-language pathology early in her undergraduate studies and through her cousin, who has faced speech-language challenges as a result of autism. “I was helping my aunt out one summer while I was home. I took my cousin to speech therapy so I got a chance to see his speech-language pathologist in action. It was a weird moment because it just sort of clicked. And, what I think I saw was someone being able to work with someone one-on-one,” she recalled. That experience of walking alongside someone on his journey resonated with her and informed her career path.

As program director for the Adult Language and Cognition Clinic, Wallace leads efforts to treat individuals with communication and cognitive-communication problems...
like aphasia. Aphasia is an acquired language impairment that affects speaking, understanding, reading and writing. It is experienced by about 25-40% of people who survive strokes, according to the National Aphasia Association.

“I have students all the way from freshmen in our SLP program to Ph.D. students in the Department of Psychology,” she said. Involving students in this work is important to prepare them for professional clinical work or if they apply for Ph.D. programs. Mentorship also includes professional phase students helping to mentor pre-professional phase students. Many of Wallace’s students have received fellowships to present research at national conferences and at Duquesne’s annual Undergraduate Research and Scholarship Symposium and the Graduate Research Symposium.

THE RUN

Having been active in sports since she was a child, Wallace ran her first marathon, the 2002 Air Force Marathon, with her father. She made her 100-mile debut at the Oil Creek 100 trail run in 2019 in Titusville, Pa. She placed third female overall at the race, an impressive feat for a first 100.

The idea of running the “Double Laurel” came out of the fact that no woman had ever done it and Wallace was looking for a good way to spend quality time outdoors, away from the stresses of the pandemic. Wallace, being the driven person and advocate for women that she is, decided that it needed to happen. “I wanted to have a woman’s time up there. It didn’t matter to me that much that it was me, but I just wanted there to be a woman’s time.”

With a small support crew, all of whom were following COVID-19 protocols, she embarked on her journey on a cool Friday morning in October. She experienced being cold at night but escaped many of the pitfalls that doom many people’s 100-mile races. She ran a steady pace, buoyed by her crew, a variety of food and fun conversations. After 47 hours, 29 minutes and 1 second, Wallace returned to where she started in Ohiopyle, Pa., having achieved her bigger goal and becoming the first-ever woman to run the Laurel Highlands Hiking Trail out and back.

“I prepared a lot for this event during other long runs and learned what works best for my body.” That same level of preparation overlaps into her research, teaching and mentorship with her Duquesne students. What running challenges are on the horizon for this teacher-scholar and trailblazer? More self-styled adventures like the “Double Laurel” and possibly a 200-mile trail race.

THE LAUREL HIGHLANDS HIKING TRAIL

The 70-mile trail stretches along Laurel Mountain from the picturesque Youghiogheny River at Ohiopyle State Park to the Conemaugh Gorge near Johnstown, Pa. It is the main feature of Laurel Ridge State Park and a major segment of the Potomac Heritage National Scenic Trail, a network of trails between the mouth of the Potomac River and the Allegheny Highlands.

The Pennsylvania Department of Conservation and Natural Resources notes that the Laurel Highlands Hiking Trail has steep, rugged areas and sections that are reasonably level and pleasant for walking. Seasoned trail runners mostly agree that the trail is difficult with rocky single-path tracks and steep technical climbs.
In its April 22, 1960 edition, The Duke published a feature article headlined “Duquesne’s Winningest Team—The Debaters.” As a freshman debater at that time, my contribution to that “winningest” season, 1959-1960, was a modest one, but the spirit that pervaded Duquesne debate became for me and, I believe, for other members of the team, an attitude that was the driving force of our undergraduate years on the Bluff. During my own debating years, 1959-1963, Duquesne had its best four-year record ever, and was blessed with a number of outstanding debaters, such as Larry Gaitens, A’60, Carol Kyle, A’61, and Walt Meyers, A’65, to name but a few. But as excellent as those debaters were, our leader, the person who built and transmitted the spirit of Duquesne debate was our coach, history professor Joseph R. Morice.

Dr. Morice did not teach us how to debate—most of us had already learned the fundamentals of debating through high school competition in the Catholic Forensic League—but Dr. Morice (himself an outstanding classroom lecturer) refined our skills and, most important, instilled in us debaters a cohesion, a disciplined competitiveness and a confidence that we could take on and defeat any opponent (as we often did). Indeed, although we competed in dozens of invitational tournaments throughout the northeast, our most challenging debates were often our own weekly practice sessions in Rockwell Hall against our Duquesne fellow debaters. Perhaps the strongest endorsement of our efforts came not from our won-and-lost record (which was impressive), nor from the accumulation of trophies displayed in College Hall (again, impressive), but from the decision of the University in 1962 to establish four full-tuition debate scholarships—a recognition of our success in intercollegiate competition, but, even more important, an affirmation of the intrinsic value of intercollegiate debate.

In recent years, on some campuses, there has been a tendency to dismiss and disparage debate as “elitist”—as if the pursuit of forensic excellence were somehow inimical to higher education. In contrast to that attitude, Dr. Morice consistently (and, I believe, correctly) emphasized that debate is not an extra-curricular activity, but rather a co-curricular activity, indeed, a university’s quintessential co-curricular activity, drawing upon the academic disciplines, subjecting ideas to rigorous analysis, testing propositions through determined opposition, and presenting arguments clearly, precisely and persuasively.

In the present age, when much public discourse has degenerated into sound-bites, speed-talking, calculated evasion and ad hominem attacks, academic debate serves as a much-needed corrective. And in any age, debate is, or should be, an essential element of liberal education.

I have many reasons to be grateful for my Duquesne education. The opportunity to compete as a Duquesne debater is among the foremost of those reasons.
Amidst a global pandemic, the 6th annual Duquesne Day of Giving raised a record-breaking $552,672 from 2,199 gifts. We are truly in awe of our generous alumni and friends. Your support will have a lasting impact across the Bluff in 2021 and beyond. To learn more and see our list of generous donors, visit duq.edu/dayofgiving.

By the Numbers

2,199 total gifts made by our generous alumni and friends

$552,672 raised to support Duquesne students

200+ schools, organizations, athletics teams supported

$191,840 in Challenge Gifts unlocked

48 states represented during the Day of Giving, including Alaska and Hawaii, plus Puerto Rico

THANK YOU!

Save the Date for the 7th annual Duquesne Day of Giving on February 9, 2022.

If you would like to issue a Challenge or Matching Gift to drive more giving to your favorite area of campus on the 2022 Day of Giving, please contact David Jakielo, A’05, GA’10 at jakielod@duq.edu.

Duquesne Spirits Rise to the Day of Giving Occasion

“Never underestimate the power of the Duquesne spirit,” says David Jakielo, A’05, GA’10, assistant director of Annual Giving, thinking in retrospect of the 2021 Day of Giving campaign.

“Donations supported more than 200 designations for our schools, organizations and athletic teams, and we were especially happy to raise $50,000 for the Student Success Fund with the help of a generous matching challenge,” Jakielo says. This fund addresses students’ short-term financial needs and their long-term wellbeing as a result of COVID-19."

