UNITED STATES OF AMERICA
BEFORE THE NATIONAL LABOR RELATIONS BOARD

DUQUESNE UNIVERSITY OF THE HOLY SPIRIT,

Employer,

v.

Case No. 06-RC-080933

UNITED STEEL, PAPER AND FORESTRY, RUBBER, MANUFACTURING, ENERGY, ALLIED INDUSTRIAL AND SERVICE WORKERS INTERNATIONAL UNION, AFL-CIO/CLC,

Petitioner.

Petitioner Union's Verified Motion to Dismiss Employer's Objections &
Employer's Motion for Evidentiary Hearing, Vacation of Election & Dismissal of Petition

Now Comes, Petitioner United Steel, Paper and Forestry, Rubber, Manufacturing, Energy, Allied Industrial and Service Workers International Union, AFL-CIO/CLC ("USW" or "Union"), and does hereby move to dismiss the "Employer's Objection to Conduct of an Election" and the "Employer's Motion for Board to Order an Evidentiary Hearing, Vacate Election and Dismiss Petition" (Collectively referred to herein as "Employer's Motions").

I. Introduction

The Motions of Duquesne University ("Employer") are not about God or religion, but about Mammon. They are about the Employer's desire to have the unfettered right, not to practice religion, but to pay its adjunct professors substandard wages without benefits and without job security while the Employer, an ostensible non-profit, makes massive profits of around $50 million a year.

As an initial matter, it must be emphasized that the Employer is not, and indeed has never claimed, that it is generally exempt from the jurisdiction of the NLRB. Far from it, the Employer has consented to NLRB jurisdiction for many years over four (4) different bargaining units on its Pittsburgh campus. *See, e.g., Duquesne University of the Holy Ghost*, 198 NLRB 891, 895 (1972) (Employer admitting to jurisdiction in case involving unit represented by Teamsters union). What's more, even in a case involving an attempt by full-time faculty of the Employer to organize, the Employer, while initially raising a *Catholic Bishop* defense as they attempt to do now, ultimately withdrew that defense, going so far as to concede that *Catholic Bishop* was not a bar to jurisdiction even in that case involving full-time faculty. *Duquesne University*, 261 NLRB 587, 587 (1982).

And of course, Catholic Canon Law specifically requires institutions such as the Employer to honor the governing labor laws. Thus, Canon 1286 "Administrators of goods," requires that such institutions, "in the employment of workers <u>are to observe meticulously also the civil laws concerning labor and social policy</u>, according to the principles handed on by the Church." It further requires that they "are to pay a just and decent wage to employees so that they are able to provide fittingly for their own needs and those of their dependents."

What's more, the U.S. Conference of Catholic Bishops just put out a Labor Day Statement on September 3, 2012, affirming the Catholic Church's support for unions and unionization. (*See*, Exhibit L). As this statement relates:

> Our nation needs an economic renewal that places workers and their families at the center of economic life and creates enough decent jobs for everyone who can work. Work is more than a paycheck; it helps raise our families, develop our potential, share in God's creation, and contribute to the common good. Everyone and every institution has a role to play in building a more just economy. In the words of our

Conference, we seek an economy that serves the person rather than the other way around. Blessed John Paul II said:

> ...society and the State must ensure wage levels adequate for the maintenance of the worker and his family, including a certain amount for savings. This requires a continuous effort to improve workers' training and capability so that their work will be more skilled and productive, as well as careful controls and adequate legislative measures to block shameful forms of exploitation, especially to the disadvantage of the most vulnerable workers, of immigrants and of those on the margins of society. The role of trade unions in negotiating minimum salaries and working conditions is decisive in this area (*Centesimus Annus*, no. 15).

Unions and other worker associations have a unique and essential responsibility in this needed economic renewal. Our Church has long taught that unions are "an indispensable element of social life, especially in modern industrialized societies" (*Laborem Exercens*, no. 20) and are examples of the traditional Catholic principles of solidarity and subsidiarity in action. At their best, unions demonstrate solidarity by bringing workers together to speak and act collectively to protect their rights and pursue the common good. Unions are a sign of subsidiarity by forming associations of workers to have a voice, articulate their needs, and bargain and negotiate with the large economic institutions and structures of government.

(Exhibit L)

Sadly, the Employer's conduct in this case falls far short of living up to these or any other acceptable principles, whether religious or secular. As we demonstrate below, it was the Employer which insisted upon going to the NLRB to determine the unit in this case and to set a unit election rather than voluntarily recognizing the Union as requested. Then, the Employer, with the advice of counsel, voluntarily consented to NLRB jurisdiction over a unit of adjunct faculty it helped to define; voluntarily waived a right to a hearing in which it could have raised, *inter alia*, the issues set forth in its Motions; and voluntarily signed a stipulation of election. (See, Election Petition, including waiver of hearing at Exhibit M). In signing the voluntary waiver of hearing and the stipulation of election, the Employer entered into a contract which, just a few short weeks later, the Employer then sought to renege on. The Employer, not claiming

any religious exemption from contract law and not citing any intervening events, should not be allowed to back out of these contractual obligations.

Moreover, the Union demonstrates below that, under current Board law, the Employer is not otherwise entitled to a religious exemption from NLRB jurisdiction over the unit the Employer itself helped to define. Therefore, the Company should be held to its contractual stipulation of election; the election vote, which the Union won by a vote of 50 to 9, should stand; and the Union should be certified as the exclusive collective bargaining agent of the Employer's part-time adjunct professors.

II. Statement of Facts

As the summary of its 990 IRS form indicates, the Employer is a university with revenue of around $350 million a year and expenses of around $300 million. *See*, Ex. A. This same document shows the Employer as listed in the category of "B Educational Institutions" and "B43 University or Technological" (*id.*), as contrasted with true religious institutions such as Pittsburgh Theological Seminary which is listed as "X Religion, Spiritual Development" and "X20 Christian" (Ex. B).

Further, the Employer is run by a President, Charles J. Dougherty, who is a lay person, as well as by a Cabinet of Officers and Board of Directors which consist mostly of lay persons. *See*, Exs. C&D.

As the Employer makes clear on its own website, it is open to people of all faiths and religions – that is, it does not hold itself out as strictly a Catholic institution. Indeed, in a

section entitled, "Ecumenical and Interfaith Opportunities," the Employer informs prospective students that is has various religious organizations on campus, including the Muslim Student Association, the Jewish Student Association, the Orthodox Christian Fellowship and an inter-faith group known as "God in All Worlds." *See*, Ex. E. As it further explains to prospective students in the FAQ section of its website, the Spiritan Campus Ministry "serves all students, faculty and staff, *whatever their faith*, by helping them understand and engage the University mission and Spiritan tradition so they can share it with each other, their communities and the world beyond." Ex. F (emphasis added).

Moreover, the Employer does not require its students to study Catholicism or even Christianity at the university. Rather, it requires students only to satisfy one, generic "Theology" requirement which can be satisfied by taking, *inter alia*, the vague course in "Theology: Global and Cultural Perspectives," and to satisfy a requirement in "Faith and Reason," which is a course focusing on the role of any "religious faith and reason in a particular society . . . ." *See*, Duquesne University Core Curriculum Structure (Ex. G).

The Employer employs hundreds of adjunct professors at the university, including over 100 adjuncts at the McAnulty College & Graduate School of Liberal Arts – the adjuncts at issue in this case. As the Employer makes clear on its website, it not only permits, but also encourages diversity (including of religion) amongst all of its faculty. *See*, Ex. K.

What's more, the contracts with the adjuncts in this case are barebones. Absent from these contracts is any mention of any requirements whatsoever to teach religion, to model

religion or to even be open to religion. *See*, Ex. H. Rather, the contracts focus on the Employer's purely secular monetary concerns. Thus, its spells out that the adjunct will receive a meager base salary of $2,556 per course (a mere 36% of the industry standard of $6,920),[1] receive no benefits or job security. *Id.* As for the lack of job security, the contract specifies that "[t]he term of this temporary, non-tenured agreement is one semester. . . . If this teaching assignment or any portion thereof is cancelled for any reason, including inadequate enrollment, the University reserves the right to cancel this appointment. The University retains sole discretion in defining inadequate enrollment." (*Id.*). In short, while the contract certainly reduces the adjuncts to penury and to mendicants, it is utterly indifferent to the adjuncts' religious values or desire to inculcate religious values. Rather, the contract is intended only to maximize the amount of surplus value squeezed out of the adjunct.

Feeling the yoke of the Employer's repression and exploitation, the adjuncts came to the USW to help them organize into a union to improve their wages and other terms and conditions of employment. And, after collecting a large majority of union cards from the adjuncts, the local adjunct organizing committee and the USW, including the undersigned counsel, met with leaders from the Company to request voluntary recognition.

As the undersigned can affirm,[2] the Employer, through Vice-President Steven Schillo, rejected the Union's request for voluntary recognition. *See*, Ex. I (request for recognition). At

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[1] *See*, http://www.mla.org/mla_recommendation_course (recommendation of the Modern Language Association).

[2] The undersigned counsel, Daniel Kovalik, swears to the truth of the facts about this meeting, which he attended, as well as to the authenticity of the documents attached hereto which he personally downloaded from the internet with the exception of the adjunct contract

this meeting, held on May 14, 2012, Vice-President Schillo stated his belief that the unit the USW sought to represent was unclear and that ***the Employer's position was that the unit had to be clarified through the processes of the National Labor Relations Board*** (NLRB). He also stated his belief that the proper course for recognition was through an NLRB-supervised election. Moreover, in response to statements that the USW had made in the press about the Employer's duty to live up to Catholic teaching supporting unionization and the fair treatment of workers, Mr. Schillo chastised us, saying that the Employer has a bargaining relationship with 4 other unions, was indeed in contract negotiations with those unions at that time, and understands its duties under both Catholic Church teaching *and* the NLRA to fairly negotiate with certified bargaining representatives.[3] These sentiments were echoed in public statements the Employer made through its spokesperson Bridget Fare who told the press "that the university works amicably with four other unions on campus, and 'intends do the same with the McAnulty part-time adjuncts should they choose to unionize. *We'll be letting the NLRB process take its course*

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which was handed to him by an adjunct. The undersigned wishes also to note that he is a product of the Catholic parochial school system, having attended the St. Elizabeth Ann Seton grade school, St. Andrew's middle school, and Archbishop Moeller High School. He then went on to study at the University of Dayton – a school much like Duquesne University in that it has a Catholic tradition, but (*very unlike* the parochial grade and secondary schools) requires no Catholic study much less requirement of church activity or attendance.

[3]Indeed, the Catholic Church is rife with strong statements in support of unionization, with the current Pope, Pope Benedict, recently stating in the 2009 encyclical *Caritas in veritate*: *"The repeated calls issued within the Church's social doctrine, beginning with Rerum Novarum, for the promotion of workers' associations that can defend their rights must therefore be honored today even more than in the past, as a prompt and far-sighted response to the urgent need for new forms of cooperation at the international level, as well as the local level."* Again, the Employer, more interested in its bottom line than in any religious devotion, conveniently ignores such calls in its claim for a religious exemption.

and proceed accordingly.'" *See*, http://www.insidehighered.com/news/2012/06/07/duquesne-adjunct-group-wants-organize-steelworkers-unions-help (emphasis added).

Given Mr. Schillo's insistence on having the question of representation resolved through the NLRB processes, the USW filed its petition in this case later on May 14, 2012. Very soon thereafter, the Employer's local, outside counsel Robert McTiernen called the undersigned counsel, stating that he believed that the parties could reach a stipulation of election in this case. The USW, through the undersigned, and the Employer, through Mr. McTiernen and the Employer's General Counsel and Vice President for Legal Affairs Linda Drago, then proceeded to engage in very amicable negotiations for such a stipulation. And, ultimately, the parties reached and voluntarily signed a stipulation for election and waiver of hearing in the above-captioned case. In pertinent part, the parties agreed to a mail ballot election, with ballots to be mailed out on Friday June 22, 2012. NLRB Region 6 approved and signed this stipulation.

Shortly thereafter, the Employer dismissed its local counsel, Mr. McTiernen, and hired a union busting attorney Arnold E. Perl from Memphis, Tennessee. As Mr. Perl advertises in the opening lines of his biography, "Arnold E. Perl has more than forty (40) years of experience in assisting organizations in labor and employment law, *with extensive experience counseling organizations on remaining union free.*" *See*, http://www.glankler.com/attorneys/perl-arnold/ (emphasis added).

On June 15, 2012, just one week before the scheduled election, the Employer filed its Motion to withdraw from the contractual stipulation for election with Region 6 of the NLRB.

On the very same day, the Employer announced through its President, Charles Dougherty, that the Employer had reached labor agreements with the 4 unions already on campus. *See*, Exhibit J.

By Decision dated June 18, 2012, Region 6 properly denied the Employer's Motion. As the Acting Regional Director, Mark Wirick, wrote:

> The Employer acknowledges the well-established rule that 'once an election agreement has been approved, a party may withdraw therefrom only from an affirmative showing of unusual circumstances or by agreement of the parties.' The Petitioner opposed the requested withdrawal. The Employer contends its claim that the Board cannot assert jurisdiction over it is itself an unusual circumstance which should permit it to withdraw from the election agreement.
>
> Subsequent to the *Catholic Bishop of Chicago* ruling the Board asserted jurisdiction over this same Employer. *Duquesne University of the Holy Ghost*, 261 NLRB 587 (1982). Since that time the Employer has stipulated to the Board's jurisdiction in three representation cases before the Region, including the instant case. The Motion does not establish [that] there are any relevant changed circumstances.

