This issue of Academic Affairs in Review focuses upon our colleagues who provide services and programs that support students in achieving their educational goals and faculty in meeting their teaching and research responsibilities. Many of these colleagues work “behind the scenes” in support of our students and the faculty, but their responsibilities are critical to the success of each and to the functioning of the University. My metaphor for the interrelationship of the many functions that are part of Academic Affairs is that of an organism – many parts that must relate synergistically if we are to implement the academic mission of Duquesne University.

If I were to list the non-School based programs and services that share in the University’s educational mission, I would probably miss several so I shall avoid such a list. Instead, I take a safer approach by reminding us of the critical role of a few to make my point about the many colleagues who serve and support our schools, their students and faculty.

Perhaps the most visible academic partner of the Schools is the Gumberg Library. In terms of creating study opportunities for our students, the Office of International Programs plays a critical role. The Honors College offers our students the challenge of stretching their intellectual development and provides the faculty the excitement of working with highly motivated students. Or consider the doors opened to understanding how a college course can relate to our community by the Service-Learning program. Whoops! Here I go –

The deadline for submission to the fall issue of Academic Affairs in Review is August 2, 2011. All items should be submitted via email to Renee Stockey at stockeyr@duq.edu.
a list is developing. I yield – let me share with you the list of academic programs and support offices developed in no order of importance or significance:

- Center for Teaching Excellence
- Enrollment Research & Systems
- Financial Aid
- Office of Admissions
- ESL Program
- Learning Skills Center
- Spiritan Division
- Office of the Registrar
- Office of Research
- Pre-Health/Post Baccalaureate Programs
- Comprehensive Student Advisement
- University Press
- Animal Care

If I missed any program/support office, please forgive me and let me know. Our colleagues in these offices and programs are essential allies with the faculty in serving our students, and I am grateful for their commitment to the educational mission of Duquesne.

Reflections from the Associate Provost/AAVP – Academic Affairs

BY DR. ALEXANDRA GREGORY

I am sometimes asked what I actually do as Associate Provost/Associate Academic Vice President. My answer is usually along the lines of, “I have one of those ‘other duties as assigned jobs’ where I generally provide staff support for the Provost across a number of areas, including accreditation and assessment.” I also work with the University Honors College, the Office of Service-Learning, the Center for Teaching Excellence, the Coordinator for Academic Advising, the Pre-Med/Post-Baccalaureate program and the Director for the Core Curriculum.

Last year we began a Faculty Department Chair Series to support the interests and development of the department chairs. I serve as chairperson of the Graduate Council.

I interview most faculty candidates for the purposes of talking with them about our mission and identity. I am the copyright officer for the University, the liaison for SES administration and for National Fellowships. I also serve on the Retention Committee, the Enrollment Management Committee and the Campus Crisis Response Team.

I often think I must have the best job in the University—at least in academic administration—because I get to work with so many interesting people who are doing such interesting things. For example, this year we have about 2,000 undergraduate students enrolled in Service-Learning courses as part of the core curriculum, with an enormous commitment on the part of our faculty to develop and deliver these courses. Our Center for Teaching Excellence developed a future faculty program for graduate students and over 50 students signed up to participate in its first year. University Honors College implemented a new core curriculum this fall and, under the capable leadership of Dr. Greg Barnhisel, several faculty members participated in developing and teaching our new Honors Seminars I and II. Our new University Honors College director, Dr. Kathleen Glenister Roberts, is working with students who are ready to begin their Honors Fellow appointments this coming year as they do undergraduate research with a faculty member in their disciplines. Dr. Lew Irwin has worked with students on national fellowships, resulting in a Fulbright Scholar and our first ever “Honorable Mention” for the Goldwater this spring.

 Everywhere I go on campus, I find Duquesne faculty, staff and students who are interesting, who are working hard, and who are making our mission come alive for themselves and for others. I sometimes wonder if the Spiritans who founded the University envisioned this kind of success, but when I think about the faith it took to build Old Main on this bluff, I feel sure that they were moved by the Spirit who gives life, then, as now, and forevermore.