This year, with the Day of Giving—as with everything else—things were different. “Amidst a global pandemic, with the hardships all of us have faced, we had modest expectations,” Jakielo recalls.

As the infographic demonstrates, the 2021 Day of Giving on Feb. 10 shattered all the records. While the numbers are impressive, Jakielo emphasized the most important outcome of all donations is the impact on students.

Since its inception in 2016, the Duquesne Day of Giving has recorded increases in the amount of dollars raised each year, collecting $1,859,784 from 9,477 gifts. Jakielo has coordinated the event from the beginning, building relationships and refining strategies to improve the results.

The 2022 Day of Giving is set for Feb. 9, but every day is a great opportunity to support Duquesne students by making a one-time or recurring gift at duq.edu/give. It’s time for bigger goals.
When Rachel Sweetnich-Hoy, R’18, first joined the Cleveland Clinic General Rehabilitation and Sports Therapy center in Akron, Ohio, she found comfort in knowing that fellow alumna Michelle Gant, R’03, would be helping her adjust to her new position in the physical therapy department. What she didn’t anticipate was uncovering the truth behind what many of her fellow physical therapy classmates believed was a Duquesne urban legend.

“Professors are always trying to scare you with certain stories so you do what they want you to do,” she explained. “So, on day one when they told us the story about Michelle, we just didn’t believe it.”

Granted, the story about Gant seemed a little far-fetched. But it was also a reflection of how the University’s faculty and community walk alongside their students—even when that student couldn’t walk herself.

Gant was scheduled to graduate in 2002 when she suffered a terrible rollerblading accident that...
“After I learned Michelle’s story was real, my classmates and I began to question all of the other stories we heard,” Sweetnich-Hoy said. “It was hard to believe her story was real.”

SPIRITS UP, SKILLS SHARP

The support behind Gant after her injuries was very real, however, as professors and fellow students worked to keep her spirits up and her skills sharp—a testament to the idea that relationships made at Duquesne are supportive, inspiring and never stop giving.

“My professors were so helpful as were my classmates,” she said. “There were a lot of cards and visits to the hospital. Even though I wasn’t graduating, Father Hogan, who served as Duquesne’s executive vice president for student life at the time, allowed me to walk with my class at commencement. My professors even arranged for me to hold a lab assistant position while I was recovering, so I could keep my skills sharp.”

That sense of teamwork and dedication to their craft has made it possible for the Rangos School of Health Sciences’ Physical Therapy department to prepare students for anything, a legacy that has extended for decades.

“I can still remember Rangos room 141,” Gant said. “We spent hours there practicing our skills. And the matriculation exams were super intense. To practice for the exams, the professors would be the patient and a professional outside the program would grade us.”

The study and work that goes into being a physical therapist begins to pay off once patients enter the picture, Sweetnich-Hoy said.

“The clinical rotations are such a big part of learning and our professors made sure we were ready,” she said. “I remember stories my professors told me about dealing with patients and their insights have been invaluable.”

PREPARED HOLISTICALLY

As Duquesne begins to launch its College of Osteopathic Medicine, Sweetnich-Hoy noted that the Rangos School’s holistic approach to teaching physical therapy has been especially helpful.

“It’s amazing to see how that methodology works and to see the difference in our patients,” she said. “You can see how they are benefiting not only in their physical rehab, but mentally and emotionally as well.”

The preparation to be a physical therapist requires a wide range of expertise, and both Gant and Sweetnich-Hoy had their own favorite courses as they earned their degrees.

“Our neuroscience class was fascinating,” Gant said. “I remember Dr. David Somers brought his guitar to class and played the piña colada song to demonstrate how the body reacts to sound.”

Somers’ wife, Assistant Professor Dr. Martha Somers, still teaches at Duquesne. “She wrote the book on treating spinal cord injuries and the techniques needed to treat patients with those injuries,” Gant said. “I learned a lot from her.”

Sweetnich-Hoy’s favorite class leaned toward the morbid.

“My parents like to kid me about this, but one course that really stood out for me was the cadaver lab,” she said. “It really gives you an appreciation of the human body and how it works.”

Through the classes, labs and rotations, physical therapy students form a special bond that lasts long after they earn their degrees, Gant and Sweetnich-Hoy agree. Students gain the professional confidence, impressive experience and powerful networks needed to start a meaningful career.

WORKING ALONGSIDE EACH OTHER

Someone told me that your friends in physical therapy school are your friends for life, and I’ve found that to be very true,” Gant said. “I’m still in touch with many members of my class.”

The difficulty in being accepted into a physical therapy program helps bring students together, Sweetnich-Hoy said.

“It’s not easy to get into PT school,” she said. “Once you get there, the mindset is more focused on working and supporting each other and that brings everyone together. I still miss sitting on the couches in Rangos and talking with my friends.”

Knowing how challenging Duquesne’s physical therapy program is made hiring Sweetnich-Hoy easy, Gant said.

“I knew she had the education and skills coming from Duquesne,” Gant said. “She was also confident and fit in great with our staff and in handling patients, especially in communicating with them. I knew right away I wanted to hire her.”

And that’s no urban legend.
A New W(holistic) Approach

DUQUESNE'S BRIDGES TO HEALTH PROGRAM IS ABOUT MORE THAN HEALTH

By Ken Walters
As an alumna, Joy Cannon has always found Duquesne’s emphasis on community engagement to be a driving force in her career. Now it’s shifted into a higher gear.

As the director of programming for the Center of Life in Hazelwood, Cannon previously worked with Duquesne’s School of Education on afterschool and other programs. But the University’s new Bridges to Health program, funded through a $475,000 grant from the Hillman Foundation, is opening doors in Hazelwood—literally.

As part of the program, Duquesne trains community health workers to meet people in their homes, where they can not only assess health needs, but also insurance, economic, social and other issues. Both Hazelwood and Clairton, which are served by the program, lack access to health services.

“Community health workers are meeting residents in their homes, where they have the opportunity to better observe and ask questions about their situations,” Cannon said. “Many times, we learn of needs that we weren’t aware of before.”

Insurance, substance abuse, mental health issues and food insecurity are some of the critical areas where community health workers can provide information and assistance, she said.

“Residents don’t always know where to go if they have no insurance, so they don’t take care of their health care needs,” Cannon said. “With this outreach, we are eliminating barriers to care by learning what our residents’ needs are and getting them the help they need.”

Duquesne’s training of community health workers is extensive, and includes asking the right questions and making observations that help unlock unmet needs.

“In the Black community, there is a stigma around mental health,” Cannon said. “Community health workers ask questions about how people are doing, and can discern if someone might benefit from mental health services. If they do, we can refer them to Duquesne’s professionals so they get the help they need.”

Economic issues, such as food insecurity, are another area where being in the home to meet residents pays off, Cannon said.

“Let’s say the health worker notices a lack of food in the house. Or maybe an appointment was rescheduled because the electricity in the home was shut off. This is where Center of Life can step in and connect families with the help they need,” Cannon said.

This holistic approach exemplifies Duquesne’s more than 140-year commitment to creating equity and opportunity in the region. Bridges to Health arrives at a particularly important time, as Black and low-income communities have been hard hit by COVID-19 cases and deaths.

