

RFQ Response Form

RFQ for Participation in a University/Government Research Partnership

APPLICANT INFORMATION

Applicant Name: Duquesne University

Authorized Representative Name & Title: Dr. Jessica Mann, Director: Center for Community-Engaged Teaching & Research

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Website: www.duq.edu

Partners included in this Application: [Click here to enter text.](#)

How did you hear about this RFQ? Janine Jelks-Seale

REFERENCES

Provide the name, affiliation and contact information [include email address and telephone number] for three references who are able to address relevant experience with your organization.

Please do not use employees of the Allegheny County Department of Human Services as references.

1. Scott Lammie
Senior Vice President, Business Development & Board Treasurer
UPMC Insurance Services Division
[REDACTED]
2. Tyian Battle
Executive Director & Founder
ACH Clear Pathways
[REDACTED]
3. Terri Baltimore
Vice President of Neighborhood Development
Hill House Association
[REDACTED]

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CERTIFICATION

Please check the following before submitting your Proposal, as applicable:

By submitting this proposal, I certify and represent to the County that all submitted materials are true and accurate, and that I have not offered, conferred or agreed to confer any pecuniary benefit or other thing of value for the receipt of special treatment, advantaged information, recipient's decision, opinion, recommendation, vote or any other exercise of discretion concerning this RFP.

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REQUIREMENTS

Please respond to the following. The maximum score a Proposal can receive is 75 points. Your response to this section should not exceed 10 pages.

Background (30 points)

1. Describe your experience and/or interest in conducting research on topics related to improving local government/social services.

Duquesne University was founded in 1878 by a group of Catholic missionaries, known as Spiritans. The humble beginnings of the institution allowed for a space for the Spiritans to educate Pittsburgh's immigrant population who had travelled to the city to work in the steel mills. While the institution and its footprint have certainly grown since beginning their initial education and community outreach efforts in a rented space above a bakery on Wylie Avenue, Duquesne University still operates under the founding Holy Ghost priests' values of: commitment to academic excellence, a profound concern for moral and spiritual values, maintaining an ecumenical atmosphere open to diversity, service to the church/community/nation and the world, and an attentiveness to global concerns.

Our current institutional strategic plan, crafted under the leadership of Duquesne's President Ken Gormley, challenges all units of the institution to determine how our strategic priorities, programs, and initiatives reflect the spirit of our founders. In light of this charge, the institution has constructed five strategic imperatives which set forth the plan for aligning our courses and programs with our institutional heritage while also responding to the challenges of our ever-evolving world. Of note, one specific strategic imperative clearly articulates the institution's interest in this partnership: Become the region's flagship institution for community engagement through mutually beneficial partnerships that advance the city, the region, and the world. In this sense, by conducting research through this partnership, which will inform the ways in which our city provides services and the community engages with government, Duquesne will be working towards its goals of refashioning and broadening our community engagement initiatives in order to develop authentic, mutually beneficial alliances with community organizations and community members.

While this partnership model will be new to Duquesne, the act of participating in community-engaged research is a staple of our institutional offerings. Duquesne University's faculty have a longstanding commitment to engaging with local communities through their scholarly activity. Moreover, the Center for Community-Engaged Teaching and Research (CETR) is a resource to said faculty members, providing a gathering place, resources, and support for scholars engaging with community for their work. Therefore, CETR is serving as the primary liaison for this partnership as our Center has already been positioned within the institution to support similar efforts.

CETR serves as the administrative home for community-engaged teaching and research at Duquesne. Therefore, we support and network faculty, students and community partners by stewarding the civic and justice-orientated nature of community-engaged teaching and

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research as framed by the University's Spiritan mission; encourage faculty to learn about and appreciate community-engaged teaching and research; equip faculty to practice innovative community-engaged teaching and research through consultations, professional development programming, grants, logistic support, and in-print and web-based resources; and introduce faculty to local communities and facilitate connections between faculty and community organizations.

The Center, while it has changed names as it has adapted to the concerns and needs of the community and the field at large, has existed for roughly fifteen years. During this time, we have fostered the development, as well as funded, faculty research from across all nine schools of study that approaches scholarship with an authentic partnership between the scholars and communities in order to generate knowledge that is not only relevant to disciplinary discovery but also applicable to community concerns in a local context. We adhere to the field's understanding of community-engaged research, ensuring that the research is equitable, achieves balance between the research and action for the mutual benefit of partners, emphasizes strengths and resources in the community, and promotes the co-learning of all partners, co-ownership of the data for all partners, and disseminates the findings in ways that benefit all involved stakeholders. Moreover, Duquesne's mission and unique focus challenges institutional researchers to pay particular attention to building a more just and equitable world for those individuals who are disenfranchised and where the integrity of creation is being devastated. In this sense, Duquesne has been committed to research in line with the goals of this partnership for decades. However, we are very much interested in aligning our efforts with the county, specifically the Department of Human Services, so that we can work collaboratively to understand, improve, and evaluate the initiatives that directly impact the residents of the county in which we are a part of. Doing so will not only benefit our campus community, but will also assist us in realizing our strategic goal of becoming a regional anchor institution.