In accordance with this decision, and pursuant to the signed stipulation of election in which the parties consented to a mail ballot election, mail ballots were indeed sent out on June 22, 2012, and then returned to the Region 6 office.

Meanwhile, the Employer filed a Special Appeal from this decision of Region 6. Pending this appeal, the Region 6 office impounded the aforesaid mail ballots.

Then, a 3-member panel of the NLRB denied the Employer's Special Appeal by decision on September 14, 2012. In this denial, the NLRB directed Region 6 "to open and count the ballots, to serve on the parties a tally of ballots, and to taker further appropriate action." Region 6 counted these ballots on September 20, 2012, and the Union won the election by a wide margin of 50 votes in favor of the Union and 9 against. The Employer's instant Motions followed.

III. Argument

As the Employer itself explained in its original Motion to the Regional Director to withdraw from the stipulation of election agreement, "'once an election agreement has been approved, a party may withdraw therefrom only upon an affirmative showing of unusual circumstances or by agreement of the parties.'" Employer's Motion to the Regional Director at p. 3 (citing, *First FM Joint Ventures, LLC*, 331 NLRB 238, 239 (2000)(citing, *Sunnydale Medical Center*, 241 NLRB 1156 (1979)). And, as the Acting Regional Director correctly found, the Employer did not and could not show any intervening circumstance to warrant its unilaterally withdrawing from the stipulation agreement it voluntarily entered into. In short, the Employer is not, and indeed does not claim to be, any more religious now than it was at the time it entered into the stipulation agreement. Therefore, it must abide by that agreement.

Put another way, the Employer is not entitled to any religious exemption from a contract it freely signed or from the force of governing contract law. Indeed, it does not claim such an exemption to contract law, and the Union knows of no such exemption. For this reason also, the stipulation of election contract which the Employer signed, with advice of counsel, must be enforced. Without more, the Employer's Request must be denied.

Moreover, even if this were a mere question of waiver, the Union vigorously argues that a claim of religious exemption such as that being claimed here can be waived and was in fact waived here. Thus, the courts have consistently held that exemptions, even religious ones, must be properly pled, and, if not, can be waived. *See*, *Spann v. Word of Faith Christian Center Church*, 589 F.Supp.2d 759, 763 (S.D. Miss. 2008) (court rejecting defendant's claim that it

could not waive religious exemption under Title VII by failing to properly plead it in a timely fashion). Moreover, because the NLRA contains no statutory exemption for religion, much less a specific statement that any such exemption is jurisdictional, such an exemption from the Act is in fact not jurisdictional and therefore waivable. *Smith v. Angel Food Ministries, Inc.*, 611 Supp.2d 1346, 1349 & fn. 4 (rejecting defendant's claim that religious exemption even under Title VII, which does expressly provide for a religious exemption, is non-waivable).

And indeed, the Board and courts have made it clear that the Supreme Court's decision in *Catholic Bishop* does <u>not</u> "exclude church-operated schools, as entire units, from the coverage of the NLRA." *NLRB v. Hanna Boys Center*, 940 F.2d 1295, 1301 (9th Cir. 1991). Rather, *Catholic Bishop* at most exempts a narrow set of faculty – those with an "obligation . . . to imbue and indoctrinate the student body with tenets of a religious faith" – from the Act's coverage rather than an entire religious entity itself. *NLRB v. Bishop Ford Cent. Catholic High School*, 623 F.2d 818, 822 (2d Cir. 1980); *accord*, *Denver Post of the Nat'l Soc. Of Volunteers of America v. NLRB*, 732 F.2d 769, 772 (10th Cir. 1984); *The Salvation Army*, 345 NLRB 550, 550 (2005).

The Employer itself has recognized the general jurisdiction of the Board over it for decades in the case of 4 different bargaining units on its campus. And, even in the instant case, the Employer, with the advice of counsel, voluntary negotiated and then signed on to a stipulation of election covering a certain, limited unit of adjunct faculty (namely, certain part-time adjuncts at only one of its colleges). *See*, Exhibit M. It can be presumed that the Employer, which bargained hard over the unit definition in the stipulation, did not include any

faculty in the stipulated unit definition which may "imbue and indoctrinate the student body with tenets of the religious faith" and who therefore might fall under the coverage of *Catholic Bishop*. These very facts must be seen as fatally undermining any claim that the Board's exercise of jurisdiction (upon the very invitation of the Employer itself), somehow burdens the Employer's exercise of its First Amendment religious rights. How a union election and exercise of Board jurisdiction is somehow burdensome on these rights when they obviously were not when the Employer negotiated and signed the stipulation is impossible to fathom. And, the Employer gives absolutely no explanation for how this might be so. For this reason also, the belated claim for religious exemption should be rejected.

Moreover, the Employer has set itself an impossible task in this case. Thus, while the Employer had the affirmative burden of proving its claim to a religious exemption over the unit in this case, *Spann v. Word of Faith Christian Center Church*, 589 F.Supp.2d 759, 763 (S.D. Miss. 2008), it expressly waived its right to a hearing in this case as part of the signed stipulation agreement. Therefore, it has no forum to prove its claim for exemption. Again, the Employer does not claim, and cannot claim, that the right to a hearing, even for a religious institution, is somehow unwaivable. In short, the Employer is bound by this waiver to a hearing and therefore unable to mount any proof to sustain its claim for religious exemption.

What's more, the Employer does not even provide verified documents or evidence in support of its instant Motions. The Union objects to all of the so-called evidence the Employer proffers to the Board on the grounds that it is unverified, unauthenticated and hearsay and not even admissible for purposes of a summary judgment motion. Therefore, the factual basis of the

Employer's claimed religious exemption must be rejected, and the religious exemption along with it.

Finally, the facts of this case simply do not support a claim for religious exemption here. The governing case in this regard is *Livingstone College*, 286 NLRB 1308, 1308-1310 (1987), in which the Board refused to grant a religious exemption to a college with an AME Zion tradition in that the college was not "financially dependent upon the Church. Only one-half of the board of trustees are required to be bishops of the Church; [and] the remaining members of the board need not even belong to the Church." The Board also based this decision upon the fact that the College does not attempt to inculcate the faith of the Church and does not require its faculty members to do so. *Id.* Further, the Board relied upon the fact that the College indeed promotes religious freedom on campus and does not require its students to belong to the AME Zion faith or to practice that faith on campus. *Id.* Finally, it found significant the fact that the College only requires 4 credits, out of a total of 124, of religious courses for graduation. *Id.*

Similarly, in this case, the Employer does not even claim that it is financially dependent upon the Catholic Church or the Spiritan Order; only a small minority of its Board of Trustees is religious; and there is no religious litmus test for the remainder. Further, the Employer does not attempt to inculcate the Catholic faith, requiring only 6 credits of any religious study, and none of that is required to be Catholic. The Employer also goes out of its way to encourage students of other faiths (including non-Christian faiths such as Muslim and Jewish) to attend the University and to practice their faith there.

Finally, and most importantly, the Employer does not require the adjuncts at issue in this case to be of any faith or to promote the faith in their instruction, requiring only (as judged from the contracts which the adjuncts are required to sign upon hiring) that they work for barely subsistent wages with no benefits or job security. *See*, *Livingston College*, *supra.*, 286 NLRB at 1309-1310 ("the absence of a requirement that the faculty propagate or conform to a particular religious faith significantly diminishes any risk of impermissible constitutional infringement posed by asserting jurisdiction."); *see also*, *St. Joseph College*, 282 NLRB 65, 68 (1986) (relevant inquiry is whether faculty must "conform to Catholic doctrine and agree, *on hire*, 'to promote the objectives and goals . . . of the Sisters of Mercy of Maine'") (emphasis added). Again, as the Board in *Livingston College* emphasized, "the fact that faculty members are not required to conform to AME [church] doctrine or promote the ideals and objectives of the AME Church" is "[o]f more significance" than whether the College itself "ha[d] a religious mission." 286 NLRB at 1309. In this case, the adjuncts in question are not, as an objective matter, required to promote such Catholic values, and the Employer presumably made sure of this when it negotiated and agreed to the bargaining unit as defined in the stipulation.

Therefore, it cannot be said that the exercise of Board jurisdiction would somehow be burdensome upon the Employer. This is especially the case here where the Employer indeed invited this jurisdiction and consented to it through a signed stipulation just a few short months ago.

IV. Conclusion

For the foregoing reasons, the Employer's Motions should be denied in their entirety, the Union should be certified as the exclusive collective bargaining agent of the part-time adjunct faculty defined by the parties in the election stipulation, and the Employer should be required to bargain with the Union.

Respectfully submitted,

Daniel M. Kovalik
Senior Associate General Counsel
United Steelworkers International Union
Five Gateway Center – Suite 807
Pittsburgh, PA 15222
Telephone: 412.562.2518
FAX: 412.562.2574
E-mail: dkovalik@usw.org

COMMONWEALTH OF PENNSLYLVANIA)
) ss:
COUNTY OF ALLEGHENY)

Having personal knowledge of the facts of this case, I hereby swear that they are true and correct and that the documents attached hereto are authentic.

Daniel M. Kovalik

Subscribed and sworn to before me this 1st day of October, 2012.

Notary Public

COMMONWEALTH OF PENNSYLVANIA
Notarial Seal
Martha Snezek, Notary Public
City of Pittsburgh, Allegheny County
My Commission Expires Dec. 17, 2013
Member, Pennsylvania Association of Notaries

CERTIFICATE OF SERVICE

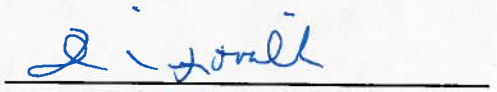
I, Daniel M. Kovalik, do hereby certify that on October 1, 2012, a copy of the foregoing document was filed electronically with the National Labor Relations Board in Washington, DC and copies were served via e-mail on the following:

Arnold E. Perl
Glankler Brown, PLLC
6000 Poplar Avenue, Suite 400
Memphis, TN 38119
aperl@glankler.com

Andre B. Mathis
Glankler Brown, PLLC
6000 Poplar Avenue, Suite 400
Memphis, TN 38119
amathis@glankler.com

Robert W. Chester
Regional Director
National Labor Relations Board
Region 6
William S. Moorhead Federal Building
1000 Liberty Avenue, Room 904
Pittsburgh, PA 15222
robert.chester@nlrb.gov

Virginia Scott
National Labor Relations Board
Region 6
William S. Moorhead Federal Building
1000 Liberty Avenue, Room 904
Pittsburgh, PA 15222
virginia.scott@nlrb.gov



Daniel M. Kovalik

Exhibit A

GUIDESTAR

Category: College and University

Duquesne University of the Holy Spirit

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Print Report

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Duquesne University of the Holy Spirit

Physical Address:	**Pittsburgh, PA 15282**
EIN:	**25-1035663**
Web URL:	**www.duq.edu**
Leadership:	**Charles J. Dougherty, Chief Executive**

GuideStar Seal	Organization does not have a GuideStar Exchange Seal
Registered with IRS	Legitimacy information is available
Financial Data	Annual Revenue and Expense data reported
Forms 990	2010, 2009, and 2008 Forms 990 filed with the IRS
Mission Objectives	Mission Statement is available
Impact Statement	Impact Statement is *not* available
☆☆☆☆☆	No Personal Reviews available

Legitimacy Information

- This organization is registered with the IRS.
- This organization is required to file an IRS

Summary | **Financials** | **Forms 990 & Docs** | **People**

Form 990 or 990-EZ.

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Forms 990 from IRS

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Annual Revenue & Expenses

Fiscal Year Starting: **Jul 01, 2009**
Fiscal Year Ending: **Jun 30, 2010**

Revenue

Total Revenue	**$350,004,351**

Expenses

Total Expenses	**$303,923,587**

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THE PITTSBURGH FOUNDATION

Basic Organization Information

Duquesne University of the Holy Spirit

Physical Address:	Pittsburgh, PA 15282
EIN:	25-1035663
Web URL:	www.duq.edu
NTEE Category:	B Educational Institutions
	B43 University or Technological
Year Founded:	1937
Ruling Year:	1937

Login or register to see this organization's full address, contact information, and more!

Mission Statement

Duquesne serves God by serving students through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the church, community, nation and the world.

Expert Reviews

There are no Expert Reviews for this organization. Learn more about TakeAction@GuideStar.

Impact Statement from Nonprofit

This organization has not provided an impact statement.

Personal Reviews

There are no reviews for this organization.