Duquesne teams have worked to increase access to COVID testing while identifying resident concerns and preferences toward the COVID vaccine to effectively design inclusive vaccination programs. Working with Primary

(“With this outreach, we are eliminating barriers to care by learning what our residents’ needs are and getting them the help they need.”)

Duquesne alumna Joy Cannon also oversees education programs at the Center of Life in Hazelwood.

(“Community health workers ask questions about how people are doing, and can discern if someone might benefit from mental health services.”)

Duquesne’s pharmacy students often volunteer to provide health screenings and information at Clairton community events.
Care Health Services (PCHS), a federally qualified health center in Hazelwood, the University’s faculty and students administered the COVID-19 vaccine to residents living in Hazelwood’s senior high-rise apartment building.

“We are always looking for collaborations that allow us to extend our medical services,” said Dr. Jerome Gloster, chief executive officer of PCHS. “Having Duquesne’s pharmacy professors and students administer vaccines provides us with a partner who completes the health care loop.”

PCHS and Duquesne have teamed up previously on the University’s Asthma Clinics, which have successfully screened thousands of students for the disease in Hazelwood and Clairton. Gloster notes that Duquesne’s willingness to offer additional services, such as from its nursing and psychology departments, reflects the University’s neighborhood commitment.

“Often, partners come to us with their own agendas and tell us what they want to do,” Gloster said. “Duquesne came to us and said, ‘We know you are working to provide equitable health care. How can we help?’ It’s that kind of attitude that allows us to meet the community’s health needs.”

This ability to listen to community members is one of the keys to Duquesne’s success, said Maddie Nagel, coordinator for Clairton Cares of Mon Valley Initiative, a community development organization.

“Duquesne brings technical knowledge and resources, but they are also great at adapting to feedback from residents,” Nagel said.

When only a few Clairton residents attended the University’s initial preventive care service events, Duquesne adjusted the screenings to coincide with food distribution events, leading to increased participation at the screenings. “It’s been great to see the rising rate of residents who are taking part in the screenings, as health care access is difficult here,” Nagel said. “This partnership has been so effective because it recognizes equally both the importance of preventative health services and the value of going right where people are.”

A healthy community creates the platform for neighborhoods to grow in other ways. Clairton, which has seen its share of difficult times, is experiencing a revitalization thanks in part to partnerships similar to the one it shares with Duquesne. The city, which had previously been a food desert, gained a fresh produce market in 2018. Cornerstone Care, a federally qualified health center, arrived a year later, and the city is now developing affordable apartment units in partnership with the Mon Valley Initiative in the heart of Clairton that are scheduled to open in 2022.

“Clairton is on the precipice of becoming one of the best community revitalization stories in the region,” Nagel said. “Partners like Duquesne University understand that our solutions have to be rooted in the community’s values and priorities. It’s been exciting to see it all coming together.”

The University’s long-term commitment to such success is built into the Bridges to Health program, said Dr. Jennifer Elliott, director of Duquesne’s Center for Integrative Health.

“One of the goals of Bridges to Health is to not only meet the community’s most pressing needs at this critical time, but also to create a sustainable solution that provides health care access long-term,” said Elliott, who was also recently named the inaugural Ed and Karen Fritzky Family Chair in Integrative Medicine and Wellbeing.

This dedication to long-term solutions is not lost on Cannon, who has lived the Duquesne commitment to building more equitable communities in the region as both a student and a partner by taking a holistic approach that meets a variety of residents’ needs.

“There’s a level of comfort knowing that Duquesne values the community and wants to make a positive impact,” Cannon said. “Their dedication is not a goal on a piece of paper. They walk alongside us to help us meet our residents where they are at every day.”

“Partners like Duquesne University understand that our solutions have to be rooted in the community’s values and priorities.”
Crystalizing Duquesne’s Brand Story

“They really prepare you to grow into a professional. You don’t just find out after graduation.”

“We want Duquesne people to be known as open to the Spirit; we are the builders of authentic relationships, and we walk with those on the margins. We want to be known as those who challenge others and support others.”

“We’re in the top 5 or 10%; now we need to act like it.”

“It’s a breakout time right now. Now is a time of change, of cultural movement. Our students are going to be the voices for the future.”

These are a few of the comments shared during initial conversations last spring, when Lipman Hearne, a Chicago-based marketing and communications firm working in the nonprofit sector, came to campus to start the hard work of crafting a more compelling story for Duquesne.

“We got a strong sense of Duquesne’s momentum in every conversation,” says Libby Morse, Lipman Hearne creative director. “Everyone told us that there was a new sense of energy—and a willingness to move beyond a longstanding humility.” What was needed was a cohesive, widely shared story—one that was direct and bold, that spoke to audiences’ sense of their best selves, and connected them to something bigger.

To ensure that the brand authentically reflected the whole institution, Lipman Hearne worked with the marketing and communications team to make sure representatives of all voices were heard. “Crafting the research objectives was a collaborative effort, and ensured we had a 360 degree view of critical brand issues,” says Donna Van De Water, Lipman Hearne’s COO and director of research. In addition to talking with faculty, staff, undergraduate students, leadership and alumni while on campus, Lipman Hearne conducted research with students considering colleges, high school counselors, alumni and Pittsburgh area residents—over 4,300 people in all.

The research showed that Duquesne’s “best fit” students were focused on professional goals. “Unlike many other colleges and universities, “Undecided” is not the most popular major here—these students are not going to college to find themselves,” says Alexia Koelling, who leads Lipman Hearne’s consulting and account management practice. “But they also have a helper’s hear—they want to have an education experience that equips them to be professionally successful while also contributing to the greater good.”

Based on alumni survey responses, Duquesne could deliver on this need. It also confirmed that Duquesne could speak authentically about responsibility, accountability and tenacity, its ethos of service and its role in strengthening the civic fabric.

Based on everything we learned, we knew we needed an overarching idea that told prospective students, and all our audiences: “This is no time to hunker down. Don’t accept a narrowly prescribed future—for yourself or the world.”

And that’s how we arrived at our big idea: It’s time for bigger goals.

We are excited, and heartened, with this idea—it is the distillation of what we all already knew and loved about Duquesne, and has quickly become a focus and a filter for better telling our Duquesne stories. ◆
It is perhaps ironic that the field of Catholic studies is a relatively recent discipline at American Catholic colleges and universities—having begun in earnest less than 30 years ago.

After all, who best to investigate and celebrate the faith—its history, culture, contributions, traditions and mission—than a Catholic university?

Thanks to an initial gift from an anonymous donor, Duquesne’s curriculum has been augmented with the addition of the Department of Catholic Studies, an unabashedly interdisciplinary program currently designed to serve as a second major or minor with any other major at the University.

“’Interdisciplinary’ is really the key to all of this. Catholic studies is not theology. It’s not philosophy. That integrated principle is what we’re about,” said Kenneth Parker, the inaugural chair of the department.

As a University-wide initiative, Catholic Studies will draw on the faculty expertise and curricular resources from the nine schools at Duquesne—especially the various departments of the McAnulty College and Graduate School of Liberal Arts—to create a hub to explore the Catholic tradition, particularly as it aligns with Duquesne’s rich Spiritan mission. The department will encourage research and organize conferences, symposia and other scholarly endeavors.

