Welcome to Partners
Advancing Learning

Friday, February 15, 2019 11 am – 1 pm
What are the Partners Advancing Learning?

• Our purpose is to recognize the ways in which our various programs promote student learning at Duquesne and appreciate how we are indeed Partners Advancing Learning.

• We took time to encourage one another, celebrate highlights, share our priorities, and see where our work can be strengthened through collaboration.

• The slides follow this format:
  1. Title of your center/program
  2. How does your program support learning at Duquesne?
  3. Describe a recent highlight
  4. State a current priority and where you are in addressing it (e.g., exploring, planning, implementing, fully implemented, assessing).
Order of Slides

1. CTE
2. Gumberg Library
3. Writing Center
4. Disability Services
5. Office for Military and Veteran Students
6. Retention and Advisement
7. Center for Career Development
8. Center for Global Engagement
9. English as a Second Language
10. CETR
11. Classroom Technologies
12. Online Learning & Strategy
13. Educational Technology
14. Honors College
15. Core Curriculum
We support faculty and graduate students in using teaching methods that are known to promote deep learning.
Discovering the power of small changes in teaching and learning that are

• Known to benefit students equitably
• Achievable by instructors in varied contexts
• Open to creativity
• Based on principles of learning

HOW
• Workshops/micro workshops
• Guest speakers, webinar
• Regional conference
• Consulting
• Blog posts by faculty

RESULTS
• Faculty implementation of micro session content
• Other campus units now offer micro sessions
• We explore new topics, such as...
Current priority: Teaching students as whole people

Ex: Teaching first-generation students

• Early stage of University-wide collaborative
• Emerged from SCALE micro workshop
• Commitment by many DU faculty and staff
  • Over 120 responses to survey inquiring about first-gen experience, willingness to contribute to initiative, and tips from their experience
We support student learning through

- high impact instructional practices
- robust & unique collections
- co-curricular events, and
- learning & community spaces
Open Educational Resources

Gumberg Library is working with faculty to increase knowledge of and provide support for use of OERs on campus.
Current priorities

• expand research support
• enhance discoverability of unique resources
• envision new physical and virtual spaces
The Writing Center provides **writing instruction and support for the entire Duquesne campus community** through:

- One-on-one assistance for academic papers, professional applications, résumés, presentations, and other projects.
- Workshops, class visits, writing resources, and support for instructors wanting to incorporate effective writing pedagogy into their classes.

Our mission is to serve as a space for dialogue about writing and to help make not only better writing projects, but also better writers.

http://www.duq.edu/writing-center/
Writing Center

Is an instructional resource for writers of all ages, abilities, and majors, where consultants

• Offer one-on-one consulting sessions in which they **give advice** and **answer questions**
• Help with **all kinds of writing**
• Help at **all stages of the writing process** (from brainstorming to revising; a completed paper isn’t required to visit)
• Help with **writing from across disciplines** (not just composition or English)

The Center is an open, supportive space. It is not a remedial service. We don’t give grades, & all questions are welcome!

Learn more, make an appointment, or view handouts and links at duq.edu/writing-center or call 412-396-5209.
A Writing Center Program for Graduate Writing Support

- Structured time
- Space and resources
- Reliable schedule
- Peer Feedback

Highlight: Just Write
• Each Saturday Spring 2019
  ▪ 10:00am – 1:00pm
  ▪ 216 College Hall
• Consultants available immediately following
• Free Coffee 😊
Proposal (together with CETR) for community composition center at ACH Clear Pathways Arts Learning Center

Workshops for immigrant and refugee students in the ARYSE JFCS After School Club

http://www.duq.edu/writing-center/
THE OFFICE OF DISABILITY SERVICES

• Founded when ADA legislation was passed:
  • "The purpose of the ADA ... is to provide a clear and comprehensive national mandate to end discrimination against individuals with disabilities and to bring those individuals into the economic and social mainstream of American life."
  • Current registration is 600+ students
  • As of 2015, faculty/staff/employee accommodations fall under the Office of Disability Services
WHO IS PROTECTED?

• To be protected by the ADA, the student must have a condition that meets the definition of disability (which can be chronic or acute), or the student must be regarded as having a disability.

AND:

• The student must also demonstrate that he or she is otherwise qualified to participate in the educational program. In order to be otherwise qualified, the individual must be able to meet the academic and technical standards requisite to participation in the educational program.
The Office of Disability Services is responsible for verifying the eligibility of students requesting accommodations on the basis of disability.

A student who plans to request accommodations must first disclose their disability to this office by submitting a report that documents his or her needs.

