Reflections from the Vice President for Enrollment Management

One adaptation of the tried and trusty “light bulb” joke goes like this:

Q: How many consultants does it take to change a light bulb?
A: It all depends — how big is your budget?

Like most of the parallel versions of this groaner that litter the web, this one stereotypes those whom it targets and indicts them for a crime of which they are only occasionally guilty. The fact is that, when engaged thoughtfully and intentionally, consultants greatly enhance the capacity of an institution to complete a specific task that would otherwise lie beyond its capacity. They do so, furthermore, while leaving regular staff free to attend to routine business. And they bring to the work at hand insights that they gained while assisting other clients — often including one’s competitors!

In the past year, Academic Affairs has sought out help in several areas. We have, for example, signed a two-year agreement with McAllister & Quinn, a Washington, D.C., firm that provides universities with sophisticated knowledge about federal funding sources to support the scholarly work of their faculty members. Our own Office of Research boasts hard-working staff with long experience and valuable expertise, led by Alan Seadler. But an institution of our size cannot track all of the initiatives being launched by scores of government departments and agencies. McAllister & Quinn is already at work getting to know our strengths in key research fields.

The deadline for submission for the fall issue of Academic Affairs in Review is July 31, 2017.
and is drawing up a plan to target the most promising projects to the most appropriate programs.

The Enrollment Management Group (EMG) has been working for several years with consultant Ruffalo Noel Levitz as it decides how best to allocate the University’s precious scholarship funds to help students considering a Duquesne education. Here again, this is not because the EMG does not have talented analysts on staff; on the contrary, the Noel Levitz employees with whom we have worked have repeatedly complimented Paul Cukanna and his colleagues on their methods. Nevertheless, we have benefited from their added insights in competing for what are, as we all know, a limited pool of increasingly savvy student-consumers.

A third example lies in our work to create a strategic partnership between Duquesne’s outstanding graduate nursing programs and the online program management firm, Pearson Embanet. The consultant I am referring to here is not Embanet itself, but Alpha Education, a firm that we brought in soon after preliminary discussions with Embanet began. The world of online education is complex and specialized, and the major players are for-profit companies with large legal departments and assertive sales representatives. We needed a knowledgeable advocate in our corner to alert us to potential pitfalls and reassure us that we were securing a good deal for Duquesne and for our students. Mike Bridges’ discovery of Alpha Education brought us precisely that assurance.

You may be sure that we will bring in consultants only when we are confident that they offer us resources and skills that justify their cost — as in the three cases I have described here. Used with care, they can help us to turn on a great many light bulbs.

April marks my 20th year of employment at Duquesne. When I arrived in 1997 it was on a “whim.” I received a call from Fr. Sean Hogan inviting me to visit the Bluff. While the call, visit and resulting job offer may have been unexpected, the professional experiences have been anything but whimsical.

Since my arrival, I have been fortunate to work in four major divisions of the University: Student Life, Management and Business, Academic Affairs, and the one I now manage — the Enrollment Management Group (EMG).

The EMG has evolved from an initial concept of merging admissions, financial aid and registrar operations into an integrated portfolio of services that range from recruitment, retention and student advocacy to consultations on new academic program concepts and engagement in student system implementations and upgrades.

Under President Ken Gormley’s leadership, the University community will soon be engaged in a new and exciting strategic planning initiative; one that places the best interests of our students as the polestar or guiding principle for all decision-making.

Strategic planning is important; it provides direction and guidance to all of us. Because the achievement of goals is largely dependent on the correct alignment of people and resources, plans also provide reasons for collaboration across the various units within the University. After all, it is through collaboration and strategic goal setting that we have achieved much of our enrollment, retention and student services success over the past decade.

Since a college education is a driver of personal economic improvement and key to the Spiritan mission of service to students, my colleagues and I often reflect on how we can better accommodate the needs and preferences of a more sophisticated and broadly diverse student body.
Office of Classroom Technologies (OCT)

To better reflect the nature of the department’s responsibilities, the Media Services and Distribution Center (MSDC) has changed its name to the Office of Classroom Technologies (OCT). Located in 211 Canevin, the phone number has not changed (x4614), although the office has a different email address: oct@duq.edu.

The OCT was instrumental in the design and implementation of the campus’s first collaborative lecture hall. 719 Fisher Hall provides a lively, spacious environment. Two rows of student seating per tier allow easy accessibility for collaborative activities and group work. Dual image projection provides the ability to display two separate images simultaneously. Two 80-inch flat screens not only perform as confidence monitors for the instructor, but also provide supplemental images when students are working in groups and facing the back of the room. Additional functionality includes two writeable monitors on the instructor’s podium, instructor and student wireless connectivity capabilities, and GoTo-Meeting functionality.