Parker, the Ryan Endowed Chair for Newman Studies and professor of historical theology, said it makes sense for many students, “particularly those in the highly pressured programs like medicine or pre-law, to have courses that focus on the big questions: Why am I here? What is love? What is truth? What we’re about is really pressing those deeper questions.”

Parker and a small group of colleagues presented a formal proposal last fall to President Ken Gormley and Provost David Dausey, who always are looking for new programs and curriculum to keep pace with students’...
interests and needs. Within a month, their proposal was approved.

“It’s quite exciting that Ken Gormley and David Dausey recognize the importance of creating this opportunity,” Parker said. “President Gormley saw the value of an interdisciplinary program designed to bring together the rich diversity of disciplines on campus into a dialogue about the integrative potential of the Catholic world view.”

The development of Catholic studies programs was first established in the early 1990s. By last year, about 65 colleges and universities had Catholic studies programs, according to Gerriet Suiter, the department’s program manager. Suiter spent months comparing Catholic studies programs around the country to craft the best curriculum for Duquesne. The result was to create a program that highlights three areas:

Catholic culture—which considers the impact of Catholic tradition in literature, art, music, architecture or just about any place where the Catholic church has had a significant impact;

Catholic social thought—which considers the dignity of the individual, particularly the poor and those most in need, and questions about how to love one another in some of the most difficult situations; and

Catholic intellectual tradition—which considers the fundamental harmony between faith and reason.

The Rev. Drew Morgan, Ph.D., assistant professor of Catholic Studies, says the department’s creation takes advantage of the quality of faculty and educational offerings Duquesne already had been offering—but in a more visible way.

“We’re not bringing Catholicism back to Duquesne,” he said. “All of the parts were there. This is a way of making more explicit what is already present.”

Morgan emphasized that Catholic studies is horizon-expanding education that welcomes students of any faith. “We’re not promoting a Catholic world view as if it’s one of many world views. It’s a universal embrace of truth and beauty.”

While the program is naturally oriented to students with a Catholic background, it also is open to any student wanting to understand what makes Christians tick, particularly Catholic Christians. Even atheists are welcome, Parker said.

“What I love to point out to kids who come from no religious formation or who are going through their militantly atheist phase is that things they think of as cherished secular values have their foundations in the Catholic tradition,” he said. “That doesn’t mean there hasn’t been corruption, abuse and distortion by Christians and Catholics. This is not about whitewashing the problems of the past. But those problems don’t diminish the fact that those values and the tradition in which they’re rooted have continuing value.”

The goal, he said, is to “draw the attention of the 18-, 19- and 20-year-olds to this type of discipline.”

“There’s a hunger among students to dig deeper and understand our connectedness with one another—especially in this era of alienation and fragmentation. It’s our job to help them catch the vision,” Parker added. “Our Catholic Spiritan mission is to really bring home the message about the fundamental dignity of every human being and demonstrate that there’s breadth and depth and richness in the Catholic tradition.”

Kathleen Glenister Roberts, director of the University Honors College and professor of Catholic Studies, says the new program is an example of Duquesne adding depth, discipline, professionalism and a greater sense of purpose to students’ aspirations. Simply put, she said, Catholic Studies should help students answer the “why” of their education.

“The professional degree or practical money-making degree—you go to school to find out how to do that thing,” she said. “But you major in Catholic studies along with that other field to find out why you’re doing that thing and who it is for. The liberal arts and Catholic studies foster the kinds of thinking that allows our students to be leaders in their fields, to innovate and create, imbued with a sense of purpose that is informed by their Catholic faith.”

Parker is excited about the program’s future. “We’re barely out of the gate but we’ve become the facilitator of an international dialogue—a consortium of programs in Canada, the Netherlands and England—sharing information and ideas about Catholic studies.”

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FROM FESTIVE CAMPUS EVENTS TO NEWSWORTHY HAPPENINGS, THE DUQUESNE SPIRIT BRINGS PEOPLE TOGETHER.

We have a long record of attracting high-achieving students who care as much about community engagement as they do about academic accomplishments.

Joel Bauman, senior vice president for enrollment management, speaking on the record-setting 10,100+ Freshman Applications for this upcoming school year.

This space will create a greater sense of belonging, where students feel comfortable stopping by and hanging out.

Dr. Anthony Kane, director of diversity and inclusion, discussing the new space created for the Center for Excellence in Diversity and Student Inclusion on the second floor of the Duquesne Union.

Students participated in spring break “Staycation” events around campus including a Feast on Feast Day, Paint Night, Fire Pit Night, tropical trivia, snacks, waffle bar, craft making and more.

Surrounded by family and friends, Brianna Hollick, GP’17, L’20 and Mike Gallagher, A’13, were married in January 2020 by Duquesne’s own Fr. John Sawicki, C.S.Sp.

Recently married: Melina M. Williams, N’09, and John I. Henderson. John is an award-winning CNA (Employee of the Year) and Melina is a 12-year veteran, both at UPMC Shadyside Hospital treating COVID patients every day.

Our students and faculty weathered this past year in impressive fashion and showed that we can be safe, adjust as necessary and continue reaching for bigger goals.

President Gormley commenting on the DU community’s ability to provide on-campus living and learning opportunities for students throughout this challenging, but successful, academic year.

Fully vaccinated and ready to serve their community! Students working in health care settings received their second dose of the COVID-19 vaccine from their colleagues, student pharmacists in the Duquesne University School of Pharmacy, during on-campus clinics.

President Ken Gormley and his wife Laura with Cateri Christinis and Emma Brinton, both seniors on the swim team, as they embark on the Easter egg hunt sponsored by the Residence Hall Association.
A Famed Hall and a Hall of Famer
Basketball is as much sound as it is the fury of motion. The rhythmic
smacks on the wooden floor, the thumps of the backboard, and
frequent net swooshes and familiar squeaks of shoes chirping across
the pristine floor during pre-game warmups. This sonic array christened
Duquesne’s new UPMC Cooper Fieldhouse, home to future basketball and
volleyball competitions and the training hub for all of our athletes. With
a men’s basketball victory over Dayton on Feb. 2, 2021, the new facility,
located on the site of the former A.J. Palumbo Center, was reborn as the
ericenter for Duquesne University Athletics.

THE MOMENT

“It don’t give a damn if he’s striped or plaid
or polka-dot, Boston takes Charles Cooper of
Duquesne!” were the history-making words of
Boston Celtics owner Walter Brown when he chose
Chuck Cooper with the 13th pick (second round) of
the National Basketball Association Draft April 25,
1950, making the Duquesne alumnus the first African
American player drafted by an NBA team.

Cooper, who was inducted to the Naismith
Memorial Basketball Hall of Fame in 2019, was one
of three African American players who made an
indelible impact on the NBA in 1950-1951 along with
Nat “Sweetwater” Clifton and Earl Lloyd. Clifton,
the first African American to sign an NBA contract,
and Lloyd, the first African American to appear in
an NBA game—he took the floor one day before
Cooper—were inducted to the Hall of Fame in 2014
and 2008, respectively.

“I truly believe that if Chuck had not been taken
in the second round, which is a monumental thing,
I would not have been taken,” said Lloyd, 1950
ninth-round draft pick of the Washington Capitols.