Students will have an intake interview with director or associate director to establish a plan.
NEW INITIATIVES

• Newly established foreign language policy
• Establishing a policy with Parkhurst Dining to ensure effective communication with our registered students
• Medical singles in Brottier Hall
Office for Military and Veteran Students (OMVS)

Don Accamando, Director
15 February 2019
Supporting Military and Veteran Students (MVS)

- 300 MVS on campus – student veterans plus dependents
- Non-traditional learners – juggling a variety of other life issues
  - Married, families, work while attending school, older than their peers
  - What lens are you looking at them through?
- Four pillars of my Strategic Support System
  - Recruit – Engage – Support – Employ
- How do we ensure their journey is the same or similar?
The Military and Veteran Academic Pathway to Success

- **Traditional Support**
  - Easy to Find
  - Traditional Students Entry
  - Traditional fall start
  - Comfortable
  - Social Connections
  - Finance and Housing
  - Orientation
  - Apply on time

- **Non-Traditional Students Entry**
  - Limited Support
  - Hard to Find
  - Rolling enrollment
  - random start
  - Distant
  - Hard to find other vets
  - VA Benefits and off campus housing
  - Limited Orientation
  - Apply anytime

**Academic Success Pathway**

**Graduation**
Recent Highlights

- Service Dogs make an impact
- Student Veterans Crowdfund and attend National Conference
- Getting Engaged – The Veterans Center in Libermann
- Alumni – don’t underestimate generosity
Priorities

- Drive the Strategic Support System
  - Recruit – Engage – Support –Employ
- Elevate the conversation to the 5th floor
- Elevate Campus Military IQ
  - Ongoing activities – Book Club, Campus Partners
  - Green Zone Training
Retention and Advisement

Program Focus: Starfish

Users across the University: 9 Schools, 25 full-time Academic Advisors, 1000+ Faculty, 9000+ Students!

Highlighted today: Appointment Management, Early Alert system
Early Alerts

Instructors “raise a flag” for:
- Attendance - Missing class, consistently late, leaving early
- Performance - Late/missing assignments, deficiency in written work, poor quiz/exam scores, lack of participation
- Other - Not meeting other expectations or worrisome observations apart from strictly academic concerns
- Kudos! Recognition for improved or strong performance

Appointment Management
- Students can use Starfish to make, change and cancel appointments.
- Students are able to indicate the type of appointment (ex: study abroad, academic counseling) and are given immediate confirmation and day-of email reminders.
- For faculty and staff, Starfish works synchronously with Outlook.
Continued growth and use of Starfish’s capacity

- Academic Advisors are using Starfish to manage appointments, in support of student success in and out of the classroom.

- Advising offices can use a Starfish kiosk service for students to check in to appointments. This use of technology has tremendous logistical benefits and allows advisors improved preparation, tracking, and follow-up with students.

- Hopeful increased awareness and continued growth of use across campus by faculty and staff
We prepare students to pursue successful and meaningful careers by offering innovative career planning and employment resources.
We assist students to achieve their career goals.

- Encourage them to identify and recognize their skills, strengths, values, and competencies
- Inspire students to think more broadly about careers – industry – sector – company – mission
- Help them develop a deeper understanding of career success
- Teach essential job-search skills and develop career and professional competencies
- Connect students with employers and alumni
Connecting Alumni and Students

• Recently hired Associate Director of Alumni Career Network, Martin Black

• Alumni want to stay connected to Duquesne University and give back to the University by helping students

• Alumni offer various experiences such as job shadow, informational interviews, internships, jobs, networking, and knowledge/wisdom

• Students are looking for career-related experiences, as well as information and knowledge

• Connections with alumni are less scary or intimidating
The Study Abroad Sequence

Preparing students a meaningful semester
How do we support learning through Intercultural Engagement?

- We prepare students for the unexpected academic and emotional growth that comes with the study abroad experience and how to engage their experience to the fullest extent

  - Cross-Cultural Preparing: Getting Ready for the Journey (5 weeks - 1 credit)
    - Opportunities to discover their own cultural selves and understand the theories/ideas behind cultural adaptation and adjustment

  - Intercultural Awareness and Exploration: Home Away from Home (12 weeks - 1 credit)
    - Students actively engage their new cultural environment by employing the knowledge and skills that were presented in the preparation mode
    - Day of Faith; Be the Difference Project; Neighborhood project
    - Frequent interaction with local students

  - Intercultural Competency: Becoming Global Citizens (12 weeks - 1 credit)
    - Currently not required; enrollment has increased in the last two years
    - Students substantively reflect on their experience abroad; talk about the internal changes that may have occurred for them; and, how these experiences can affect their future life and careers
Recent Highlight:
Addition of “third-party approved” study abroad students

- Initially the program only covered students on semester-long programs in Rome and then Dublin
- We recently introduced an ONLINE section of the “exploration” phase that will be required of students studying through Duquesne on any other program in the world
  - The course reflects on similar issues as those students in Rome and Dublin, but in a different format with support from their colleagues online
Current Priority: Understanding cultural development and competency

- How and why are these programs considered “high impact?”
- Are they in fact “high impact?”
- Incorporated the Intercultural Development Inventory (IDI) to measure growth and cultural competency for students (Milton Bennett’s research)
  - We measure “Intercultural development” during each phase of the sequence
- Data collection is in early stages
  - Goal: Confirm high impact learning
  - Readjust programming models to address high impact learning
  - Help students engage their experience to their benefit.
English as a Second Language

We equip students with academic English skills and cultural understanding to succeed in an American university.