The former video conferencing suite, 715 Fisher Hall, is now a space equipped for GoTo Meeting events. Outfitted with a SMART Board, webcam capabilities, ceiling microphones and moveable furniture, the room holds 30 people. This space is available to the campus community. To reserve the room, contact the Office of Classroom Technologies.

Two additional FlexTech classrooms were unveiled, bringing the total on campus to seven. 309 Canevin, mainly occupied by the School of Education, and 721 Fisher, our Black and Gold room, offer the same functionality as the other spaces. Increased options with wireless connectivity have expanded through all the FlexTech classrooms and into the campus lecture halls.
The Center for African Studies has continued to expand its programming and footprint on campus over this academic year. As the minor in African Studies continues to develop and grow, the Center hosted several meet and greets for African Studies minors, now totaling 25, and interested students. The Center has also been working diligently to develop a double major in African Studies, which is currently being reviewed and will hopefully be available to students in fall 2017. In addition, a course in Swahili is now offered, which can count toward a student’s language requirement.

In an attempt to make the study of Africa more accessible to incoming freshmen and to recruit more minors, the Center launched the Africa Learning Community in fall 2016. This community allowed 27 Liberal Arts freshmen to take two Africa-centered courses in addition to the collective English course taken by all Learning Community participants. The students were integrally involved in Africa Week and got to attend a Disney prescreening of Queen of Katwe at SouthSide Works Cinema.

Our annual Africa Week festivities featured a lunchtime Tastes of Africa event, which exposed the Duquesne community to African drumming, dance, food and culture on the Gumberg Library Patio. Some students, faculty and administrators rose to the challenge of joining the troupe in drumming and percussion! The week also featured a presentation on “Certified Organic Agriculture: The Answer to Africa’s Environmental Woes and Social Ills?” given by our Visiting Professor (a joint appointment with the Center for Environmental Research and Education) Dr. Plaxedes Chitiyo. It concluded with the Motherland event co-sponsored by the Union of African Students, which presented a showcase of African culture including fashion, music and food. We plan to extend Africa Week from three to five days in fall 2017. Throughout the year, the Center collaborated and co-sponsored events with other units (African Students Union, Psychology Department, Office of International Programs, Consortium for Christian Muslim Dialogue, Duquesne Debate Club, Mission and Identity, Theology Department) on campus such as Showcase Afrique, Music From The Roots, iDebate Rwanda, Ghosts of Amistad, and Religion and Society Lecture Series, among other programs.

As it continues to support research among faculty and students in African Studies, the Center will present awards at the Graduate and Undergraduate Research Symposium later this spring, and, through the Rev. Alphons Loogman, C.S.Sp., Faculty Research Grants, we funded two projects by Professors Kirk Junker and Tsegaye Beru from the School of Law (Ethiopian Constitutional and Customary Law) and Professors Rachel Ayieko and Kanyongo Gibbs from the School of Education (The Influence of Teacher Quality on 6th Grade Student’s Mathematics Competency: A Case Study of Kenya and Zimbabwe). In keeping with the goal to engage the University community on issues related to African Studies, we hosted an inaugural Transdisciplinary African Studies Conference titled Engaging Africa: Spiritan Traditions, Contemporary Perspectives during Founders Week. The two-day conference included a keynote address on Spiritan involvement with Africa since 1841, and panel discussions on the changing Spiritan presence in Africa and implications for Duquesne’s engagement with and in Africa.

We continue to collaborate with the Office of International Programs on our Maymester Africa offerings. During another successful trip over the summer, students took a music course that was extremely well received. Plans are already underway for Maymester Africa 2017, which will take place in Ghana. Also in collaboration with International Programs, and for the first time at Duquesne, we received an IREX/State Department grant for the prestigious Mandela Washington Fellowship for Young African Leaders Initiative. We were the only university in Pennsylvania and one of two Catholic universities to get this competitive grant. This program is the flagship program of the Young African Leaders Initiative. Duquesne hosted 25 young leaders for a six-week Civic Leadership program in June and July. The program was a success and we are delighted to say that the University has been selected to participate in the program again in 2017.

Now in its fifth year, the Center’s programs and activities have expanded rapidly, and it is poised to broaden its interdisciplinary focus.
At the annual Celebration of Teaching Excellence on April 6, Provost Timothy Austin conferred the Graduate Student Awards for Excellence in Teaching and the Creative Teaching Awards.

**Graduate Student Recipients**
- Sarah Flinko, Communication and Rhetorical Studies
- Nisha Gupta, Psychology
- Neil Lax, Biological Sciences
- Alexandra Reznik, English

**Faculty Award Recipients**
- Lucía Osa-Melero and Carmen Martinez, Modern Languages and Literatures

CTE honored Sarah Wallace, Speech-Language Pathology, and David Nolfi, Gumberg Library, with the Spirit of CTE recognition. These colleagues have inspired CTE staff through their collaborative spirit and ongoing contributions to faculty and student success.

