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**Human Connections, Unsung Heroes, Michael Stegman and Jelena Janji."**

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These past months, a pandemic has kept us apart from one another in many ways, yet we dug deep into our resourcefulness and resolve, and found ways to stay together.

Whether we’re partnering remotely via Zoom or working together in classrooms or offices, it’s important that we celebrate the ways we’re truly connected to each other. Too often, we find ourselves divided in a variety of settings—by misunderstandings, social structures, and inequities that we continuously strive to overcome. And in these past months, these divisions have been exacerbated, as we’ve been forced to distance ourselves for reasons of health and safety while navigating other pressures and challenges.

The individuals you’ll read about in this edition of Duquesne magazine remind us how connected we truly are: from nursing alumni who have cared for others on the front lines of the health crisis; to Spiritan campus ministers who have found creative ways to offer spiritual strength. You’ll also find stories about faculty adapting so they can continue their work of providing a first-rate education to our students even in the midst of a pandemic.

Many individuals worked tirelessly behind the scenes so that we could reopen our campus and further our historic Spiritan mission: to serve God by serving our students so that they, in turn, can serve others. From our very humble beginnings, that’s what it has always been about at Duquesne: recognizing need, reaching out, making connections – and making a meaningful difference in the lives of others.

I trust these stories of our students, faculty, and alumni will hearten you as we face what lies ahead with strength and determination, so that we can continue to advance our historic mission of service to others. Enjoy the magazine; and I hope that you and your families stay safe and healthy.

Sincerely,

Ken Gormley
Duquesne University President
ALONE T

HUMAN CONNECTIVENESS
ALONE TOGETHER: IN A GLOBAL PANDEMIC

By Emily E. Stock, A’17
FEW ACTIVITIES WE DO TOGETHER LOOK THE SAME NOW.

Classroom instruction has moved online, church services are hosted on Facebook Live, family reunions have been reconfigured to family Zoom chats. The changes have forced us to redefine personal and communal infrastructures we have spent lifetimes fashioning. As humans hard-wired to be social creatures, we are finding a way.

To find our way, we are redefining social norms, seeking music therapy, coping through artistic expression, negotiating new communication needs and learning how the dignity of personhood is not always comfortable. The pandemic has proven that we will always find ways to connect, even if that connectiveness looks different.

Duquesne faculty across the University engage in work related to human connectivity and relationships. Experts in sociology, music therapy, psychology, communication and theology have shared how they have seen their work reflected in their lives throughout the pandemic.

REDEFINING SOCIAL NORMS: DR. ANITA ZUBERI, ASSISTANT PROFESSOR OF SOCIOLOGY

For most people—Dr. Anita Zuberi included—making new connections during a pandemic has not been easy.

“We don’t have much space at the moment for organic social instances,” says Zuberi. “We are heavily reliant on social networks we already have. If we are meeting new people, it’s typically a friend of a friend or someone already connected to your personal network.”

Like many Americans, Zuberi has taken to visiting her local park with her daughter. Normally, Zuberi says she would smile at passersby to signify a friendly social interaction. Now—adding masks to the mix—we are forced to amend that social behavior.

“Norms are what we have learned through socialization—what people expect of us and what we expect of others,” says Zuberi. “Now that we are physically distanced, we are learning new ways of social interaction.”
While the pandemic has physically distanced us, she says it also has provided time to connect more and strengthen ties with our current social circles. “I talk to my mom every day now, which is something I would typically do two to three times per week,” says Zuberi. “We are interacting more with people we don’t see very often, which is great if you already have a good social network. But for those new to a city or just graduating from college, it’s tougher to establish new relationships virtually.”

Zuberi’s scholarly research involves urban poverty and the role of the neighborhood context in shaping the health and well-being of low-income families. With coronavirus-related business closures and skyrocketing unemployment rates, the housing arena has been heavily impacted. Zuberi says that this can leave tenants struggling to pay their rent. Some banks have been offering temporary pauses on mortgage payments to ease the burden on landlords, but many human services and philanthropy organizations have also come together fill in those gaps.

“The pandemic has revealed a lot of inequities in society, but it has been encouraging to see that people have really come together to try and make things better for others,” says Zuberi. “We have been seeing a lot of empathy right now because we simply have more time to pay attention to social issues and act upon them. I am hopeful it will continue as the economy continues to open up.”

**SHARING IN MUSICAL EXPERIENCES:**

**DR. ELAINE ABBOTT, CHAIR AND ASSOCIATE PROFESSOR OF MUSIC THERAPY**

As a practicing music psychotherapist, Dr. Elaine Abbott is used to meeting with clients face to face, connecting on a non-verbal level and improvising together to make musical meaning. “When I’m with a client, I can attend to them on physical and emotional levels, paying attention to their hand and eye movement and heart rate, and match my playing with those visual cues,” says Abbott. “To not meet in person has turned the profession upside down, but I’m thankful to have telehealth as an option. Some connection is better than none.”

The music therapy profession is centered on using music interventions to address physical, emotional, cognitive and social needs of a group or individual. Techniques include listening to, reflecting on and creating music to improve a client’s well-being. “Making music can impact certain cortisol levels, which aid in stress reduction,” explains Abbott. “When we make music, we have an opportunity to
express ourselves and our current state of being. Being heard leads to that feeling of connection.”

Abbott says music can strengthen human connection in two ways: by listening to music with others and by making music with others.

For example, during the COVID-19 pandemic, musicians have brought people together by live-streaming performances on social media. The Mary Pappert School of Music similarly streamed previously recorded performances during its A Little Friday Night Music concert series on its YouTube channel.

“We are existing in a shared space through listening to the music, even when we aren’t physically together,” says Abbott. “It creates a psychosocial, spiritual space where we are sharing in the experience together. Social media also allows us to dialogue with both the performers of the music and fellow listeners.”

In terms of making music together, Abbott says that community drum circles (the School of Music hosts one monthly) give participants opportunities to feel heard and belong. She says participating in the drum circle is not about “sounding good,” but is more about expressing oneself, while playing off of one another’s rhythms.

Due to COVID-19, some community drum circles have moved to Zoom, but the nature of the experience has not changed.

“Drum circle is different each time, depending on who is gathering in the space and how they are feeling that day,” says Abbott. “But even through our differences as individuals, music gives us a shared sense of our own humanity.”
COPING THROUGH ARTISTIC EXPRESSION: DR. ALEX KRANJEC, ASSOCIATE PROFESSOR OF PSYCHOLOGY

If you’re feeling stressed, anxious, depressed and/or unmotivated due to social distancing measures and lack of social interaction, you’re not alone, says Dr. Alex Kranjec. The hormone oxytocin, anecdotally known as the “cuddle hormone,” regulates the salience of social stimuli in the brain. Oxytocin is released when we bond socially, particularly through physical touch. Much of the brain is used for social cognition, so the current lack of social stimuli leaves us feeling lonely and upsets our neocortex.

“When the pandemic started, art was at the center of our physically distant experience. ... Art played an important social role.”

Making art, Kranjec says, has been a way to cope with these feelings of loneliness and isolation.

“When the pandemic started, art was at the center of our physically distant experience,” says Kranjec. “We were recreating famous works of art in our living rooms and sharing them on social media. Videos of Italians singing, dancing and playing music from their terraces went viral. Art played an important social role.”

Kranjec’s research focuses on neuroaesthetics—how the human brain perceives and reacts to beauty and art.

“As the pandemic has progressed, our reactions are less ‘cute.’ With everything going on—relating to both the pandemic and social justice issues—sharing art in this way may seem somewhat frivolous now,” says Kranjec. “As a psychologist, while I have a lot of respect for why it’s happening, it’s upsetting to see the decline in artistic responses because art is something a healthy society is able to produce.”

Kranjec says our ability to create and share meaningful responses and dialogue about art sets us apart from non-human animals.

“Despite all the uncertainty, days can feel very monotonous, and in my experience the greatest artistic experiences are spontaneous,” explains Kranjec. “We now need to put more effort into seeking those experiences.”

NEGOTIATING COMMUNICATION NEEDS: DR. JANIE FRITZ, PROFESSOR OF COMMUNICATION AND RHETORICAL STUDIES

Dr. Janie Fritz teaches about the relational impact of communication, so she is acutely aware of how the pandemic’s reshaping of how we communicate is affecting our ability to make meaning in our relationships.

“We miss the spontaneity of hugs and meeting up and the things that give us a sense of place—like smells, sounds and a panoramic vision of the space,” Fritz explains. “Now, we are interacting on video chat and it’s almost too convenient. I actually miss the inconvenience of getting ready and putting effort into going to meet someone.”
Fritz advises that people in relationships—friendly, familial, romantic or otherwise—need to set expectations and boundaries in terms of how and how often they intend to communicate, especially during a pandemic. Working from home, we are most likely interacting with our spouses, children, parents or roommates more than usual and there is a need for healthy separation.

“One friend reached out to me recently and told me she wished she would hear from me more often. It wasn’t something I had considered, since we were communicating enough for me,” explains Fritz. “But she was looking for increased frequency of communication and we needed compromise. I had to accommodate her needs while not overextending myself.”

Fritz says that the ebbs and flows we feel in our communication needs during the pandemic are normal. We have opposing forces in our relationships—the need for autonomy and interconnection. “We are living in a stressful time and stress shapes the way we respond to encounters we normally find pleasant.”

With work meetings moving online, interruptions from barking dogs, package deliveries and playing children have become the norm and we don’t have as much separation between our public work lives and private lives.

She says we have to be willing to give people some grace and understanding. “Encouraging one another is important. Thanking people matters. Just being there for one another is comforting,” says Fritz. “I want to practice what I preach in terms of what I teach in communication. These principles are not just theoretical, they matter.”

“...we are physically more isolated but feel a new sense of connection, realizing on whom we depend for our well-being.”

“...we are physically more isolated but feel a new sense of connection, realizing on whom we depend for our well-being.”

UNDERSTANDING THE DIGNITY OF PERSONHOOD: DR. MAUREEN O’BRIEN, ASSOCIATE PROFESSOR OF THEOLOGY

For Dr. Maureen O’Brien, the pandemic—particularly the early stay-at-home orders—has reminded her of how interdependent humans are on one another.

“We depend on essential workers for things like medical care, food, water, electricity—we are physically more isolated but feel a new sense of connection, realizing on whom we depend for our well-being,” says O’Brien.

O’Brien—who identifies as a Catholic Christian and studies mainly the Judeo-Christian faith tradition—defines personhood as having inherent human value, despite differing worldviews, faith traditions and political affiliations. This means that every person is deserving of being loved and cared for, having basic needs met and opportunities to flourish.

“But there are things that get in the way of that. In Christianity, it’s defined as sin—not only against God, but against our fellow human beings,” explains O’Brien. According to O’Brien, in the Jewish tradition, the Hebrew phrase tikkan olam or “repair of the world” recognizes that we as humans are continuously damaging our relationships with one another and the world. Within this tradition, humans are called to seek to repair this damage in participation with God to make things whole again.

O’Brien says Judeo-Christian traditions are increasingly recognizing wisdom of indigenous cultures and moving away from Western Individualism. She has seen a shift in contemporary Christian theology to emphasize our joint humanity. Christian theologians have been aided in this recognition by sources such as indigenous spiritual traditions—particularly Native American and African spiritualities—which focus strongly on interconnectedness. She points to the African-influenced expression in the mural on Duquesne’s Laval House, titled I Am Because We Are, as a strong visual representation of this concept.

O’Brien has witnessed interreligious human connections form and strengthen throughout the pandemic and more recently with issues related to social justice. “People with varied religious affiliations—and no religious affiliations—have pledged support of the Black Lives Matter movement, united by shared visions of what a just society should look like,” she says. “There are certain values that are universally important—human dignity, rights to fulfillment of basic needs—that transcend faith traditions and bring us closer together.”

While encouraged to see people come together to fight for positive change, O’Brien says it’s important to recognize we also are connected with other humans through negative feelings and aspects of the human experience.

“God has created our world with openness of possibility through which things like pain and loss can and do occur,” O’Brien explains. “We can’t always avoid pain and loss, but our ability to feel that pain helps us to empathize with others. Having empathy is to consider our shared humanness and our mutual calling to care for all things.”

Visit duq.edu/magazine for more on Alone Together
Things that aren’t there anymore:
A NOSTALGIC LOOK AT SIGHTS FROM DUQUESNE’S CAMPUS ON THE BLUFF.

Before the renovations in the 1990s, the Student Union had a large ramp to allow access from Academic Walk. The construction of College Hall can be seen in the background of this photograph, circa 1967.

Like many individuals and institutions during the Second World War, Duquesne had its own Victory Garden, pictured here in a contemporary postcard. The expansions to Hanley Hall were later built on this site.

Pictured here with other volunteers, Duquesne’s eighth president, the Rev. Vernon F. Gallagher, C.S.Sp., who is credited with personally designing and constructing the Lourdes Grotto at the corner of the Bluff in 1954.
UNSUNG HEROES

THE DU COMMUNITY STEPS UP TO HELP IN CHALLENGING TIMES

By Ken Walters and Gabriel Welsch
Hundreds of students, parents and alumni in Pittsburgh and around the country shared photographs of the words. For many, the sentiment became an important rally. The four phrases showed up on whiteboards, in email signatures and on flyers—even as campus emptied over days of people departing.

Christy, Duquesne’s director of Campus Ministry and University chaplain, then launched a series of one-minute video meditations. Sometimes in his collar, often with a fedora and, lately, a mask, Fr. Bill sought to provide grounding amid the shifts wrought by the pandemic.

Amid the chaos, people sought strength of mind and spirit. The first Mass in the Chapel that occurred after campus closed was both eerie and a source of comfort. Fr. Bill noted, “We had 593 views for our Mass on Sunday. It was at once the smallest Mass and the largest Mass of the semester.”

At the same time, the University’s faculty swept into a new mode. In just one week, more than 1,500 people turned to Zoom. While the platform is ubiquitous now, and has become a verb in the same way as Google or Snap, it was fairly unknown in March.

More than 250 people attended trainings put together in that week. Faculty converted more than 1,200 courses to remote instruction. Life went on, but in grids, with people forgetting their mute button, with screen shares aplenty but also with people discovering novel approaches to their work.

“The tools help create a greater sense of purpose for activities employed in my courses,” said Kristen Coopie, assistant teaching professor of politics and director of Duquesne’s Pre-Law program. “Presentations include interactive activities, survey or comprehension questions, and students can post their own audio or video comments to contribute.”

Coopie says one of the most unexpected benefits of online learning has been the enhanced ability to see data about student performance: logins, access of course materials, even how many minutes/seconds are spent answering a question on a test.

“I can see which topics may take more time to grasp,” Coopie said, “and use that knowledge to improve my teaching strategies.”

John Viator, professor of biomedical engineering, sees other benefits. “Zoom can record and store lectures, and its automatic transcript generation and the search capability means a student can access my 50-minute lecture and find the single instance when I said ‘Abelian’ or some such word, efficiently finding the relevant sections without wading through other parts.”

Each day brought new directives from federal, state and local health officials and leaders. As the campus worked to follow recommendations, the University churned emails to its people.