Duquesne University Press

The Duquesne University Press has published 11 new titles since last spring’s edition of Academic Affairs in Review:

- Writing the Forest in Early Modern England: A Sylvan Pastoral Nation by Jeffrey S. Theis (Salem State College)
- The Truth (and Untruth) of Language: Heidegger, Ricoeur, and Derrida on Disclosure and Displacement by Gert-Jan van der Heiden (Radboud University Nijmegen, The Netherlands)
- Visionary Milton: Essays on Prophecy and Violence, edited by Peter E. Medine (University of Arizona), John T. Shawcross (University of Kentucky), and David V. Urban (Calvin College)
The Christian Hebraism of John Donne: Written with the Fingers of Man’s Hand by Chanita Goodblatt (Ben-Gurion University, Israel)

Conversations with Emmanuel Levinas: 1983-1994 by Michaël de Saint Cheron (University Institute of Jewish Studies, Paris), translated by Gary D. Mole (Bar-Ilan University, Israel)

Levinas Studies: An Annual Review, Volume 5, edited by Peter Atterton (San Diego State University)

Levinasian Meditations: Ethics, Philosophy, and Religion by Richard A. Cohen (University of Buffalo)

Pleasure and Gender in the Writings of Thomas More: Pursuing the Common Weal by A. D. Cousins (Macquarie University, Australia)

Integrating Existential and Narrative Therapy: A Theoretical Base for Eclectic Practice by Alphons J. Richert (Western Illinois University)

The Divorce Tracts of John Milton: Texts and Contexts, edited by Sara J. van den Berg (Saint Louis University) and W. Scott Howard (University of Denver)

Milton Studies 51, edited by Laura L. Knoppers (Pennsylvania State University)

During 2010, the Press received notification that two of their recent books were awarded particular honors:

Refiguring the Sacred Feminine: The Poems of John Donne, Aemilia Lanyer, and John Milton by Theresa M. DiPasquale was given the John Donne Society Distinguished Book Award, which recognizes the best book on Donne published each year.

A Variorum Commentary on the Poems of John Milton: Volume 3 (Samson Agonistes) by Stephen B. Dobranski won the John T. Shawcross Award of the Milton Society of America, which recognizes a distinguished edition of Milton’s works. Additionally, for the second year in a row, the French Ministry of Culture included Duquesne University Press among the awardees in its Hemingway Grant program, which emphasizes the importance of bringing significant French works to an English-speaking audience.

The Gumberg Library

In response to student requests for 24-hour study, Gumberg Library conducted a 9-day pilot during fall term final exams. With support from Auxiliary Services, Student Life, the deans and corporate sponsors, the library hosted midnight snack breaks served by student groups and clubs. The Provost funded security provided by Public Safety. According to comments collected during the pilot, students appreciated the opportunity to study all night in a quiet, safe environment. Floor counts each night documented use patterns that will inform our space planning. Students loved the pilot so Gumberg Library plans to offer 24-hour study again from April 25-May 3.

In the fall, Gumberg Library initiated planning for a major renovation of the fourth floor, which is the main floor of the library. Design planning began in January 2011, by gathering input from library staff, students and faculty, and the library’s campus partners. The goal is to create a flexible and welcoming learning environment with technology-rich spaces in which students can study and work together. The design will incorporate modern library space planning trends, the blend of library services with other relevant student services such as tutoring and technology assistance. The design phase is expected to be completed in April.

Last summer, Gumberg Library launched a new website that featured access for mobile users, additional search features and other user-centered design elements. Gumberg Library also continued to digitize significant works, including 580 titles contributed to the Internet Archive and the addition of major Spiritan publications including all 24 volumes of Mémoire Spiritaine and both the French and Portuguese editions of the Anthologie Spiritain. By joining the Catholic Research Resources Alliance, the library is promoting access to the Spiritan digital library. University Advancement assisted in raising funds from alumni to support the digitization of 1,131 additional issues of the Duquesne Duke. Issues from 1925-2010 are available online at digital.library.duq.edu/cdm-duke.