Also recognized at the celebration were over 100 colleagues and students who contributed to CTE’s work this year through workshops, blog posts, committees, collaborative research and near-peer mentoring. Six graduate students preparing to be faculty received the Certificate of University Teaching.

Last spring, CTE began a new initiative called SCALE (Small Changes Advancing Learning) to promote how small changes in teaching can create a significant impact on learning. This spring the SCALE initiative featured six half-hour workshops.

Designed to accommodate busy schedules, these micro-workshops highlighted a teaching and learning topic and provided simple, research-based strategies that faculty could incorporate almost immediately without redesigning their courses. The sessions focused on transparent assignment design, connections between emotions and motivation to learn, micro-aggressions, nudges that deepen learning, and a student voices graffiti wall.

CTE provided workshop follow-up opportunities through “wrapper sessions” and consultations with CTE staff. They are based on the learning strategy called an Exam Wrapper, which guides students to review and analyze their performance and instructor’s feedback.
on an exam, and plan steps for improving their next attempt.

The wrapper sessions provide an opportunity for teachers to practice the systematic reflection they ask of students. Participants in the December “Course Wrapper” reported, “the reflection and discussion were a great way to put a bow on the semester” and the wrapper session provided a “wonderful day to wind down the semester.” In the spring, faculty reflected on Student Evaluation Survey reports and used student feedback to adjust their current courses.

CTE staff co-led four sessions at the Professional and Organizational Development (POD) Network 2016 annual conference:

- **Identifying Your Pathway to Becoming a Strong Center Leader** (half-day preconference)
- **Fostering Deeper Adjunct/Part-Time Socialization through Transforming Programming** (half-day preconference)
- **Fostering Deeper Adjunct/Part-Time Socialization through Transforming Programming** (workshop)
- **Using a Nudge to Transform Teaching and Deepen Student Learning** (workshop)

Steve Hansen was named co-program chair for the 2017 POD Network conference in Montreal (in October).

Erin Rentschler led the third annual **Race and Pedagogy** session at the Duquesne University Day for Learning and Speaking Out, once again involving a variety of students to serve as panelists and roundtable discussion leaders. She and Laurel Willingham-McLain are partnering with the Bayer School of Natural and Environmental Sciences to pilot a six-week series for faculty called **Entering Mentoring**.

CTE partnered with the Community College of Allegheny County to establish **Colleagues in Connection: Energizing Faculty Development Professionals**. At the inaugural event in May, Duquesne hosted 36 colleagues.

Out of this collaboration, CTE is hosting the first Pittsburgh Regional Faculty Symposium on Friday, March 16, 2018, with the support of the Pittsburgh Council on Higher Education. The symposium will feature keynote speaker James Lang (author of **Small Teaching: Everyday Lessons from the Science of Learning**, 2016) and will focus on small teaching practices known to promote student learning. An open call for posters and presentations will give regional faculty members an opportunity to share teaching practices that benefit their students’ learning. The daylong event will give faculty participants opportunities to:
- Build regional faculty collaboration and community
- Showcase teaching practices that help students learn
- Discover new practices to use in their own contexts
- Become a founding member of the Pittsburgh Regional Faculty Collaborative.

**Office of International Programs**

**Duquesne Response to Immigration Challenges**

This year ushered in some new challenges for international students on U.S. college campuses with a clear shift in public opinion and political rhetoric regarding immigration. Although only a few students at Duquesne were directly affected by President Donald Trump’s Executive Orders on immigration, there has been concern among Duquesne faculty and staff about the tone and atmosphere materializing around our international student population.

At Duquesne, we have recently implemented a recruitment campaign that was spearheaded by Temple University called #YouAreWelcomeHere. We are currently finalizing a video to share with students and partners around the world that features President Ken Gormley, Pittsburgh Mayor Bill Peduto, and a number of individuals and organizations around campus conveying a warm and welcoming message for all of those who wish to pursue their dreams in the United States. In addition, we just began a new program called “20 Dinners” where faculty and staff can welcome interested international students into their homes to share a meal and good conversation.
Keeping Global Diversity Alive at Duquesne

International students at Duquesne make up a rich and vibrant aspect of our campus community. This year, Duquesne welcomed 261 new international students from 46 different countries. As always, these students contribute greatly to the multicultural diversity in our classrooms, student activities and Living Learning Centers.

Student organizations, such as the International Student Organization (ISO), Asian Students Association (ASA), Chinese Students Union (CSU) and Indian Students Association (DISHA), are important threads in the fabric of Duquesne. Their events throughout the year highlight various holidays that are important to their particular cultures and expose our student population to beliefs and practices beyond the Pittsburgh region.