“Having a kid in college is stressful enough, especially when they are hours away and making their way in the world without you. Knowing what is happening on campus and what the University is doing for students helps—a lot,” said Gail Towns, parent of a Duquesne student and herself a higher education professional in New Jersey. “Before and during the pandemic, hearing from the University was important for peace of mind, for context whenever there was a crisis, and honestly, for making sure my daughter was aware of certain deadlines, special programs, streaming events and more.”

The semester finished, and entered Duquesne history as one of the most odd and frustrating periods Dukes have
faced. But they did so with the sort of grit for which its faculty and graduates are known.

Col. Regis Canny, a 1974 business alumnus retired from the United States Air Force, wrote of that spirit in a letter to the University in March.

“Since this pandemic has struck our nation, I have turned my Duquesne ring around so the ‘D’ is facing me, as it is to be worn while an undergraduate,” Canny wrote. “I do it so that the spirit of my beloved university can help me to make the right decisions during this most difficult time. And when our nation is safe and the crisis has passed, I will PROUDLY turn the ring back around so the ‘D’ is facing out, so that others may benefit from the exceptional spirit that Duquesne University generates.”

By April, the University’s campuses in Rome and Dublin were closed, and the Bluff was all but empty except for a handful of students who could not, for various reasons, return home. Among them, too, were the people who kept the University running and secure—and preparing for whatever the fall would bring. Those people—the men and women behind the scenes—became the unsung heroes who prepared Duquesne for the fall.

A WORLD TURNED UPSIDE DOWN
For the employees responsible for taking care of Duquesne’s campus, the process of closing down the University due to the COVID-19 pandemic was like turning the world upside down. Students were quickly moved off campus mid-semester and new procedures and requirements were developed and implemented in hours and then revised days later, as news about the pandemic evolved.

And then there was the quiet. A campus filled with thousands of students, faculty and staff one day, virtually desolate the next.

“It was sort of terrifying at first,” said Bill Zilcosky, the University’s senior director of facility services and operations, who has been working at his campus office since the pandemic began. “But then you start to get used to it. And now, we are preparing for everyone to return.”

For the unsung heroes in Duquesne’s Facilities Management division, the pandemic brought a wave of new challenges that required quick action, resourcefulness and the flexibility of an Olympic gymnast. Here are some of their perspectives as the pandemic took place and a behind-the-scenes look at preparing for the reopening of campus.

FILLING THE SUPPLY CHAIN
If you found yourself frustrated by the shortage of supplies at your local supermarket during the early days of the pandemic, Zilcosky can definitely relate. Except he’s part of a team responsible for supplying an entire campus.

Having been part of a team that prepared for SARS, Zilcosky knew the University would need to acquire personal protective equipment immediately, and it would be tricky.

“We knew that Office Depot and our usual suppliers were out, so we used different methods and suppliers to acquire what we needed,” Zilcosky said. “Working with Rod Dobish (Duquesne’s associate vice president of Facilities Management) and Julie Wetzel (assistant director of University Procurement) and our finance team and receiving group, we streamlined our purchasing process and bought items early to ensure that we had supplies.”

Faculty, students and staff who returned to campus were the beneficiaries of Zilcosky’s work, which included procuring hand sanitizer, disinfecting wipes and cleaning products for the start of the semester.

“Of course, we are still working to procure these materials for winter, spring and next summer,” he said, adding that his team continues to work with suppliers to ensure necessary materials are at the ready.

“Everything is in constant motion and decisions are based on real-time data,” he said. “It’s going to be a moving target but we’re ready.”
COVID-19 DESIGN CHIC (AKA PLEXIGLAS)

The University’s Facilities team knew that the return to campus would also require changes to the buildings. More than 360 new hand sanitizer stations were placed on campus during the summer, and barriers would be needed to promote physical distancing.

“It became clear early on that we had new requirements,” said Linda Mihalic, director of maintenance operations. “We started to look for Plexiglas barriers and the search was pretty intense.”

One of the problems was that the need for Plexiglas was growing throughout the country, and that suppliers’ delivery dates kept slipping deeper into the summer.

“Fortunately, we were able to source it from two local companies,” she said. “We didn’t wait for them to deliver it. Our staff went to their location to get the Plexiglas immediately.”

Once in hand, the team went to work installing Plexiglas in offices, classrooms and public spaces, such as the information center in the Union.

“We wanted the Plexiglas to be more than functional—we wanted it to look nice,” she said. “We have very skilled carpenters who helped build the structures so they are well crafted. You don’t see that in a lot of places, but we take a lot of pride in what we do. It’s important that it looks good, even if it’s just Plexiglas.”

WORKING TOWARD A NEW NORMAL

While the coronavirus had most of us working from home, much needed to be done on campus. Building systems, such as heating, air conditioning, electrical and water, needed to be checked regularly. Maintenance work on dorm rooms needed to be done sooner than usual due to earlier fall move-in dates. Staff schedules and assignments were adjusted to meet CDC requirements to help ensure workers remained healthy and safe.

“Adversity has really brought out the best in our team,” Mihalic said. “We’ve had employees exercising skills that they don’t usually use and working with people they don’t normally work with. It’s been very impressive.”

Another area that required quick action involved cleaning dormitories after students left, including Vickroy Hall, which hosted a small contingent of students who couldn’t go home that needed living space.

“That was our biggest challenge,” said Suzanne Sinclair, the University’s supervisor of building services. “We needed to clean Vickroy quickly so students who were moving into the hall would feel comfortable.”

Another challenge came shortly thereafter, when Mercy Hospital asked if it could house medical professionals at Des Places Hall in case the coronavirus case load became overwhelming.

“Fortunately, it turned out that they didn’t need the space, but we were happy to offer it and have it ready for them,” Sinclair said.

As fall loomed, Sinclair said her staff used electrostatic disinfectant spray—as suggested in CDC guidelines—in every room on campus.

“We will also be doing a second layer of cleaning to go above and beyond the guidelines,” she said. “We have a great staff of housekeepers who have really adjusted to the new environment. It was a little scary at first but through our due diligence—hand washing, wearing a mask—they have done a great job. After a couple of weeks, it was our new normal.”

Visit duq.edu/have-faith to see the inspirational video that began with a simple chalk message.
Tiny raincoats and pint-sized backpacks are tucked into cubbies shared with friends, and crayons worn by scribbles and imagination are nestled in bright plastic cups. Carpet squares are stacked neatly in the corner, and jumbo containers of animal crackers and juice sit alongside a coding robot on the countertop.

One of these things may not seem like the others, but thanks to the efforts of Duquesne alumnae Lauren Harter, A’16, E’16, GE’17, and her colleagues at VEX Robotics, the landscape of the pre-k classroom may soon change. Somewhere between circle time and snack time, 4-year-olds will code robots, building confidence and laying the groundwork for a positive academic future.

VEX Robotics makes this possible with VEX 123—a kid-friendly robot that introduces preschoolers to coding principles. It takes coding off of adults’ computer screens and into the hands of eager children.

Harter, who holds three degrees from Duquesne and is working on her fourth (a doctorate in instructional technology and leadership), serves as senior educational developer at VEX Robotics.

“By the time students reach middle school, they have this pre-determined feeling of whether or not they’re going to be successful with mathematics,” says Harter. “You can include problem-solving and STEM techniques for really young students when they are more malleable and resilient. This allows them to be extremely successful down the road in math and their school careers in general.”

Many parents and some educators aren’t aware that computer science can be teachable to students at very young ages, and many have a misconception that these concepts can’t be taught until middle or high school.

“The shift has been very eye opening. It went from thinking that maybe these kids aren’t mentally capable or mature enough to us finding through research that they are,” says Harter.

One of VEX 123’s main benefits is its low barrier of entry for STEM education and computer science. “The robot is so accessible because you only need the robot. You don’t need an iPad or hardcore technology,” says Harter.

Since the robot requires no additional equipment aside from a charger, students can dive in, sequencing movements, lights and sounds with the touch of a few buttons.

“The robot ties in social emotional learning, a vital pre-k concept. Kids program the robot to flash lights and play sounds representing different emotions, like act happy; act crazy,” says Harter.

VEX 123 also develops spatial reasoning skills—directions like “on top of” or “next to”—a concept that correlates to academic achievement.
“I want my students to have that experience of what it means to communicate using a digital application. I want them to offer that opportunity to their future students.”

Sandra Quiñones works with students in a FlexTech classroom, a collaborative space designed for active learning.
Young students crave immediate success and have short attention spans, and this was considered as the robot and associated curriculum were developed.

“This robot allows students to be inquisitive, but in a structured manner. Problem solving, computational thinking—all things they don’t realize they’re doing playing with this robot,” says Harter.

She recognizes that not everyone is cut out for a career in computer science, but notes that everyone benefits from the skills that early STEM education provides.

“A good STEM curriculum helps you become a better problem solver, better computational thinker and more successful in your career,” she says.

Part of what makes VEX 123 so effective is the accompanying curriculum, and Harter believes this is the key to enhancing STEM education.

She says, “I can download a million STEM activities, but those are just activities. There’s a difference between activities and curriculum that builds on previous concepts and has learning objectives.”

NOT “JUST ACTIVITIES”—CREATING CONNECTIONS THAT MATTER

Duquesne’s School of Education prepares future teachers to not only use the latest robots, gadgets and apps, but to use the technology to teach effectively.

“What a teacher does is build scaffolds that help you go from current level to next level,” says David Carbonara, clinical assistant professor. “As you learn, you build these scaffolds yourself. A good teacher knows how to build them, and a good instructional technologist knows how to build those scaffolds with technology.”

Carbonara wants his students to evaluate how useful a technology can be and how easy it is for instructors and students to learn. “Some of it is intuitive,” he says. “Some of it you need a little practice.”

For Carbonara, it’s not essential to use every piece of available technology, but he encourages his students to explore their options. “If it works? Great. If it doesn’t work, then it’s OK. In the long run we will have more successes than we have failures,” he says.

Sandra Quiñones, associate professor and program director, recently introduced her students to free social-learning tool Flipgrid. With Flipgrid, children can express themselves by recording and sharing short videos. Students also can edit using video styles, text, emojis, inking and more.

“I want my students to have that experience of what it means to communicate using a digital application. I want them to offer that opportunity to their future students,” said Quiñones.

Her students are excited to use Flipgrid in their own classrooms. “They see this working because it offers multi-modal ways of expressing your learning. And the younger kids love using their phones to become superstars,” she says with a smile.

AN UNPRECEDENTED RELIANCE ON TECH

The COVID-19 pandemic brought educational technology to the forefront as schools across the globe shifted to remote learning. Duquesne faculty and staff responded swiftly and implemented technologies that kept learning on track and enhanced human connection.

Quiñones started a weekly online writing group to better support doctoral students who are working and writing dissertations from home.”Having the extra accountability of meeting as a group on Wednesday nights, you know you have three hours that you’re going to devote to working on your research project,” she says.

Participants also appreciated the camaraderie during a time that could feel isolating. “There’s a sense of human connection, whether the students are in the professional doctorate in educational technology program or in a different program. We have students joining us from Duquesne University and the University of Pittsburgh,” says Quiñones.

Public and private K-12 schools also made the shift to remote instruction, with Duquesne affiliates leading the way locally and across the country.

As news of school closures loomed, Duquesne School of Education doctoral student and principal of Central Catholic High School Brother Anthony Baginski, FSC, knew that the first conversation he needed to have with his team was how to keep everyone connected.

“It’s not enough to put content online or transition your class from in-person to online. The idea of education is the connection you make with students,” he says.

Baginski notes that teachers and administrators were fortunate that this shift occurred in March when teachers
and students had already established connections. He was determined to maintain them. “We turned over the ‘making sure everything was OK’ to our academic system: principal, Student Affairs, Campus Ministry and counselors,” he says. “For students we knew were at higher risk we made a concerted effort to reach out early and often.”

Baginski’s second priority was using appropriate online tools. For this, he relied on his doctoral studies and the faculty and staff who had the most experience using applications like Zoom and Screencast-O-Matic. He says, “Nobody asked why are we doing this. There was never a question of why; there were questions of how do we do this.”

And everyone helped each other with the “how.” “Teachers who are more technologically savvy provided professional development, in-service and support,” he says. “I’m a great believer in providing resources to teachers and allowing them to say, this is how I teach best.”

### TECH SUCCESS AND CAPABLE KIDS

When the pandemic struck, Duquesne School of Education alumnae Anna Blake, E’14, G’16, was ready. As the elementary technology integrator at Elizabeth Forward School District, she connected with faculty and staff weekly in Canvas, the district’s learning management system, and teachers set up Twitter accounts to learn about their colleagues’ latest innovations, tips and tricks.

In her role, Blake prepares students to become 21st-century problem solvers. Even the youngest students in her K-5 Computational Thinking and Computer Science classes learn fundamentals of computer science and build on them in later grades as they learn to code, build robots and apps, and compete in robotic competitions and program using industry-level applications like Swift, the coding app used by Apple’s computer programmers.

Blake says, “All the fun projects always relate back to asking, ‘Can we troubleshoot, debug and problem-solve this task?’”

This is a welcome shift for Harter. “A lot of people shy away from computer science and STEM at that age because they think that it’s all syntax programming,” she says. “Yes, we can introduce this to kids. Yes, they are capable.”

“What a teacher does is build scaffolds that help you go from current level to next level.”
Three Pittsburgh Philanthropists Provide Lead Gifts to Duquesne’s Medical School

MANY IN THE REGION HAVE WELCOMED AND PRAISED DUQUESNE’S BOLD VENTURE INTO MEDICAL EDUCATION WITH ITS ANNOUNCEMENT OF A PROPOSED COLLEGE OF OSTEOPATHIC MEDICINE. THREE PITTSBURGH PHILANTHROPISTS HAVE STEPPED UP TO HELP MAKE IT HAPPEN.

John G. Rangos, Sr., John R. McGinley, Jr. and Rhodora Donahue, widow of the late John F. Donahue, have each made seven-figure pledges to Duquesne in support of the new medical school, now scheduled to open in fall 2024. Together, the gifts total more than $7.5 million toward the $50 million in funds Duquesne must raise for the medical college.

“The names Rangos, McGinley and Donahue each hold prominent places in Duquesne’s proud history,” said University President Ken Gormley. “Having all three families join forces in this initiative speaks volumes about their confidence in our future, as we seek to transform medical education in our region and address health care disparities in underserved communities.”

The gifts come amid a global moment where the importance not just of medicine but of population health and community medicine could not be more apparent. Originally scheduled to accept its first class in 2023, the school is now projected to open a year later due to COVID-19 related disruptions.

“The significance and timing of these gifts matters. But there is still a long way to go with fundraising,” said McGinley, who also chairs Duquesne’s Board of Directors.

John M. Kauffman, D.O., the school’s founding dean, said the pandemic only underscores the previously existing need for the primary care physicians Duquesne’s new medical school will prepare.

“Our new medical school will train the next generation of primary care and front-line emergency physicians, who will then meet the needs in our state, our region and the nation, as well as the health care challenges of the future,” Kauffman said.

“The names Rangos, McGinley and Donahue each hold prominent places in Duquesne’s proud history. Having all three families join forces in this initiative speaks volumes about their confidence in our future, as we seek to transform medical education in our region and address health care disparities in underserved communities.”

University President Ken Gormley
“Benefactors like Mr. Rangos, Mr. McGinley and the Donahue family will help make our vision a reality,” Kauffman added. “Their generosity will improve the quality of life in western Pennsylvania and beyond.”