This year, the Gumberg Library focused on purchasing non-subscription based electronic content through the acquisition of new online databases and e-books. Some of these one-time purchases include:

- Oxford Biblical Studies Online and Oxford History of Western Music Online
- Biography Index Retrospective and Essay & General Literature Index Retrospective (H.W. Wilson databases)
- Comprehensive Chemical Kinetics (an Elsevier e-book set)

We also added several JSTOR (Journal Storage) online journal collections.

With other members of PALCI (Pennsylvania Academic Library Consortium, Inc), Gumberg Library migrated E-ZBorrow to a new vendor platform that provides an enhanced interface and search capabilities. The library purchased new scanners and a microfilm reader printer for
public use. A collaboration space which will be shared with the Writing Center and peer tutoring is currently under construction.

Finally, the Simon Silverman Phenomenology Center recently hosted its annual symposium March 17-18 on Phenomenology and Music. This summer, the center will be closed for renovations that will double shelving capacity, add two new offices for visiting scholars and improve the research environment with new furniture, paint and carpet.

The Spiritan Division and the Learning Skills Center

The Robert and Patricia Gussin Spiritan Division freshman enrollment for 2010-11 totaled 56 students, representing 14 different states. The fall term grades of these students reveal that the trend of exemplary academic performance continues: 59% earned 3.0 or higher; 71% earned between 2.5 and 3.5; and 98% earned at least a 2.0 QPA. Twenty percent of the Division’s entering freshman class attained Dean’s List. It is important to note that students who begin their education at Duquesne as Spiritan Division students continue to do well once they have transferred to the College or one of the schools as demonstrated by the fact that of the 219 students enrolled throughout the University, 21.5% achieved Dean’s list during the 2009-10 academic year. As of December 2010, 250 Division students have received undergraduate degrees—125 from McAnulty College, 80 from Business, 23 from Education, 8 from Nursing, 4 from Music, 2 from Leadership, 3 from Pharmacy, 1 from Natural and Environmental Sciences and 1 from Health Sciences. Ten students have earned Masters Degrees; and, currently, an additional ten students are pursuing graduate degrees, two are in Law School.

On February 10, 2011, the Division hosted its 14th annual Spiritan Division Celebration which began with a Mass with presider Rev. Peter Osuji, C.S.Sp. The program’s luminaries included Dr. Robert Gussin, Division benefactor, distinguished alumnus, and member of the University Board of Directors who provided reflections; Mr. Paul-James Cukanna, Associate Provost and Associate Vice President for Enrollment, who delivered the welcome; and Rev. Gerard Nnamunga, C.S.Sp., who provided the Spiritan Congregation message.

The recipient of this year’s Michael P. Weber Memorial Scholarship, awarded annually to a high performing Division freshman, is Xavier Johnson from Philadelphia, PA. Another position of honor for which current and past Division students compete is the Spiritan Division Student of the Year, established in 1998. There were 44 nominees for this award. To compete for the Student of the Year, students submit an application which includes a detailed description of, and a timeline for, their proposed projects. Students’ academic achievements, leadership skills, service to the University and/or community at large and their service and participation in the Gussin Spiritan Division are all measured during the selection process. The Co-Students of Year for 2011-12 are Pittsburghers Neil Freeze and Taylor Glenn.
The Michael P. Weber Learning Skills Center offers a wide-range of services to the University and Pittsburgh community. The Center’s Act 101 Program is a higher education access initiative that has been in existence at the University since 1977, serving students who meet academic and economic criteria established by the Commonwealth of Pennsylvania.