In recent years, we have observed an uptick in the number of American students getting involved at the leadership levels of these organizations as well. This welcomed shift indicates that these organizations have become even more integrated into the overall campus culture and provide a space for formal and informal intercultural dialogue.

This year, the new Duquesne University Cultural Ambassadors (DUCA) organization was formed by a group of enthusiastic students who want to properly welcome, orient and integrate new international students to campus on a regular basis. Members consist of returned study abroad students and veteran international students, as well as students who have a genuine interest in multicultural and international relationships. The Cultural Ambassadors have already begun to design programs that provide fun and productive opportunities for both American students and international students, and they will play an integral role in our New International Student Orientation this year.

Global and cultural diversity are essential elements of the Duquesne experience, and international students are an important conduit for that experience. Our entire community has always come together to not only welcome these students, but also to support them in various ways during their time on campus.

Online Learning and Strategy

Duquesne Joins the State Authorization Reciprocity Agreement (SARA)

As an institution that offers postsecondary educational experience to students outside of Pennsylvania, Duquesne University must meet any state requirements for it to legally offer online, distance or correspondence courses and programs in other states.

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states that establishes comparable national standards for interstate offerings of university-level distance education. It is intended to make it easier for students in one state to take online or distance education courses offered by an institution in another state. SARA is overseen by a national council (http://nc-sara.org/) and administered by four regional educational compacts. Currently, 47 states plus the District of Columbia are members of SARA. The Commonwealth of Pennsylvania joined SARA on January 1, 2017, and in late March, Duquesne University became a SARA-participating institution. Duquesne’s participation in SARA will help to streamline the process associated with state authorization and will expand access to our online programs to some states where the University was previously unable to offer a Duquesne education to out-of-state, online students.

University Registrar

The Office of the University Registrar has worked with CTS to develop a custom online application to enable the submission of grade changes electronically. The new system was implemented in the spring 2017 semester and will enable the University to further support its commitment to maintaining a green environment.

Monika Schwartz, associate registrar, and Mark Beck,
academic records assistant, represented the Office of the University Registrar at the Pennsylvania Banner Users Group (PABUG) in Grantville, Pa. Their presentation on the office’s successful implementation of electronic transcripts included details from the project plan, lessons learned and recommendations for colleagues at other Pennsylvania institutions planning their own implementations.

Two members of the registrar’s office were among a team recognized this past December as President Gormley presented the Annual Staff Awards. Dr. Kimberly Hoeritz, University registrar, and Schwartz, associate registrar, were functional leads in the development of the DORI Student Notification System that is now used each semester to enable students to review and update their address and emergency contact information. The project team, which earned the Innovation Award, was composed of individuals from CTS, Student Life, the Law School and the Office of International Programs. Megan Oliver, academic records assistant, completed her Master of Arts degree in History in May 2016, and presented work as a guest lecturer in a graduate history course in spring 2017.

**Undergraduate Retention and Advisement**

In a continued effort to build a comprehensive retention strategy, the Office of Undergraduate Retention and Advisement works closely with the University Retention Committee and the Undergraduate Academic Advising Team to systematically improve undergraduate retention at Duquesne. A strong retention rate is important to the market position of the University. It can influence not only how academically talented, prospective students and their parents perceive our institution but also our financial profile, credit ratings, faculty and staff recruitment, opinion and ranking surveys, etc.

The freshman-to-sophomore year retention rate for our fall 2015 entering class was 87 percent. This rate represented a slight increase from the previous year. The University Retention Committee, made up of representatives from Academic Affairs, the EMG, Student Life, and Management and Business, met frequently to identify and implement strategies to assist students in the transition to university life. A 24-hour help line was available during Orientation. This phone line, staffed by members of the Retention Committee, gave students and their parents an opportunity to call one phone number if they had a question or need during Orientation. The Retention Committee also initiated a post-matriculation invitation to highly successful first-semester freshmen in the Honors College. After a positive response, the opportunity will be offered again next year.

Starfish, a technological tool to facilitate communication between students, advisors and faculty, continues to be enhanced at Duquesne. The implementation team, made up of representation from Educational Technology Services, CTS and the EMG, continued its efforts to leverage enhancements to the tool. Numerous schools are deploying early alert surveys to faculty to identify at-risk students. Starfish is also being used by the Office of Disability Services to communicate accommodation information for students with disabilities.

In addition to supporting retention efforts, the advising team continued in its professional development efforts, specifically those sponsored by the National Academic Advising Association through webinars and conference opportunities. The group also collaborated with the Center for Wellbeing in a two-part workshop focusing on the relationship between wellbeing and academic success and on assisting students with anxiety issues.

**Financial Aid Office**

The federal Department of Education has made two major changes to the Free Application for Federal Student Aid (FAFSA) for the 2017–2018 academic year. The FAFSA is a form that is completed annually by current and prospective college students to determine their eligibility for need-based federal, state and institutional financial aid.