John Rangos spurred the growth of health-related programs at Duquesne nearly 30 years ago with a gift to establish the John G. Rangos, Sr. School of Health Sciences. Rangos’ generosity to Duquesne has since included funding for an endowed chair in health sciences and ethics, endowed scholarships for students in Rangos School professional phase programs, and renovations to School facilities. Most recently, he has supported the establishment of the Rangos Prizes, harnessing the creativity of Duquesne faculty and students to develop innovative classes and learning materials that help address problems facing current and future generations.

Formerly the chairman of Chambers Development Co. and vice chair of USA Waste, Rangos was a pioneer in the environmental services industry. He heads the John G. Rangos, Sr. Charitable Foundations.

Jack McGinley has supported initiatives at Duquesne over more than three decades. A 1968 Law graduate and trustee of the Rita M. McGinley Foundation, he has been instrumental in funding scholarships, a public service fellowship and building improvements in the Law School, a Nursing School symposium series on health care justice for vulnerable populations, renovations to the University’s psychology clinic, and refurbishing of the pipe organ in Duquesne’s historic Chapel of the Holy Spirit.

A member and chair of the executive committee with law firm Eckert Seamans, McGinley, with his family and their foundation, has contributed to a range of organizations providing education, health care and services fighting homelessness and hunger. McGinley, along with the Donahue family, also provided leadership support for the McGinley Dining Hall and the Lasallian Counseling Center at Central Catholic High School.

Philanthropist Rhodora Donahue is the wife of the late John Donahue, namesake of Duquesne’s Graduate School of Business Administration, where the couple also established a chair in investment management at the school. John attended Duquesne University for a semester while awaiting military assignment during World War II. After the war, he returned home and began selling mutual funds from his kitchen table. With two classmates from Central Catholic High School, he founded Federated Investors in 1955. Now known as Federated Hermes, the firm manages nearly $606 billion in assets worldwide. John Donahue was awarded an honorary doctorate in 1990.

Rhodora, their 13 children and their family foundation have remained steadfast supporters of Duquesne, along with other Catholic causes, arts and culture organizations, and agencies serving youth and the visually impaired in Pittsburgh and across the country.
SAVE ONE LIFE, YOU ARE A HERO, SAVE 100 LIVES, YOU ARE A NURSE.

- ANONYMOUS
Every day on the news we see the enduring images of nurses providing critical care on the frontlines. COVID-19 has thrust health care providers into the spotlight. We will not soon forget the faces of exhausted nurses in protective gear, with cheeks bruised from tight masks, and eyes full of sorrow. We have witnessed their compassion as they comforted the sick and dying, connecting patients with family members via technology if possible, or stepping in to act as family if none could be present. But, we have also witnessed their joy when a patient survives, seeing them cheer enthusiastically, saluting the discharged patient like a war-time hero.

As fate would have it, the World Health Organization has also designated 2020 as the “Year of the Nurse and Midwife,” marking the birth of Florence Nightingale, who established the principles of modern nursing and hospital sanitation, not knowing we would face a pandemic exactly 200 years later.

As most people across the globe ran away from COVID-19, nurses bravely ran toward it. We have heard from numerous Duquesne nursing alumni who had answered the call for nurses to help fight the rapid spread of COVID-19 this past spring. Among them was Diana Cook, RN, N’17. “I couldn’t sit at home when I saw the dire need for help continue to grow each day,” said Cook, who worked in a Manhattan hospital in one of the many COVID-19 ICUs. “I saw firsthand the exhausted staff and critically ill patients but also the incredible efforts of health care workers from all over the country who have come to work together during this pandemic. I am thankful for my education from Duquesne.
and the clinical experiences I have acquired in my
time as a nurse thus far that have allowed me to help
during this pandemic.”

The International Council of Nurses estimates
that more than 230,000 health care workers have
contracted COVID-19, of whom more than 600
have died. And while the coronavirus pandemic
amplified the role of the nurse, members of our
profession are working tirelessly every day in
hospitals, long-term care and neighborhood settings
to care for individuals, families and communities.

So what motivates nurses to wake up each morning
and go to work, and in the time of COVID-19, at
great risk to their own personal safety and that of
their families? Nursing is a profession and a vocation.
You enter the nursing profession out of a deep sense
of service—wanting to heal the sick, abate suffering
and preserve life. It is not glamorous or easy. In
fact nursing is both intellectually challenging and
physically demanding. On many days, it is also
mentally and spiritually exhausting. But the rewards
are plentiful; when you are a nurse, you have a job
with real purpose, positively impacting the lives of
those you serve.

Melissa Coulter, BSN, RN, N’15, an emergency
department RN in Baltimore, Md., says, “I have been
at the bedside of countless patients while we have
tried everything in our power to keep them alive. I
have seen the fear in patients’ eyes, I have held their
hands as they realized they were dying, and I have
been with patients as they take their final breaths.”

Coulter says she never expected to be an emergency
department RN during a pandemic, but she knows
she is exactly where she is supposed to be.

Nurses make up nearly half of the world’s health
care workforce—there are approximately 20 million
nurses worldwide—and 90% of patients’ contact with
health workers are with nurses.

They have stepped up during the COVID-19
pandemic as we would expect, not only as the nurse
providing care 24/7 but also as the only human
connection at times and the conduit between the
family and the patient. Nurses have always been with
patients during life’s most intimate moments—birth,
suffering and death. COVID-19 has magnified this
experience as patients cannot have visitors, leaving
them alone and frightened. It is the nurse who is there
at this moment. It is the nurse who will quietly speak
to the patient, provide comfort, and allay pain and
fear. Nurses have done this for 200 years, and 2020 is
no different.

The Year of the Nurse and Midwife just reminds
us again of the critical role nurse play in health care
and society. I am extremely proud to be a nurse and to
educate the next generation of future nurses who will
bravely care for the sick. There is no greater privilege. •
A Laborer in the Vineyard for Vaccine Programs: Col. John D. Grabenstein

By Tara Bradley-Steck

When a vaccine for the novel coronavirus is developed, public health professionals may look to Col. John D. Grabenstein for ways to inoculate hundreds of thousands of people quickly.

He literally wrote the curriculum on mass vaccinations, which became a Centers for Disease Control-recognized course that has trained more than 340,000 pharmacists.

“I’m not a vaccine inventor; I’m an implementor. I make the programs happen,” said Grabenstein, who received his pharmacy degree from Duquesne in 1980.

Grabenstein, of Easton, Md., is the 2020 recipient of the Remington Honor Medal, the highest honor bestowed by the American Pharmacists Association (APhA) and the profession’s highest recognition.

During his 27 years of service as an active-duty officer in the United States Army, he oversaw the U.S. Defense Department vaccination program for 9 million troops, retirees and family members across four continents. Among his numerous contributions and honors during his military tenure was his cutting-edge research and implementation of vaccination programs against anthrax and smallpox.

Following his retirement from the Army, he served as global executive director of medical affairs at Merck Vaccines, overseeing annual distribution of more than 180 million doses of 13 vaccines that helped strengthen adult immunization programs on six continents.

“I’ve been a laborer in the vineyard for vaccine programs in many countries,” said Grabenstein, who refers to himself as a “global vaccinologist,” a term he coined.

The fact that anyone in this country can get a flu shot or other immunization at a drug store is due largely to Grabenstein’s Ph.D. thesis, which compared Oregon, where pharmacists were not permitted to administer vaccines, to Washington, where they were permitted to vaccinate. His dissertation showed that people were more likely to get vaccinated if they could do so at a pharmacy, a notion not widely embraced 25 years ago when Grabenstein was doing his research at the University of North Carolina. His thesis paved the way for legislation in all 50 states to give pharmacists the authority to administer vaccines.

“I just became fascinated with how much effect on human health you could have with a vaccine,” he said. “I didn’t start out to be a global influencer. You start local, and I found out I was effective. Opportunity knocked, and I was ready.”

Grabenstein said he is confident “one or more” of the many types of vaccine technologies being tested for COVID-19 will succeed. “But will people accept it?” he asked.

The key to getting the public to agree to be vaccinated is the human connection.

“A vaccine can be rolled out well or with a good deal of friction,” he said. “There needs to be honesty in what’s known and not known—honesty and trust.”

“I didn’t start out to be a global influencer. You start local, and I found out I was effective.”
Collegiate years mark the beginning of the adulthood journey. The years are replete with classes, exams, activities and work. If you are lucky, that span is likewise blessed with someone who serves as a sounding board, a friend, a mentor and a lifelong guide. The Rev. Joseph Duchene, C.S.Sp., endearingly filled that role in the lives of the brothers of Alpha Epsilon, serving as their fraternity’s chaplain. He plays a lasting, altruistic role in the service the brothers continue to accomplish for the University.

“He treated us like a good biological father would. He gave us just enough rope to be on our own but made sure it was short enough to tug us back in if we got out of line,” said Tony Accamando ’66.

Fellow brother Robert Fragasso ’67 agreed. “He wasn’t just a chaplain in name. He looked out for us. He didn’t preach, he demonstrated,” he said.

Duchene was serious about his role to the AE fraternity. He cultivated in “his boys” a spirit of togetherness, hard work, leadership and generosity. Many of the men who joined the fraternity in the ’50s and ’60s were of a common thread: they came from blue-collar backgrounds.

“Bountiful Brotherly Bond”

Alpha Epsilon brothers continue friendship, philanthropy

by Amanda Drumm
“A lot of the brothers who joined the fraternity were from the same neighborhood; some of these people knew each other perhaps in high school,” said Denny Brenckle ’67.

Many of these AE brothers were busy working their ways through school. Duchene employed several of them on his landscaping crew; he was known for keeping the campus picturesque. He sowed in the young men an appreciation for the campus and for maintaining it.

He was equally recognized for his love of dogs, especially beagles. His affection for animals is something well documented. “He is always seen in the archives with his beagle Duke. He even had a house installed for him,” said Fragasso.

The brothers of AE have followed in his caretaker footsteps, keeping his legacy alive through charitable endeavors.

SERVING STUDENTS

The AE fraternity was active on campus from 1951 and until 1974, but its legacy endures far beyond those 23 years. Those brothers—a total of 220—remain connected and of service today.

“It’s all because of the leadership we learned. Plus, we had leaders who really kept the organization together. We were all busy, we went to Vietnam, but their leadership kept us together,” Brenckle said.

The men were busy, but never lost touch. “Our group remained close through the years. Later, we got to talking about our homes and families and we thought, wouldn’t it be a good idea to circle back to Duquesne University and Father Duchene?” said John Callery ’65.

A life-altering way the AE brothers decided to contribute to Duquesne was through a scholarship fund in Duchene’s honor. “I thought of it one day while in the shower, called some fraternity brothers, and we took the scholarship idea to Father Duchene. Father was humbled and overwhelmed with the thought of being recognized with a scholarship in his name. Legendary brothers like Jimmy Linder ’66 became enthusiastic proponents of the scholarship,” said Fragasso.

The brothers began to fundraise for the scholarship in the early ’90s working the phones, dialing for dollars. They organized events, golf outings and dinners. The men worked in unison, as they did when they were in college.

Through their effort and dedication, the Father Joseph A. Duchene Scholarship was endowed in 1994. It is currently valued at more than $1.2 million. According to Jim Miller, associate vice president and senior advisor to the president on leadership giving, during the past 25 years the scholarship has annually awarded approximately $50,000 to five or more Duquesne students.

Innumerable students have financially benefited from the scholarship. Callery mentioned he recently spoke to a past recipient of the scholarship. She was thankful for how it assisted her education and told him she was going to send a donation to the fund. “We instill in our scholarship recipients not to forget us,” he said.

LOVELY LANDSCAPE

The AE brothers’ hallmark scholarship is one way they continue to aid the University. Recent on-campus projects were earmarked by AE brothers; most students pass many spots championed by AE brothers.

“The scholarship is our signature achievement. Almost everything [else] we do today helps the appearance of the school,” said Callery.

Among those projects is the Academic Walk West, known as Duchene Way. It was rebuilt and named in honor of Duchene. Not long after the completion of that project, the brothers of AE funded the Father Duchene Rose Garden, situated along the walkway. Last year, Brenckle underwrote the funding of the restoration of the Our Lady of Lourdes Grotto, in memory of his mother. “When I was in Vietnam, she prayed to the Blessed Mother every day that I would come home safe,” he said.

The restoration of the Crucifix Garden, also located along Duchene Way, is under construction. This project is set to finish and be dedicated in early 2021. “It will transform into a resting place for students with benches, flowers and a light shining on the statue,” said Rich Grattan ’68.

1. The dedication of the Father Duchene Rose Garden along Duchene Way.

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DISTINGUISHED WORKS

The Century Club of Distinguished Duquesne University Alumni recognizes graduates who have exemplary records of professional achievement and service to Duquesne and their communities. Duquesne touts more than 100,000 alumni since 1878, and only 330 have been admitted to the elite ranks of the Century Club. According to Miller, an astounding 11 brothers of AE have been inducted into the club, with a 12th set to be inducted in 2021.

This high honor and the extraordinary number of AE brothers who received it is telling of the reach of their endeavors, both philanthropic and professional. And while it is a source of pride for them, the support they enable is the higher source of joy.

“I would say we really should be proudest of being able to help the number of students we have with the financial cost of attending Duquesne. Hopefully, we continue to raise money. I hope it [the scholarship] continues to grow because college costs do not go down and kids need financial help,” Grattan said.

LASTING LEGACY

AE only lasted 23 years as a recognized fraternity on campus, but its legacy has endured far longer. Its brothers have contributed more to Duquesne than any other campus organization.

Miller shared that in addition to the AE brothers’ signature Father Duchene Scholarship, other scholarship funds were created by seven AE alumni brothers over the years, with a total cumulative balance of $4 million.

“We support Duquesne in the name of AE because we never gave up being brothers of AE,” said Callery.

Ongoing is the establishment of the Greek Memorial Recognition, celebrated during the Homecoming Farewell Mass at the Duquesne University Chapel. Grattan has led this effort of recognition with Duquesne’s fraternities and sororities.

The bonds of brotherhood began with the books, lasted through the Vietnam War, through raising their families, and now into retirement. Their link is as strong today as they collaborate in service to the school.

“Through our brotherly love and the times spent together, we extend ourselves to causes greater than our own self-interests, and through those initiatives we continue our love for Duquesne,” Accamando said.

As many of the brothers said, they are better people because of Duchene and AE. Both imparted leadership and service. AE brothers encourage other Duquesne alumni to consider ways to give back, too.

Fragasso said, “It’s a pay it forward legacy. None of us got to where we are on our own; we had lots of people who guided us along the way. Parents, neighbors, teachers, chaplains, bosses at different jobs. They gave help by pulling or pushing along the way to help us succeed in what we have become. Why wouldn’t we want to make this world a better place?”
Dr. Christy Gamble Hines Tackles Racism at a Critical Moment in Time

By Tara Bradley-Steck

Dr. Christy Gamble Hines knows a thing or two about racism. She’s made it her life’s mission to study those overt and, more significantly, covert biases people may have, with the goal of educating, training, imploring and cajoling them to change their attitudes and behaviors.

“In order to have change, we have to have uncomfortable conversations,” she said. “When racism is brought up in a room, people get uncomfortable.”