Infrastructure (45 points)

2. Describe the specific resources (academic/administrative staffing, materials, etc.) that will be dedicated to this project.

Connecting undergraduate and graduate students with the opportunity to conduct powerful research is a priority at Duquesne, specifically among our faculty members. Therefore, the institution has established various resources across the campus to support these efforts. The specific resources that will serve to assist this partnership and project include:

- **Center for Community-Engaged Teaching and Research:** CETR is currently supporting similar efforts, as described in response 1, and is positioned to be a primary resource at the institution to support Duquesne's participation in this partnership.
- **The Office of Research:** a six-employee office, encourages faculty to excel in research endeavors by assisting with technical support & networking opportunities, grant applications, and interdisciplinary and community partnerships.

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- **Institutional Review Board:** All research conducted at Duquesne must comply with strict federal regulations governing the safety of subjects and researchers. Faculty and student researchers must have completed training in various aspects of research conduct governing their work. The IRB team not only provides access to these trainings but also works through proposals and research protocols to ensure that researchers are in compliance with all necessary regulations. The IRB office, therefore, would serve in this manner to support research efforts surrounding this partnership.
 - Research is currently occurring across all nine schools. More than \$6 million is captured annually in funding from sources such as the National Institutes of Health, the National Endowment for the Humanities, the National Science Foundation, etc. Moreover, Duquesne is one of only seven U.S. Catholic universities with high research activity and number 16 among the nation's top small doctoral research universities. In this sense, our given **academic departments** would be key to ensuring the partnership reaches its full potential. Some examples of academic departments include, but not limited to, nursing, counseling, psychology, education and special education, pharmacy, occupational therapy, sociology, speech and language pathology, communication and rhetorical studies, forensic science, natural and environmental science, business, and law will also be valuable resources for this project.
 - **Institutional Offices, Centers, & Consortiums:** such as the Office for Military and Veteran Students, the Small Business Development Center, the Center for Interpretive and Qualitative Research, UCEA Center for Educational Leadership and Social Justice, Tribone Center for Clinical Legal Education, Aging and Research Consortium, Research Institute for Energy and the Environment, Center for Healthcare Ethics, Center for Research for Underserved and Vulnerable Populations, Center for Health Care Diversity, Community-Based Health & Wellness Center for Older Adults, Pharmaceutical Information Center, DU Pharmacy and Center for Pharmacy Care, Center for Biotechnology, Center for Environmental Research and Education, are among potential stakeholders and additional resources for this partnership. These constituencies operate in multidisciplinary ways and are dedicated to specific civic, social, and disciplinary agendas and therefore, can enter conversations regarding the partnership and research projects stemming from the partnership where and when appropriate.
 - Our **academic and law libraries** will provide much needed resources and materials for research and deliverables for the partnership's needs.
3. Describe the governance structure within your organization that will support this project, integrating other faculty, students, etc.

As mentioned in response number two, there are constituencies across the institution which support faculty, staff and student engagement in research. These entities will continue to utilize their standard processes and procedures to support the projects stemming from this partnership.

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In addition, the Center for Community-Engaged Teaching and Research, will oversee this project as the primary point of contact for the institution. Dr. Jessica Mann, the Director of CETR, will attend all mandatory meetings and trainings related to the partnership and will then network across campus leveraging resources and expertise as appropriate to ensure that relevant stakeholders are brought to the table to ensure the success of each partnership related initiative. Therefore, CETR will assist with and be responsible for integrating faculty, staff, and students from various departments to participate in research and reporting. Collaboration across all nine schools of study will allow for a robust multidisciplinary approach to help to create the expertise, information, and tools to support this project.

Moreover, the VP for Community Engagement, William Generett, and the Associate VP for Research at Duquesne have both given their support for CETR to pursue this partnership. Therefore, they can advocate at the upper administrative level for support and visibility as it relates to this partnership and its related projects.

4. Describe activities, such as internships and fellowships, that will support this project.

Activities may include: departmental and public lectures, workshops, trainings, and publications to support this project and its subsequent deliverables. The possibilities for community campaigns, programs, and education related to this project are seemingly limitless and are therefore, highly desirable as they would serve DHS, the University, and the citizens of the county. Therefore, Duquesne is committed to pursuing outlets and activities that would be mutually beneficial for all stakeholders and is entering this partnership with no prescribed notions for “what is best”. We intend to remain flexible and adaptive based on project specifics and stakeholder needs in regard to potential activities, deliverables, and outcomes.

Currently, CETR has Community Fellows (External Community Partners who serve as advisors for CETR related projects and initiatives) who would serve as tremendous assets to this partnership as they are currently situated as liaisons between the Pittsburgh community and the institution. Moreover, we could potentially have access to graduate assistants and undergraduate interns from numerous departments that support experiential learning, quantitative and qualitative research methods, and dissemination that may wish to participate as interns to support this project. The selection of external individuals to CETR would be assessed and leveraged given the topic and focus of the particular project to ensure that resources and expertise were being utilized in a manner that boosts capacity and ensures the overall success of the project and partnership.