**Duquesne Response to Immigration Challenges**

- The FAFSA was available earlier — Oct. 1, 2016 (instead of Jan. 1, 2017) for the 2017–2018 academic year;
- The FAFSA will collect income information from an earlier tax year — 2015 income will be used for the 2017–2018 academic year. This is commonly referred to as “Prior–Prior Year” (PPY) income data.
- Alignment: The need-based financial aid application process will be more aligned with the college application process;
- Less pressure: There will be more time for families to explore and understand their financial aid options;
Certainty: There will be improved certainty of income data — families will no longer need to estimate their income when completing the FAFSA.

How has the EMG planned for these changes?

Our team convened colleagues from across the University at the end of January 2016 to introduce the upcoming changes. We also created an institutional planning committee that was led by Jeremy Mayernik, associate director of Financial Aid Operations. The planning committee, with representatives from Enrollment Management, CTS and Student Accounts, successfully managed all of the system upgrades, new cost of attendance information requirements, awarding policies and marketing-communication strategies necessary to produce earlier 2017-2018 academic year need-based financial aid packages.

Undergraduate Admissions

Undergraduate Admissions is busy working with accepted students and their families as they finalize their college choice. Our efforts include tele-counseling, email, electronic and print communication, and many individual appointments. We also conduct Saturday visit programs and webinars for accepted high school seniors and their families who may not be able to visit during the traditional work week. And, we don’t do it alone — we work collaboratively with our many partners across the University to provide the best experience possible to our visiting families. Examples of this collaboration include our highly organized, school-specific spring open houses for accepted applicants — which play a critical role in our recruitment efforts.
Admissions counselors are attending college fairs hosted by the National Association for College Admission Counseling. These yearly events provide current high school juniors with an opportunity to meet with admissions representatives from hundreds of the best colleges and universities from around the country. Counselors are also visiting high schools to meet with students who may be interested in attending the University in fall 2018. Locations of these fairs and high schools include states within our traditional feeder market — Pennsylvania, Maryland, New Jersey, New York and Ohio — as well as California, Connecticut, Florida, Massachusetts, Michigan, North Carolina, Rhode Island, Tennessee and Texas.

This spring, we welcomed two new professionals to our undergraduate team: Nicholas Skitko and Mara Greiner, both assistant directors of undergraduate admissions. Nicholas joins us from Ursinus College and brings with him diverse professional experiences, not only in admissions, but in communication, journalism and photography as well. Mara, who previously worked in admissions at Saint Vincent College, has extensive experience working not only with traditional prospective freshman populations but also with transfer students, an area in which we have experienced continued and deliberate growth. It is our hope that the addition of these two talented individuals will allow us to continue to provide the “concierge” level of service that our prospective students and their families expect.

**Graduate Admissions**

EMG–Graduate Admissions has spent significant effort building and enhancing practices and processes that were introduced in the last admissions cycle. The office has continued to establish and expand its presence throughout the region. Additionally, with the help of representatives from our school partners, the office was able to attend a number of events at Historically Black Colleges and Universities (HBCUs) for the first time. Using best practices of 1:1 marketing, EMG–Graduate Admissions has maintained personal contact with
candidates met throughout the fall recruiting season.

EMG–Graduate Admissions continues to develop and introduce programming for Duquesne undergraduate students and students from institutions such as Saint Vincent College that do not have a robust portfolio of graduate offerings. A session titled — “Is Graduate School in Your Future?” — was delivered to current University undergraduate students via specific admissions events as well as through a partnership with the Office of Diversity and Inclusion. EMG–Graduate Admissions has also expanded its webinar offerings, developing a series called Webinar Wednesdays to engage prospective students from across the country who may be unable to visit Duquesne.

Building off last year’s success with custom communication plans in the CRM Recruiter, EMG–Graduate Admissions has continued to refine email communications and develop new messaging. In addition to expanding University–level communication to include specific messaging for students considering online programs, the office has worked with colleagues in the graduate schools of Liberal Arts and Pharmacy, for example, to create and deliver program–specific content to prospective graduate students in all aspects of the admissions funnel.

Through a partnership with Management and Business, Financial Aid, and Institutional Research, EMG–Graduate Admissions helped introduce a number of initiatives related to tuition pricing to allow the University to continue to remain a best value institution at the graduate level. From this partnership, a McNair Scholar Alumni Award was established. The award will apply to any McNair Scholar alum who enrolls in a graduate degree program at Duquesne.

Finally, EMG–Graduate Admissions continues to work closely with colleagues across all schools to ensure the admissions funnel is being managed appropriately, to employ best practices to recruit and yield students, and to explore new program opportunities.