Despite decades, indeed centuries, of institutional and systemic racism, Gamble Hines, L’13, believes the time is ripe for change. “I feel this is a critical moment in time,” she said. “And because of the pandemic, people have nothing to do but focus in on these tragic events. They have time to talk to one another about what’s going on. This is the time to teach.”

Gamble Hines started her own consulting firm, based in Washington, D.C., that presents anti-racism trainings and workshops; develops and revises educational curriculums to address the impact of racism on a particular field of study or practice; and revamps organizations’ policies to ensure they’re anti-racist and not furthering racial bias and discrimination.

“We all know overt racism,” she said. “It’s the covert racism that’s consistently there and that people of color see but white people don’t see. When you haven’t experienced injustice, it’s difficult for you to recognize it.”

After earning degrees in microbiology, biostatistics and epidemiology, Gamble Hines completed her J.D. at Duquesne, where she was selected to the Law Review and founded the Health Law Society and created the Environmental Health Law Journal. She has held key positions with congressional committees and served on the staffs of various representatives and senators. As director of health policy and legislative affairs for the Black Women’s Health Imperative, Gamble Hines was named to the inaugural class of “Next Gen Policy Leaders” sponsored by Google, where she worked as a consultant.

She speaks with fondness of her studies at Duquesne, which she said “nurtured her passions.”

“Duquesne allowed me to have this voice,” she said. “They allowed me to talk to faculty and not feel insecure and think about everyone in the room as if they’re looking at me a certain way. They made me feel valued.”
Geocaching is an outdoor recreational activity in which participants use a Global Positioning System (GPS) receiver or mobile device and navigational techniques to hide and seek containers, called “geocaches” or “caches.” More than 30 students in Duquesne’s St. Anthony School Program work in groups of 10 to complete outdoor geocaches on campus.

St. Anthony School Programs provide inclusive education to students of all faiths, ages 5 to 21, with intellectual disabilities. Duquesne’s St. Anthony School Program has been active for more than 25 years.

Dr. David Delmonico, professor in the School of Education’s Counselor Education Program—along with Associate Professor of Special Education Dr. Temple Lovelace—has led the students and their teachers in the geocaching project. An avid geocacher himself, Delmonico has experienced the mental and physical benefits of the activity in his own life. Previous research projects focused on his geocaching hobby are what inspired Delmonico to suggest a geocaching program at Duquesne.

“Geocaching is really fun,” said Lily Dalzell, a 20-year-old St. Anthony student from Mt. Lebanon, Pa. “It was my first time doing it. I felt excited when I would find something. One thing I found was hidden in the dirt.”

In some cases, individuals with disabilities can have a more difficult time communicating and expressing themselves in social situations. Geocaching allows them to work toward a common goal while engaging in physical activity.
“From what I have found, geocaching can be utilized as a vehicle to teach virtually any subject. It’s an interactive way to encourage people to get outside and learn.”

neighborhood, Gianfranco Schiaretti, has also enjoyed getting to work as a team and help his classmates find geocaches.

“Some of the geocaches are just little, fun objects,” said Delmonico. “Others are more activity-based and the students will find a container with an activity for them to work on together.” These reinforce skills already learned in the program.

For example, students may learn about counting money during classes, which is mirrored by a mock-restaurant interaction during the cache so students can practice their money-handling skills and restaurant interactions.

Another phase of the project focuses on students developing their own caches for their classmates to complete.

“They get to find caches their classmates make up, which makes it much more real to them,” said Delmonico.

“Students are always so excited when a
classmate completes their cache and they get to say ‘I made that one!’”

Dalzell says she likes getting to hide geocaches for her friends to find. “I have a lot of friends in the St. Anthony program from all over Pittsburgh,” she said. “It is fun to have friends look for and find them.”

In terms of research findings from the geocaching sessions and student interactions, Delmonico says the positive impact the activity has on the St. Anthony students is often unquantifiable. “The data is much more qualitative in nature. You can’t measure the students’ reactions and excitement with numbers,” said Delmonico. “But when you see their facial expressions and confidence after completing a cache, you know the activity has made a positive impact.”

For Dalzell, the skills she has gained using a compass and GPS for geocaching has translated to the real world. “I helped my mom while she was driving because I could use Google maps,” she said.

Delmonico hopes the data and findings he collects can be utilized by other special education teachers to implement geocaching into their classroom curricula. He explains that engaging in outdoor activities—like geocaching—can help solidify and reinforce learning.

“From what I have found, geocaching can be utilized as a vehicle to teach virtually any subject,” said Delmonico. “It’s an interactive way to encourage people to get outside and learn. The variety of the activity also makes it inclusive for all learners—you can do it alone or in a group; you can choose the difficulty. Regardless of your personality and strengths, you can find something about it that benefits you.”

1. St. Anthony student Gianfranco Schiarettta and former student Alec Ruffing search for geocaches near the School of Law.

2. Dr. David Delmonico introduces the geocaching activity to St. Anthony students.

3. St. Anthony student Kane Farbaugh works with work study student Hannah Diulus to locate a geocache using a GPS device.

4. St. Anthony student Cory Squitieri zones in to find a geocache using a GPS device.

5. St. Anthony students Alexis Jankowski and Tyler Hudson hunt for geocaches on Academic Walk.
At Duquesne, students gain the professional confidence, impressive experience and powerful networks needed to get a running start on a meaningful career. The new virtual networking platform DukesConnect gives new grads and seasoned alumni an equal opportunity to connect, network and build those relationships that are inspiring, supportive and never stop giving.

School of Business alumna Heather Paytas, B’00, recently had to begin the job search process because of circumstances due to the pandemic. She signed up for the newly launched DukesConnect and began using its resources to network with fellow Dukes.

“It’s been so much more than a social network for me, it’s been a lifeline! Not only have I connected with alumni and career center staff, but it’s great for virtually networking during these crazy times with events such as Coffee and Connections or Dining with Dukes,” she explained.

As virtual networking is gaining popularity, the Center for Career Development in partnership with the Office of Alumni Engagement launched DukesConnect, a LinkedIn-like virtual networking platform.

“Networking can feel awkward, especially now, during the COVID-19 pandemic, where most communication is done via videoconferencing apps. DukesConnect is a tool that ‘connects’ users to the hundreds of Duquesne alumni eager to advise and mentor,” said Martin Black, associate director of alumni career network. The mentor and mentee are paired by a matching tool to assist users in finding the right contacts. They also have access to a robust searchable directory that even includes contacts’ involvement in athletics, clubs and Greek life.

“Alumni can join Heather on DukesConnect and the already 1,300 active members,” said Black. Go to dukesconnect.com and click Get Started to sign up. For additional information, contact the Center for Career Development at careerdevelopment@duq.edu.

“It’s been so much more than a social network for me, it’s been a lifeline! Not only have I connected with alumni and career center staff, but it's great for virtually networking during these crazy times with events such as Coffee and Connections or Dining with Dukes.”
Imagine being a chemistry student and never setting foot in a laboratory. Sure, the theoretical knowledge is valuable, but would it effectively prepare chemists for work in the field?

Now, translate that to business education.

In the new Investment Strategy Institute (ISI), students from disciplines within the Palumbo-Donahue School of Business and across the University have opportunities to get hands-on experience in financial planning and investing.

The ISI—formerly known as the Investment Center—was founded by Assistant Professor of Finance Vashishta Bhaskar in 1998. Inspired by experiential learning as a tool to better prepare students for the professional world, the center was one of the first of its kind in the country.

Under Dean Dr. Dean McFarlin’s leadership, it was renamed in 2019 when the institute was renovated as part of the overhaul of Rockwell Hall’s sixth floor. More than twice the size of the original Investment Center, the ISI includes an expanded high-tech classroom giving students access to real-time financial market data through software utilized by stockbrokers and other financial service providers.

Thanks to the support of Duquesne’s administration and McFarlin’s fundraising efforts with alumni, donors and friends, students working in the institute now manage nearly $1.5 million—with a goal of $2 million—across three student managed investment funds (SMIFS) funds:

**Duquesne Balance Fund (DBF)**—an “entry-level” fund to teach investing basics with underclassmen serving as analysts and moving up to serve as portfolio managers.

**Micro-Cap Fund**—a fund focusing on Quantitative Security Selection and Portfolio Construction by utilizing specialized software and databases to find stocks that meet criteria for outperformance.

**Duquesne Values Fund (DVF)**—a fund based on
selecting investments that align with Duquesne values and Spiritan principles, using fundamental financial analysis with a focus on environmental and social issues, such as water quality in Africa.

Jennifer Milcarek, program director of the ISI, says the DVF is the only fund in the world dedicated to Spiritan values. Ideas for investment opportunities drew heavily on conversations with the Rev. John Sawicki, C.S.Sp., who is involved internationally with the Spiritan order of priests and their humanitarian missions.

“The amount of money available makes a difference in student investment programs,” explains Milcarek. “Scale of investments is important in giving the best experiences possible for students.”

For School of Business alum and former finance student Dominic Vissotski, B’18, the skills he learned—and the connections he made—directly translated to his first job after graduation.

“I was originally an economics major, but always had significant interest in investing,” says Vissotski, a Wexford, Pa. native. “Bhaskar visited one of my classes freshman year and talked about the investment group on campus. That was it for me. I knew I wanted to join.”

Vissotski joined the Asset Management Group (which is now part of the ISI) and was elected to the board of directors as a freshman. He served as secretary, chief advisor and later, president of the organization.

Bhaskar consulted with School of Business Executive-in-Residence Jon Kinol, B’85, and designed the experiential learning in three funds.

“The Asset Management Group has always been the first thing I have been asked about on my resume in a job or internship interview,” says Vissotski. “It really prepares every student for the real world in a way you wouldn’t get in a classroom or on an online certification.”

Vissotski now works as an investment banking analyst for PNC Debt Capital Markets, working with large corporate and middle-market businesses. Vissotski says the connections he made with Duquesne alumni through the Asset Management Group helped him secure his position at PNC.

“Without the Asset Management Group, Professor Bhaskar, Jennifer and the SMIF alumni, I would not have had the same opportunities,” says Vissotski. “As an undergraduate, I presented in front of high-caliber individuals and learned verbal communication skills, which are arguably just as important in the business world as analytical skills. It’s incredible to see how far the SMIF has come and opportunities it provides for the next generation of students.”
A Storied History Leads to EXPANDING through Duquesne Law Partnership
Saint Katharine Drexel was born to a wealthy Philadelphia family, not unlike Spiritans’ founder Claude Francis Poullart de Places. In a private audience with Pope Leo XIII, during which she asked for assistance in staffing a mission she supported, the pontiff replied that she should consider being a missionary herself.

She did, and during her novitiate training in Pittsburgh, she had contact with Spiritans, starting a shared history between “Mother Drexel” and the Spiritans that has endured for more than a century. Her works resulted in her canonization as the patron saint of racial justice and of philanthropists in 2000.
After her novitiate period, Drexel helped the Spiritans obtain land nearby her own motherhouse in Corwells Heights, near Philadelphia, that would later become the site of Holy Ghost Preparatory School in Bensalem. As a woman religious, Drexel worked with and helped Native Americans and African Americans in the western and southwestern U.S., specifically supporting education, with the Sisters of the Blessed Sacrament.

The sisters and Spiritans worked together in dozens of parishes and schools, serving African American communities in Philadelphia, New York and the south. With financial assistance from Drexel and some others, the Spiritans founded Holy Ghost Church in 1915 in New Orleans’ Uptown neighborhood. Now a part of St. Katharine Drexel parish, the church was managed by the Spiritans through 2007.

The most enduring element of her education work is Xavier University of Louisiana, an institution she founded in 1925 with the Sisters of the Blessed Sacrament. The two unique institutions—Duquesne as the only Catholic Spiritan university in the U.S. and Xavier University as the only Historically Black and Catholic university in the U.S.—are now connected through a new partnership in Duquesne’s School of Law.

A NEW RELATIONSHIP TIED TO OUR FOUNDING PRINCIPLES

With striking similarities in how they were founded and in the missions they each pursue, Xavier University of Louisiana and Duquesne University seemed destined to work together.

Their similarities are reflected in a new agreement, through which students at Xavier University of Louisiana are now offered direct admission to Duquesne University School of Law through an Early-Admission Agreement. Eligible juniors at Xavier who meet established requirements may opt to bypass their senior year and attend Duquesne University School of Law, finishing both their bachelor and Juris Doctor degrees in just six years, instead of seven.

“Our profession shapes societies, forms governments and is the bedrock of justice and rule of law. I believe that being an attorney is a powerful way to make a dent in the world around us,” says Duquesne Law Dean April Barton. “By coming to Duquesne, Xavier graduates will develop the art and skill of advocacy, and learn not only to advocate for issues that they believe in but also for those who are unable to advocate for themselves.”

Officials at both universities expressed how natural the collaboration is, given the shared heritage and values that animate the work of both institutions. The collaboration is not just for students—the agreement also encourages faculty from both schools to visit each other’s institution for scholarly collaboration and teaching focused on those moments that move students to a new and clearer vantage point—both in terms of what they are studying and the larger world.

BUILDING A PROFESSIONAL PATH WITH PURPOSE

“This partnership provides an opportunity for Duquesne and Xavier to make a significant impact on the future legal workforce by preparing students to become practitioners of social justice and equity as leaders, experts and change-makers within the legal profession,” adds Xavier President Dr. Reynold Verret. “We are happy to partner with Duquesne to offer to our students such a rich program of study, incorporating hands-on research, service-learning and experiential education.”

Duquesne Provost Dr. David Dausey says programs like the one with Xavier have a generational impact. “Our commitment to students now is an investment that helps to close the equity gap for future generations. This agreement is an extension of the critical work that Xavier does to assist and elevate underserved communities,” Dausey says. “As universities, we are uniquely equipped and positioned to foster inclusive excellence, and we can be powerful change agents in our community.”

Each university has a tradition of people learning together for a greater purpose.

“We were both founded to give opportunities to marginalized populations: immigrants for Duquesne, African Americans for Xavier,” says Dr. Anne McCall, provost and senior vice president at Xavier. “Our founding purposes remain ever relevant today, and our success is important for the country and the world.

“Working together, we will produce graduates who have the knowledge and understanding to place their work at the intersection of law and justice with a humane focus.”
In February 2020, following the House of Representatives’ impeachment process and the Senate’s acquittal of President Trump, the phones stopped ringing quite so much in President Ken Gormley’s office on the fifth floor of Duquesne’s Administration Building. No one knew yet that they would start ringing again in mere weeks with the emergence of a highly contagious virus.

Gormley commented at the time that he looked forward to fewer interruptions in the work of running the University. During the lead-up to the impeachment process and throughout it, Duquesne’s president was sought for comment and analysis on technical and historical matters of the process involving the U.S. president.

As a constitutional law expert and the author of two books about the impeachments of Presidents Nixon and Clinton—“Archibald Cox: Conscience of a Nation” and “The Death of American Virtue: Clinton vs. Starr”—and the only person to have interviewed every major figure involved in the Clinton impeachment, his perspective was sought by news outlets ranging from The New York Times to Al Jazeera-English, in addition to Pittsburgh media.