A three-year review, from fall 2007 through spring 2010, of the academic performances and retention rates of students who received one or more of the following services through the Learning Skills Center — tutoring, Academic Coaching, Outreach Opportunity Program for Marginally Performing Students (OOPS), Academic Intervention Program (AIP) — reveals an average cumulative QPA of 3.0 and a retention rate of 83%.

- **Tutoring** is available in course subjects, as well as in subject areas in which students anticipate enrollment but need additional preparation before taking the courses. Tutoring is the Center’s most frequently requested service. During three academic years (2007-08, 2008-09, 2009-10) 1,095 individual students requested tutoring services in 235 different subjects, totaling 6,763 tutoring hours delivered.

- The Center’s **Academic Coaching** is provided one-on-one and through workshops for topics such as study skills, time management, organization, test taking skills, reading comprehension, note taking and others.

- The **OOPS** has been in existence since 1989. This program offers services to students each semester who receive deficiencies at mid-term and who have semester and/or overall QPAs below 2.00. From fall 2009 through fall 2010, 2,758 contacts were made with University students regarding low performance. Seventy-four percent of students who responded to the Center’s overtures improved their grades.

- The **AIP** provides professors and course instructors an easy vehicle through which poorly-performing students can be referred to the Center for prompt and early intervention services. A total of 474 student were referred in 2009-10 and 334 in the fall of 2010.

The Center’s data also reveal that students who enrolled in its Academic Success Courses — Strategies for Academic Success, Introduction to University Success, Pathways to Success (for freshman who earned QPAs below 2.00 their first semester) — experienced success. A three-year retention study from fall 2007 through spring 2010 (six semesters) shows three-year averages of a 94.3% retention rate for students who enrolled in Strategies for Academic Success, a 96% retention rate for students who enrolled in Introduction to University Success and a 70% for students who enrolled in Pathways to Success.

The Center continues its 22-year history of providing service to the community through the Project for Academic Coaching through Tutoring (PACT) and the Jerome Bettis Bus Stops Here Foundation/Duquesne University—Learning Skills Center partnership. Through PACT this spring semester, Spiritan Division students are engaged in a service-learning experience and are tutoring and mentoring elementary, middle and high school students on-campus Saturday and in after school tutorials two evenings a week as well as within schools, churches, and agencies in the Pittsburgh area. Some of the tutorial sites include Hill House Association, Wesley Center, and Bellevue Elementary School.

The Jerome Bettis Bus Stops Here Foundation partnership is in its fourth year of operation. Each year, the Superintendent of the Pittsburgh Public Schools identifies our partner middle school, which is Pittsburgh King Accelerated Learning Academy this year. The purpose of the partnership is to advance the mission of the Foundation to improve the overall quality of life for troubled and underprivileged inner-city youth by increasing participants’ computer knowledge and access to technology for the students and their families. Students who complete the eight-week programs offered on Duquesne’s campus Saturdays from 10 a.m. to 2 p.m. during the fall and spring semesters earn ownership of a computer. To date, 115 students have earned ownership with an additional 21 students working on completion of their camp this spring.
Duquesne University Honors College

The University Honors College began implementation of a new core curriculum in fall 2010. Honors students enjoy a parallel experience of the University core that challenges them with small seminar-style classes and innovative projects. They now take courses in the University disciplinary distribution as well as theme areas.

A highlight of the new honors core curriculum is the yearlong freshman seminar. In the fall, freshmen are introduced to writing and research by full-time tenured faculty in English and Journalism and Multimedia Arts. The spring features faculty in Philosophy, Theology and Communication & Rhetorical Studies in order to challenge students in any major to understand diverse disciplinary perspectives. This year, the first-years also enjoyed nationally-renowned visitors Farhad Manjoo and Dr. Leonard Swidler. Both gave public lectures on campus at the invitation of the University Honors College.

Assumption Hall, dedicated housing for the University Honors College, was pleased to house another visitor in spring 2011. Ms. Rumana Nasar spent the semester at Duquesne far from her home in Pakistan and graciously hosted our Pakistani Dinner on February 14. The dinner continued the popular Global Perspectives series of events conducted in tandem with Spiritan Campus Ministry.