THE REALITY OF RACISM

A capacity crowd of 2,600 squeezed into McKeesport
High School for Duquesne’s much-anticipated match-
up with Tennessee Dec. 23, 1946, when, according to
Jack Sell’s front-page story in the next day’s Pittsburgh
Post-Gazette: “About 15 minutes before Coach Chick
Davies’ Bluff-ite cagers were to take the floor against
Coach John W. Maurer’s University of Tennessee
Volunteers in a feature intersectional struggle on the
McKeesport Vocational High School court, the contest
was wiped off the schedule because the visitors from
Knoxville, Tennessee refused to compete unless assured
that Charles Cooper, freshman Negro cager from
Westinghouse High, would not be allowed to play.”

Davies, honoring the stand of Duquesne’s
administration, refused to yield to Maurer’s refusal to
send his team on the floor.

Judge Sammy Weiss, acting chair of the Duquesne
athletic committee, addressed the disappointed fans
on hand: “Speaking as a Duquesne Athletic Council
official, I insist that no player be barred from this
game by reason of race, color or creed. The principle
of the entire matter means more to us than a mere
basketball game.”

Cooper told his teammates he would not be offended
if they played without him. The players immediately
took the stand that they did not wish to play unless he
was in the lineup.

“It can’t say but so much about this,” said Cooper. “I
appreciate the position taken by my coach and Judge
Weiss. I am glad that they refused to compromise with
Tennessee, although I would have stepped aside rather
than disappoint all those people who turned out to see
the game. You can say, however, that I am glad and

“...not only a fine player, but also a sensitive,
intelligent guy who handled his pain with
class and dignity.”
proud that I am a student at Duquesne and a member of the basketball team.”

Said Duquesne’s legendary African American trainer Bruce Jackson, “I appreciate the pressure on all of you. I wish to say—speaking both for myself and Cooper—that Duquesne is to be congratulated on its stand.”

“We went to check into a hotel room where we were going to play that night and they weren’t going to allow Chuck to stay with us. It was a moment in time where you are standing with a close friend and you’re embarrassed for the world. You just don’t know what to say. You don’t know how to explain that type of overt stupidity. To this day I’m offended by it,” said Bob Cousy, Chuck Cooper’s roommate with the Celtics.

THE IMPACT

Cooper, who was enshrined in the Naismith Basketball Hall of Fame Sept. 6, 2019, was represented by his son Chuck III at the festivities in Springfield, Mass., Cooper was presented onstage by a virtual who’s who of NBA greats pictured below (L-R): Bill Russell (’75), Tom Heinsohn (’86), Ray Allen (’18), Dominique Wilkins (’06), Elgin Baylor (’77), Kareem Abdul-Jabbar (’95), Chuck Cooper III, emcee Ahmad Rashad, Mannie Jackson (’17), Julius Erving (’93), Larry Bird (’98) and Isaiah Thomas (’00). Two months later—a full 44 years after being inducted into the Hall of Fame—Russell, the first African American elected in 1975, accepted his Hall of Fame ring. The Celtics great didn’t attend the ceremony in 1975, citing “his own personal reasons.” Said Russell in a Nov. 15, 2019 tweet: “In ’75 I refused being the first black player to go into the (Hall of Fame). I felt others before me should have that honor. Good to see progress; ChuckCooperHOF19 @NBA.”

“When the NBA started it was segregated. By Chuck Cooper being drafted, it was the ownership of the NBA saying that ‘we can accept integration of the NBA,’” Kareem Abdul-Jabbar, Naismith Memorial Basketball Hall of Fame Class of 1995, said.

“He overcame the barriers of that time and he created a legacy that we benefited from,” said Chet Walker, Naismith Memorial Basketball Hall of Fame Class of 2012.

AFTER BASKETBALL

Cooper was a trailblazer off the court as well. After earning his master’s degree in social work from the University of Minnesota in 1960, he became the first African American department head in the city of Pittsburgh when was named the director of the Department of Parks and Recreation by Mayor Pete Flaherty in 1970. A couple of years later, he became the urban affairs officer for Pittsburgh National Bank (PNB), the predecessor of PNC Bank. At PNB, his impact was so impressive that over 40 years later, people are still inspired by what he did for the community. Cooper passed away at the age of 57 in February 1984.

“He was a selfless individual who was very easy to meet, and his agenda was always for the people of the community, not for him. I think one of the things you’re trying to do is give visibility to a person who really didn’t draw visibility to himself. To some extent that’s why he was so successful because he built relationships and worked as a teammate. It wasn’t about him. It was about the bank and it was about the community,” said Jim Rohr, former chairman and CEO of PNC.
Our Man in Columbus

ALUMNUS GREG KIRSTEIN BLENDS HIS LOVE OF SPORTS AND SERVING STUDENTS TO EXPAND HORIZONS FOR YOUTH IN OHIO AND AT DUQUESNE

By Ian Hurley

Trading Duquesne’s red and blue for that of the Columbus Blue Jackets wasn’t that hard for Greg Kirstein, L’82. His Duquesne law degree led him to bigger goals in Ohio where, for more than 20 years, Kirstein has been the senior vice president and general counsel for the state’s only National Hockey League club. He and a group of visionaries also brought the game to area youth through OhioHealth Chiller Ice Rinks, and improved the health and wellbeing of children with the Columbus Blue Jackets Foundation. Since its inception, the foundation has provided more than $11.6 million to the local community.

Born in Bethel Park, Pa., Kirstein grew up rooting for the Dukes. An avid fan, he often listened to the men’s basketball games on the radio. After high school, he became the first member of his family to attend college, studying journalism at Ohio State University. Kirstein returned to Pittsburgh in 1978 to attend Duquesne’s School of Law, earning his J.D. through the Part-Time Evening Program while working at law firm Dickie, McCamey & Chilcote during the day. The long days forged discipline and a greater sense of purpose for his career and life.

SERVING STUDENTS

Complimenting his impressive career, Kirstein is someone you’d enjoy having a drink with or inviting to your family barbeque. He extends that friendly Pittsburgh nature to his more recent work, helping Duquesne students learn how to network, develop professional skills and gain experiential work opportunities.

“I hope to show students, which I pointed out during Duquesne’s Career Road Trip series to Columbus, that if you want to get into sports, marketing, administration, college sports, sports law, whatever, in order to get a job, you’re going to have to go beyond Greater Pittsburgh.”

To help them thrive in the 21st-century workforce, he guides Duquesne students to expand their horizons and seek opportunities wherever they present themselves, which he describes as being “geographically mobile.” He also urges students to be “economically mobile,” and to work hard to get that first post-graduation job because it will help them to get their feet in the door and eventually on to a better second or third job in the future.

Kirstein’s service to the University and students began in 2008 by assisting the Athletics fundraising committee. In 2016, he joined the Alumni Board of Governors and volunteers on the Athletics Liaison and Communications and Marketing committees.

“It is not an obligation, it is a privilege,” he remarked with pride. With the onset of the “virtual world” amid the COVID-19 pandemic, Kirstein served as a guest speaker for the Office of Alumni Engagement’s Alumni Insights webinar series, where he shared his expertise on breaking into the sports industry.