At the same time, he was teaching his popular course, Presidents and the Constitution, with Kristen Coopie, director of the University’s Pre-Law program and herself a professor of political science. Like the entire faculty, in March he went from a seminar in person to a seminar on a screen, which was later featured on C-SPAN’s “American History Live” in May, when it had become clear to many that we would live with Zoom for a while longer.

The class also manifested itself in more traditional media. This year New York University Press released an updated edition of “The Presidents and the Constitution, Volume One: From the Founding Fathers to the Progressive Era,” a collection Gormley edited that brings together some of the foremost experts on American presidents and examines the constitutional issues and historical events each faced.

Against the background of 2020’s dramas, Gormley has drawn on his own well of experience to guide Duquesne—his legal work, well-documented time as a professor and dean of law, his political term as mayor of Forest Hills, his writing career.

But locals in Pittsburgh earned greater insight when Pittsburgh Quarterly published a profile looking at the University president’s formative years. The man operating a university in a building made of bricks Spiritan priests built themselves had once himself set a Guinness World Record for carrying bricks.

He’s been busier since, moving from carrying bricks to carrying much, much more—whether in the classroom or on Zoom, talking about the Constitution or mobilizing to open the University.
Having one job for 30 years is dedication. Having three? Purely passion.

Professor of Violin Charles Stegeman came to Pittsburgh in 1989 as part of a three-way role with the Mary Pappert School of Music, Pittsburgh Ballet Theatre (PBT) and the Pittsburgh Opera. Since then, he has been the concertmaster of both the PBT and opera orchestras, which means he is the first violinist—or as he describes, the “first among equals” in the orchestra, after the conductor.

When Stegeman started as chairperson of the School of Music’s Strings Department, there were only a few active strings students and no performance majors. At the end of two years, he had 25 violinists. From there, the Strings Department took off.

In terms of the PBT and opera orchestras, Stegeman considers it to be an honor to play such a variety of repertoire alongside talented conductors and artists. “The ballet has been spectacular. PBT has a wonderful company, and there are so many beautiful violin solos in ballets like The Nutcracker, Swan Lake and Sleeping Beauty,” said Stegeman. “Of course, the Pittsburgh Opera is one of the best in the country, and I have enjoyed meeting so many Metropolitan Opera stars over the years and playing some of Giacomo Puccini’s finest works, like the Tosca and Madama Butterfly.”

Stegeman’s infatuation with music—particularly violin—started at a young age. “My parents emigrated from Europe to Canada and were both painters with a lot of artist friends who would come and gather at our house,” said Stegeman. “The Juilliard String Quartet actually used to rehearse in my parents’ living room because they had a studio in Vancouver.”

He says the moment that influenced him most was hearing someone play a violin during a lunch at his parents’ home. “I was mesmerized,” said Stegeman. “Apparently, I wouldn’t let it go and bugged my parents until they finally got me one. I was 5.”

He made his recital debut at age 7 and debuted as a soloist with the Banff Festival Orchestra at age 9. He later went on to study at the Curtis School of Music and The Juilliard School.
One of the reasons Stegeman loves the violin so much is because its use is universal—nearly every culture has a version of it. “The sound of the violin is really the emulation of the human voice without having to breathe because you’ve got that bow going up and down. There’s something about that vibration that I have always loved.”

Stegeman is a sought-after performer and teacher and has performed to more than 4 million people in more than 2,400 concerts across the globe. In fact, Stegeman regularly plays onstage with Andrea Bocelli. “I’m blown away by Bocelli,” said Stegeman. “He can fill a 19,000-seat auditorium stadium—even the Hollywood Bowl. The entire concert will be 90% classical music and everyone is just having a blast. Most pay more for Bocelli seats than you would have for the Beatles.”

Stegeman has been Bocelli’s concertmaster for more than 13 years for West Coast performances, particularly in the Los Angeles area. Stegeman is committed to sharing classical music performance with the next generation of musicians. He has also taken his talents to South America to bring classical string music to children in developing nations. Each summer for the past four years, he and his wife have led Duquesne’s Violin and Viola Boot Camp at the School of Music for high school-aged students.

His wife, Rachel Stegeman, is also an established violinist and violist. She has been an adjunct professor at Duquesne since 2002 and performs with the Pittsburgh Symphony Orchestra (PSO), as well as alongside her husband in the PBT and opera orchestras. “We actually fell in love on stage,” Stegeman said, smiling. “It’s wonderful working with her every day. My wife is a spectacular and accomplished violinist. We both get to teach and see our students join major orchestras all over the world. It’s really special to share in the teaching and mentoring experience with her.”

Stegeman says the Mary Pappert School of Music is structured very similarly to Juilliard School because PSO members teach students with an abundance of individual instruction. He continues to be impressed by the caliber of both the faculty and students the School of Music attracts and the tight-knit community they have formed. “I’ve had a lot of job offers since I got here, but I have turned them all down for the simple reason that there’s such a special feeling at Duquesne,” said Stegeman. “The Spiritan brothers have brought a very clear vision and feel to this place that is so palpable. Our School of Music, especially—it’s a very warm place and I’m incredibly devoted to it.”

Visit duq.edu/stegeman to learn more about Charles Stegeman.
By anyone’s standards, Madelyn Hoying is a driven young woman. She graduated magna cum laude with a double degree in physics and biomedical engineering this past spring, directed five teams to compete in NASA design challenges and spent a semester as an intern at NASA, was nominated NCAA woman of the year after leading Duquesne to two consecutive Atlantic 10 championship titles in swimming, founded the Duquesne student chapter of Doctors Without Borders, and—pause for a breath—started a nonprofit called FosterRec that provides athletic opportunities for children in foster care.

If that doesn’t sound exhausting, consider the fact that at age 21, she’s just getting started.

This fall Hoying begins pursuing a Ph.D. in bioastronautics—the “the study of how to get people to survive in space”—in the medical engineering medical physics (MEMP) program at MIT and Harvard. Only 20 students were accepted into the MEMP program, while just two within that group were selected for bioastronautics.

In simple terms, she wants to be an astronaut so she can study the effects of space radiation on the human body.

“There’s so much new science to discover by going to space,” Hoying, of Grosse Ile, Mich., said. “If we could interrupt the pathway by which radiation affects cells, radiation could be more targeted. This has benefits in space travel as well as cancer treatments.”

Even all those years of swimming, which Hoying has done competitively since she was 5, has had an extra-terrestrial benefit.

“Swimming is space related,” she said. “Astronaut training is done in a big pool down in Houston because the water is as close to zero gravity as we can get here on earth.”

Despite her desire to go to space by her 30s, she remains committed to more earthly issues.

“I hope to ensure that the funding spent on the space program does not take away from those on earth in need of humanitarian aid,” she said. ♦

“If we could interrupt the pathway by which radiation affects cells, radiation could be more targeted. This has benefits in space travel as well as cancer treatments.”
Michael Warren,
Project Hope Fellow
Walking Alongside Our Neighbors with Project Hope

by Tracy Jackson

Dr. Darius Prier, associate professor in the Department of Educational Foundations and Leadership, School of Education, has advocated for social justice his entire life. As the son of two teachers (and father who is a minister), Prier often traveled house-to-house as a youngster giving away clothes and food to those who were less fortunate. His passion to help people led him to volunteer in the Louella Thompson’s Feed the Hungry Project as a teenager. As a young adult, Prier, a NAACP community service award winner, was frequently called upon as an advocate for the organization to troubleshoot community issues.

Since joining Duquesne in 2011, Prier has been helping educators better understand the needs of students who come from marginalized communities. His most recent initiative, Project Hope, which he co-founded with Dr. Joe Lagana, chair of the Duquesne School of Education’s Community Advisory Board, includes advocating for equity and justice in education for homeless youth and young adults.

“While everyone else may have been focused on getting a good GPA, paying for tuition or completing homework, I was focused on where I was going to sleep at night.”

“There are really two sides to this initiative. The first focuses on preparing our School of Education students and educational leaders to be sensitized to unaccompanied youth and the foster care system,” Prier said. “The second part of Project Hope supports Governor Tom Wolf’s Fostering Independence Through Education Act.”

This new program enacts a tuition and fee waiver for postsecondary education opportunities at colleges and universities in Pennsylvania for foster care youth who are 16 or older, including those who have “aged out” of the foster care system. The tuition waiver is now available at Duquesne.

According to Prier, who references the Pennsylvania Department of Education, more than 4,100 children in all 43 school districts in Allegheny County are homeless. The National Center for Homeless Education reports that children experiencing homelessness are two times more likely to have learning disabilities and are four times more likely to experience delayed development in comparison to their non-homeless peers.

“The main goal of Project Hope is to bridge the nexus between school and community,” said Prier, who takes his pre-service teachers and graduate students to area homeless shelters. There, students gain firsthand insight into the everyday experiences and struggles.
“My experience with Project Hope has made me more keenly aware of the adversity my vulnerable populations face,” said Harley D. Ramsey, assistant superintendent at Saint Marys Area School District. “As an educational leader, I am now more sensitive to matters of equity and actively seek to understand the lived realities of the families I serve.”

Prier noted that students walk away with eye-opening revelations and a horizon-expanding education, especially a better understanding of what the face of homelessness looks like.

“These visits help demystify the assumption that people in poverty and homelessness are lazy,” said Prier. “Students walk away realizing that the face of homelessness is not always the person with dingy clothes and a cup panhandling on the street.”

Prier’s passion for equity in education is shared with Educational Leadership and Social Justice doctoral student Michael Warren—the first Project Hope Fellow. Warren, who has personally experienced poverty and homelessness, shares his past experiences to guide new curriculum for the school, and to help his peers better understand what it’s like to be a student experiencing homelessness. After being in and out of the foster care system his entire childhood, Warren found himself homeless in the summer of 2014, while working on his bachelor’s degree in music education at Duquesne.

“While everyone else may have been focused on getting a good GPA, paying for tuition or completing homework, I was focused on where I was going to sleep at night,” said Warren.

That summer, Warren spoke with the Rev. Sean Hogan, C.S.Sp., president of university scholarships, and invited Warren to live on campus at no cost. Warren accepted the offer, and took up a Residence Life desk aide position to help pay for his meals.

“That was a gift,” explained Warren. “I had nowhere else to go.”

“Duquesne’s history is about serving the underserved, the under-sourced and the underrepresented,” said Prier. “It’s not out of charity or a savior complex, but is part of who we are. It’s part of our spiritual nature that lends itself to empathy and compassion.” Both Prier and Warren agree Duquesne’s mission is at the core of Project Hope.

Warren, was recently appointed assistant principal for Pittsburgh King, K-8 in the Pittsburgh Public Schools having previously served as the director of choral music at Avonworth School District. He continues to share his past with others.

“My hope is to share findings from both my doctoral research and from my own experiences to help students and teachers deal with students who are now walking in my shoes.”

Anticipated to begin next fall, Project Hope is an example of just one initiative that will play a vital role in establishing community-based field placements that align with the Pennsylvania Department of Education’s Stage 2 field placement requirements.
Dr. Andre Samuel and the Citizen Science Lab offer Pittsburgh-area youth unique opportunities to learn and grow

By Ian Hurley

Out of the darkness of drug addiction and homelessness, alumnus Dr. Andre Samuel, S’14, founder and CEO of the Citizen Science Lab (CSL), has worked to make a lasting impact on the next generation of scientists in the Pittsburgh area.

Samuel was raised by a single mother in a bustling neighborhood of Washington, D.C. “I was lucky because even though we were broke, living in Adams Morgan allowed me to go to one of the top schools in the area,” Samuel said, reflecting on his childhood. His mother nurtured his love of learning and science, making weekend trips to the free Smithsonian museums. “Those were phenomenal experiences. The Smithsonian was a huge part of my life; my mother made sure that I got that exposure.”

Remarkably, after battling a severe drug addiction, being homeless and nearly losing his life, Samuel persevered, eventually earning his undergraduate degree from the University of the District of Columbia. He went on to pursue graduate work in genomics and bioinformatics at George Washington University.

He and his wife relocated to Pittsburgh in 2004, she for law school and he for biology at Duquesne. It was here, amid the empty science labs during the summer, where the seed of the Citizen Science Lab finally germinated.

The late Duquesne professor Dr. Jeffry Madura taught Samuel how to do molecular modeling, gain molecule screening skills and assisted him with being awarded the grant that led to the start of the SIGMA Science Mentorship Initiative. Dr. Alan Seadler, the former associate provost for research, assisted Samuel in getting SIGMA up and running on Duquesne’s campus. SIGMA grew and eventually became the Citizen Science Lab, opening its first location in the Hill District in the Energy Innovation Center.

Fast-forward to 2020: the CSL has opened a second, larger site, in Bethel Park, Pa., and is actively seeking a third location in the Pittsburgh area. Despite this recent growth and reach, the organization stays dedicated to its mission—offering youth-based STEM programs in the Greater Pittsburgh area and helping to increase the numbers of Black and minority students who work in the life sciences. Duquesne students of various majors have worked and gained experience at the lab since its inception, helping to live out that mission.

Samuel believes, “We need Black scientists so that we can study our own health disparities and diseases because who else is going to do it? We have to break down this wall, this myth, that science is only for smart white people, that it’s not for us. We can’t earn a living in the sciences. I think all that needs to go away and I think we do that with our programming and our kids.”

The coronavirus pandemic has greatly impacted the work of CSL this year. All of the in-person teaching was moved online in March. Kits of needed materials for lab work and the Cyber Summer Camps were available for pickup or were mailed to the homes of participating students.

Interestingly, students will be researching COVID-19 this fall and looking for potential lead molecules to treat the coronavirus. “We’re going to take high school kids and we’re going to teach them how to model the COVID spike protein using computer programming method. Then, we’re going to actually search for drugs that can bind to and inhibit the protein,” Samuel said.

“I love being able to teach this skill to other students. It’s a skill that very few people in Pittsburgh have. And certainly, a skill that very few Black kids have. So, I get really excited when it comes to that.”

*For more info visit: www.thecitizensciencelab.org.*
GOING BEYOND THE COUNTER:

PIONEERING PHARMACY DEAN EXPANDS SCHOOL’S EDUCATIONAL, INTERNATIONAL SCOPE

By Ken Walters

The next time your pharmacist gives you a flu shot, checks your blood pressure or offers you information on how to stop smoking, you might want to thank Dr. Doug Bricker.

When Bricker started teaching at Duquesne’s School of Pharmacy in 1985, the profession was primarily focused on pharmaceutical products. To help train pharmacists to truly treat the whole patient, he instituted curriculum reforms that are still felt today at the School of Pharmacy and pharmacy programs throughout the world.

“There was a real need to train pharmacists to be more patient-focused and provide care beyond the counter,” said Bricker, who concluded his 14-year tenure as dean of the pharmacy school in June. “And there was a global need. International groups looked to us to help move their pharmacy training from products to patients.”

That need took Bricker all over the world as he expanded the school’s international presence. He taught its first course, Clinical Toxicology, in Kobe, Japan in 1993 and forged productive partnerships with universities around the world, including two programs each in Italy and Japan, along with programs in China, Nigeria, Poland and India. The Kobe collaboration is celebrating its 30th year.

One of Duquesne’s most significant global pharmacy education efforts happened in Italy, with the first formal arrangement between the U.S. and the faculty of pharmacy at the University of Perugia, Bricker said. As part of the agreement, Duquesne student pharmacists in their last year of experiential education participate in a rotation with Perugia’s pharmacy faculty.