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Exhibit B

GUIDESTAR

Category: College and University

Pittsburgh Theological Seminary

Pittsburgh, PA

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Print Report

Like 0

Pittsburgh Theological Seminary

Physical Address:	**Pittsburgh, PA 15206**
EIN:	**25-0965473**
Web URL:	**www.pts.edu**
Leadership:	**Rev. Dr. William J Carl, Chief Executive**

GuideStar Seal	Organization does not have a GuideStar Exchange Seal
Registered with IRS	Legitimacy information is available
Financial Data	Organization has not reported Revenue & Expense data to GuideStar
Forms 990	Forms 990 filed with the IRS are not available
Mission Objectives	Mission Statement is available
Impact Statement	Impact Statement from nonprofit is available
	No Personal Reviews

available

Legitimacy Information

- This organization is registered with the IRS.
- This organization is not required to file an annual return with the IRS because it is a religious organization.

Institutional funders should note that an organization's inclusion on GuideStar.org does not satisfy IRS Rev. Proc. 2011-33 for identifying supporting organizations.

Learn more about GuideStar Charity Check, the only pre-grant due diligence tool that is 100% compliant with IRS Rev. Proc 2011-33.

Forms 990 from IRS

Forms 990 filed with the IRS are not available for this organization.

Subscribe Now

Annual Revenue & Expenses

Revenue and expense data are not available for this organization.

Revenue

Total Revenue –

Expenses

Total Expenses –

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Summary	Financials	Forms 990 & Docs	People

Basic Organization Information

Pittsburgh Theological Seminary

Physical Address:	Pittsburgh, PA 15206
EIN:	25-0965473
Web URL:	www.pts.edu
NTEE Category:	B Educational Institutions
	B50 Graduate, Professional(Separate Entities)
	X Religion, Spiritual Development
	X20 Christian
Year Founded:	1960
Ruling Year:	1960

Login or register to see this organization's full address, contact information, and more!

Mission Statement

On a dynamic and challenging global stage Pittsburgh Theological Seminary plays its part in God's redemption of the world through Jesus Christ by preparing leaders who proclaim with great joy God's message of good news in both word and deed.

Expert Reviews

There are no Expert Reviews for this organization. Learn more about TakeAction@GuideStar.

Impact Statement from Nonprofit

The Seminary's impact is felt throughout the Western Pennsylvania region and around the world. Nearly 3000 living graduates serve as pastors, counselors, chaplains, teachers, social workers, missionaries and community volunteers as a result of the education that they have received at Pittsburgh Seminary. Their ministries improve the quality of life in

Data provided by

THE PITTSBURGH FOUNDATION

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this region and beyond. Over 2000 people who participate in the Seminary's Continuing Education and special events each year are enriched as well as they explore issues of faith, theology, ethics, justice and community life.

Personal Reviews

There are no reviews for this organization.

Write a Review Powered by GREAT Nonprofits

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Exhibit C

Duquesne University Administration

Overview and Biographies
Administrative Contacts
Board of Directors
Schools and Colleges
Directory of Offices/Departments
Duquesne University Corporation
Office of the President
Policies, Guidelines and Plans
2010-2015 Strategic Plan
Mission & Identity

President

Charles J. Dougherty

412.396.6060

president@duq.edu

Bio »

Cabinet / Officers of the University

Vice President for Legal Affairs and General Counsel University Secretary

Linda Drago, J.D.

412.396.5181

drago@duq.edu

Bio »

Executive Vice President for Student Life

Sean M. Hogan, C.S.Sp.

412.396.5069

hogan@duq.edu

Bio »

Vice President for Mission and Identity

James McCloskey, C.S.Sp.

412.396.5286

mccloskey@duq.edu

Bio »

Provost and Academic Vice President

Ralph Pearson

412.396.6054

rlpearson@duq.edu

Bio »

Vice President for University Advancement

John Plante

412.396.4937

plantej@duq.edu

Bio »

Vice President for Management and Business

Stephen Schillo

412.396.6063

schillo@duq.edu

Bio »

Duquesne At a Glance

Founded in 1878

10,011 students

14:1 Student-to-Faculty Ratio

6 men's and **10** women's varsity sports

Learn More »

Visit us on Facebook

Contacting the University

600 Forbes Ave.
Pittsburgh, PA 15282
412.396.6000

Admissions
admissions@duq.edu
412.396.6222

Public Safety
publicsafety@duq.edu
412.396.2677

Duquesne Union Information Desk
412.396.6632
Hours of Operation »

Schools and Colleges
Contacts »

Organizational Chart

Download (PDF)
last updated August 16, 2011

DUQUESNE UNIVERSITY

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Exhibit D

Overview and Biographies
Administrative Contacts
Board of Directors
Schools and Colleges
Directory of Offices/Departments
Duquesne University Corporation
Office of the President
Policies, Guidelines and Plans
2010-2015 Strategic Plan
Mission & Identity

Board of Directors

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MaryAdele Krolikowski
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Thomas R. Donahue
Joseph C. Guyaux
Samuel P. Kamin
James F. O'Day
P. David Pappert
John G. Rangos, Sr.
Arthur J. Rooney, II
John A. Staley, IV
Sr. Linda Yankosi, CSFN

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Exhibit E

Ecumenical and Interfaith Opportunities

Crossroads Christian Fellowship

Crossroads Christian Fellowship offers weekly gatherings for Christian denominations, along with retreats, Bible studies and faith sharing opportunities. For more information email contactus@ducrossroads.com.

Muslim Student Association

The Muslim Student Association organizes faith-filled activities and events for Muslim Students and the entire University. The University provides a prayer room above the University Chapel. Contact 412.607.3077

Jewish Student Organization

The Jewish Student Organization works to provide community for Jewish students on campus. Contact jsoduq@gmail.com

Orthodox Christian Fellowship

Orthodox Christian Fellowship (OCF) is a community of orthodox believers. Contact: Fr. Radu Bordelanu at 412.396.6526 or bordelanur@duq.eduGod in All Worlds

God in All Worlds

God in All Worlds is an inter-faith discussion group that meets regularly to discuss various inter-faith issues. This is a safe place to share your faith tradition and also learn about religions of the world through dialogue and reflection. We meet Mondays from 4:00 to 5:00 pm in room 116 of the Student Union. All are invited.

The Big Question

Designed for freshmen, this group meets regularly to discuss life's big questions from ethical and moral perspectives.

Follow us online!

Spiritan Campus Min.
SCMduq

SCMduq Congratulations to our graduating Seniors this past weekend! With the passing of graduation begins our summer... fb.me/1fpXRuyp8
41 days ago · reply · retweet · favorite

SCMduq Come join us for the Baccalaureate Mass for the graduating class of 2012. Mass starts at 3 pm on Friday May 4th in the A.J. Palumbo Center.
47 days ago · reply · retweet · favorite

SCMduq Bible Study TONIGHT 9pm SCMC. All are welcome!
52 days ago · reply · retweet ·

Join the conversation

BLOG

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Mission and Identity Home
About the Office of Mission and Identity
Events
Collegium
Our Mission
The Spiritan Tradition
Spiritan Community at Duquesne
Engaging with Africa
Welcome

Ecumenism

While the environment of Duquesne invites participation in its spiritual life and Catholic traditions, we retain the openness of our Spiritan founders, whose rule calls for dialogue among people of different faiths and harmony among the many cultures of the world.

> Venerable Francis Libermann, who revived the Congregation in the early 1850's, was unique among the religious leaders of his time for carefully instructing his missionaries not to disturb the cultural identity of the people whom they served.

There is virtually no religious tradition and no cultural background that is not present in some form on the campus of Duquesne University. As a Catholic university, Duquesne is called by the Spirit to welcome and partner with people of other religions. Their presence in our midst is the fulfillment of our Catholic identity... the word catholic literally means universal. We welcome the diversity they bring, enriching us all as intellectual sojourners who live by the Spirit and Mission of the University.

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Diversity and Inclusion

Celebrating Diversity
A Varied Population
Supporting Diversity
President's Advisory Council
Diversity in Employment

Celebrating Diversity

Our Spiritan founders and sponsors have always believed in welcoming all and excluding none. So our students, faculty and staff represent many different races, religions, ethnic groups and socioeconomic backgrounds.

- Our students hail from nearly every state and 79 countries.
- This mix of viewpoints and perspectives makes our campus a unique, vibrant learning community, and a Duquesne education a distinctive and transformational experience that lasts a lifetime.
- We promote and encourage diversity throughout the community, in all of its forms.
- Diversity is a part of many activities and programs, and is a focus for development within our 2010-2015 Strategic Plan.
- We are a community in which human diversity is valued.

We invite you to join us in celebrating diversity!

Diversity and Inclusion Events

Held on Wednesday, Sept. 28, 2011, the Social Media & Diversity event featured guest speaker Dr. Rosta Farzan.

Diversity Dinnerviews: Changing the "face" of technology in Pittsburgh! was on June 9, 2011.

Visit Western Pennsylvania Diversity Initiative for more details: http://wpdiversity.org/

6th Annual Duquesne Disability Awareness Luncheon

Beth Whitehouse of Autism Speaks discussed "Profit by Investing in Workers with Disabilities" - October 12, 2011

Employment Contact

Maria D. Bradford
Senior Employment Recruiter
412.396.1403
bradfordm845@duq.edu

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Exhibit F

Frequently Asked Questions about Duquesne Student Life

What is there to do on campus?

Between concerts, plays and late night activities, there is plenty to do on campus whenever you are looking to hang out with your friends and have a good time. The Duquesne Program Council is a great source for campus entertainment as they often host comedians and put on weekly movie screenings for recently released titles. The NiteSpot (a hangout spot on the 1st Floor of the Duquesne Union) is also open until midnight (weekends until 1am) and caters to students with pool tables, ping pong tables, video game systems, computers, and big screen televisions. All of these facets of Student Life make Duquesne a great place to partake in good fun and unwind on a weeknight or weekend afternoon.

Learn about nearby attractions in Pittsburgh and our interesting neighborhoods.

What organizations can I get involved with?

Duquesne prides itself and making available many organizations and workshops to help develop leadership and networking skills that come into play later on within the "real-world" environment. The Center for Student Involvement coordinates all the Student Organizations on campus while working closely with Greek Life, Multicultural Affairs, Spiritan Campus Ministry, and Residence Life to comprise the "Duquesne Family." Along with training in leadership and time management, student organizations at Duquesne offer many social opportunities to expand relationships with fellow students in a comfortable setting.

What are some things that set Duquesne apart from other colleges?

Read about the organizations that believe Duquesne University ranks among the best universities in the country.

What transportation is available?

Duquesne is now making available a shuttle that runs from the South Side to campus from 7am - 10pm, Monday thru Friday. This service is only $50 and comes at the demand by the student body. For further traveling, the Pittsburgh Port Authority offers bus passes that will get you to the Waterfront, which has a Costco, Michael's, Lowes, and many other stores, and to Station Square. If you are looking to travel even a further distance the MegaBus service is a cheap way to travel across the state and beyond. The Pittsburgh International Airport is also a short drive away from campus, making even further trips less of a hassle.

Where do I go if I have a computer or technology question?

The Computer Store can meet all of your technological needs for college at a very discounted price! The Duquesne Computer Store, located on the 2nd Floor of the Student Union, offers many deals and discounts for Duquesne students at the beginning of the school year. Whether you are a Mac enthusiast or a PC fan, there is something to fit everyone's needs at this location.

Also, whenever a student is having any sort of trouble with technology on campus (whether it is the Duquesne computers, or a problem with his or her own laptop), Duquesne Computer and Technology Services (CTS) is there to offer a helping hand. CTS can offer a wide range of solutions for problems such as connecting to the internet on campus, trouble installing software, or simply getting your computer to work at optimum capacity.

What kind of recreation opportunities or fitness centers are available?

The Power Center is a recreational facility filled with things to do to stay in shape. Fitness opportunities include Club Sports, Intramural sports, Wellness Programs, and Group Fitness classes. One of the biggest events of the year is the Power Madness 3on3 Basketball Tournament during the month of March in the spirit of the NCAA Basketball Tournament. This competition brings in more and more participants every year and allows students to compete in a friendly environment. Other popular fitness activities include kickboxing, Zumba, spinning, pilates, and yoga. With long hours, several free weight facilities, two full basketball courts, a mini track, a couple study rooms, and many group fitness studios, the Power Center is a hub for students to unwind, blow off some steam, and keep healthy.

Where can I eat on campus?

Dining at Duquesne offers students an extensive selections of eateries on campus. In the Duquesne Union, students can find Options Food Court on the 5th Floor where they serve wraps, fresh deli sandwiches, hot onion rings and fries. On the 1st Floor of the Union is The Off Ramp, or "Framp," another favorite place to relax, watch television, eat pizza, made-to-order sandwiches or fresh salads. However, by far most heavily visited cafeteria is the Fr. Sean Hogan Dining Center on the 2nd Floor of Towers Living Learning Center. Here students take advantage of the all-you-can-eat buffet cooking and desserts. Other on-campus dining centers include the Red Ring Restaurant and several conveinant store locations. With all the options spread across campus, no student ever goes hungry at Duquesne!

What ecumenical and interfaith opportunities are available?

Spiritan Campus Ministry is part of the Division of Mission and Identity and plays a significant roll in upholding the Duquesne ideals documented in the Mission Statement. Spiritan Campus Ministry is much more than a group of individuals or an agenda of programs or opportunities for service. It is the Spirit of Duquesne Universit; the Spirit that moves, that leads, that guides.