LOOKING AHEAD

The complexity and breadth of Kirstein’s work keeps him on his toes, from negotiating contracts for the Nationwide Arena and the Blue Jackets’ television contract, to all of the food and beverage and employee contracts. “I like the variety. One day I’m cutting a minor league deal with the AHL team in Cleveland, the next day doing a scout’s contract, and the next day a coffee and donut contract for Tim Horton’s. It keeps the job interesting,” he said. Despite the challenges of operating a large business during the pandemic, Kirstein remains upbeat on the team’s future and focused on continuing the winning culture in Columbus.

As part of Greg Kirstein’s continued service to the University and its students, he hosted a Career Road Trip stop in Columbus for students to network with area alumni and learn about the city.
PHARMACISTS, STUDENTS TRAINED TO DELIVER COVID-19 VACCINE

Duquesne trained hundreds of pharmacists and pharmacy students over the past several months to deliver the COVID-19 vaccine.

The University's School of Pharmacy delivers the American Pharmacist Association's certificate program that trains pharmacists on how to deliver the COVID-19 vaccine and other immunizations and vaccinations. By early 2021, more than 400 Duquesne pharmacy students and more than 200 pharmacists locally and nationally received the certification and were eligible to deliver the vaccine. (Students may deliver the vaccine if supervised by an authorized pharmacist.)

"Through this certification program, we are meeting an important community health need," said Dr. Tiffany Hatcher, assistant pharmacy professor. "As the vaccine becomes more widely available, there will be a large need for pharmacists and other health professionals to provide vaccinations to the public. Our faculty and students are prepared to assist in this effort."

Duquesne pharmacy students already conduct chronic disease health screenings, assist in asthma clinics and help deliver flu shots in underserved areas, promoting health equity in the region.

The pandemic forced the certification training to pivot to remote learning, Hatcher said, just as the school began receiving an increasing number of requests for the training.

"Pharmacists were telling us that they had trouble finding anywhere that was offering the certification," Hatcher said. "We also saw an increasing number of hospital and health center pharmacists, who are not usually responsible for vaccinations, ask for it. We were one of the only schools offering this training."

Read more here: duq.edu/vaccine-admin

POLLOCK RECEIVES EDUCATOR AWARD FOR EXPANDING STUDENT HORIZONS

Duquesne Professor Dr. John Pollock received the 2020 Science Educator Award from the Society for Neuroscience (SfN) for his work in promoting STEM education and health literacy.

The SfN noted Pollock's illustrious career in inspiring students of all ages to learn more about science through his educational resources and his research on the neurobiology of pain.

As director of the University’s Partnership in Education, Pollock has developed a wide range of educational and multimedia resources for school children, including Emmy® Award-winning educational television programs, apps, animated movies and teaching curriculum, most of which is available for free to educators. Other outreach projects led by Pollock have celebrated Charles Darwin’s 200th birthday and involved a multi-year, city-wide partnership with several museums.

Principal support for his work has come from Science Education Partnership Awards at the National Institute of General Medical Science of the National Institutes of Health, among other federal and foundation grants.

Pollock’s board game about the immune system, You Make Me Sick, received a 2020 International Serious Play Silver Medal. He has also received the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring from the White House Office of Science and Technology Policy and the National Science Foundation and is a Fellow of the American Association for the Advancement of Science.

Read more here: duq.edu/pollock-award
NEW FELLOWS SELECTED TO DIRECT GREFENSTETTE CENTER

A new group of interdisciplinary scholars will lead the Carl G. Grefenstette Center for Ethics in Science, Technology and Law, which was established in 2019 to better understand how the rapid pace of technology, such as robotics and artificial intelligence, is impacting society.

Duquesne named four fellows to direct the center’s efforts and develop programming that addresses the complex issues created by technological advancements.

Dr. John Slattery, senior program associate at the American Association for the Advancement of Science (AAAS), will serve as the directing fellow for the team. An expert on science, ethics and religion, he managed a $6.5 million grant to oversee the Science for Seminaries program at AAAS.

The center’s fellows also include:

- **Dr. Nathan Colaner**, managing director of the Initiative in Ethics and Transformative Technologies at Seattle University, who has extensively studied and written on the ethical issues of big data management and the business use of artificial intelligence;

- **Dr. Matthew Gaudet**, lecturer of engineering ethics at Santa Clara University, whose research focuses on the intersection of moral theology and social science, with a particular interest in disability ethics, technology ethics, and the ethics of war and peace; and

- **Dr. Patrick Juola**, professor of computer science at Duquesne, who studies the psychology of language and created software that identified J.K. Rowling as the author of “The Cuckoo’s Calling” even though she wrote it under a pen name.

Read more here: duq.edu/grefenstette-fellows

LINKOV NAMED 2020 AAAS FELLOW

Duquesne Department Chair Dr. Faina Linkov was named a Fellow of the American Association for the Advancement of Science (AAAS) for her contributions to biobehavioral cancer research, global health work and improving publishing opportunities for scientists in the developing world.

Linkov is believed to be the first female faculty member from Duquesne to receive this recognition, furthering the University’s reputation for expanding student horizons by creating opportunities for women in STEM fields. Linkov serves as a volunteer mentor for women in STEM programs.

The AAAS, the world’s largest scientific society, elects fellows each year to recognize their efforts to advance science or its applications. A lifetime honor, fellows are selected by their AAAS peers.

“I’m honored to be selected as an AAAS Fellow at a time when the world needs science more than ever,” said Linkov, chair for the Department of Health Administration and Public Health at the John G. Rangos, Sr. School of Health Sciences. “Whether it’s developing a vaccine for COVID-19, finding better ways to treat cancer, or preventing infectious and chronic diseases, scientists are playing a critical role in improving global health.”

Linkov’s recent research interests included biomedical informatics; she worked on several cancer registries-based projects with the aim of using existing reportable data to help improve medical efficiency and public health. Her most recent study found that ovarian cancer patients treated with intraperitoneal chemotherapy experienced improved 10-year survival rates.

Read more here: duq.edu/linkov-fellow

US NEWS ONLINE

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<td>Master’s in Nursing for Veterans</td>
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<td>Master’s in Nursing</td>
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SCHOOL OF EDUCATION

Receives National Accreditation for Educator Preparation; is ONE OF ONLY FIVE institutions in Pennsylvania to earn this accreditation.

Corporate Knights magazine has ranked Duquesne University’s MBA Sustainable Business Practices program NO. 1 IN THE UNITED STATES AND NO. 4 IN THE WORLD in its 18th annual Better World MBA Rankings, which represents the top 40 programs from 10 countries.

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Robert S. Barker, A’63, L’66, GA’74, Duquesne University Distinguished Professor of Law Emeritus, was a panelist and commentator on the virtual program, A Toast to the Peace Corps, celebrating the 60th anniversary of the establishment of the Peace Corps by President John F. Kennedy. Professor Barker was a Peace Corps volunteer in Panama, 1967-1969. He also recently spoke on La Teoría Falaz de La Constitución Viviente at the Inter-American Bar Association virtual seminar on Constitutionalism in the Americas.