• Our learners seek to live, study and work successfully in an English-speaking environment.

• Our active learning methods enable students to join communities in the university and beyond.
Building consistency, transparency, and sustainability for international students

- Gateway for undergraduates
- Pathway for graduate students

TOEFL?
IELTS?
Other tests?
Developing varied, flexible options to support all Duquesne learners

**Core Curriculum**
- ESL section for UCOR Research and Information Skills

**Graduate preparation and support**
- modular, online and hybrid course designs
- writing and speaking workshops

**Outreach to all**
- expanded partnerships for sharing language and culture
- access to ESL tutoring and activities
Center for Community-Engaged Teaching & Research

• CETR supports community-engaged teaching, learning, and research that promote knowledge creation, civic development, & community transformation
Web-based publicly shared software

Integrating & maintaining accurate & comprehensive longitudinal community engagement/public service data in a centralized location

Telling the story of Duquesne’s meaningful contributions to communities & stakeholders

Mapping cross-school & cross-divisional engagement

https://he.cecollaboratory.com/duq
Current Priorities

• Collaboratory
• CEL Certificate
  • Exploring designation opportunities for courses & experiences across the institution
  • Creating & implementing online modules to support interested faculty & feeder courses
OFFICE OF CLASSROOM TECHNOLOGIES

We support the hardware aspects of the university learning environments and provide video streaming support of instructional content.
HIGHLIGHTS

Annotation – Quizzes - Polling
CURRENT PRIORITY

• **Classrooms**: continuous technology improvements
  • updating analog rooms
  • adding laser projectors
  • Developing academic advancements (webcams, F2F/synchronous delivery, lightboard room, new stuff)

• **Mediasite**: developing a retention policy
Online Learning & Strategy

- University success & growth
- Culture of online excellence
- Faculty success
- Student success
- Continuous improvement
- Creativity, innovation & engagement
We support learning through effective online teaching with a focus on continuous improvement.
What Do We Do?

Educational Technology

- Blackboard
- Blue (SES)
- Starfish
- Zoom
- Qualitrics
- My Mediasite
- Snagit
- Qwickly
- Camtasia
- Sedona
- Nearpod
- VoiceThread
- Respondus Lockdown Browser
- Examity
- Examsoft
- Bb Services
- Vital Source
- DropThought
- Evolve
- Concourse
- Digital Publisher
  - McGraw Hill
  - Cengage
  - Wiley
  - Pearson
  - Elsevier
Educational Technology

Current Attention

• e-portfolios
• Bb Services rewrite
• Web conferencing transition
• Blackboard course archiving
• Mediasite upgrade
• Starfish – new user interface

Current Challenges

• Resources
  • Efficiency
  • Scalability
  • Sustainability
• Communication
• Visibility
• Identity
We provide enhanced educational opportunities for students of exceptional academic talent. We start with small, rigorous courses in the University Core Curriculum; schedule co-curricular programming; nurture an academic community in Assumption Hall; and encourage independent projects through Fellowships.
Our new tutorial classroom!

• 221 College Hall
• For small groups of students to meet their faculty in focused discussions
• New teaching format meets challenges of course caps and professional school schedules
Current Priority: August Wilson House Fellow

- Signature Partnership with August Wilson House
- Inaugural Fellow, Poet Laureate Natasha Trethewey, will be an artist in residence here March 20-22
- You’re invited to her lecture on Friday 22nd of March, 1-3 pm in Power Center
University Core Curriculum
The UCOR supports student learning by:

• Providing 1/3 of each baccalaureate degree
• Offering education in liberal arts and sciences to our 6,000 undergraduates
• Promoting essential skills that contribute to career readiness
• Acquainting students with our mission and identify through curricular offerings
• Promoting civic engagement in local and global communities
Recent highlight

Meeting Core revision milestones

On target to establish working learning outcomes by spring break
Generating high levels of engagement and participation in the revision process
Bringing a design approach to curricular revision to promote shared governance and creativity
Current priority

Supporting design day teams and planning design day event so we achieve 2-3 exciting, creative, and feasible curricular prototypes