SCM serves all students, faculty and staff, whatever their faith, by helping them understand

and engage the University mission and Spiritan tradition so they can share it with each other, their communities and the world beyond.

What are athletics like at Duquesne?

Under the direction of Greg Amodio, Athletics at Duquesne have prospered into a nationally recognized force. The A.J. Palumbo Center, which has recently gone under a $1.8 million renovation, houses the Duquesne Dukes basketball team. Basketball at Duquesne had always been a student favorite due to the reputation of The Red and Blue Crew, the Duquesne's student section. In all, Duquesne has five men's sports and eight women's sports, all of which play in either NCAA Division I or Division I Subdivision (formerly Division I-AA). Rooney Field, located on Academic Walk, also plays host to many sporting events. Since this field is directly beside the most heavily trafficed walkway by students, it lends to a very convienant experience since students don't have to go out of their way to watch a live football game. All in all, sports at Duquesne are a great way to show school spirit and cheer on your fellow students.

What leadership and service opportunities can students take advantage of?

The Center for Student Involvement is here to encourage students to get involved with the incredible amount of student organizations on campus. Just about every hobby or passion can be cultivated with the several interest groups offered at Duquesne. In order to get involved, it is as easy as looking up the student organization, contacting the campus advisor and arranging a meeting. From Greek Life and proffesional groups to tea-drinking and volunteering for the greater good, Duquesne has an organization for you.

What about performing arts on campus?

Groups such as the Tamburitzans and the Duquesne Dance Team are examples of opportunities for students with background in performing arts can get involved doing what they love. The Tamburitzans perform all over the country and are renown for their rich Eastern European influence and folklore. The Duquesne University Red Masquers is also a group that is easy to get involved with. The Red Masquers is proud to lay claim to being the oldest amateur theatre company in the city of Pittsburgh and . Known as the Red Masquers since 1914, the group traces its roots back to the late 1800s when Duquesne first started to offer an education in dramatics. Finally, the English Department also offers the opportunity to be apart of the The Medieval and Renaissance Players, a group dedicated to medieval and Renaissance drama.

Greek Life at Duquesne also offers several opportunities to display your dancing, singing or acting talents on stage with events such as Carnival and Greek Week. Carnival takes place during Homecoming of the Fall Semester and pairs up Fraternities and Sororities as they put on a performances full of synchronized dances and funny skits. Greek Week also hosts a night entitled Greek Sing where Greek Life organizations are paired up and put on a 10 minute theme performance of non-stop dancing and singing. These are two staple events in the Greek Life community at Duquesne and allow students to display Greek unity and Duquesne pride.

Where do I go if I am sick or injured?

Duquesne University is always putting the students first, especially when he or she is sick or injured enough that it is affecting his or her ability to learn. Health Services offers medical, mental health and wellness services. Health Services is open weekdays by appointment and offers routine physical exams by physicians and nurse, allergy injections, emergency care, referrals, and nutrition counseling. There is also a physician on call for after hours who can be accessed by calling the front desk of your Living Learning Center and identifying yourself as a Duquesne student.

What are the expectations of a Duquesne student?

The expectations of a Duquesne Student are outlined in the Student Handbook and are stressed during the annual Matriculation that every Freshman at Duquesne must partake in. The expectations are as follows...

- Read, understand and live out the values contained in the Mission Statement.
- Build on the values you have received from those who love you and strive to meet their expectations.
- Be diligent and sincere in your education, open to learning and change and strive for academic excellence.
- Be honest and have integrity in all that you do.
- Recognize the importance of service to others and our community.
- Grow spiritually, preparing for life, not just a career.
- Appreciate diversity, be welcoming to others.
- Respect your body and avoid addictions.
- Develop a sense of self around your ethical and spiritual values.
- Develop friendships and know the value of teamwork.
- Be proud of Duquesne, show school spirit and support University activities.
- Be at peace, love God, your neighbor and yourself.

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Exhibit G

DUQUESNE UNIVERSITY CORE CURRICULUM

Guiding Vision

Education that informs the mind, engages the heart, and invigorates the spirit is the guiding vision of the University Core Curriculum at Duquesne University, an urban Catholic university in the Spiritan tradition. This vision takes its inspiration from the University's mission, specifically the commitment to excellence in education and concern for moral and spiritual values, especially the Spiritan values of global justice and the kinship of all peoples. The Duquesne general education curriculum prepares students to search for truth, with attention to how faith and reason together contribute to that search, and to exercise wise, creative and responsible leadership in the service of others and in the fashioning of a more just world.

Purpose

In keeping with this Catholic-Spiritan vision, the purpose of the University Core Curriculum is the education of the whole person through a study of the liberal arts that emphasizes the students' intellectual and ethical development. Through acquiring the modes of inquiry particular to the humanities and the social and natural sciences, students expand their self-understanding and their knowledge of the world. The University Core provides students with the opportunity to explore how religious faith and spiritual values enrich human life. By connecting learning in the classroom to community service, students are encouraged to develop as responsible, global citizens.

Educational Values

The educational values that flow from the vision and purpose are commitment to

A. Academic excellence through the pursuit of truth;
B. Education in the liberal arts and sciences that recognizes the inherent dignity of every person and the uniqueness of individual creative expression;
C. Knowledge of human culture and of the natural world that enriches the individual and enables personal and communal growth in social and environmental responsibility;
D. Spiritual and moral development and ecumenical openness that fosters inter-religious understanding;
E. Civic engagement in Service-Learning that links academic knowledge of society with real life issues and concerns;
F. Intellectual honesty and academic integrity.

General Goals and Student Learning Outcomes

The University Core Curriculum has broad common learning goals for all its students enrolled in its baccalaureate programs. Upon completion of the University Core Curriculum students are able to

1. Demonstrate critical, creative, and constructive thinking and communication – written and verbal – informed by the humanities and the social and natural sciences;
2. Recognize the diverse ways of knowing intrinsic to the intellectual disciplines and some significant ways in which they foster self-growth, broader understanding, and self-initiated learning;

3. Demonstrate literacy and problem-solving ability in quantitative, qualitative, and scientific analysis;
4. Comprehend fundamental human questions through the study of selected texts and figures in philosophy and theology;
5. Explain how religion can inform personal, societal, and professional life through study of and reflection on theological sources and questions;
6. Perceive and analyze basic ethical and moral problems—personal, professional and societal;
7. Recognize the importance of the creative arts and of artistic expression;
8. Identify some of the unique perspectives provided by faith and reason in the pursuit of truth;
9. Develop a global perspective through investigating diversity within global, national, and local contexts;
10. Distinguish among opinions, facts, and inferences and be open to revising personal judgments after careful and critical thought;
11. Demonstrate technological capabilities appropriate to the disciplines and information literacy, which includes critical analysis and reasoning;
12. Link academic theory and community-based practice through service.

University Core Curriculum Structure

A. Discipline-Specific Courses **21 credit hours**

6 credits in English Composition (UCOR 101 and UCOR 102)

UCOR 101 Thinking and Writing Across the Curriculum

UCOR 102 Imaginative Literature and Critical Writing

3 credits in Mathematics (one of the following)

UCOR 110 Problem Solving with Creative Mathematics (UCOR 111)

Or a course approved for your degree program, such as

- Calculus for Non-Science (Math 110 or 111)
- Calculus I (Math 114 or 115)
- Fundamentals of Statistics (Math 125)
- Biostatistics (Math 225)

3 credits in Natural Science (one of the following)

UCOR 121 Biology

UCOR 122 Chemistry

UCOR 123 Physics

UCOR 124 Earth Science

UCOR 125 Astronomy

UCOR 126 Energy and the Environment

UCOR 127 The Big Bang and Beyond

UCOR 129 Science: Special Topics

(Not all of the Natural Science courses will be offered every semester.)

3 credits in Philosophy

UCOR 132 Basic Philosophical Questions

3 credits in Theology (one of the following)

UCOR 141 Biblical and Historical Perspectives UCOR 142 Theological Views of the Person UCOR 143 Theology: Global and Cultural Perspectives 3 credits in Ethics (one of the following) UCOR 151 Philosophical Ethics UCOR 152 Theological Ethics Additional options approved for your degree program such as: UCOR 207 Medical Ethics (Phil) [Rangos School of Health Science] UCOR 253 Health Care Ethics (Theol) [Rangos School of Health Sciences]
B. Theme Area Courses **12 credit hours** 3 credits in Creative Arts 3 credits in Faith and Reason 3 credits in Global Diversity 3 credits in Social Justice
C. Service-Learning Requirement (0 credit hours) – one course (designated as "SL"); incorporates service into a course.
D. Information Literacy Requirement (1 credit) – if not embedded in a course.
E. Writing-Intensive Requirement (0 credit hours) – four courses (designated as "W") with emphasis on advanced writing in the courses.

A. Discipline-Specific Courses

(For course descriptions see the Appendix pages 16-18.)

6 credits in English Composition

The English composition requirement ensures that University undergraduates have intensive training in written communication in two small classes. The two composition courses focus not only on surface correctness (absence of errors) but also on critical thinking and reading, analysis of written and visual texts, evaluation of sources of information, recognition of the difference between literary and nonliterary texts, and uses of technology to construct and analyze messages. In the English composition courses the students acquire the basic skills required not only to write well for their college classes but also to apply those skills in their professions and in their roles as responsible citizens.

Rationale

As the world becomes increasingly digital and visual, clear written communication is more valuable than ever. The ability to write well—to describe, to persuade, to explain—is a skill demanded by professional fields from business to medicine to technology. An intensive first-year sequence of writing courses is particularly important because students often enter college with inadequate preparation for college course work, for professional communication, and for public writing. Emphasis on critical reading and thinking in the writing classes prepares students to engage the complicated and difficult material required in other University Core Curriculum courses and in their majors.

Learning Outcomes

Upon completion of the English composition course sequence, students are able to

1. Identify the strategies of argument used in written rhetoric;
2. Recognize and analyze works of poetry, fiction, and drama;
3. Produce thesis-driven, coherently-organized, evidence-based, respectful, persuasive, academic writing, appropriate not only for their later college assignments but also for their post-graduate life;
4. Write with a focus on process rather than only on the product, and recognize the purpose of drafting both for their writing and for their critical thinking;
5. Write with a good command of grammatically correct standard English, and understand what resources to consult with questions about grammar, mechanics, or style;
6. Use sources responsibly and ethically, document sources correctly, and understand how to use professionally-sanctioned citation and documentation systems;
7. Assess what they have learned;
8. Apply communication skills taught in 101 to other University courses.

Courses

The English Composition requirement is satisfied by the successful completion of

UCOR 101 – Thinking and Writing Across the Curriculum
UCOR 102 – Imaginative Literature and Critical Writing

Policies

1. UCOR 101 (or an approved transfer course) must be successfully completed before students can take UCOR 102;
2. Approved transfer courses or examinations may be substituted for UCOR 102.

3 credits in Mathematics

The mathematics requirement ensures that our students graduate with the "quantitative literacy" required of well-educated citizens. Quantitative literacy includes the ability to interpret basic mathematical models, such as formulas, graphs, tables, and schematics, and draw inferences from them; to represent mathematical information symbolically, visually, numerically, and verbally; to estimate and check answers to mathematical problems in order to determine their reasonableness, identify alternatives, and select optimal results; to acquire a degree of versatility in approaching and solving problems; and to recognize that mathematical and statistical methods

have limits.

Rationale

Mathematics is necessary not only for understanding modern technology but also for everyday living. Therefore, students need the skills that enable them to go beyond routine problem-solving in order to handle diverse and relatively complex problem situations. Mathematics is a language of quantity. It is an art as well as a science. Therefore, it is affected by and affects our culture and history. The mathematics requirement is designed to assist students to integrate the knowledge and study of mathematics with other experiences and disciplines.

Learning Outcomes

Upon the completion of the mathematics course, the students are able to

1. Explain the role of mathematics as an intellectual discipline and as a problem-solving tool;
2. Apply the logical and deductive reasoning used in developing mathematics and in problem solving;
3. Communicate mathematical solutions using correct mathematical terminology;
4. Ask meaningful questions to clarify their comprehension of problems and collaborate with others to find solutions to them;
5. Select correct solutions to specific problems and generalize learning to construct mathematical formulas in new contexts;
6. Articulate contributions mathematics has made to culture in the form of mathematical puzzles and theorems.

Courses

The mathematics requirement is satisfied by the successful completion of one of the following courses:

UCOR 111 – Problem-Solving with Creative Mathematics
Or a course approved for specific degree programs, such as
Math 110 or 111 – Calculus for Non-Science
Math 114 or 115 – Calculus I
Math 125 – Fundamentals of Statistics
Math 225 – Biostatistics
(Other Mathematics courses can fulfill the UCOR mathematics requirement, depending on the student's major and the mutual agreement of the schools/departments.)

3 credits in Natural Science

The natural science requirement engages students' curiosity about the workings of the natural world and helps them acquire the basic scientific literacy necessary for informed global citizenship. Courses are designed to demonstrate that science is not a static list of facts, but a dynamic process that leads to knowledge and appreciation of the natural world. Through the course options, students have the opportunity to learn what types of questions scientists in a specific field ask and how scientists apply the scientific method by forming and testing hypotheses, by using experimental or observational evidence, and by evaluating their conclusions. Upon completion of the natural science course, the students have acquired a basic

understanding of scientific language and research tools and are aware of major past discoveries, the current state of knowledge, and some future directions in at least one scientific discipline.