University Honors College students continued to excel both in and out of the classroom. Most notable among them is Ms. Caitlin McGowan (Health Sciences) who was awarded this year’s scholarship from an anonymous endowed fund. The scholarship rewarded Caitlin for her outstanding scholarly record and also eased the financial burdens of her spring 2011 international studies in Italy.

We extend our congratulations and pride to honors student Mr. Louis Butler (Liberal Arts) who was awarded a Fulbright grant to Germany to continue his studies in Philosophy. The University Honors College is deeply grateful to the Philosophy faculty for their guidance and inspiration during Louis’ undergraduate work.

This step of exploring opportunities beyond Duquesne is one we hope will be widespread among honors students in the coming years. Ms. Kristi Overland (Health Sciences) began an innovative research project in physical therapy and environmental experience through the support of the National Collegiate Honors Council “Partners in the Parks” program.

All our honors students are encouraged to work within their majors to complete advanced projects such as these.

In fall 2010, the University Honors College took a major step toward extension beyond its core curriculum through the introduction of the Honors Fellows program. With 9 honors credits in their major or related fields, students are eligible for Honors Fellowship. We hope to develop creative Fellowship experiences that are relevant to students’ major fields while enhancing their concern and care for the world around them.

Office of Admissions

As the end of this freshman recruitment cycle approaches, the Admission staff is working to enroll another diverse group of academically talented freshmen and transfer students for fall 2011. As a part of this effort, the staff is working one-on-one with students and families on a daily basis to ensure that Duquesne is the best ‘fit’ for them. Special group information sessions are being held on weekends to accommodate students who are unable to visit during the week. Also, staff members are assisting individual schools with Open Houses for accepted students through April.

Additionally, current high school juniors and their families are visiting regularly to seek the advice of our counseling staff. In these cases, the staff is helping students to choose high school courses and extracurricular activities that further improve their admissibility to the University. Several counselors are also attending regional and out-of-state college fairs to begin to reach out to these particular groups of students. This year, 16 alumni are assisting us with this effort throughout the country.

Debra A. Zugates was appointed Director of Undergraduate Admission. With this promotion, Debra became the first female Director of Admission in the University’s history.

Financial Aid

Award packages for prospective freshmen for the 2011-2012 academic year are being processed. The first batch of award letters was sent out in February - the earliest date in history that they were completed. As of the end of March, 2,235 award letters have been sent to these prospective students. Processing aid for the summer 2011 term has begun. Since most packaging in the summer is manual, it is time consuming but necessary. The process was started earlier this year and a large volume has been received to manage.

Ongoing is the working with students who have financial issues preventing them from pre-registration. Staff advises these students of payment plans, loan availability and
other options to assist them meet their obligation.

The Financial Aid Office reception area has been renovated. It is brighter, more colorful and more professional looking. The Office has added a computer station to assist students in completing necessary forms (Master Promissory Notes for loans, Entrance Interviews, Exit Interviews, etc). This has proven to be an invaluable asset in assisting our students with funding issues.

**Enrollment Research and Systems**

Enrollment Research and Systems (ERS) completed the Net-Price Calculator project as part of the Higher Education Opportunity Act (HEOA) requirements and implemented Banner web-application for all admission areas with the exception of the Law School. ERS continues CAPP (degree audit) development and implementation in conjunction with the Registrar’s Office until a CAPP manager can be secured. Also ongoing is surveying non-returning populations from incoming freshman cohorts.

**Office of the Registrar**

The past year has found the Office of the Registrar implementing a new Banner module for students from select internal schools to enable them to see how the courses they’ve taken fit into their program of study. The “Review Academic Program Progress” (RAPP) feature is intended to provide students with details on courses that have yet to be completed and to assist with course selection for upcoming terms. By working with staff members from select schools, Banner’s self-service ‘Application for Graduation’ will be implemented in phases, with the first group of students applying for August 2011 graduation.

