



VICTORIA UNIVERSITY AND THE UNIVERSITY OF TEXAS AT EL PASO PARTNERSHIP REPORT 2010 – 2011

25 March, 2011

1. BACKGROUND

The Victoria University (VU) and University of Texas at El Paso (UTEP) Memorandum of Understanding was signed on the 17th October 2007 for a period of five years and provided the basis for the ongoing working relationship between the two universities. There have been a series of visits and delegations conducted since then. In August 2010 a UTEP delegation visited Melbourne.

This report summarises the activities and outcomes of 2010 and highlights plans in progress for 2011.

2. EXECUTIVE SUMMARY

The partnership between the University of Texas at El Paso (UTEP) and Victoria University (VU) continues to move forward with three of the initiatives reaching a level of maturity and success which moves them from a developmental to ongoing mode of operation. These are:

- The Global Learning Community which links via video conference and social networks students in classes at both universities in collaborative formal classroom experiences. This interaction will continue with the goal of expanding the number and scope of classes offered.
- Student Employment and Exchange program which enabled five students from each university to work and spend a semester at the other institution enriching their own educational experience and the experience of the people they met. In the coming year the number of student exchanges is expected to double.
- Library Partnerships where the interactions and exchanges between Library personnel at both institutions continues at a high level with various strategies and policies of one being adopted and adapted by the other.

Two of the initiatives, Flag and Follow as well as the Student Leadership Experience are maturing and offering considerable potential but are in need of additional effort. The Flag and Follow (previously Tag and Track) project has developed specific activities for a pilot to begin in 2011. The pilot is designed to reveal the efficacy of strategies used to identify and support "at risk" students. There have been several video conferences to develop details and a visit to UTEP by VU staff associated with the initiative. Further interactions are scheduled for June 2011 when a VU delegation visits UTEP.

VU and UTEP student leaders interacted via video conference and participated in a student leadership conference at UTEP. In the coming year student interactions will be increased and student leaders will be involved in the Student Employment and Exchange initiative.

Three initiatives involving members of the faculties in Business, Engineering and Health Science are developing. These activities will be an important focus of the VU delegation visit to UTEP in June 2011.

3. OUTCOMES OF THE 2010 UTEP DELEGATION TO VU

UTEP staff and faculty participated in a productive visit to VU during August, 2010. The visit helped put in perspective the distinctive aspects of both institutions, facilitated the improvement of existing projects, and moved the development of new initiatives forward.

The UTEP delegation was led by Dr Stephen Riter, Vice President, and included Dr Donna Ekal, Associate Provost, Student Success, Ms Nancy Hill, Associate Librarian and Irma Montelongo, Lecturer, University Studies.

The program for the week in August was constructed around the VU Aspire, Access, Achieve forum which brought together international, national and local experts for input and discussion. The UTEP delegates presented to a wider audience during the week and worked closely with counterparts at VU to build schedules in the following areas.

4. REPORT ON SCHEDULES DEVELOPED AS A RESULT OF THE DELEGATION

Project Schedule 2		Global Learning Communities	
VU Project Manager		Associate Director Language and Learning Dean of VU College	
UTEP Project Manager		Director, Entering Students Program	
Term	6 August 2010 – 1 September 2011	VU Folio Number	703103 10/00073

2010 Deliverable: Expansion of the model to include at least one additional course

During Semester 1 and 2, Liberal Arts delivered two iterations of the Global Learning Community e-learning community. Both were successfully completed.

- Semester 1: the VU model Analyse Stories/Narratives with Cultures was combined with the UTEP University Studies 1301 to create a collaborative course centred on Diasporas in Australia and on the US-Mexican border. The instructors were Tony Thompson (Liberal Arts VU) and Irma Montelongo (UTEP).
- Semester 2: the VU model Analyse a Range of Texts was combined with the UTEP University Studies 1301 to create a hybrid course under the title of Imagining Nations, Imagining Regions: The Making of Cultural Diversity in Australia and on the US-Mexican border. The instructors were Dr Effy George (Liberal Arts VU) and Irma Montelongo (UTEP).

2010 Deliverable: The outcomes for 2010 projects sought to explore ways to further integrate assignments

This was successfully achieved - resources were shared and integration complete.

2010 Deliverable: Timely delivery of syllabi, course material and the establishment of the social networking site

Both VU and UTEP presented their respective resource list and module guides prior to the commencement of the collaboration. There was adequate time for both partners to collaboratively design a social networking site, Ning.com

2010 Deliverable: An ongoing and sustainable GLC at both sites

The 2010 semester 1 and 2 collaborative GLC success attests to the ongoing and sustainable GLC. Courses ran smoothly and students expressed their appreciation via formal evaluations and verbally.

2010 Deliverable: The exploration of further use of technology

The possibility of incorporating Skype is an ongoing consideration. The SNAP.VU site is limited only to VU usage. Nin.com in fact still provides the necessary functionality for a dynamic e-learning community.

2010 Deliverable: Student exchange

This was explored in 2010 with more interest being expressed by students for 2011.

2010 Performance Indicators: Increased student interaction and collaboration

Pre and post assessment surveys have been carried out by both partners for the last two years. The findings of these surveys are yet to be disseminated and are in process. However, student online assessments have been overwhelmingly positive both in terms of forging active connections between students and intellectual engagement.

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This success can be gauged through the continued dialogue between both cohorts on social network sites such as Facebook and Ning.com – well after the official completion of the 2010 GLC collaboration.