Rationale

The rapid advances in technology and scientific knowledge mandate that students acquire a scientific literacy. In order for them to make appropriate choices about the many moral and legal issues that accompany such advances, students need a basic understanding of scientific theories and their origins.

Learning Outcomes

Upon the completion of the natural science course, the students are able to

1. Articulate the role of science as an intellectual discipline and a problem-solving tool;
2. Explain and apply the scientific method;
3. Locate scientific literature appropriate to the course content;
4. Formulate sound, logical arguments using scientific data;
5. Communicate about science using the appropriate scientific terms and language;
6. Contribute to group discussions about scientific questions;
7. Collaborate with others to find solutions to scientific problems;
8. Generalize scientific observations and propose possible scientific solutions.

Courses

The natural science requirement is satisfied by the successful completion of one of the following courses:

UCOR 121 – Biology
UCOR 122 – Chemistry
UCOR 123 – Physics
UCOR 124 – Earth Science
UCOR 125 – Astronomy
UCOR 126 – Energy and the Environment
UCOR 127 – The Big Bang and Beyond
UCOR 129 – Science: Special Topics
(Other science courses can fulfill the UCOR science requirement, depending on the student's major and the mutual agreement of the schools/departments.)

3 credits in Philosophy

The purpose of the Philosophy course is to engage students in addressing the fundamental questions about reality, questions that cannot be answered using the methods of the empirical sciences. Classic issues—such as the existence of God, the nature of reality, the nature and constitution of the self, the formation and quality of the virtuous life, and questions of human freedom and mortality—are featured to varying degrees in the course. Through the close reading of selected texts of major philosophers and by raising basic philosophical questions, students will be encouraged to develop disciplined habits of mind by thinking critically and precisely about claims that are of fundamental importance to life.

Rationale
The study of philosophy is central to the University's commitment to the intellectual formation of students. The basic philosophy course provides students with exposure to different forms of knowing, different claims about reality, and different evaluations of experience. It is important for students to have knowledge of the fundamental issues as they have been addressed by classic and contemporary philosophers, to evaluate these arguments critically, and to formulate their own responses to them.

Learning Outcomes
Upon the completion of the philosophy course, the students are able to
1. Demonstrate knowledge of selected classic philosophical responses to basic questions of human existence;
2. Articulate what the study of philosophy as an academic discipline entails: philosophy is multifaceted, encompassing a broad range of fields such as epistemology and ethics;
3. Explain how philosophy is relevant to other disciplines (e.g., history, law, the sciences, theology);
4. Critique answers that contemporary culture (including popular culture) offers to the most basic human questions;
5. Formulate their own answers to basic philosophical questions and evaluate selected philosophical viewpoints.

Course
The philosophy requirement is fulfilled by the successful completion of:
UCOR 132 – Basic Philosophical Questions

3 credits in Theology
The purpose of the Theology course is to provide students with the opportunity to explore the role of religion and spirituality in their own lives and the lives of others. This requirement is fulfilled by choosing one of three course options that address the role of theology in the life of faith communities. Attention is given to important sources, methods, and questions relevant to the specific subject matter of each course. The three courses provide the opportunity for students to understand how religion and theology shape personal, communal, and global life.

Rationale
Central to the general education curriculum of a Catholic university is the study of theology – the process of "faith seeking understanding." The theology course enables students to study the relationship between religious faith and contemporary culture with attention to scripture, tradition, experience and contemporary thought. Each course also explores the interplay among religious belief systems in a manner appropriate to the subject matter of that course.

Learning Outcomes
Upon completion of the introductory theology course the students are able to
1. Engage in critical thinking and informed reflection on religious faith as a phenomenon of human existence;

2. Identify important sources of religious faith, including revelation and its expression in scripture and tradition;
3. Articulate and apply basic methods theologians use in academic reflection on religious faith and practice;
4. Demonstrate knowledge of major themes and topics from the content of religious faith (e.g., biblical texts, Christian teachings, the texts and teachings of other religions);
5. Explain major elements of a life of religious faith (e.g., the Catholic community and its practices, ecumenical relationships, and responses to contemporary developments).

Courses

The theology requirement is fulfilled by the successful completion of one of the following courses:

UCOR 141 – Biblical and Historical Perspectives
UCOR 142 – Theological Views of the Person
UCOR 143 – Theology: Global and Cultural Perspectives

3 credits in Ethics

The purpose of the ethics requirement is to engage students in philosophical and theological reflection on the question: "How ought we to live our lives?" Students are provided with knowledge and skills that enable them to recognize and analyze ethical and moral problems and to make ethical decisions in their public, private, and professional lives.

Rationale

Developing students' ethical awareness and capacity for moral decision making is central to the University's mission and commitment to assist students in their development as moral persons.

Learning Outcomes

Upon completion of the ethics requirement, the students are able to

1. Demonstrate knowledge of selected philosophical and/or theological traditions that have helped shape moral discourse in the contemporary world;
2. Explain normative ethical principles;
3. Identify major factors (e.g., theories, narratives, persons, and institutions) that shape an understanding of ethics in our personal and professional life, and in our social and political lives together;
4. Analyze examples of professional ethical standards in relationship to broader theoretical and historical understandings of philosophical or theological ethics;
5. Critique responses to important moral issues in the contemporary world.

Courses

The ethics requirement is fulfilled by the successful completion of one of the following courses:

UCOR 151 – Philosophical Ethics
UCOR 152 – Theological Ethics
Additional options approved for specific degree program such as:
UCOR 207 Medical Ethics (Phil) [Rangos School of Health Science]

UCOR 253 Health Care Ethics (Theol) [Rangos School of Health Sciences]

B. Theme Area Courses

The Theme Area courses provide students with a choice of courses that address specific themes important to the identity of Duquesne University: Creative Arts, Faith and Reason, Global Diversity, and Social Justice. To fulfill the Theme Area requirements, students take one course designated as appropriate for each of the four theme areas. Of the four theme courses, a minimum of two must be taken in the McAnulty College – one offered by the History Department and one offered by the Social Science departments (Economics, Political Science, Psychology, or Sociology). The remaining two courses may be taken in the College or in the other Duquesne University schools.

To be approved by the University Core Curriculum Theme Area Committee, it is expected that proposed Theme Area courses will be open to undergraduate students in all of the schools of the University. Since most students enroll in general education courses in the first two years of their degree programs, the majority of the Theme Area courses are offered at the 100 and 200 levels. Theme Area courses at the 300 and 400 levels may require prerequisites and/or the permission of the instructor. The Theme Area courses can be counted for a major or minor as well as for the University Core.

3 credits in Creative Arts

The study of the Creative Arts is essential to a liberal arts education. It provides students with the opportunity to develop integrative skills and to have creative experiences that enhance overall intelligence. Through formal study of creative processes, students engage in non-linear modes of thinking, problem solving, collaborative achievement, and artistic expression in the fine arts, performing arts, or literary arts.

Learning Outcomes

Upon the completion of the Creative Arts requirement students are able to do #1 and at least one of the remaining four:

1. Demonstrate knowledge acquired by the study and analysis of the formal elements of the arts in a variety of media, and know how these elements are used to create compositions;
2. Identify representative musical works through perceptive listening with attention to various musical forms and periods, and composers and performers;
3. Explain the various facets of theater as an art form, including effective communication; creative expression; critical imagination; principles of form, style and function; and the interdisciplinary nature of dramatic performance, which includes writing, acting, directing, lighting, designing, and costuming;
4. Describe the visual arts (painting, architecture, sculpture, drawing, printmaking, and design) in various societies, with a focus on major artists, artistic styles and movements, employing both formal analysis and contextual methodologies;
5. Apply elements, skills, techniques, media, and processes that are appropriate for the fine arts, performing arts, and/or literary arts.

3 credits in Faith and Reason

Throughout history the relationship of faith and reason has often informed the ways in which individuals search for truth and understand the world and their own humanness. In courses concerned with the arts, cultural history, literature, the natural world, social and political thought, philosophy, and theology, students study how the interactions of religious faith and reason have been expressed and their relationship understood.

Learning Outcomes

Upon the completion of the Faith and Reason requirement, students are able to do at least one of the following:

1. Demonstrate recognition of how the relationship of religious faith and reason in a particular society affects its cultural life, such as its arts and its social, economic, and political systems;
2. Identify themes addressed by religious faith and philosophy or the sciences and apply relevant methods for considering those shared themes;
3. Explain major historical developments in the relationship of Christian theology and the sciences, with attention to how the conceptions of their relationship affect personal and societal life;
4. Describe the complex relationship between rationality and religious faith, through a focused exploration of a particular historical or philosophical period, a significant thinker, or a selection of literary works;
5. Articulate how religious faith can play a role in the critical analysis of social problems and in the choice of actions for their resolution;
6. Explain how intellect, affect, moral development, and religious faith work together in learning and find expression in works of literature, of literature and film, and in the other arts.

3 credits in Global Diversity

Knowledge of the world's peoples contributes to students' development as global citizens. The focus of this theme area is on concepts of cultural and social identity. The purpose is to investigate diversity within global, national, and local contexts, thereby enabling students to engage issues from different points of view. Diversity may be explored in a variety of ways, for example, through the study of historical developments; of linguistic, literary and artistic expressions; of geographical, social, political, and economic systems; and of religious, spiritual, and ethical themes.

Learning Outcomes

Students who fulfill the "Global Diversity" requirement are able to do at least one of the following:

1. Identify the historical forces that have contributed to the current global systems and these systems' consequences for humanity and/or the environment;
2. Explain how the theoretical approaches of the social sciences analyze and evaluate the impact of social class, race and/or gender on self and group identity and people's responses to diversity;

3. Communicate effectively about major social and cultural trends of people living in non-Western regions, such as their religious, economic, and political patterns;
4. Articulate reasons for the presence of minority and/or historically marginalized groups in the United States and/or other Western countries;
5. Demonstrate knowledge of linguistic diversity within and outside U.S. borders through the study of a modern non-English language beyond the 200 level, with attention to the culture of at least one population that speaks that language.

3 credits in Social Justice

Courses in this theme area emphasize social justice values because these values play an integral role in the formation and education of students as agents for ethical change. Through this requirement students are assisted in learning how to be informed global citizens and to take responsibility for being informed and productive participants in the life of society.

Learning Outcomes

Students fulfilling the Social Justice requirement are able to do #1 and at least one of the remaining five:

1. Articulate the importance of being informed, active, critical, questioning citizens in a complex globalizing society;
2. Demonstrate comprehension of the varied meanings of justice, both in theoretical terms and in practical application, at home and abroad;
3. Explain the basis for defending the dignity of *all* persons regardless of race, gender, sexual orientation, class, or national origin, and identify theoretical challenges and practical implications in making such a defense today;
4. Demonstrate the application of reasoning and other reflective skills to make judgments about what ought to be done in a situation in the light of what is morally/ethically at stake in the situation;
5. Analyze social justice issues by applying social science theories and research methods;
6. Examine how social, political and economic institutions can support or undermine a justly ordered society through the study of one or more of the following: political repression, economic inequality, environmental degradation, or social discrimination on the basis of race, gender and/or class.

C. Service-Learning Requirement

(0 credits, one course, with service incorporated into it)

The mission of Duquesne University calls for service of others by persons with consciences sensitive to the needs of society. As part of the University Core Curriculum, every student will take a minimum of one course that includes a required service-learning component. McAnulty College and each school will provide students with courses that incorporate service. (Service-Learning courses add no credits to the University Core Curriculum requirements.)

Description

Service-Learning courses can take a variety of forms, but all offer students community-based approaches to teaching and learning by expanding classroom education through extension into the community. By providing students with an opportunity to frame theoretical learning in real-life settings, service-learning leads students to broaden their horizons and to change their perspectives on their participation as citizens of a diverse democracy. The "SL" designation presumes that the course utilizes a methodology that combines academic instruction, meaningful service, and critical reflective thinking to promote student learning and civic responsibility.

Learning Outcomes

Upon completion of the Service-Learning requirement, students are able to

1. Demonstrate comprehension of discipline-specific content informed by their experiences of serving in the community;
2. Recognize and reflect critically on the connections between theory and practice.

Determining "SL" Courses

To receive the "SL" designation all courses, including degree required internships and field education experiences, must be approved as meeting the University's Service-Learning criteria by the Service-Learning Advisory Committee's subcommittee charged with vetting courses proposed for a SL designation.

Course Criteria

A. Preparation/Course Design:
   1. Clear connections exist between service activities and proposed learning objectives;
   2. The academic rigor of the course is enhanced, not weakened, through use of service-learning;
   3. Reflection activities are written into the syllabus, structured, and scheduled regularly throughout the course;
   4. Rubrics for evaluating reflection activities are provided on the syllabus;
   5. Students are oriented to the agency in which they serve and to the course project.

B. Action/Service Performance:
   1. Service activities are mandatory;
   2. Students perform on-going service with a minimum of 10 hours devoted to service activities (however, 15 hours or more would allow the students to develop meaningful relationships with community organization staff and/or clients). This recommendation is appropriate for courses comprised of 3 credit hours.
   3. Classroom sessions may be designated for student visits at Service-Learning sites (policies vary by schools/departments).