Carole Kovalic Holahan, E’67, has been appointed to professor emerita of health behavior and health education in the Department of Kinesiology and Health Education at the University of Texas at Austin. She is the lead author of a book with Stanford University Press, The Gifted Group in Later Maturity, which describes the lives of the members of the Terman Study of the Gifted, a 70-year study of gifted children.

John J. Kudlik, BA’65, MA’67, retired from his position as a professor of history with the Community College of Allegheny County. He earned a Ph.D. from Harvard University in 1986 and had been associated for many years with archaeological projects in Denmark and Sweden related to medieval trade and market sites.

Eleanor Parente Osborn, E’66, moved cross country from Florida to the San Diego area to be near her children and grandchildren in June. Duquesne and Pittsburgh will always be close to her heart.

Melanie Marie Bajorek, GE’79, GA’07, is now a volunteer chaplain with the Palliative Care Team at Allegheny General Hospital in Pittsburgh after serving as an English language secretary in the Vatican Secretariat of State for 10 years.

Lisanne Green Gross, E’77, retired from federal service for a total of 37 years of government service following a 20-year active duty Army career. She was recognized and honored by the Army Medical Department & Defense Health Agency.

David S. Pollock, L’74, partner of Pollock Begg, is approaching his 25th anniversary on the list of Best Lawyers in America, as voted by peers regarding the legal acumen in their respective specialties.

Jonathan Klemens, S’70, P’76, GB’07, an 18th-century historian and lecturer, was elected president of the Depreciation Lands Museum.

Lawrence J. Casey, L’83, was named to 2020 Massachusetts Super Lawyers, Best Lawyers in America 2021 and 2020 Chambers USA.

Denise Hinds Roach, A’82, L’86, was appointed as federal immigration judge in June 2020. Judge Hinds Roach earned a Bachelor of Arts in 1982 from Duquesne University and a Juris Doctor in 1986 from Duquesne University School of Law. Her prior experience includes serving as a family court judge in St. Croix, Virgin Islands, and as a designated Supreme Court justice on the U.S. Virgin Islands Supreme Court.

William Caye, A’90, L’93, was appointed to sustainability and recruitment committees for the Executive Board, Pennsylvania Sports Hall of Fame Western Chapter.

Lezlie DelVecchio-Marks, A’98, GE’00, has been elected as the southwestern regional representative for the Pennsylvania School Counselors Association representing all school counselors in the southwestern counties of Pennsylvania on the PSCA governing board.

Father Matthew Ernst, M’98, recently published an article in the journal Questions liturgiques/Studies in Liturgy: Thematic Observations on Lazarus Saturday in Early Hagiopolite Practice.

Lara Carcione Klick, E’90, was promoted to vice president, chief patient experience officer at Tampa General.

Joseph Matzze, M’92, released a new album titled Classical Guitar which features solo guitar arrangements of opera arias, jazz standards, pop, folk and hollywood songs.

In MEMORIAM

Linda Dickerson, GA’97 passed away in Greensburg, Pa. on Sept. 26, 2020 at age 59. Diagnosed as a child with a rare neuromuscular disease, Dickerson founded Executive Report magazine in the mid-1980s, advised political candidates, served as a consultant to local small businesses and nonprofits, and was CEO of the National Aviary from 2007-2009. The first chair of Allegheny County’s Regional Asset District, Dickerson served on numerous other civic boards and was a lifelong advocate and inspiration for people with disabilities. She was named to Duquesne’s Century Club of Distinguished Alumni in 1999.

Joseph Matzze, M’92, released a new album titled Classical Guitar which features solo guitar arrangements of opera arias, jazz standards, pop, folk and hollywood songs.
Marriages


Kelly Lehman, E'06, married Matthew Clark on Sept. 11, 2020.

Nathalie Leng Kelly, E'18, and Brian Kelly BA'18, M'S'20, were married at the Chapel of the Holy Spirit.


Rachel Leigh Prahl, B'O8, married Thomas Lewis.

Kathryn VanDeever, L'16, married Chris Gioia, a Navy reservist, volunteer firefighter, guidance navigation and controls engineer.

Larissa (Estes) White, BS'03, married Matt W. Sargent, on Aug. 15, 2020 in New York.

Kate (Boor) Boswell, HS '07, married John F. Simon, A'55, on Aug. 15, 2020 in Southport, Nc.


Louis D. Vottero, P'54, married Margaret B. Martin, on Aug. 1, 2020 in Southport, Nc.


In Memoriam

Sharon Green, Ph.D., passed away in Pittsburgh on Aug. 4, 2020 at age 73. After raising her two children, Green earned her doctorate in accounting from the University of Pittsburgh. She taught for five years at the University of Wisconsin before joining Duquesne’s faculty as an associate professor of accounting, serving for 20 years before retiring in 2014. She is survived by her husband of 31 years, James Weber, professor of business ethics and management in Duquesne’s Palumbo-Donahue School of Business.

In MEMORIAM

Denise Dinwiddie died on Oct. 9, 2020 in Pittsburgh. Dinwiddie was an original staff member of the Rangos School of Health Sciences, where she last served as director of Management and Budget.

New Arrivals

Kate (Bloor) Boswell, HS '07, and Jon Boswell, B'O7, GB'09, welcomed their son Chase Tyler.


Deirdre Haas, GP'05, gave birth to son Henry Michael on April 14, 2020.


In Memoriam

It is with deep sadness that we list the following alumni and friends who recently passed away. This list is provided through Duquesne’s Advancement Services office and includes deaths reported to us between Nov. 11, 2019 and June 26, 2020. If you have information about an alumnus or friend who is not listed, please contact the Office of Alumni Engagement at 412.396.6209 or alumnionline@duq.edu.