Enrollment Systems

The EMG–based Enrollment Systems is responsible for the management and maintenance of the University’s online application within the CRM Recruiter and the admissions sector of Banner, including admission data security. Over 280,000 prospective student leads for the fall 2017 freshman recruitment cycle are housed within the CRM Recruiter.

Over the last year, Enrollment Systems has been vigorously preparing for a major upgrade to Ellucian Recruiter, the University’s application and customer relationship management (CRM) tool. In addition to preparing for this upgrade, there has been continual maintenance, management and reconciliation of the Recruiter system. Training sessions were offered throughout the year to University employees covering all aspects of Recruiter.

Enrollment Research

Enrollment Research is responsible for the data, analytics and associated research required to support the strategic recruitment, retention, student services and enrollment planning initiatives within the Enrollment Management Group (EMG).

Other research initiatives include new student enrollment forecasting, scholarship strategy formulation, enrollment probability analyses, the implementation of new initiatives such as test optional admission and special assignments from senior members of the University’s administrative and academic leadership team.

Each year, many University departments and schools request admissions–related data and analyses to aid in decision–making. Enrollment Research provides undergraduate admission key performance indicators and other operating statistics for internal evaluation and planning, as well as external surveys, such as US News, College Board and Integrated Postsecondary Education Data System (IPEDS).

Marketing and Communications

The new virtual campus tour, www.duq.edu/#virtualtour, launched on Duquesne’s website in September 2016. A project implemented by the EMG and the Office of Marketing and Communications (OMC), the tour features the ability to “walk” to 20 stops and view photos, including 20 360–degree panoramic shots. Since the launch, more than 12,000 visitors have taken the tour and spent an average of about eight minutes per visit. Our visitor interaction level is higher than the vendor’s benchmarks. Visitors hail from all 50 states as well as 77 countries including Russia, India, Canada, Brazil and Germany. The virtual tour recently won a gold award in the Education Digital Marketing Awards–Admissions Websites category.

The undergraduate view book, a collaboration of OMC
and the EMG, continues to receive positive feedback from prospective students and families. Building on that success, OMC is refreshing the creative concept for the next edition.

We continue to manage comprehensive marketing and communication plans, including numerous digital and print efforts, to promote the University to prospective undergraduate and graduate students. OMC also coincides the overall University branding campaign to support key times in the admissions cycle.

**Center for Adult Learners**

The Center for Adult Learners (CAL) manages three online, accelerated undergraduate degree programs designed specifically for adult learners. Approximately 100 students are enrolled in the Bachelor of Science in Organizational Leadership programs, Bachelor of Science in Behavioral Science programs and the Bachelor of Science in Computer Systems Technology programs. The Center provides all of the support services needed for adult learners to be successful in the online learning environment and assists these students in achieving their educational goal of earning an undergraduate degree.

The Center also houses the Office for Military and Veteran Students (OMVS), which provides outreach, serves as a central point of contact and ensures quality service for all veterans, active service members, reservists and National Guard members. The office provides information on the enrollment process and helps military students navigate the variety of benefits and funding sources that are available to them. Many members of the current military/veteran population are enrolled in online degree programs, and there are also a number of dependents using veteran education benefits. OMVS recently dedicated a new lounge and meeting area for all military students on the seventh floor of Libermann Hall. This renovation was made possible through a grant from Student Veterans of America and Home Depot.

With the initiation of the two new online graduate degree programs in the Graduate School of Business (SOBA) in fall 2016, CAL provides advising, registration and retention support for these new online graduate degree programs (Master of Science in Management and Master of Science in Sports Business). While CAL staff understands the unique needs of the online learner, and developed a series of best practices over the years in working with this population, they work very closely with the SOBA staff to ensure that the online graduate student is fully integrated into the SOBA.

CAL manages the University Summer Session, including visiting student registration. This summer will feature an expanded number of online course offerings for those traditional undergraduates who live outside of the area or are employed and want to maintain or accelerate their degree progression.

**University Honors College**

The Honors College continued its activities to recruit and retain robust freshman classes, deliver core curriculum courses in compelling small-seminar formats and award funding to exceptional undergraduate research projects. This academic year was one for trying out new ideas as well.

First, our small-seminar format for courses became even smaller with the introduction of Honors Tutorials. Taught at the 300-level, these courses in University core theme areas (such as Faith and Reason or Social Justice) flip the classroom for honors students. Divided into much smaller groups — some as few as three students — they meet on a rotating basis with their professor while completing complex reading and writing assignments on their own. The focus of the tutorial meeting is inquiry and
rigorous discussion based on the short essays students write each week. The Honors Tutorial distinguishes Duquesne among honors colleges at our peer institutions, and we hope to expand the pilot program into all theme area honors courses over the next several semesters.