C. Reflection:
   1. Students engage in carefully designed reflection activities that address the service, the discipline, and their own experiences in ways that encourage further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility;
   2. The reflection activities are required pre-service, throughout the service, and post-

service;

3. Reflection activities are usually graded.

D. Reciprocity:

1. The service provided by the student is determined by the faculty member and the community partner;
2. Both the student and community partner benefit from the service;
3. The provided service helps to meet the organization's overall goal and is not harmful or wasteful of the student's or the organization's time;
4. Faculty, students, and community members implement sustainable service partnerships and/or projects;
   (Examples of such sustainability include, but are not limited to
   - Service-Learning partnerships that continue over many semesters, allowing continual provision of service, albeit course participants change each semester;
   - Projects that include educational activities (such as grant writing) that allow community organizations to continue running said projects;
   - Plans to implement continued service through groups other than the current SL course participants (such as University student organizations);
   - The creation of "user manuals" or "handbooks" that provide explanations of how community partners can continue to administer programs or sustain products designed by students in SL courses.)

E. Evaluation/Assessment:

1. Faculty members assess the student learning outcomes of the service experience.
2. Academic credit is not assigned to the service performed.
3. Students earn credit by displaying increased knowledge of academic content through the framework of service and reflection.

Mechanism of Implementation

McAnulty College and the Duquesne schools that have baccalaureate programs are responsible for developing Service-Learning courses. The Office of Service-Learning (OSL) provides support to faculty teaching SL courses through course design consultation and community partnership facilitation. OSL coordinates Service-Learning initiatives on campus and is advised by the Service-Learning Advisory Committee, which is comprised of faculty representatives from the College and Duquesne schools and from the community. A subcommittee of this Advisory Committee assesses course syllabi and assigns the SL course designation to the courses that meet the specified criteria. (SL proposals with accompanying syllabi are to be submitted to the Director of the University Core Curriculum.)

The Office of Service-Learning will

1. Collaborate with McAnulty College and the Duquesne schools in the development of SL courses and the formation of partnerships in the local and global community.
2. Seek guidance from the Service-Learning Advisory Committee.
3. Coordinate faculty development opportunities and make SL instructional resources available.
4. Collaborate with the Center for Teaching Excellence on new faculty orientation to SL.

The Service-Learning Advisory Committee will

1. Designate a subcommittee responsible for approving the "SL" designation to courses proposed as Service-Learning courses.
2. Guide the institutionalization learning through service at the University.

D. Information Literacy Requirement

(One credit, unless embedded in a course)

Information literacy is an intellectual framework for identifying, finding, understanding, evaluating, and using information. The mastery of these skills is essential for lifelong learning and is the foundation of Duquesne University's special trust of seeking truth and disseminating knowledge within a moral and spiritual context. Courses within the student's major will build on the introductory skills learned in the basic Information Literacy class.

Learning Outcomes

Upon completion of this requirement, the students are able to

1. Determine the extent of information needed for a project;
2. Access the information needed effectively and efficiently;
3. Evaluate information and its sources critically;
4. Incorporate selected information into a knowledge base;
5. Use information effectively to accomplish a specific purpose;
6. Communicate the information retrieved by creating documents using appropriate computer software programs;
7. Discuss basic computer security, privacy and ethics issues.

Courses

The Information Literacy component is satisfied by the successful completion of one of the following courses:

UCOR 030 - Research & Information Skills Lab [1 UCOR Credit], (McAnulty College)
EDLTT 101 - Introduction to Technology [1 UCOR Credit], (School of Education)
MUTK 101 - Computers for Musicians [1 UCOR Credit], (Mary Pappert School of Music)

E. Writing-Intensive Requirement

(0 credits; four courses with a writing emphasis)

The intention of the writing-intensive requirement is for students to build on the college writing skills learned in the English composition courses (UCOR 101 and 102) and to develop advanced writing abilities in order to communicate with the general society as well as with professionals within their major field of study. In order to graduate, a student must have completed a minimum of four Writing-Intensive courses (hereafter WIC) beyond the two-semester University Core writing sequence. At least two of the courses must be taken in the student's major field during undergraduate course work.

Criteria

1. At least one third of the final grade in each WIC must be based upon students' written work. This component of the final grade is based on multiple assignments spanning the semester.
2. Instructors of WICs are encouraged to have students produce written work typical of the discipline of the course. Such writing assignments may include, but are not limited to, research papers, "white papers," interpretive papers, case studies, position papers, critical analyses, proposals, grant applications, reports, lesson plans with justifications, synthesis projects, scientific journal articles, medical documents, business letters and memoranda, editorials, literature reviews, reviews of performances or exhibits, book reports, and reflections on Service-Learning.
3. Students are to receive timely feedback on their writing so that they can revise their assignments. Instructors should emphasize the importance of revision by grading written work holistically, taking into consideration the writing process as a whole.
4. WIC instructors are expected to spend some time teaching writing conventions particular to their disciplines and articulating expectations for written work relevant to the overall learning outcomes of the course. For example, students may be asked to do pre-writing exercises, analyze and discuss written work, and/or evaluate their peers' or their own writing using grading guides such as checklists or rubrics.
5. The University Writing Center Director, the Director of First-Year Writing, and the Center for Teaching Excellence will provide assistance to instructors of Writing-Intensive courses who seek to incorporate writing more effectively into their classes and to build upon the skills students have learned in the University Core writing classes.

Learning Outcomes

Upon completion of the writing-intensive requirement, students are able to

1. Produce writing that demonstrates critical reading of texts and an awareness of audience at an advanced undergraduate level;
2. Write according to the conventions and in the various genres of their discipline;
3. Demonstrate the ability to consult and learn from writing resources and to revise their own work with an understanding of the characteristics of quality writing, especially writing within their field of study;
4. Adhere to University and school/College policies on academic integrity and incorporate sources responsibly into their writing by consistently using the appropriate professionally-sanctioned citation and documentation format.

Appendix
Course Descriptions for Discipline-Specific Courses

6 credits in English Composition

UCOR 101 – Thinking and Writing Across the Curriculum
An introduction to the expectations and practices of academic writing; UCOR 101 introduces students to the principles of rhetoric. Students learn how to identify audiences and create arguments that rely on logic, a credible voice, and that take into consideration an audience's values. Through reading nonfiction prose students engage in critical thinking and analysis and write between three and six papers (totaling between 16–25 pages of final-draft writing) with careful attention to the process of invention, drafting, and feedback. Students will also learn how to incorporate other voices into their own writing and how to properly document their use of those outside sources.

UCOR 102 – Imaginative Literature and Critical Writing
An introduction to imaginative literature and to critical techniques for interpreting imaginative literature; in this course students apply the academic-writing and critical-thinking skills they developed in UCOR 101 to the analysis of literature. Reading and analyzing texts from the three primary genres of literature (poetry, fiction, and drama) and perhaps other genres such as film, students will write 16–25 pages of literary analysis resulting from a serious engagement with the writing process as initially introduced in 101. In 102, moreover, students will be asked to use scholarly sources in a research paper on literature and to continue to sharpen their documentation skills.

3 credits in Mathematics

UCOR 111 – Problem-Solving with Creative Mathematics
This course provides an exploration on problem solving techniques. Mathematical literacy is addressed through group work, research and presentations. Topics include basic elements of statistics and probability, number theory, general mathematical law, logic, Venn diagrams and graph theory. Students take solutions to problems and try to generalize and construct mathematical formulas. The course attempts to help students become aware of the contributions of mathematics to culture in the form of traditional and ancient mathematical puzzles and theorems.

(Other Mathematics courses can fulfill the UCOR mathematics requirement, depending on the student's major and the mutual agreement of the schools/departments.)

3 credits in Natural Science

UCOR 121 – Biology
Evolution, inheritance, and the interrelation of energy, life and the physical environment provide the unifying themes of this course. Each of these is examined from multiple levels of organization – from the molecular to the biosphere – demonstrating the diversity of life within which the commonality of life forms is found. Societal issues to be considered

include those critical to effective citizenship in our changing world such as disease, reproduction, genetics, genetic engineering, and ecology.

UCOR 122 – Chemistry
The fundamental concepts of structure, bonding, properties and chemical reactivity are presented through lecture and classroom experimentation, the chemical dimensions of selected social issues of current importance in the areas of environmental chemistry, energy technology and food production are examined.

UCOR 123 – Physics
Through lecture and classroom demonstration, students investigate the fundamental notions of mechanics: motion, inertia, force, momentum and energy. Emphasis is placed on the great Newtonian synthesis of the 17th century. With this foundation, students are prepared to address topics chosen from among the following: properties of matter; heat and thermodynamics; electricity and magnetism; light and modern physics. This course introduces students to the analytical processes of the scientific method and also helps students to recognize applications to the physics involved in everyday life.

UCOR 124 – Earth Science
A survey for non-science majors of the Earth in relation to its physical composition, structure, history, atmosphere and oceans. How each impacts humans and how humans have an influence on the processes of the Earth, its oceans, and its atmosphere.

Students may also fulfill the Natural Science requirement by taking one of the following courses that are usually offered one semester each academic year:
UCOR 125 – Astronomy
UCOR 126 – Energy and the Environment
UCOR 127 – The Big Bang Theory and Beyond/Cosmology
UCOR 129 – Special Topics in Science
UCOR 170 – Roller Coaster Science

(Other science courses can fulfill the UCOR science requirement, depending on the student's major and the mutual agreement of the schools/departments.)

3 credits in Philosophy

UCOR 132 – Basic Philosophical Questions
Philosophy, "the love of wisdom," is a discipline for discussing basic questions about ourselves and our world. Students read selected works by major figures throughout the history of philosophy and are encouraged to formulate their answers to perennial philosophical questions.

3 credits in Theology

UCOR 141 – Biblical and Historical Perspectives

A study of Christian theology that examines the historical, literary, and theological aspects of a select number of biblical texts and discusses their contemporary relevance.

UCOR 142 – Theological Views of the Person
A study of theology through an investigation of the question: "What does it mean to be human?" Students engage this question in relationship to self, others, the world, and the Divine with attention to Roman Catholic and other Christian views in dialogue with other religious teachings (e.g. those of Judaism, Islam, Buddhism).

UCOR 143 – Theology: Global and Cultural Perspectives
A study of theology through analysis of the cultural and global influences that shape its thought and practice. Christianity is considered from either the perspective of its interaction with the world's religions, or through dialogue with the social sciences.

3 credits in Ethics

UCOR 151 – Philosophical Ethics
A study of important ethical theories, past and present, and some of their applications to concrete issues.

UCOR 152 – Theological Ethics
A study of central issues of religious ethics (moral theology), including methodological and practical concerns, with a focus on the Christian tradition and with some attention to other approaches.

UCOR 207 – Medical Ethics (Option approved for Rangos Health Science students)
Ethical questions that arise in medical care and research are examined. Possible topics: doctor/patient relation, informed consent, and euthanasia.

UCOR 253 – Health Care Ethics (Option approved for Rangos Health Science students)
A study of practical and theoretical issues in the ethics of health care with attention to theological responses.

Exhibit H

DUQUESNE UNIVERSITY
McAnulty College and Graduate School of Liberal Arts
Office of the Dean
210 College Hall

600 Forbes Avenue
Pittsburgh, PA 15282
tel 412.396.6388 fax 412.396.4859
www.duq.edu/liberalarts

Monday, November 14, 2011

[redacted]

Dear [redacted]

In accordance with the authority delegated to me by the Board of Directors and the President of Duquesne University, I am pleased to offer you the following terms of your part-time, non-tenured agreement for the spring semester of the 2011-2012 academic year.

Your appointment will be as an Adjunct Lecturer in the Department of English, and your base salary will be $2,556.00. Unless otherwise requested by you and agreed to by the University, your salary will be paid in eight biweekly installments beginning Friday, January 27, 2012. To ensure that your stipend is paid on time, please contact the Office of Human Resource Management before Friday, January 06, 2012 to see that all necessary tax forms are completed.

The term of this temporary, non-tenured agreement is one semester. Your teaching assignment will be as indicated below. If this teaching assignment or any portion thereof is cancelled for any reason, including inadequate enrollment, the University reserves the right to cancel this appointment. The University retains sole discretion in defining inadequate enrollment.

I look forward to your being a part of our academic program for the 2012 spring semester. Kindly indicate your acceptance of the terms set forth herein by signing the enclosed copy and returning it to me as soon as possible, but no later than Friday, November 18, 2011.

Yours sincerely,

James C. Swindal, Ph.D.
Acting Dean

cc: Dr. Magali C. Michael, Chair, Department of English

Course: UCOR 102-32 Imaginative Literature & Critical Writing 3 Credits

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I accept this appointment to the part-time faculty of Duquesne University under the above conditions.