Under Bricker’s guidance, Duquesne was also one of the first schools to develop a global health course to aid medically underserved areas, including Haiti and Cost Rica. The program allowed pharmacy students to provide care and learn about relevant international health issues.

“That is a special program that really took off and means a lot to me,” Bricker said. “Our faculty and students are helping underserved communities from around the world. And it’s still going strong today.”

Yet his impact was also felt close to campus. He established several academic centers, including the University’s Center for Pharmacy Care, which focuses on disease prevention and disease management, and the Center for Pharmacy Services, which served patients in the Hill District community for 10 years. The programs further solidified Duquesne’s commitment to engaging communities and improving public health.
“Doug has done a wonderful job of positioning the School of Pharmacy for future success. His work as both an educator and an advocate for the pharmacy profession has significantly benefitted our students and alumni and will continue to do so.”

“It’s essential that our students interact with patients and understand the important role they play in people’s lives,” he said. “Through the centers, students improve their communication skills, learn how to provide immunizations and other preventative care services, and understand the business side of the profession.”

A PERSONABLE APPROACH
A beloved professor, Bricker was recognized by his students and peers with 10 “Teacher of the Year” and “Teaching Excellence” awards. Yet he still remembers his apprehension before teaching his first class.

“Just because you have a Ph.D. doesn’t mean it’s going to be easy,” he said. “I remember having trepidation that first day, even though I prepared like crazy.”

Former students point to his personable approach as a major influence in his teaching style.

“He was one of the best teachers I had as a student,” said Dr. Autumn Stewart-Lynch, associate pharmacy professor at Duquesne. “He often brought in examples from his own experiences to create memorable teaching moments. I will also always remember how approachable he was to us as students and the positive relationships he developed with us over the years. He can always tell you where a student was from and where they are now. It just really shows how much he cares about students and the school.”

PREPARING STUDENTS FOR A BRIGHT FUTURE
While students have changed over the years, Bricker notes that it’s important for educators to understand the learner first and adapt the teaching modality to provide needed resources.

“Pharmacy is a content heavy subject, so it’s important that you assist students in a way that moves their knowledge from one course to the next course, from one year to the next year,” he said. “Students like to see the relevance of what they’re learning now so they know how to move forward in their studies.”

While educators need to provide the resources, Bricker notes that it’s a two-way street.

“Being a pharmacist is a great responsibility that students don’t always realize at first,” he said. “We let them know they must take responsibility for their learning. As educators, we provide the tools but they must take and use them effectively.”

As for the future of pharmacy, Bricker only sees bright things ahead. Under his guidance, the school annually sent faculty and students to Capitol Hill in Washington, D.C. and to Harrisburg to meet with legislators during Pharmacy Legislative Day. The purpose was to educate legislators about the value that pharmacists bring to their constituents. Over the years, the efforts have pushed for the expansion of pharmacist services and promoting provider status for pharmacists, comprehensive immunization programs and other health care issues.

“Pharmacy is a really rewarding profession and the opportunities are going to be there,” he said. “These legislative efforts help pave the way for change so pharmacists can enhance their services and ultimately improve the health care experience for patients.”

Providing horizon-expanding pharmacy education, Dr. Doug Bricker’s influence was felt both in several countries, where he arranged partnerships with various universities, and close to the Bluff, where the School of Pharmacy established several academic centers.
The Duquesne University pharmacy professor is leading nanomedicine manufacturing efforts in her lab, producing nanoparticles that could lead to treatments for multiple conditions, including chronic pain, cancer, transplant rejection and immunosuppression diseases.

“Our lab creates and ships nanoparticles all over the country and the world, and we educate and train our students in the manufacturing processes that help ensure drug stability and effectiveness,” said Janjic, who created the first inflammatory pain nanomedicine that could significantly reduce the need for opioids in treating pain.

Janjic’s collaborators, which include universities and government entities, rely on her lab’s reagents, such as nanoemulsions and hydrogels, to conduct studies and develop treatments. She notes that the lab’s ability to create high quality reagents in significant quantities has collaborators looking to Duquesne for its manufacturing expertise.

“They know we can deliver hundreds of milliliters of a reagent that is stable and functions as expected,” she said. “And one of the beauties of nanoparticles is that they can be used for both therapeutic and diagnostic applications.”

One important part of the lab’s manufacturing process—which follows the pharmacy industry’s quality by design standards—is ensuring that medicine can be produced on a large scale while its properties remain functional.

“We are looking to bring nanomedicine into the mainstream, so it’s essential that these treatments can be produced for large groups of patients,” she said. “Manufacturing is often overlooked but yet is so essential in ensuring we deliver medicine safely. With nanoparticles, I’m confident we can scale up effectively to meet patients’ needs.”

Janjic, associate pharmacy professor and founder and co-director of the University’s Chronic Pain Research Consortium, is using funding from various grants to purchase more advanced equipment to improve student training and education in the lab.

“The goal is to build an infrastructure and make it sustainable,” she said. “We want to have an entire lab that manufactures nanoparticles that targets therapies. As we receive more funding, we can reinvest it into the lab and increase our access to nanoparticles, so we can continue to do more innovative and interesting work.”

The focus on drug manufacturing is not new to Duquesne. For decades, the University’s pharmacy faculty have focused on educating students on pharmaceutical process, creating tablets and injectables, and producing antibiotics. Nanomedicine manufacturing is the next frontier.

“Pittsburgh is such an entrepreneurial town. If we don’t have something, we go out and make it ourselves,” she said. “It’s the same way at Duquesne. We are creating something that has the potential to improve people’s lives.”

Visit duq.edu/magazine to learn about Janjic and her work.

“Our lab creates and ships nanoparticles all over the country and the world, and we educate and train our students in the manufacturing processes that help ensure drug stability and effectiveness.”
From the beginning, Duquesne has been dedicated to building a better Pittsburgh. We were founded to advocate and advance opportunity for immigrants. For 140-plus years, we’ve stood up for the well-being of people and communities in order to provide education so they could advance themselves. This translates today to Duquesne’s commitment to doing everything possible to help those international students who have chosen our University. Duquesne values our international students’ presence on our campus and in our programs, and supports their work and commitment to their studies. In many ways, direct or indirect, this program embodies our mission of serving God by serving students, who go on to serve others.

Duquesne University’s Cultural Ambassadors program is just one example of the work on campus to create a welcoming and inclusive atmosphere for incoming international students. This registered student organization works closely with the Center for Global Engagement to serve as a resource for prospective and current international students who comprise about 7% of the current student population, or approximately 700 students. Cultural Ambassadors bring a passion for helping others and personal leadership, and contribute to developing greater cultural understanding on Duquesne’s campus.

Duquesne University’s Cultural Ambassadors program is just one example of the work on campus to create a welcoming and inclusive atmosphere for incoming international students.
Meet some of these exceptional ambassadors and see how they are working to create a more positive experience for Duquesne’s international students.

- **Lazarus Langbiir | Nandom, Ghana**
  Rhetoric Ph.D. candidate
  “I have had several wonderful years at Duquesne — earning an MBA and I’m almost at the end of my Ph.D. program. I wish to share my wealth of experience with prospective Duquesne students as a Cultural Ambassador and ISO (International Student Organization) member. I believe Duquesne University offers an educational experience that is holistic and valuable for life. Duquesne is a home for international students.”
  “My favorite Duquesne tradition is the consistent opening of the academic year with the Mass of the Holy Spirit. People from all faith traditions are welcome to attend.”

- **Orlane Inono Murekatete | Kigali, Rwanda**
  Chemistry major
  “The transition of moving from home to a new country can be overwhelming at the beginning. The International Student Organization (ISO) allowed me to meet other international students, and it was good to know that I am not the only one who may be having a hard time and also, ISO is a good resource and provides great support.”

- **Adriana Del Pino Herrera | San Cristóbal de La Laguna, Spain**
  Biomedical engineering major
  “I am a Cultural Ambassador because I want to help international students transition more smoothly to a new environment. I love getting to know different cultures and different perspectives of the world.”
  “My favorite things to do in Pittsburgh are to take walks or go on bike rides on the trails by the rivers. The movement of the water and the fountain at the Point make me feel very relaxed and let me admire the beauty of Pittsburgh.”

- **Katrina Mulherin | Sinking Spring, PA**
  International relations, women and gender studies double major
  “I am a Cultural Ambassador and a member of International Student Organization because I love learning about other cultures and meeting people from around the world. I wanted to help new students, specifically international students, acclimate to life in Pittsburgh and feel welcomed by the Duquesne community!”
  “I chose to major in international relations because I was adopted from China as a baby and have always been interested in learning about other cultures and foreign relations, specifically Chinese culture and U.S.-Chinese relations. I also chose to major in women and gender studies because I grew up with a strong female role model in my life—my mom—and want to empower young girls and women to fight for gender equality. I want to help women and girls around the world who aren’t as fortunate attain greater rights and opportunities.”

- **Valerie Umaña-Anderson | Tegucigalpa, Honduras**
  Secondary education major
  “I am a Cultural Ambassador because I know how hard it is to transition from one culture to another, and I want to help guide others through that process. That journey never really ends, but it does not have to be as difficult when one sees it as a time of discovery and appreciation.”
STAYING CONNECTED

The 2020-21 season brings challenges for Duquesne Men’s Basketball, but rest assured, head coach Keith Dambrot and the Dukes will be prepared. Dambrot, a self-professed “relationship person,” spent much of the summer staying in touch with his team via the requisite phone and Zoom calls.

“It was challenging, in that our staff and I prefer face-to-face interaction,” said Dambrot. “We made a point of wanting to take advantage of the time in which we were distanced to continue to improve, so we arranged for some special guests on our Zoom calls.”

Among those who met with the team virtually were ESPN college basketball analyst Seth Greenberg, prominent sports psychologist Dr. Joe Carr and Duquesne alum Derrick Alston ’94, who currently serves as head coach of the NBA G League Westchester (N.Y.) Knicks.

“It was important to provide our team the opportunity to hear from a variety of people who are at the top of their craft and, more importantly, be able to tap into their knowledge and experiences,” said Dambrot.

LOOKING AHEAD

Keith Dambrot, in his fourth year at Duquesne, inherited a 10-22 team in 2017-18 and posted 16 wins in 2018, 19 in 2019 and 21 last year, marking the first time since 1971 and 1972 that Duquesne University has had 19-plus wins in back-to-back seasons. Last year’s 20-win season was the school’s first since 2009 (21-13 NIT). It was just the third time in 48 years that a DU team won 20 or more games. In 2019, Duquesne, picked 11th, ended up tied for sixth, marking the first time the University produced back-to-back seasons with nine or more Atlantic 10 wins.

The 2021 Dukes will be looking to produce three straight winning conference seasons for the first time in school history.

Duquesne, despite the challenge of playing the entire season without the benefit of a home court, continued its ascent under Dambrot by posting 21 wins in the abbreviated season in 2019-20.
“Everything we do is for the team and I think that will show on the floor.”

STARTING FIVE BACKED BY A STRONG BENCH

With five starters back from a 21-9 team that produced a school record 11 Atlantic 10 wins, Duquesne is poised to improve on last year’s fifth-place A-10 finish.

Duquesne returns one of the top inside tandems in the Atlantic 10 with second-team, all-conference 10 forward Marcus Weathers and fellow senior Michael Hughes. Weathers led the Dukes in scoring and rebounding, while the 6’8” Hughes, who led the Dukes in steals, finished the season ranked eighth nationally in blocked shots per game.

Point guard Sincere Carry, a two-year starter, and backcourt mate Lamar Norman Jr.—both juniors—and sophomore swingman Maceo Austin round out the starting five.

Senior guard Tavian Dunn-Martin, a former A-10 Sixth Man of the Year, is also back. One of the top shooters in the A-10, he has scored in double digits 26 times.

“We have a good understanding of what everyone is capable of doing. If everyone plays their role and plays together, I think we can do some good things,” said Dunn-Martin.

“The quarantine made it tough to stay together over the summer, but we had team Zoom workouts that gave us a chance to see each other’s face and talk. That helped our team chemistry,” said Dunn-Martin. “We also kept in touch on our own. I really feel that everyone is comfortable with everybody. I think we have the most team chemistry we’ve had since I’ve been here.”

Junior Austin Rotroff, 6’10”, and 6’9” redshirt sophomore Amari Kelly also return to provide depth in the frontcourt.

Newcomers include guard Tyson Acuff, a finalist for Michigan’s Mr. Basketball, who led Cass Tech to three Detroit Public School League titles. Acuff said, “When I came on my visit, I saw family, togetherness, chemistry … everything. Duquesne immediately felt like my second home. Everyone talked and communicated. It just brought joy to me. There are a lot of good people here. No one is thinking about himself. Everything we do is for the team and I think that will show on the floor.”

He’s joined by sharpshooting guard Jett Roesing, who converted nearly 48% of his 3-point attempts for Washington, Pa., First Love Academy, and 225-pound forward Andre Harris, who was a near double-double performer for national prep power Hillcrest Prep in Phoenix.

A pair of athletic forwards, 6’7” Toby Okani, from Cushing (Mass.) Academy, and Chad Baker, who attended SPIRE (Ohio) Academy, along with guard Mike Bekelja, who teamed with his brother, Sincere Carry, at Ohio’s Solon High School, and 6’11” center Mounir Hima, from St. Benedict’s (N.J.) Prep, round out the recruiting class.

Dambrot’s 56 wins are tied for the most by a Duquesne coach through his first three seasons. Dudey Moore, who won 191 games in 10 seasons (1949-58), is the only other DU coach to win as many.
Ask any graduating Duquesne senior how he or she feels about the next step in their lives, and you’ll hear the same answer: “Prepared.” Spring 2020 Commencement moved to a virtual setting, celebrating the accomplishments of 1,597 graduates who proved their dedication, resilience and spirit during challenging times.

We needed to quickly change some protocols to offer services through the telemedicine platform, but thanks to the support of others at the University, it has been a pretty smooth transition, and the feedback from families has been extremely positive.

School of Pharmacy’s Dr. Jennifer Elliott on the move of the Asthma Clinic to a telemedicine format.

Friends from freshman year at Duquesne (1996-97) just completed their sixth Ragnar Relay, a 12-person, 200-mile overnight running race. Pictured from left to right are Scott Wible, A’00, Scott Blaszczyk, PharmD’02, James Manley, A’00, Kevin Bloom, PharmD’02, Nathan Quinlan, A’00 and Brian Stagno, MPT’02.

Embedded in local communities, walking alongside our neighbors in research and service to live our mission: Junior Duquesne University biomedical engineering student Angelica Alday recently helped sew and deliver 200 masks for St. Vincent de Paul Kitchen in Wilkes-Barre, Pa. and is now working to finish over 100 masks for residents of Bayside Terrace, a specialized mental health rehabilitation facility in Illinois, and Divine Providence Shelter in Hazleton, Pa.
In honor of World Day of the Sick and the Feast of Our Lady of Lourdes, Spiritan Campus Ministry hosted its traditional **Mass for the Healing Professions** for students, faculty and staff.

DU alumni visiting **Prague Castle** after a week-long river cruise on the Danube in early November 2019. Pictured from left to right: Barbara (Einloth) Haas, P’71; Tom Haas, A’67; Pam (Murphy) Balkovec, A’68; and Jim Homer, B’66.