The office has received over 1,700 degree applications for the May 2011 Commencement. Preparations include evaluating student progress toward degree completion, compiling a list of students graduating with honors and ordering diplomas and diploma covers.

**Center for Teaching Excellence**

In August 2010, the Center for Teaching Excellence launched the Certificate of University Teaching, a non-credit program designed to help graduate student teaching assistants (TAs) grow as teacher-scholars, prepare for faculty careers and communicate their university teaching experience to future employers. This two-tiered program provides TAs with the opportunity to pursue a Certificate of University Teaching as well as an Advanced Certificate of University Teaching. The program encourages participants to develop university teaching skills through practice, to obtain and reflect on feedback, to interact with peers about teaching and to synthesize the entire process in a teaching portfolio. To date, over 50 teaching assistants representing eight different departments have enrolled in the program, demonstrating the need for such an opportunity at Duquesne University.

On April 6, thirteen TAs received the Certificates at the Celebration of Teaching Excellence. Also at the Celebration, Provost Pearson conferred the following awards:

**Creative Teaching Award**

- Tammy Hughes & Laura Crothers, Education
- Marsha McFalls, Pharmacy
- Autumn Stewart, Ira Buckner & Peter Wildfong, Pharmacy

**Graduate Student Award for Excellence in Teaching**

- Ruth Leehacharoenkul, Biological Sciences
- Erin Rentschler, English
- Kellie Rosiek, Biological Sciences
- Melissa Wehler, English
The first recipients of the Certificate of University Teaching were honored and the contributions of the 45 faculty members, 10 graduate and undergraduate students and 10 administrators who led CTE workshops, served on workshop panels, or were members of committees focusing on teaching and learning were recognized. They contributed time, energy and creativity to make Duquesne’s commitment to academic excellence a reality.

The Center for Teaching Excellence represented Duquesne Academic Affairs at the Pennsylvania Black Conference on Higher Education by co-leading a half day workshop, “Putting Your Best Foot Forward: Preparing for Your Academic Job Search.” The Faculty Diversity Task Force chaired by Marla Bradford of Human Resources organized the event. Presenters included Marla Bradford, Erroline Williams, Dean David Seybert, Dean Christopher Duncan, Jennifer Aitken, Gretchen Generett and Laurel Willingham-McLain.

The Center oversees the faculty learning assessment grants awarded through the Academic Learning Outcomes Assessment Committee. These grants are intended to encourage academic programs to engage in sound assessment practices and serve as models for other programs. Grant awardees were:

- Maura Krushinski, Education
  Utilizing the Counselor Preparation Comprehensive Examination (CPCE) to Assess Student Learning in the Counselor Education Program

- Nihat Polat & Laura Mahalingappa, Education
  Assessment of Learning Outcomes of ESL Teacher Certificate Program

- Melissa Boston, Jason Ritter, Terri Rodriguez & Alexandra Santau, Education
  Enhancing the Diversity and Leadership Gateways in the Graduate Secondary Education Programs

- Linda Goodfellow & Joan Such Lockhart, Nursing
  Outcomes of Doctoral Scholarship: An Analysis of PhD Students’ Dissertations and Publications

- Norman Conti & Michael Irwin, Sociology
  Outcomes Assessment and Practitioner Needs in Criminal Justice: A Program Review

- Mark Haas, Political Science
  Outcomes Assessment through the Use of Both Portfolios and Objective Examinations

- Lori Koelsch & Leswin Laubscher, Psychology
  The Electronic Portfolio: Assessment of the Undergraduate Psychology Program

- Cynthia Lennox, Kathleen Barnard, Joseph DeCrosta, Helena Liddle, & Gita Maharaja, McAnulty and Office of International Programs
  Enhancing Cultural Awareness, Cultural Sensitivity, and Understanding of Self through Structured Student Cross-Cultural Interactions