_____ _____ D00144755
Signature Date 110010-530010-622010

Exhibit I

ADJUNCTS ASSOCIATION
UNITED STEELWORKERS

May 14, 2012

Dr. Charles Dougherty, President
Duquesne University
600 Forbes Ave.
Pittsburgh, PA 15282

Dear President Dougherty,

In Pope Benedict XVI's encyclical *Caritas in Veritate* (2009), he says:

> The repeated calls issued within the Church's social doctrine, beginning with Rerum Novarum, for the promotion of workers' associations that can defend their rights must therefore be honored today even more than in the past, as a prompt and farsighted response to the urgent need for new forms of cooperation at the international level, as well as the local level.

We are writing to you on behalf of the Adjunct Faculty Division of the United Steel, Paper and Forestry, Rubber, Manufacturing, Energy, Allied Industrial and Service Workers International Union, AFL-CIO/CLC ("Union") to request that Duquesne University recognize the Union as the exclusive collective bargaining representative of all adjunct faculty working at McAnulty College and to begin bargaining with the Union over the terms and conditions of employment for these adjuncts.

The Union bases this request upon the fact that a strong majority of all adjuncts at this College have signed cards selecting the Union as their collective bargaining representative and authorizing the Union to bargain on their behalf. We are prepared to have these cards verified and counted by a mutually-agreed-to third party, and we would propose Father Jack O'Malley as that third party.

We think Duquesne can adopt a model of higher education that other, especially Catholic universities (St. Francis College, University of San Francisco, etc.) falling in line with Catholic social teaching, have begun. By recognizing our union, the University will help us serve our students better and will give Duquesne a competitive advantage—because supporting adjunct faculty, who teach a high proportion of UCOR courses, has a direct impact on recruitment and retention of undergraduates. We are confident that you will welcome the opportunity to have an equal negotiating partner that is committed to the long-term health of the University.

This request should be considered continuing in nature.

Sincerely,

Volunteer Organizing Committee
Duquesne Adjunct Faculty Association

United Steel, Paper and Forestry, Rubber, Manufacturing, Energy, Allied Industrial and Service Workers International Union
Adjuncts Association • Five Gateway Center • Pittsburgh, PA 15222

Exhibit J

-------- Original Message --------
Subject: Message from President Dougherty
Date: Fri, 15 Jun 2012 15:50:27 +0000
From: President of Duquesne University <president@duq.edu> <mailto:president@duq.edu>
Reply-To: President of Duquesne University <president@duq.edu>
<mailto:president@duq.edu>
To: all-employees-list@lyris.duq.edu <mailto:all-employees-list@lyris.duq.edu>

To the Campus Community:

I am pleased to tell you that all four of our unions have now agreed to new contracts with the University, contracts that recognize the challenging financial situation we are facing. Members of these unions will therefore receive the same 1.5% one-time supplemental payment that others are receiving at the end of this month. I am grateful to all these men and women for their important help. In turn, the University has agreed that if there is a pool for raises in the fall, union members will share in it as well.

The enrollment situation remains about the same for graduate admission: down from what we hoped for. However, the undergraduate picture is looking especially strong at this point.

The campus is beautiful and busy with summer construction. I hope you take time to enjoy the summer with family and friends.

Charles J. Dougherty, Ph.D.
President

Exhibit K

Human Resources

Celebrating Diversity
How to Apply
Employment Diversity
Faculty Openings

Faculty Hiring: Diversity & Inclusion

By hiring a diverse group of faculty, we enhance the experience of our students during their time at Duquesne.

Diversity in faculty broadens the scope of teaching and extends research interests in new directions.

We actively seek out academics from a variety of backgrounds and provide resources to enable them to excel as leaders in research and scholarship.

A Rich and Vital Community

While we follow a Catholic tradition, we maintain an ecumenical atmosphere embracing diversity and inclusion.

Our faculty members represent a range of ages, international citizenship, abilities, ethnicity, gender, race, religion, and sexual orientation.

As a result, faculty from many walks of life serve as mentors and role models for students.

Learn more about diversity at Duquesne

Diversity and Inclusion Events

Held on Wednesday, Sept. 28, 2011, the Social Media & Diversity event featured guest speaker Dr. Rosta Farzan.

Diversity Dinnerviews: Changing the "face" of technology in Pittsburgh! was on June 9, 2011.

Visit Western Pennsylvania Diversity Initiative for more details: http://wpdiversity.org/

6th Annual Duquesne Disability Awareness Luncheon

Beth Whitehouse of Autism Speaks discussed "Profit by Investing in Workers with Disabilities" - October 12, 2011

Employment Contact

Maria D. Bradford
Senior Employment Recruiter
412.396.1403
bradfordm845@duq.edu

DUQUESNE UNIVERSITY

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Exhibit L

Labor Day Statement

Placing Work and Workers at the Center of Economic Life

Bishop Stephen E. Blaire of Stockton

Chairman, Committee on Domestic Justice and Human Development
United States Conference of Catholic Bishops
September 3, 2012

This Labor Day, our country continues to struggle with a broken economy that is not producing enough decent jobs. Millions of Americans suffer from unemployment, underemployment or are living in poverty as their basic needs too often go unmet. This represents a serious economic and moral failure for our nation. As people of faith, we are called to stand with those left behind, offer our solidarity, and join forces with "the least of these" to help meet their basic needs. We seek national economic renewal that places working people and their families at the center of economic life.

The Broken Economy Leaves Too Many Without Decent Work

Officially over 12 million workers are looking for work but cannot find a job and millions more have actually given up seeking employment. Millions more are underemployed; they are willing and able to work full time, but there are not enough jobs available. Over ten million families are "working poor"--they work hard, but their jobs do not pay enough to meet their basic needs. The sad fact is that over 46 million people live in poverty and, most disturbingly, over 16 million children grow up poor in our nation. The link between joblessness and poverty is undeniable, as Pope Benedict points out:

> In many cases, poverty results from a violation of the dignity of human work, either because work opportunities are limited (through unemployment or underemployment), or "because a low value is put on work and the rights that flow from it, especially the right to a just wage and to the personal security of the worker and his or her family" (*Caritas in Veritate*, no. 63).

Public officials rightfully debate the need to reduce unsustainable federal deficits and debt. In the current political campaigns, we hear much about the economy, but almost nothing about the moral imperative to overcome pervasive poverty in a nation still blessed with substantial economic resources and power.

These harsh economic realities bring terrible human costs for millions of families, who live with anxiety and uncertainty and cope with stagnant or falling wages. Many are forced to work second or third jobs, which places further strain on their children's well-being, and millions of young adults are denied the ability to begin families. These people are not abstractions: they are fellow parishioners and our neighbors; our cousins, aunts, and uncles; our brothers and sisters; our mothers and fathers; possibly our own children. The economy should help families thrive, not place additional pressures on them.

This broken economy also contributes to the danger that workers will be exploited or mistreated in other ways. For example, many employees struggle for just wages, a safe workplace, and a voice in the economy, but they cannot purchase the goods they make, stay in the hotels they clean, or eat the food they harvest, prepare, or serve. Immigrants and their families are especially vulnerable, which highlights the urgent need for comprehensive immigration reform.

The Catholic bishops of the United States, through our Migration and Refugee Services (MRS) and the Catholic Campaign for Human Development (CCHD), provide help and hope to exploited and mistreated working people. MRS helps workers who have fled their home countries with the promise of employment, only to find themselves forced to work long hours in dangerous jobs. CCHD supports groups throughout the country that empower working people to raise their voices and regain wages that have been taken from them, demand fair treatment, and seek greater economic opportunity. The broken economy also places additional strain on other Catholic organizations such as Catholic Relief Services, Catholic Charities, and the Society of St. Vincent de Paul, that struggle to fulfill our Gospel mandate in the face of increased demand and fewer resources.

The exploitation of working people, whether subtle or obvious, injures their humanity and denies their inherent dignity. Exploited and mistreated workers require our care and solidarity. An economy that allows this exploitation and abuse demands our attention and action. As the bishops point out in the *Catholic Framework for Economic Life*, "By our choices, initiative, creativity, and investment, we enhance or diminish economic opportunity, community life, and social justice." We should ask: How do we contribute to forces that threaten the human dignity of vulnerable workers? How can our choices in economic and public life enhance their lives, pursue economic justice, and promote opportunity?

A Call for Economic Renewal and Support for Workers

Our nation needs an economic renewal that places workers and their families at the center of economic life and creates enough decent jobs for everyone who can work. Work is more than a paycheck; it helps raise our families, develop our potential, share in God's creation, and contribute to the common good.

Everyone and every institution has a role to play in building a more just economy. In the words of our Conference, we seek an economy that serves the person rather than the other way around. Blessed John Paul II said:

> ...society and the State must ensure wage levels adequate for the maintenance of the worker and his family, including a certain amount for savings. This requires a continuous effort to improve workers' training and capability so that their work will be more skilled and productive, as well as careful controls and adequate legislative measures to block shameful forms of exploitation, especially to the disadvantage of the most vulnerable workers, of immigrants and of those on the margins of society. The role of trade unions in negotiating minimum salaries and working conditions is decisive in this area (*Centesimus Annus*, no. 15).

Unions and other worker associations have a unique and essential responsibility in this needed economic renewal. Our Church has long taught that unions are "an indispensable element of social life, especially in modern industrialized societies" (*Laborem Exercens*, no. 20) and are examples of the traditional Catholic principles of solidarity and subsidiarity in action. At their best, unions demonstrate solidarity by bringing workers together to speak and act collectively to protect their rights and pursue the common good. Unions are a sign of subsidiarity by forming associations of workers to have a voice, articulate their needs, and bargain and negotiate with the large economic institutions and structures of government.

Like other institutions, including religious, business and civic groups, unions sometimes fall short of this promise and responsibility. Some union actions can contribute to excessive polarization and intense partisanship, can pursue positions that conflict with the common good, or can focus on just narrow self-

interests. When labor institutions fall short, it does not negate Catholic teaching in support of unions and the protection of working people, but calls out for a renewed focus and candid dialogue on how to best defend workers. Indeed, economic renewal that places working people and their families at the center of economic life cannot take place without effective unions. This renewal requires business, religious, labor, and civic organizations to work together to help working people defend their dignity, claim their rights, and have a voice in the workplace and broader economy.

Building a More Just Economy

In this time of economic turmoil and uncertainty, we need to reflect on the moral and human dimensions of too much poverty and not enough work. We are called to work together--business, labor, and government--to build a productive economy that offers opportunity, creates jobs, generates growth, protects the dignity of working people, respects the family, and promotes genuine human development.

The relative silence of candidates and their campaigns on the moral imperative to resist and overcome poverty is both ominous and disheartening. Despite unacceptable levels of poverty, few candidates and elected officials speak about pervasive poverty or offer a path to overcome it. We need to hear from those who seek to lead this country about what specific steps they would take to lift people out of poverty. In this election year, Catholics should review and act on what the U.S. bishops said on economic issues in *Forming Consciences for Faithful Citizenship*:

> Economic decisions and institutions should be assessed according to whether they protect or undermine the dignity of the human person. Social and economic policies should foster the creation of jobs for all who can work with decent working conditions and just wages. Barriers to equal pay and employment for women and those facing unjust discrimination must be overcome. Catholic social teaching supports the right of workers to choose whether to organize, join a union, and bargain collectively, and to exercise these rights without reprisal. It also affirms economic freedom, initiative, and the right to private property. Workers, owners, employers, and unions should work together to create decent jobs, build a more just economy, and advance the common good (no. 76).

Our Conference of Bishops is developing a pastoral reflection on work, poverty, and a broken economy. This modest reflection will draw heavily from Pope Benedict's powerful encyclicals, will communicate our solidarity with those who have been left behind, and will call for prayer, education, discussion and action. It will be an example of responding to the call of Pope Paul VI to the laity:

> ...to take the initiatives freely and to infuse a Christian spirit into the mentality, customs, laws and structures of the community in which they live. Let each one examine himself, to see what he has done up to now, and what he ought to do. It is not enough to recall principles, state intentions, point to crying injustice and utter prophetic denunciations; these words will lack real weight unless they are accompanied for each individual by a livelier awareness of personal responsibility and by effective action (*Octogesima Adveniens*, no. 48).

This Labor Day, millions of working people and their families have urgent and compelling needs. I ask you to join me in a special prayer for them and all workers, especially those without a job struggling to live in dignity. May God guide our nation in creating a more just economy that truly honors the dignity of work and the rights of workers.

Exhibit M

UNITED STATES GOVERNMENT
NATIONAL LABOR RELATIONS BOARD
REGION 6
1000 LIBERTY AVE
RM 904
PITTSBURGH, PA 15222-4111

Agency Website: www.nlrb.gov
Telephone: (412)395-4400
Fax: (412)395-5986

May 25, 2012

DUQUESNE UNIVERSITY OF THE HOLY SPIRIT
MR. CHARLES DOUGHERTY
600 FORBES AVE
PITTSBURGH, PA 15282-0001

RECEIVED
MAY 29 2012
USW
LEGAL DEPARTMENT

UNITED STEEL, PAPER AND FORESTRY,
RUBBER, MANUFACTURING, ENERGY,
ALLIED INDUSTRIAL AND SERVICE
WORKERS INTERNATIONAL UNION, AFL-CIO, CLC
JEFF CECH, ORGANIZER
ORGANIZING DEPARTMENT, 9TH FLOOR
FIVE GATEWAY CENTER
PITTSBURGH, PA 15222

Re: DUQUESNE UNIVERSITY OF THE
HOLY SPIRIT
Case 06-RC-080933

Gentlemen:

Enclosed is a copy of the election agreement that I have approved in this case. This letter will provide you with additional information about the election eligibility list, posting the election notices, and the agreed-upon election arrangements.