These small-group tutorials are made possible in part by renovations to Assumption Hall that included new furniture in our classroom and offices. All other areas of the Living Learning Center received a major overhaul too, and current freshmen are returning to Assumption Hall for their sophomore year in record numbers.

Meanwhile, Honors Fellows and Endowed Fellows branched out into new experiences. Fellows in 2016 studied in Chile, Iceland and Poland for months at a time. Their projects ranged from training in Icelandic folk music to an ethnography of women’s protest movements at Latin American universities. Since the launching of the program in 2012, our Honors Fellows have conducted independent research, service or creative projects in 17 countries.

**Gumberg Library**

The 2016–2017 academic year was full of exciting changes and new ideas at Gumberg Library. We developed a new strategic plan, offered innovative expert services, provided several interdisciplinary campus-wide programs, acquired interesting new resources, and filled multiple vacant librarian and staff positions.

Gumberg Library employees participated in an engaging strategic planning process starting in July 2016. Howard Teibel, Inc., the same consultants working with Academic Affairs and the University on strategic planning, helped the library write a new mission and vision statement and identify strategic themes. Our new vision states that “Gumberg Library will elevate student and faculty success
and enhance the reputation of Duquesne University.” The new mission is that “Gumberg Library empowers Duquesne’s pursuit of scholarly and creative achievement, intellectual exploration and service to our community. We will accomplish the mission by working on six strategic themes related to teaching and learning, library spaces, access to information, special collections, research and scholarship and engagement in community.”

The roles of libraries and librarians have evolved beyond the traditional expectations of collecting and facilitating access to information. Nationally, academic libraries have begun to offer services that capitalize on librarians’ expertise as searchers and information organizers, and leverage library collections to contribute to institutional research, scholarship and teaching. Gumberg Library offers a suite of “expert services” designed to provide higher levels of support for and collaboration with researchers and scholars.

Most recently, the library has begun offering a new expert service. Specially trained librarians have begun to collaborate with faculty and graduate students to conduct systematic (and other advanced) literature reviews designed to change practice in health sciences, education and social sciences. Librarians participate in research teams and consult with faculty and graduate student teams working on reviews. These collaborations may extend to having a librarian write the methods section of resulting publications. Since the library and School of Nursing co-sponsored a faculty workshop led by national experts in 2015, Duquesne researchers have published eight advanced reviews — doubling their output from the previous 20 years.

In addition to new services, Gumberg Library offered two community-wide programs this year. From Sept. 27 to Nov. 11, 2016, we hosted a book-art exhibit titled "Beyond All Repair: Language and Vision," featuring the artist-book FUBAR created by alumna J.C. Todd and MaryAnn Miller. The interactive book focuses on the shared combat experience between an Air Force medic and her patient and demonstrates how art and poetry are vehicles for discussing the effects of war on individuals. In addition to an exhibit opening, artists Todd and Miller spoke in five classes and engaged with hundreds of students at various other events. A related demonstration by Combat Paper of New Jersey showed several hundred students how to turn old military uniforms into paper.

J.C. Todd and MaryAnn Miller’s artist-book FUBAR was on display fall 2016.
Students from East Catholic School read When the Emperor was Divine for the 2017 Spring DUQ Reads program for the city of Pittsburgh.

Last spring, Duquesne was selected as one of 77 organizations to receive a grant from the National Endowment for the Arts to host Big Read programming around a single work of literature. Duquesne’s NEA Big Read focused on *When the Emperor was Divine* by Julie Otsuka, which relates the experiences of a Japanese-American family forced to live in an internment camp during World War II. Programming included hosting over 45 book discussions and seven community events, as well as the distribution of 950 free books to the Pittsburgh community. The culminating event was a visit from author Otsuka that was attended by approximately 350 people.

In late 2016, members of the Tamburitzans’ leadership team decided to donate their Folk Arts collection to Duquesne. Housing this collection at Gumberg Library allows for much greater access for Duquesne and Tamburitzans alumnae, current students, faculty and staff, as well as local, national or international scholars. Consisting of approximately 12,000 volumes (271 boxes of books), the collection has a wide range of subjects from art, to history, politics and mythology from over 20 countries, and much more. Cataloging the collection will begin over the summer, and materials will become available for use as they are processed. Once this unique collection is completely integrated with Gumberg’s other collections, it will nicely complement the Tamburitzans’ organizational records located in the University Archives, the James Clarke Collection about Eastern Europe and our extensive music collection.

At the end of January 2017, Gumberg Library finished renovating the traditional library classroom/computer lab into a more collaborative, engaging space, known as a FlexTech (Flexible Technology) room. The room has seven pods that each seat six people. Each pod has a glass tabletop that can be written on with whiteboard markers and a computer and large screen so students can work collaboratively. The Instructors can share their screen content on the pods’ screens and students can share from their pod to all the other pods. This classroom will be used as a space for Duquesne’s one-credit information literacy course, for other classes and for workshops. The space requires a student-centered, collaborative approach to learning that aligns well with metaliteracy and the new
When not being used as a formal learning space, the classroom is used by students who gather at the pods to work on projects and presentations.