William A. Duffy, A'43
Anna Marie Kraft, N'45, E'62
Pauline A. Perenko, N'45
Janet Lee Snyder, E'47
Annette M. Young, N'47
Margaret F. Todd, E'48
Gilda I. Clista, E'49
Q. F. Cordera, S'49
Edward J. Moritz, B'49
Charles J. Murphy, B'49
Gene L. Ricci, B'49
Edwin F. Ashoff, A'50
Marie W. Donahue, A'50
Leroy K. Groff, B'50
Joan A. Opatken, P'50
Vincent J. Turriiziani, B'50
Frank J. Ipolito, B'51
Anthony G. Kanda, S'51
Xavier A. Knipling, E'51
John M. Martin, E'51
John M. Murray, E'51
Rev. Jonathan E. Murrman, OSB, A'51
Doris M. Rohl, M'S'51
Paul R. Russell, M'51
James G Carr, S'S2, P'57
Robert G. Dippel, A'52
Lillian R. Franz, N'52
Ralph F. Braun, E'52
Richard Wollenschlaeger, A'52
Ralph F. Bahn, E'53
Sr. Edna Marie Meyers, E'53, GE'57
Joan M. Riggs, M'53, GM'65
Sr. Terence M. Spencer, E'57, GE'72
Catherine M. Dren, E'58
Harold H. Holder, B'58
Eugene J. Houllion, A'58
Robert G. McCarty, B'58
J. Joseph Bodine, B'59
Sr. M. Charlotte Gambol, VSC, E'59
Paul B. Hook, B'59
Joseph J. Kahler Jr., B'59
Richard T. Bartulski, GE'60
Sr. Clareice Carlson, CDP, E'60
Donald F. DiMarco, GE'60
George J. Jakabsin, B'60
Agnes Martinko, Ph.D., GE'60
James McGarry McKenna, B'60
Denis M. Palmer, B'60
Sr. M. Celine Rachwal, SDR, E'60
Helen A. Shoff, P'60
Matilda A. Betres, E'61
Alfred W. Ferency, B'61
Dorothy J. Franckel, A'61
Rosemary Karycki, A'61
Patricia Phillips, A'61
Charles W. Rooney Jr., B'61
Dr. Arthur G. Wentz, B'61
Frank T. Zbozny, Ph. D., A'61, A'64
Vincent M. Coughlin, A'62
Frances L. Line, S'62
Leo M. Rauterkus, E'62
John J. Sheridan, P'62
Joseph Anthony Streppa, A'62
Geraldine A. Vukelic, P'62
Mary L. Watkins, E'62
Robert L. Zeiders, GB'62
Charles E. Donnelly, B'63
Donald Giordano, E'63
Frances R. Kalmer, N'63
Michael J. Kavanagh, Ph.D., A'63
Edward G. Krizan, E'63
Robert C. Lee, A'63
Barbara Jean Lutz, R.N., N'63
Sr. M. Electa Schmidt, IHE, GE'63
Robert C. Burke, A'64
Allouise Seibauer Coffy, E'64
Lawrence J. Isabel, B'64
Sr. Terence M. Spender, E'64, GE'72
Samuel M. Balis, B'65
Michael H. Burkart, B'65
Sr. M. Esth Didomenico, SSJ, E'65
Sr. M. Petra Flavin, OP, GE'65
Albert Getlak Jr., A'65
Raymond A. Giudici, Pharm.D., P'S6, GP'69
William R. MacDonald, P'65
Christopher R. Pignoli, GM'65
Sr. Maria Porter, E'65
Donald F. Saltzman, B'65
Thomas R. Trainer, E'65, GE'68
Sr. Elizabeth Bertoldi, OSBM, E'66, GE'69
Richard L. Crouse, B'66
James F. Deal, GE'66
Geraldine M. Killeen, N'66
Joseph Ludwig, Esq., L'66
Regis P. Milan, B'66
Ronald J. Pollock, S'66
David S. Sieber, B'66
Michael T. Twardy, GE'66
Jon F. Nivus, Esq., E'67
Isabelle G. Price, A'67
Lois A. Ahlborn, N'68
Edward W. Bartosh, GE'68
Susan A. Machado, E'68
Joseph S. Milazzo, P'68
John E. Ratti, A'68
John A. Sarkis, E'68
Rev. Bradley L. Caddell, GE'69
James P. Dorgan, Ed.D, A'69
Margaret B. Grace, E'69
Robert R. Lawson, GB'69
Carol J. Michalowski, A'69
Joseph G. Mucci, GE'69
Charles Stanett, USAF, B'69
George M. Butko Sr., B'70
Eleanor Schano died Nov. 9, 2020 at age 88, in Pittsburgh. Schano interrupted her studies at Duquesne in 1952 to take a job as a television weather presenter and announcer at what is now KDKA-TV. Seven years later, she became the market’s first female general assignment reporter at WTAE-TV, and in 1970, Pittsburgh’s first woman solo anchor at what is now WPXI-TV. Over a pioneering 60-year career, Schano also hosted radio and television talk shows and mentored succeeding generations of women journalists.

Rhonda Gay Hartman passed away on April 7, 2021 in Sewickley, Pa. Hartman joined the Duquesne Law faculty as an adjunct professor in 1994, teaching courses related to law and medical ethics, health care and children’s issues. She helped to develop the School’s concentration in Health Care Ethics and served as its advisor, while also working with the University’s Center for Health Care Ethics and publishing extensively in her specialties. In 2015 she became a visiting professor, adding a course in Torts, and became a full-time faculty member in 2018, creating the School’s professionalism program for first-year students. She was named a Distinguished Lecturer in 2020. “Professor Hartman was a treasured member of our Law School family,” said University President and former Law Dean Ken Gormley. “She exuded professionalism, grace, and warmth in our halls and in her service to the community.”

Louis Vottero, P’54, passed away on Sept. 12, 2020 at his home in St. Andrews, New Brunswick, Canada. He taught a generation of pharmacists as professor, assistant dean and interim dean of the Rabbe College of Pharmacy at Ohio Northern University. Vottero served as the treasurer of the American Institute for the History of Pharmacy and was the first recipient of the Institute’s Robert P. Fischelis Award in 2015. He was named the 2003 Distinguished Alumnus of the Duquesne University School of Pharmacy.
Alumni and President Gormley Catch Up During Virtual Roadshows

During a zoom-chat with nearly 50 participants in the Southwest Pennsylvania Alumni Virtual Roadshow, Colette Silvestry, a 1983 graduate of the Mary Pappert School of Music, proudly shared with President Ken Gormley and others that she had ordered her Duquesne ring as a special Christmas gift.

Despite restrictions brought on by the pandemic, President Ken Gormley was able to connect and engage with scores of Duquesne alumni through regional virtual alumni “roadshow” events.

The six virtual roadshows conveniently offered those normally unable to attend in-person events a chance to network and interact with the president, alumni staff, former classmates and other Duquesne alumni. Participants also had the chance to hear the latest news from the University, including campus happenings, details about this year’s Homecoming, opportunities to volunteer and details on upcoming virtual events. Alumni also shared their own updates and news.

Check out myduquesne.duq.edu/events for more information on upcoming virtual and in-person events that will be scheduled once pandemic restrictions have been lifted. Alumni also can visit duq.edu/alumni for the latest details on about what’s happening at Duquesne, events, how to get involved and stay connected.

HOMECOMING 2021

Visit duq.edu/homecoming for more information.

REUNIONS TO INCLUDE:
• Alpha Phi
• Alpha Sigma Tau
• The Third Alternative
• Gamma Phi Beta
• Kappa Sigma Phi
• Sigma Lambda Phi
• Tau Kappa Epsilon
• Zeta Tau Alpha

ADDITIONAL HIGHLIGHTS:
• Tailgate, School Events
• Football
• Bingo
• Volunteer Awards and recognition of all alumni volunteers during our Sunday Brunch

Please note that decisions regarding the ability to host in-person events due to COVID-19 will be made closer to the event date.
In addition to links to Duquesne University news, campus resources and alumni discounts, app users can also:

- **Explore** the many ways alumni can join one of our volunteer groups. Once in the group, alumni will be notified of all related volunteer opportunities and given the opportunity to sign up within the app!

- **Register for events**. Scroll through the list of events and use the provided registration links to sign up for events offered by the Office of Alumni Engagement.

- Use the Connect button to **search for other alumni**! The search feature under “Connect” will allow users to search for other participating alumni based on name, common groups, graduation years and field of study.

Do you live or work in one of our Chapter areas? **Join the Tassl group associated with your Chapter.**

You can find Tassl in your mobile device’s app store. **It is available for both iOS and Android.**