With events like the **Virtual Undergraduate Research and Scholarship Symposium**, Duquesne students like Adriana Del Pino Herrera can discover the possibilities in her major and gain the perspective about what she is studying and the impact on the larger world.

The University community officially opened the academic year with the **Mass of the Holy Spirit** in the Chapel. It was presided over by the Most Rev. David A. Zubik, D.D., Bishop of the Diocese of Pittsburgh, and a Duquesne alumnus.

**MOVE-IN:** The entire Duquesne family—supportive, inspiring and never stops giving—provided a warm welcome for our newest Dukes over a three-day Move-in for fall 2020.
More than ever, in today’s climate, it is vital to examine our campus culture, to ensure current and prospective students access their education, and staff work in an environment that welcomes, celebrates and values their diversity.

Sherene Brantley upon her appointment as the chair of the President’s Advisory Council on Diversity and Inclusion

Spiritan Campus Ministry celebrated the return to campus with the creation of a “Clootie Tree” and a nine-day novena prayer for the gifts of the Holy Spirit: wisdom, knowledge, counsel, fortitude, understanding, piety and reverence of the Lord. A new Duquesne parent adds a strip of cloth to the Clootie Tree representing the offered prayers for protection and blessings.

Office of Military and Veteran Students Director Dr. Don Accamando and President Ken Gormley were invited to celebrate via Zoom with several student veterans who graduated this past spring.

The Alumni Association and chapters host family-friendly events, social activities and networking receptions throughout the year. Join us next time! Learn what is coming up by checking out the Alumni Calendar on pages 64 and 65 or by visiting www.myduquesne.duq.edu.

Want to be more involved? Join us at our next event or follow us on social media! Share your Duquesne alumni photos with #duqalumni.

There is no greater feeling of satisfaction than seeing new businesses develop and existing businesses grow.

Rich Longo after being named director of the University’s Small Business Development Center

Duquesne University Mission and Identity capped off Heritage Week with their 2021 Fall Festival.

The Alumni Association and chapters host family-friendly events, social activities and networking receptions throughout the year. Join us next time! Learn what is coming up by checking out the Alumni Calendar on pages 64 and 65 or by visiting www.myduquesne.duq.edu.

Want to be more involved? Join us at our next event or follow us on social media! Share your Duquesne alumni photos with #duqalumni.
A reminder of just how sweet those sunsets from the Bluff are.

For Dr. Anthony Kane and his fellow resident directors, his home office is Duquesne. "In the past two months, especially, Dr. Kane has shown what it means to be a supporting leader," said Kai Javois, assistant resident director in Towers. #LivingtheDuqMission

Although physically apart, University Chaplain and Director of @SCMduq, the Rev. Bill Christy, C.S.Sp., has continued to support members of the campus community. #LivingtheDuqMission

Duquesne University School of Nursing alumna Anna Simone is a traveling nurse working 12-hour overnight shifts at intensive care units in Ohio. "It’s your job to come in and be strong," Simone says. #NursesWeek

Excited for the Class of 2020 and what they’ll do next! Congrats! #duquesne #duquesneuniversity #pittsburgh #DuqGrad #DuqAlumni

#BluffStories: Brianna Sargent found her passion for social justice and mentoring at-risk youth while at Duquesne. She graduates and heads to @uofpenn for a master’s in social work. Read her profile from the link in our bio. #duquesne #duquesneuniversity #pittsburgh #DuqGrad

#FOLLOW DUQUESNE UNIVERSITY ON SOCIAL MEDIA TO STAY ON TOP OF NEWS AS IT’S HAPPENING

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FROM NATIONAL RECOGNITION FOR A PROFESSOR TO RESEARCH PARTNERSHIPS AIMED AT IMPROVING THE QUALITY OF LIFE FOR LOCAL RESIDENTS, THERE’S ALWAYS SOMETHING HAPPENING ON THE BLUFF.

GENERETT APPOINTED INTERIM DEAN OF EDUCATION AT DUQUESNE UNIVERSITY

In July, Duquesne announced Dr. Gretchen Givens-Generett, a seasoned educator, scholar and administrator, as interim dean of the School of Education.

Generett, professor and chair of the Department of Educational Foundations and Leadership, joined the School of Education faculty in 2008. In addition, she is director of the University Council Educational Administration’s Center for Educational Leadership and Social Justice at Duquesne and is the University’s Noble J. Dick Endowed Chair in Community Outreach.

“I am honored to serve as interim dean and to continue working alongside my committed and hard-working colleagues in the School of Education and at Duquesne University,” said Generett.

“In speaking with members of the School of Education faculty, she overwhelmingly emerged as the consensus choice who has the trust and confidence of her colleagues,” said Duquesne University Executive Vice President and Provost David Dausey.

Generett earned a B.A. in English from Spelman College and a Ph.D. in social foundations of education from the University of North Carolina at Chapel Hill.

Read the full release here: duq.edu/generett-dean

MCCLOSKEY APPOINTED TO STATE JUDICIAL CONDUCT BOARD

The Rev. James P. McCloskey, C.S.Sp., senior advisor to the president for strategic initiatives at Duquesne University, has been appointed by the state’s Supreme Court to a four-year term on the Judicial Conduct Board of Pennsylvania.

The Board is an independent body of Pennsylvania citizens composed of three judges, three lawyers and six “non-lawyer” elector members responsible for reviewing, investigating and, where warranted, prosecuting complaints of judicial misconduct.

A member of the Congregation of the Holy Spirit—Duquesne’s founders, McCloskey was ordained in 1980. He has a bachelor’s degree in philosophy from the McAnulty College and Graduate School of Liberal Arts; an M.Div. in mission specialization from the Catholic Theological Union; a Th.M. in theology from the Weston School of Theology; an M.Ed. in educational administration from Boston College; and a Ph.D. in education from Fordham University. He also completed an advanced biblical study program with the University of Notre Dame in Jerusalem.

Read the full release here: duq.edu/mccloskey-jcb

NEW VP FOR ENROLLMENT MANAGEMENT NAMED AT DUQUESNE UNIVERSITY

Duquesne President Ken Gormley has announced that Joel Bauman has been selected to serve as vice president for enrollment management at the University beginning June 2020.

“Joel’s track record of attracting students in this competitive time, contributing to strategic management of higher education institutions and contributing to his profession at the national level all will help Duquesne enormously,” Gormley said.

Bauman was selected after a search by Storbeck Search & Associates, a national executive search firm.

“Joel’s varied background and track record of success set him apart from the many great candidates we attracted in our national search,” said Duquesne Provost David Dausey.

At Stetson University, Bauman led a team that achieved a record 46% growth in undergraduate student enrollments, increased net tuition revenue by 34%, diversified the student body and attracted students with top academic credentials.

Bauman succeeds Paul-James Cukanna, who served in the role since 2016, and has worked in enrollment management at Duquesne for 19 years. Cukanna retired in August 2020.

Read the full release including Joel’s community involvement here: duq.edu/bauman-emg
Two Duquesne University researchers are studying the genome of SARS-COV-2, the virus that causes COVID-19, to identify molecular switches that control the virus life cycle and help guide the development of antiviral treatments for the disease.

Dr. Mihaela Rita Mihaiescu and Dr. Jeffrey Evanseck, chemistry and biochemistry professors at the University’s Bayer School of Natural and Environmental Sciences, began their study after receiving a Rapid Response Research Grant from the National Science Foundation in April.

“The ultimate goal of the virus is to replicate itself within the infected host cell to produce more virions which then leave the cell to infect other cells,” Mihaiescu said. “The goal is to find a way to prevent the virus from moving through the steps of its life cycle so that it can’t multiply and infect other cells.”

The research team also includes Duquesne graduate students Joshua Imperatore, Kendy Pellegrino-Guarinoni, Angel Tamez and Caylee Cunningham.

Read the full story here: duq.edu/covid-research

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Duquesne University named longtime professor and administrator Dr. James Drennen, III interim dean of the School of Pharmacy.

A 1985 graduate of Duquesne, Drennen joined the school’s faculty in 1991. Currently an associate professor and associate dean of research and graduate programs, he has served as chair of medicinal chemistry and pharmaceutics, and held the Noble J. Dick Chair in Academic Leadership.

Drennen and his team’s research led to industrial contracts and collaboration with the U.S. Food and Drug Administration (FDA). In addition, Drennen served as Duquesne’s lead faculty representative for the National Institute for Pharmaceutical Technology and Education (NIPTE), an independent nonprofit dedicated to fundamental research and education in pharmaceutical product development and manufacturing.

Drennen co-founded and was founding director of the Duquesne University Center for Pharmaceutical Technology. He also was founding editor-in-chief of the Journal of Pharmaceutical Innovation for nearly 15 years.

His work at the University has earned Drennen a Duquesne President’s Distinguished Award for Excellence in Scholarship and faculty awards from the School of Pharmacy. Drennen has a B.S. in pharmacy from Duquesne and a Ph.D. in pharmaceutical sciences from the University of Kentucky.

Read the full release here: duq.edu/drennen

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The School of Nursing is one of 17 nursing programs from across the United States to be named one of the 2020 NLN Centers of Excellence™ by the National League for Nursing (NLN).

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Graduate students in the Palumbo-Donahue School of Business will have the opportunity to pursue a MASTER’S CERTIFICATE IN ENTREPRENEURSHIP (MC-ENTR). The new program launches in fall 2021.

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The Duquesne University Count Me In staff donation campaign raised just over $70K. These funds will be used to support students throughout the coming academic year.

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Duquesne has been rated in the TOP FIVE of PA schools for 2020 Best Online Programs by U.S. News & World Report.

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The incoming freshman class hails from 29 states plus Puerto Rico and Washington, D.C., as well as 14 countries.

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Alumni Updates

1960s

George Emody, A’60, has retired.
Dr. Rosemarie Rizzo Parse, N’60, former dean of the School of Nursing, has written 12 books, edits (and founded) Nursing Science Quarterly, lectured in 30 countries, taught at seven major universities and recently was the keynote speaker at Webster University’s Institute Science Infirmiere in Switzerland. She is a member of Duquesne’s Century Club and is on the graduate faculty at the State University of New York in Binghamton.

Robert S. Barker, A’63, L’66, GA’74, Duquesne University Distinguished Professor of Law Emeritus, is the author of La Constitucion de los Estados Unidos y su dinamica actual, the fourth edition, which has been published this year in Argentina by Ediciones Olejnik. Previous editions have been published in Peru, Bolivia and Costa Rica.

Carol Mamula Morgan, A’63, is displaying her bas relief, Google Please, in Friendship Heights Community Center. It measures 24 inches by 10 inches by 1 inch, showing bus riders on their cell phones.

Robert Geier, B’64, is pleased that his granddaughter is a freshman in Duquesne’s physician assistant program.

1970s

Dr. William Raffetto, E’71, announced his retirement after serving as a community college administrator in Texas for 45 years. He currently serves as provost for San Jacinto College in Houston.

Frank Schrum, A’72, retired and pursued a career in security and transportation.

Brian Cali, A’74, L’77, was elected as the chairman of the board of the Fidelity Bank, one of the largest community banks in Northeastern Pennsylvania.

Barry Solodky, L’74, accepted a new position as senior counsel at Saxton and Stump.

Susan Welsh, RSM, GE’76, was among six Pittsburgh community leaders honored at Carlow University’s 15th Annual Women of Spirit Awards Gala. She is the current chairperson of the McAuley Ministries Board of Directors and the retired president and CEO of Pittsburgh Mercy.

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

Patrick K. Sheldon, A’77, former CBS news producer and former performer with the Pittsburgh Civic Light Opera, is now active in the performing arts in New York, Galway (Ireland) and Pittsburgh. He is the son of Patrick H. Sheldon, B’64, and traced the records of his father’s adoption to County Galway. The story was published in Irish Central (https://www.irishcentral.com/roots/genealogy/grandmothers-grave-galway).

Cortina Willis Barnes, A’78, retired from the Department of Defense with 37 years of federal government service in 2016. She is currently on her second career as a realtor, licensed in the state of Maryland.

Paul King, GA’78, is the author of Iconic Pittsburgh: The City’s 30 Most Memorable People, Places & Things (The History Press). He has been a journalist for 40 years, and this is his first book.

Brian Poliner, A’78, GA’10, was appointed as chair of graduate and online studies at Hilbert College.

Sally Griffith Cimini, A’79, L’86, Leech Tishman partner and national leader in the field of Alternative Dispute Resolution (ADR), was appointed chair of the firm’s ADR Practice Group. She has over 34 years of experience devoted to counseling and litigation on behalf of private and public sector employers.

Michael Semes, M’79, after retiring from Ernst & Young, is now a full-time professor of practice at Villanova University Charles Widger School of Law Graduate Tax Program and of counsel at Baker Hostetler.

1980s

Rose Higgins, N’83, has been appointed chief executive officer of HealthMyne, a provider of quantitative imaging decision support software solutions.

Tish Gray Tomlinson, A’83, GE’89, was presented the Annie Sullivan Award for Outstanding Teacher through the Westmoreland Intermediate Unit for the 2019-20 school year.

Raymond M. Roberts, A’86, L’93, has been named chair of the Estates, Trusts & Taxation Group of Rothman Gordon, P.C. He has an estate planning and administration practice, assisting clients with estate planning, estate administration and probate.

Scott Entwisle, A’88, A’90, went on to Greater Works Outreach School of Ministry for his pastoral licensing and ordination.

James Lucot, N’89, is a member of the 2015 Pennsylvania Teacher of the Year Induction Class of the National Network of State Teachers of the Year. He has a MSA from the University of Notre Dame and a Pennsylvania teaching certification from Robert Morris University. He is also the author of My Prison Had No Bars published in 2018.

1990s

William F. Caye II, A’90, L’93, presented Online Ethics CLE at Wecht Institute of Forensic Science and Law on Criminal Investigations and Prosecutions.

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

Joseph Matzzie, M’92, released a new album titled Classical Guitar which features solo guitar arrangements of opera arias, jazz standards, pop, folk and Hollywood songs. It is available everywhere that music can be downloaded or streamed.

Stacy Wargo Lutter, N’96, assumed the role of chair of the Stabler Department of Nursing at York College of Pennsylvania in June 2019.

Dr. Michaela Noakes, GA’96, GB’06, GB’08, GE’17, had her manuscript Assistive Technology and Traumatic Brain Injury published in School Psychology Journal.

Janet M. Puppo, GE’96, GA’07, is the author of Suffering Makes You Beautiful: A Theology of Suffering Flowing from the Word (Covenant Books Publishers).

Elizabeth Rosso, A’96, L’02, has been elected as a shareholder at Jordan Ramis PC. She is a member of the firm’s environmental practice group and served 14 years as an officer in the Navy’s Judge Advocate General’s Corps.

Brian Harrigan, A’97, GA’99, joined Health Advocate as chief sales officer in December 2019.
Karen Mascio Romano, B'98, L'01, was named Chief Deputy Attorney General of the Pennsylvania Office of Attorney General's Civil Litigation Section.

2000s

Jennifer S. Landry, A'00, recently completed her second museum build, the new Irving Archives and Museum, which opened in February.