In 2016, in partnership with the Duquesne Center for Legal Information (DCLI), Gumberg Library acquired Duquesne Digital Commons, an institutional repository platform. Duquesne Digital Commons is an interdisciplinary digital space for the collection and preservation of Duquesne’s intellectual output. Its public-facing design will highlight and increase the discoverability of the University’s scholarly and creative works, benefitting scholars and creators, users within and outside of Duquesne, and the University as a whole. Duquesne Digital Commons is already the new home of Duquesne’s Electronic Theses & Dissertations, the proceedings for the Undergraduate Research and Scholarship Symposium, the Bulletin of Ecumenical Theology, and the Duquesne Criminal Law Journal. These collections are publicly available, promoting the work of creators at Duquesne while at the same time increasing institutional visibility and prestige. We are excited to leverage the interdisciplinary nature of Duquesne Digital Commons in order to locate, create and support new avenues for cross-campus collaboration.

This year we had a priority to replace multiple vacant librarian positions with employees motivated by the shift in higher education toward digital access, online resources and scholarly communication.

Kirsten Ostergaard was hired as the acquisitions librarian and hopes to pursue her interest in library/vendor relations, library consortia, electronic resource management and open access to information.

Katie McCormick, who has worked at Gumberg as a part-time cataloger since 2003, was hired as the visiting cataloging and metadata librarian. Katie is looking forward to piloting metadata projects to enhance the discoverability of unique primary resources.

Christie Kliewer was hired as the outreach and communications librarian after working at the Carnegie Library of Pittsburgh Downtown and Business branch. Christie’s professional interests are in ethical social media engagement and teaching digital literacies.

Amy Lee Heinlen was hired to lead a newly developed department as the head of access services, and brings over six years of experience from her position as the access services librarian at Chatham University. She is also a poet with a Master of Fine Arts in Creative Writing from Chatham.

Rebekah Miller worked at Gumberg Library as the Health Sciences intern before being hired as the STEM librarian. Her instruction expertise provides direct assistance to Duquesne’s expanding STEM programs. Rebekah also works on outreach to military and veteran students.

Erin Anthony comes from the Wisconsin Collaboratory of Enhanced Learning at the University of Wisconsin’s Wendt Engineering Library, where she worked on digital collection projects. Erin was hired as the online learning librarian to help develop the library’s online instructional and teaching tools for Duquesne’s increasing roster of online classes.

Matthew Jones joined Gumberg as the part-time phenomenology librarian for the Simon Silverman Phenomenology Center. In addition to having an M.L.I.S. degree from the University of Pittsburgh’s iSchool, Matthew also has a M.Div. degree from Pittsburgh Theological Seminary and a Th.M. degree from Princeton Theological Seminary, focused in philosophy.

Carrie Gessner has worked for the Gumberg Library Circulation staff since 2013 and was hired as the new evening circulation supervisor. Carrie is a published author in the young adult field. Her first book can be checked out at the library.

Maggie Cowburn joined Gumberg as the assistant to the University librarian after working in the Department of Chemistry for five years. Her support of library administration and assistance to all library employees helps the library function more smoothly.

Throughout the world, academic libraries are redefining the role of a library in the modern university. Gumberg Library looks forward to the challenges of an increasingly digital education environment and new opportunities for enhancing student success.
Online Learning Report
Facts and Figures on Online Learning Tools at Gumberg Library

Gumberg Library Website Visits
July 1, 2016 to March 26, 2017
22% were new visitors
78% were returning visitors
Total Sessions: 191,161
Average Time of Sessions: 6:03 minutes

Nearly 1,500 sessions per month, August to December, 2016
*Accessed via Google Analytics March 2, 2017

Frequently Viewed Research Guides Created in 2016-2017

- DUQ Reads 2017: When the Emperor was Divine
  - 6,363 views

- Fake News and False Information:
  - 433 views since Feb. 2017

- Women in Stem:
  - 412 views since Feb. 2017

- Japanese American Internment
  - 176 views since March 2017

Book Options for Online Learning

Electronic Books
- EBSCO Online Research Databases
  - 15,573 owned titles
  - ebrary perpetual access and subscriptions
  - 163,710 total titles

Book Delivery to Distance Students
- Illiad delivers print books directly to distance students’ homes

Gumberg Library Reference Help Options
- Duquesne University students contact librarians via email, chat, or telephone

Gumberg Library participates in Ask Here PA, a 24/7 librarian reference service for students throughout the state of Pennsylvania