Election Eligibility List

It is longstanding Board policy that all parties to the election should have access to a list of voters and their addresses which may be used to communicate with them. In accordance with the terms of the election agreement, the Employer must file with me an election eligibility list, containing the **full** names and **complete** addresses (including postal zip codes) of all the eligible voters who were on the Employer's payroll for the period ending

The list must be of sufficiently large type to be clearly legible, and the names should be alphabetized. I will make this list available to all parties to the election.

To be timely filed, the list must be received in this office on or before **June 1, 2012.** No extension of time to file this list may be granted except in extraordinary circumstances. Failure by the Employer to comply with this requirement is grounds for setting aside the election if proper objections are filed.

Electronic filing of the list through the Agency website is preferred but not required. To file electronically, go to **www.nlrb.gov**, select **File Case Documents,** enter the **NLRB case number,** and follow the detailed instructions. The list also may be submitted to our office by fax to (412)395-5986 or by regular mail to the address above. The burden of establishing the timely filing and receipt of the list is on the sending party.

Please be advised that in a mail ballot election, the election begins when the mail ballots are deposited by the Region in the mail.

Election Arrangements

The arrangements for the election in this matter are as follows:

Date Parties Must Advise Regional Office of Additions to Voter Eligibility List: Friday, June 29, 2012

Date and Time Mail Ballots to be Sent to Voters: Friday, June 22, 2012 at 4:30 p.m.

Date Voters Are Requested to Notify Regional Office if Mail Ballot Not Received or Replacement Ballot Is Needed: Friday, June 29, 2012

Date Mail Ballots From Voters Must Be Received by Regional Office: Monday, July 9, 2012

Date, Time and Place of Ballot Count: The ballot count will be held on Tuesday, July 10, 2012 at 1:00 p.m. at the National Labor Relations Board, Region 06 offices located at 1000 Liberty Avenue, Room 904, Pittsburgh, PA 15222-4111.

Representatives of the parties are invited to attend and observe the ballot count at which time they must voice any challenges to any of the ballots.

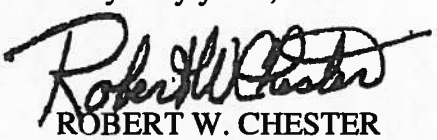
Posting of Election Notices

Election notices will soon be mailed to the parties. Section 103.20 of the Board's Rules and Regulations requires the Employer to timely post copies of the Board's official Notice of Election in conspicuous places. In this case, the notices must be posted **before 12:01 a.m. on June 19, 2012.** If the Employer does not receive copies of the notice by **June 14, 2012,** it should notify the Regional Office immediately. Pursuant to Section 103.20(c), a failure to do so precludes an employer from filing objections based on nonposting of the election notice.

To make it administratively possible to have election notices and ballots in a language other than English, please notify the Board agent immediately if that is necessary for this election. Also, as noted in paragraph 9 of the stipulated election agreement, if special accommodations are required for any voters, potential voters, or election participants to vote or reach the voting area, please tell the Board agent as soon as possible.

If there are any questions, please feel free to contact Field Examiner VIRGINIA L. SCOTT at telephone number (412)395-4400 or by email at virginia.scott@nlrb.gov. The cooperation of all parties is sincerely appreciated.

Very truly yours,



ROBERT W. CHESTER
Regional Director

Enclosures

1. Approved Election Agreement
2. Designation of Observer Form

cc: ROBERT L. MCTIERNAN, ESQ.
TUCKER ARENSBERG, P.C.
1500 ONE PPG PL
PITTSBURGH, PA 15222-5415

DANIEL M. KOVALIK, ESQ.
UNITED STEEL, PAPER AND
FORESTRY, RUBBER,
MANUFACTURING, ENERGY,
ALLIED INDUSTRIAL AND SERVICE
WORKERS INTERNATIONAL UNION,
AFL-CIO, CLC
5 GATEWAY CTR, ROOM 807
PITTSBURGH, PA 15220-3608

bb

DESIGNATION OF OBSERVER(S)

Re: DUQUESNE UNIVERSITY OF THE HOLY SPIRIT
Case 06-RC-080933

DUQUESNE UNIVERSITYOF THE HOLY SPIRIT hereby designates the individual listed below to act as its observer during the election in the above case.

Observer's Name	Observer's Job Title
1.	

I certify that each of the above-named individuals is an employee of the Employer and is not a supervisor within the meaning of Section 2(11) of the Act.

DUQUESNE UNIVERSITY OF THE HOLY SPIRIT
(Name of Party)

By: _____
(Signature)

_____
(Representative Name: Print or Type)

_____
(Representative Title)

_____
(Date)

Note: The use of a supervisor as an observer may result in setting aside the election. Section 2(11) of the National Labor Relations Act states: "The term 'supervisor' means any individual having authority, in the interest of the employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or responsibly to direct them, or to adjust their grievances, or effectively to recommend such action, if in connection with the foregoing the exercise of such authority is not of a merely routine or clerical nature, but requires the use of independent judgment."

DESIGNATION OF OBSERVER(S)

Re: DUQUESNE UNIVERSITY OF THE HOLY SPIRIT
Case 06-RC-080933

PETITIONER UNITED STEEL, PAPER AND FORESTRY, RUBBER, MANUFACTURING, ENERGY, ALLIED INDUSTRIAL AND SERVICE WORKERS INTERNATIONAL UNION, AFL-CIO, CLC hereby designates the individual listed below to act as its observer during the election in the above case.

Observer's Name	Observer's Job Title
1.	

I certify that each of the above-named individuals is an employee of the Employer and is not a supervisor within the meaning of Section 2(11) of the Act.

UNITED STEEL, PAPER AND FORESTRY, RUBBER, MANUFACTURING, ENERGY, ALLIED INDUSTRIAL AND SERVICE WORKERS INTERNATIONAL UNION, AFL-CIO, CLC

(Name of Party)

By: _____

(Signature)

_____

(Representative Name: Print or Type)

_____

(Representative Title)

_____

(Date)

Note: The use of a supervisor as an observer may result in setting aside the election. Section 2(11) of the National Labor Relations Act states: "The term 'supervisor' means any individual having authority, in the interest of the employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or responsibly to direct them, or to adjust their grievances, or effectively to recommend such action, if in connection with the foregoing the exercise of such authority is not of a merely routine or clerical nature, but requires the use of independent judgment."

Form NLRB–652

UNITED STATES OF AMERICA
NATIONAL LABOR RELATIONS BOARD

STIPULATED ELECTION AGREEMENT

DUQUESNE UNIVERSITY OF THE HOLY SPIRIT **Case 06-RC-080933**

The parties **AGREE AS FOLLOWS:**

1. PROCEDURAL MATTERS. The parties waive their right to a hearing and agree that any notice of hearing previously issued in this matter is withdrawn, that the petition is amended to conform to this Agreement, and that the record of this case shall include this Agreement and be governed by the Board's Rules and Regulations.

2. COMMERCE. The Employer is engaged in commerce within the meaning of Section 2(6) and (7) of the National Labor Relations Act and a question affecting commerce has arisen concerning the representation of employees within the meaning of Section 9(c).

The Employer, a Pennsylvania corporation with its sole facility located in Pittsburgh, Pennsylvania, is a University which provides religious and other higher education. During the past twelve-month period, the Employer derived gross revenues in excess of $1 million from the operation of its facility. During that same period, the Employer purchased and received directly from points located outside of the Commonwealth of Pennsylvania for use at its Pittsburgh, Pennsylvania, facility, goods and materials valued in excess of $50,000.

3. LABOR ORGANIZATION. The Petitioner is an organization in which employees participate, and which exists for the purpose, in whole or in part, of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work and is a labor organization within the meaning of Section 2(5) of the Act.

4. ELECTION. The election will be conducted by mail. The mail ballots will be mailed to employees employed in the appropriate collective-bargaining unit from the office of the National Labor Relations Board, Region 06, on Friday, June 22, 2012. Voters must return their mail ballots so that they will be received in the National Labor Relations Board, Region 06 office by close of business on Monday, July 9, 2012. The mail ballots will be counted at the Region 06 office located at 1000 LIBERTY AVE, RM 904, PITTSBURGH, PA 15222-4111 1:00 p.m. on Tuesday, July 10, 2012.

If any eligible voter does not receive a mail ballot or otherwise requires a duplicate mail ballot kit, he or she should contact the Region 06 office by no later than 5:00 p.m. on Friday, June 29, 2012, in order to arrange for another mail ballot kit to be sent to that employee.

5. UNIT AND ELIGIBLE VOTERS. The following unit is appropriate for the purposes of collective bargaining within the meaning of Section 9(b) of the Act:

> All part-time adjunct faculty* employed by the Employer in the McAnulty College and Graduate School of Liberal Arts located in Pittsburgh, Pennsylvania; excluding all full-time faculty, graduate students, staff and administrators, office clerical employees and guards, other professional employees and supervisors as defined in the Act, and all other employees.
>
> *For purposes of this election, part-time adjunct faculty shall be defined as those employees who taught at least one 3-credit course during the spring semester of the 2011-2012 academic year when the petition was filed and who taught at least one 3-credit course in either the fall or spring semester of the 2010-2011 academic year.

Those eligible to vote in the election are employees in the above unit who were employed during the **payroll period ending May 13, 2012**, including employees who did not work during that period because they were ill, on vacation, or were temporarily laid off.

Employees engaged in any economic strike, who have retained their status as strikers and who have not been permanently replaced are also eligible to vote. In addition, employees engaged in an economic strike which commenced less than 12 months before the election date, who have retained their status as strikers but who have been permanently replaced, as well as their replacements are eligible to vote. Employees who are otherwise eligible but who are in the military services of the United States may vote if they appear in person at the polls.

Ineligible to vote are (1) employees who have quit or been discharged for cause after the designated payroll period for eligibility, (2) employees engaged in a strike who have been discharged for cause since the commencement thereof and who have not been rehired or reinstated before the election date, and (3) employees engaged in an economic strike which began more than 12 months before the election date who have been permanently replaced.

6. ELECTION ELIGIBILITY LIST. Within seven (7) days after the Regional Director has approved this Agreement, the Employer shall provide to the Regional Director an election eligibility list containing the full names and addresses of all eligible voters. *Excelsior Underwear, Inc.,* 156 NLRB 1236 (1966); *North Macon Health Care Facility*, 315 NLRB 359 (1994).

7. THE BALLOT. The Regional Director, in his or her discretion, will decide the language(s) to be used on the election ballot. All parties should notify the Region as soon as possible of any voters or potential voters who only read a language other than English.

The question on the ballot will be "Do you wish to be represented for purposes of collective-bargaining by UNITED STEEL, PAPER AND FORESTRY, RUBBER, MANUFACTURING, ENERGY, ALLIED INDUSTRIAL AND SERVICE WORKERS INTERNATIONAL UNION, AFL-CIO, CLC? The choices on the ballot will be "Yes" or "No".

8. NOTICE OF ELECTION. The Regional Director, in his or her discretion, will decide the language(s) to be used on the Notice of Election. The Employer will post copies of the Notice of Election in conspicuous places and usual posting places easily accessible to the voters at least three (3) full working days prior to 12:01 a.m. of the day of the election. As soon as the election arrangements are finalized, the Employer will be informed when the Notices must be posted in order to comply with the posting requirement. Failure to post the Election Notices as required shall be grounds for setting aside the election whenever proper and timely objections are filed.

9. ACCOMMODATIONS REQUIRED. All parties should notify the Region as soon as possible of any voters, potential voters, or other participants in this election who have handicaps falling within the provisions of Section 504 of the Rehabilitation Act of 1973, as amended, and 29 C.F.R. 100.503, and who in order to participate in the election need appropriate auxiliary aids, as defined in 29 C.F.R. 100.503, and request the necessary assistance.

10. OBSERVERS. Each party may station an equal number of authorized, nonsupervisory-employee observers at the polling places to assist in the election, to challenge the eligibility of voters, and to verify the tally.

11. TALLY OF BALLOTS. Upon conclusion of the election, the ballots will be counted and a tally of ballots prepared and immediately made available to the parties.

12. POSTELECTION AND RUNOFF PROCEDURES. All procedures after the ballots are counted shall conform with the Board's Rules and Regulations.

DUQUESNE UNIVERSITY OF THE HOLY SPIRIT
(Employer)

By /s/ Robert L. McTiernan **5/24/12**
(Name) (Date)

UNITED STEEL, PAPER AND FORESTRY, RUBBER, MANUFACTURING, ENERGY, ALLIED INDUSTRIAL AND SERVICE WORKERS INTERNATIONAL UNION, AFL-CIO, CLC
(Petitioner)

By /s/ Bruce Fickman **5/24/12**
(Name) (Date)

(Union)

By _____
(Name) (Date)

Recommended: /s/ Virginia L. Scott 5/25/12
VIRGINIA L. SCOTT, Field Examiner (Date)

Date approved: 25 MAY 2012

Regional Director, Region 06
National Labor Relations Board