Thomas J. Tobin, GA'00, is one of the authors of Going Alt-Ac: A Guide to Alternative Academic Careers, a new career-planning resource (Stylus Publishing). He is the program area director for distance teaching and learning on the Learning Design, Development & Innovation team at the University of Wisconsin-Madison.

Kate Tomalis, A'03, along with her partner, Lindsey LaRocco Longacre, opened the Pittsburgh-based Laken Design in 2018. They were honored by Pittsburgh Magazine with the Best Renovated Home recognition.

Eric Lauver, M'05, GM'07, was recently promoted to principal at Trinity North Elementary School.

Ellen (Krank) Winkle, N'05, received her MSN in Nursing since 2016. She has been chair of the Department of Nursing since 2016.

Nick Sinagra, A'06, GA'08, was honored by Bishop Caneven High School with the grand opening of the Nick Sinagra Innovation Center. He is the former Caneven director of technology. The center is the focus of all STEAM learning, robotics and engineering courses taken as electives by sophomore to senior students. He is currently the director of technology at pathVu, a Pittsburgh company "that is part of a growing field of researchers and advocates with the mission of enabling independent mobility for all pedestrians." Sinagra was diagnosed with spinal muscular atrophy at 17 months old.

Allie Jockel, A'09, has been nominated with the honor to compete at a national level as the Man & Woman of the Year All-Star candidate in a 10-week fundraising competition of the Leukemia & Lymphoma Society (LLS). She has been involved with LLS for almost 20 years.

Joseph R. Williams, L'09, partner at the family law firm Pollock Begg, will serve as president-elect of the Allegheny County Bar Association through June 30, 2021.

2010s

Christopher R. Roach, Jr., E'10, received the McAuley Ministries 2020 Sister Susan Welsh Good Neighbor Award. His many accomplishments include founding volunteer of the Tustin Street Community Garden, a leadership role in the MLK Community Garden and working with Operation Safety Net and the homeless, and is currently vice president of the board of Uptown Partners.

Ryan Bogosta, B'11, left his position at Baker Hughes in Houston as Division CFO and joined Dick's Sporting Goods as Director of Finance.

Christina Wilson, B'11, was recently elected to the National Multiple Sclerosis Society: Greater Delaware Valley Chapter Board of Trustees.

Michel Morales, A'12, is happy to discuss entrepreneurship, business, investing, leadership and real estate with anyone considering these fields.

Annette Stithem, A'12, now owns a residential real estate brokerage in Nashville, has a soon to be 9-year-old grandson and is expecting another grandchild.

Keegan Worley, B'12, has been named CFO of The Standard Group, a $35 million/year print management and marketing logistics company with multiple locations in Pennsylvania and New York City.

Cody M. Clemens, GA'15, earned his Doctor of Philosophy degree in Media and Communication from Bowling Green State University on May 16, 2020.

Eric Smith, B'16, has joined the Business Development Team of PWCampbell, a fourth-generation retail services and design-build firm specializing in the financial services industry. He is a former player on the Duquesne University ACHA Division 1 hockey team.

Emily Tabar, A'19, started her multimedia journalism career as a news reporter at KXII-TV in Sherman, Texas.

In MEMORIAM

Michael Kupersanin passed away in Pittsburgh on May 24, 2020 at age 90. Kupersanin earned his bachelor's and master's degrees at Kent State University and a doctorate in sociology from the University of Pittsburgh. After beginning his teaching career at West Liberty University, he joined the Duquesne faculty in 1964 and remained for 30 years, also serving as the men's tennis coach. In 1981, Kupersanin was appointed by University President the Rev. Donald Nesti, C.S.Sp., as a special academic advisor for intercollegiate athletics, becoming among the first nationwide to serve in such a position.

Gloria Valentina Rock, daughter of Brian Rock, B’98, and Olivia Sandown.

Maren Josefine, daughter of Laura (Pfefferle) Dilullo, B’07, and Matthew Dilullo, HS’07.

Luke James, son of Caitlin (Theobold) Eybs, GP’11, and Matthew Eybs.

Kinan Alhejaili, son of Abdulaziz Alhejaili, A’13 and Saja Alahmadi, A’13.

Lydia Jade, daughter of Dana (Llewellyn) Koehring, GP’13, and Devin Koehring, B’10.

Esme Rose Regan, daughter of Blake Regan Macurdy, A’17, GE ’19, and Brett Macurdy, GE ’19.

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In Memoriam

Marvin J. Lalli, P’62, GP’87 died on May 6, 2020 at age 80, in Boca Raton, Fla. A veteran of the U.S. Air Force, Lalli’s long career included work in pharmaceutical, sales and management positions for Rite Aid, Amgen, Eli Lilly, Roche and MGI Pharma. Lalli was a past president of Duquesne’s Alumni Board of Governors, a former adjunct professor in the School of Pharmacy, a 22-year member of the Duquesne Society, and was inducted into the Century Club of Distinguished Duquesne University Alumni in 1990.

In MEMORIAM

Bernadine T. Meyer, E’64, GB’68, L’72, H’91 passed away in Pittsburgh on April 23, 2020 at age 96. After earning her doctorate from Columbia University, Meyer taught at East Carolina College before returning to Duquesne as a Business faculty member in 1956. Over the next 35 years, she taught accounting and business law and served as director of the graduate program, associate dean and interim dean of the school following the death of Dean Glen Beeson in 1989. Meyer is remembered as pioneer for women in academia, a dedicated teacher, and a beloved mentor to generations of students and faculty.

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 November 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.

In MEMORIAM

Marvin J. Lalli, Pharm.D., P’62, GP’87
Dr. James S. Lapcevic, S’62
Mary A. Pooley, N’62
Judith S. Reimer, E’62
Donald C. Ross, B’62
Dr. Francis David, GE’63
Raymond A. Falvo, A’63, GA’65
Robert A. Kenaan, Jr., A’63, GE’70
David L. Myers, B’63
Ethel M. Tittnich, N’63
Robert J. Tomasic, B’63
Edward A. Ulicny, GB’63
Sr. Rosemary Zaffuto, E’63
Sr. Helen Chervenak, VSC, E’64, GE’69
Howard Croft, A’64
M. Francine Guglielmo, GE’64
Charles J. Kehr, Jr., B’64
Harry J. Mahr, Jr., Esq., L’64
Robert F. Milligan, Jr., A’64
William F. Naughton, A’64
Thomas J. Semler, A’64
Constance Siemanski, E’64
William A. Houston, Esq., L’65
William J. Isler, B’65
Theresa C. Kent, LMFT, E’65
Toni R. Kichi, E’65
James B. Lynch, B’65
Patricia E. Maxwell, E’65
Jean Marie Meehan, E’65
Ernest W. Niederberger, S’65
Richard B. Weber, A’65
Dr. Lawrence J. DeVaro, GA’66
Virginia D. Madine, N’66
Douglas R. McCurdy, E’66
Grey E. Pratt, B’66
Sr. Eileen Marie Sinnott, E’66
Lee S. Stauffer, GE’66

In Memoriam

Marvin J. Lalli, P’62, GP’87 died on May 6, 2020 at age 80, in Boca Raton, Fla. A veteran of the U.S. Air Force, Lalli’s long career included work in pharmaceutical, sales and management positions for Rite Aid, Amgen, Eli Lilly, Roche and MGI Pharma. Lalli was a past president of Duquesne’s Alumni Board of Directors, a former adjunct professor in the School of Pharmacy, a 22-year member of the Duquesne Society, and was inducted into the Century Club of Distinguished Duquesne University Alumni in 1990.
In MEMORIAM

James D. Tucker, E’55 died May 14, 2020 at age 87, in Jacksonville, Fla. A two-time All-American on the nationally ranked Dukes basketball teams from 1952-54, Tucker was drafted by the Syracuse Nationals of the NBA, where he became one of the first two Black players to win a league championship in 1955. He held a 60-year NBA record for the fastest triple-double recorded, and later played with the Harlem Globetrotters, the Harlem Magicians and the Eastern Basketball League. After retiring from basketball, Tucker held management positions with the Hallie Q. Brown Community Development Agency, Pillsbury and Republic/Northwest/Delta Airlines. He was inducted into the Duquesne Sports Hall of Fame in 1972.

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### Event Calendar

#### Fall/Winter 2020

**In response to the global COVID-19 pandemic, Duquesne University’s Office of Alumni Engagement has canceled or postponed all in-person alumni events until further notice.**

Check back regularly for updates as more information unfolds. If you are currently not receiving all-alumni communication from the University, please update your email address by visiting www.duq.edu/alumniupdate or by emailing alumnionline@duq.edu with your full name, class year and email address and you will be added to those email updates.

The safety and well-being of all members of the Duquesne community is our highest concern. We appreciate your patience and understanding as we work together during this time. While we await the return of in-person events, please review the list below and of virtual programs focused on the cultivation of the Mind, Heart and Spirit. Updates on virtual programming and in-person events will be posted on www.myduquesne.duq.edu/events as they come available.

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### Fall/Winter 2020

#### Alumni Insights Webinars
Join us on Zoom throughout the year for a special webinar series featuring your fellow alumni! Throughout the series, we’ll hear insights from alumni on topics such as career advancement, professional development, lifelong learning and growth, and health and family. For a listing of current #DuqAlumniInsights webinars, visit www.myduquesne.duq.edu/events. If you’re interested in presenting a webinar to alumni, and in some cases, current students, fill out an application at www.myduquesne.duq.edu/webinarpresenter to be considered.

**Oct. 9, 2020**

**A Conversation with Dr. John Kauffman, Jr.; Updates on Duquesne’s College of Osteopathic Medicine**
Join us virtually for a conversation with Dr. John Kauffman, Jr., the dean of Duquesne’s new College of Osteopathic Medicine, as he shares information and updates on the proposed college. During this one-hour session, moderated by Provost David Dausey, participants will have the opportunity to ask questions as time permits. For more information and to register visit www.myduquesne.duq.edu/events.

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### Oct. 19, Nov. 16, Dec. 14, 2020

**Mindfulness Monday Series**
We find ourselves living through challenging times with the present pandemic. Meditation and mindfulness practices can be powerful ways to help us better manage current stresses and uncertainties. The Duquesne University Office of Alumni Engagement and the University’s Center for Student Wellbeing have partnered to bring to our alumni a series of mindfulness meditation sessions. Sessions will take place virtually once a month on Mondays. For more information and to register, visit www.myduquesne.duq.edu/events.

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### Oct. 21, 2020

**WestPACS Collegiate Career Fair**
Virtual—Career Fair Plus
11:00 am - 4:00 pm
Network and learn about jobs, internships and graduate school programs. Register at westpacs.org.
Kristen Ritter
westpacs@westpacs.org

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### Oct. 22, 2020

**The Eleventh Annual McGinley-Rice Symposium: The Face of the Person Who Is Hungry**

**Virtual**
Varied pricing at https://bit.ly/2zK4l6i

The McGinley-Rice Symposium on Justice for Vulnerable Populations is a unique scholarly forum for nurses and other health care professionals to address issues of social justice in health care. Organized annually by the holder of the Jacques Laval Endowed Chair in Justice for Vulnerable Populations at the Duquesne University School of Nursing, the McGinley-Rice Symposium is an expression of the mission of the Congregation of the Holy Spirit, the Catholic missionary order that founded Duquesne and assists needy and marginalized persons throughout the world. This year’s event will focus on the face of the person who is hungry.
Kellie Dalton
collier1@duq.edu
duq.edu/social-justice

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### Oct. 27, 2020

**Graduate and Professional School Fair**
11:00 am - 1:00 pm
**Virtual—Handshake**
The Graduate and Professional School Fair invites job seekers to virtually meet with representatives from universities and professional schools from around the country.
Jen Smith
liedlj@duq.edu
duq.joinhandshake.com

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### Nov. 2, 2020

**Nursing Career Fair**
**Virtual—Handshake**
10:00 am - 12:00 pm, 2:00 - 4:00 pm
Job seekers are invited to network and connect with nursing recruiters from companies across the region at the virtual Nursing Career Fair.
Jen Smith
liedlj@duq.edu
duq.joinhandshake.com

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### Nov. 4, 2020

**Government, Non-Profit and Human Services Career Fair**
**Virtual—Handshake**
11:00 a.m. - 2:00 p.m
The Government, Nonprofit and Human Services Career Fair allows candidates to network and pursue professional opportunities and internships in all levels of government and nonprofit agencies.
Jen Smith
liedlj@duq.edu
duq.joinhandshake.com
**Nov. 6, 2020**

**Virtual Alumni Paint Night**
Tap into your creative side at a Virtual Paint Night by Art by Lena. Alumni will paint an image of campus. Information on how to participate and supplies needed to paint this scene from the comfort of your home will be made available online at www.myduquesne.duq.edu/events.

**Nov. 21, 2020**

**DUQummunity Turkey Trot Online**
Duquesne students, alumni, faculty and staff are invited to participate in the 2020 DUQummunity Turkey Trot! To register or for more information, visit www.myduquesne.duq.edu/events
Cost TBD
Jaimie Steel
steelj2@duq.edu

**Jan. 29, 2021**

**Virtual Ancestry Exploration**
Join us on Zoom for a virtual version of our Alumni Ancestry Exploration events! Linda Loewer will once again be sharing her expertise with us on researching your genealogy. For more details and to register, visit www.myduquesne.duq.edu/events.

**Feb. 10, 2021**

**Duquesne Day of Giving**
The sixth annual Duquesne Day of Giving will be held on Wednesday, Feb. 10, 2021. On this day, we ask all Duquesne University alumni and friends to visit duq.edu/dayofgiving and make an online donation to support Duquesne University.
David Jakielo
jakielod@duq.edu
www.duq.edu/dayofgiving

**March 2021**

**Volunteer Summit**

**Time TBD**
Duquesne University
Alumni are invited to learn more about the many ways they can volunteer with Duquesne University. Whether you have a few minutes or a few hours to be involved, there is an opportunity for you to serve.

**Date TBD**

**Law Alumni Online Reunions**
Office of Law Alumni Relations
lawalumni@duq.edu

**Date TBD**

**Easter Egg Hunt**
All alumni and family are welcome. Registration to open March 1. Meet the Easter Bunny, enjoy a family friendly lunch, delight in a children’s show and hunt for Easter Eggs!
Cost TBD
Danielle Howard
howarbd1@duq.edu

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**Alumni Book Club**
We’ve created a virtual book club for Duquesne alumni covering professional development and personal growth topics related to careers and leadership. The book club connects through a private forum where alumni can discuss the current book and network with each other. Joining the book club is free for alumni; you just have to get a copy of the book to enjoy. The group reads a book every two months, so you’ll have plenty of time for each book. To join, visit www.pbc.guru/duquesne.

**Book of Life**
Each year, the Church dedicates the month of November to the remembrance of our beloved who have passed on. Deceased members of the Duquesne University community, including alumni, students, faculty, staff, and their family and friends, will be remembered at the annual University Thanksgiving liturgy held on Thursday, Nov. 19, at noon in the University Chapel. This Mass will be livestreamed at duq.edu/thanksgiving-mass. If you wish to have your deceased loved ones included in our Book of Life, please provide their names online at www.myduquesne.duq.edu/bookoflife20 by Wednesday, Oct. 28.

The full list will also be available online Nov. 1 by visiting www.myduquesne.duq.edu.
Get the Tassl App from Alumni Engagement

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.