Plans for 2011

There is a new semester one (VU) course title agreed to by VU and UTEP; *"Stories across Cultures: Mobile worlds and the Politics of belonging amongst diasporic communities in Australia and the United State."*

The semester two (VU) GLC course title remains unchanged: *"Imagining Nations, Imagining Regions: The Making of Cultural Diversity in Australia and on the US- Mexican Border."*

Explore ways to further integrate assignments

- Course assessment is now fully integrated as documented in the VU_UTEPSem 1 Course outline 2011, so that VU and UTEP students undertake the same assignments.

An additional mode of student communication and interaction through expanded use of technology

- The new Ning site for 2011 was launched in two days (Wednesday February 16th) It is undergoing significant evolution to increase student collaboration i.e. the course material is now totally collaborative
- The newest and most ambitious development under discussion is that VU and UTEP students co-created documentary films (an initiative proposed by Effy and accepted (in principle) by UTEP on Saturday February 12, 2011, during a video Skype with Irma and Didier (UTEPS technical support). If approved, several VU and UTEP students would make one documentary film each (5-6 groups of mixed UTEP and VU students and 5-6 films). Each group would write it via discussion posts on the Ning site and would make it using the open source editing suite available on You Tube.

Shared GLC related research and publications

- In June 2010 Effy, Irma, Sunay (UTEPS) and Didier (UTEPS) presented a paper to the 23rd International Conference on the First-Year Experience, Maui, Hawaii. The paper received high praise for its ground breaking pedagogical and technological innovation.
- Results of pre and post assessments were presented at the Atlanta First Year Experience Conference last week by Irma and Thenral (Research Assistant UTEPS). The response at the Atlanta First Year Experience Conference was overwhelming in its praise of the innovative pedagogical approach of the GLC.
- Effy, Irma and Thenral will video Skype this Saturday February 19 to discuss a proposed publication about these survey findings.
- Irma and Effy are also planning a publication about the creation of the GLC.

Staff Collegiality

These joint conference papers and proposed publications, as well as the ongoing pedagogical evolution of the GLC indicate the outstanding level of collaborative collegiality that has developed between UTEP and VU staff involved in the program.

Investigation is underway currently to scope the extension of the GLC methodology into the Health Sciences program.

Project Schedule 3		Preparation of a grant application for a collaborative project to investigate experiences of students in engineering access programmes with a view to improve student transition to further engineering studies at a tertiary level	
VU Project Manager		Head of School Engineering and Science	
UTEPS Project Manager		Associate Dean College of Engineering	
Term	6 August 2010 – 11 February 2011	VU Folio Number	703103 10/00074

The report to this schedule is outstanding due to a change of personnel at VU. At this stage no grant application has been prepared. A further report on the status of this agreement will be made in June 2011.

VU has appointed an Acting Head of School Engineering and Science namely Associate Professor Iwona Miliszewska, Email: Iwona.Miliszewska@vu.edu.au , Telephone: +613 9919 4094.

Peter Golding, UTEP Associate Dean College of Engineering visited VU in December 2010 and met with Associate Professor Iwona Miliszewska to share ideas and discuss a range of collaborative innovations in engineering education. Commitment has been made to progress this project schedule.

Project Schedule 4		Student Employment and Exchange	
VU Project Manager		Associate Director, Learning, Work and Career Development	
UTEP Project Manager		Associate Vice President and Dean of Students	
Term	6 August 2010 – 17 October 2012	VU Folio Number	703103 10/00075

2010 Progress:

- Five students from each university were exchanged for combined study and on campus employment for a period of 20 weeks in the second half of 2010
- Video conference exchanges and communication through social media between both students and supervisors occurred during the exchange
- Feedback and evaluations from both the students and supervisors' experiences indicates the exchange was very successful for students and their university host employers
- Student feedback indicates they self report development across a range of graduate capabilities particularly working autonomously, working collaboratively and managing learning and career development opportunities.
- From the evaluation Supervisors were equally positive about the pilot both from the university perspective generally as well outcomes from having a student employed in their area from the partner institution
- Evaluation of the program indicated a range of key enablers to its success for non traditional cohorts of students at both universities : the structured nature of the program designed to support students with little experience of travel or living independently, support from the leadership of each institution, high levels of commitment and support from on campus supervisors and co workers and flexibility and goodwill between the diverse areas of institutions in overcoming numerous administrative and logistical issues to implement the program
- Challenges identified from the pilot included salary levels for UTEP students, longer timeframe for the exchange process ,modification of systems to ensure that students are fully briefed prior to application and further fine-tuning of employment systems
- Refinement of the exchange process for 2011 has occurred based on this student and supervisor feedback
- Increased Student Mobility funding at VU in 2011 to support this type of initiative
- Development of support resources for supervisors at VU commenced in 2010

Plans for 2011:

- Planning for student exchange in 2011 is well progressed with an exchanges of up to 10 students from each institution planned for July – December 2011
- Comprehensive briefing sessions for students have been held at both universities and applications submitted and the matching process is in progress
- University departments willing to employ students in 2011 have been identified

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- Further development of joint resources to support the students as staff initiatives across both campuses is in progress
- Abstract has been accepted for the WACE Conference in Philadelphia , June 2011

Project Schedule 5 (Sub-Project 1)		Building Student Capacity – The Student Leadership Experience	
VU Project Manager		Director Student Engagement	
UTEP Project Manager		Associate Vice President and Dean of Students	
Term	6 August 2010 – 30 September 2012	VU Folio Number	703103 10/00076
Project Schedule 5 (Sub-Project 2)		Building Student Capacity – Students Supporting Student Learning (SSSL)	
VU Project Manager		Associate Director Language & Learning	
UTEP Project Manager		Associate Provost, Office for Undergraduate Studies at UTEP	
Term	6 August 2010 – 30 September 2012	VU Folio Number	703103 10/00076

The Student Leadership Experience Outcomes achieved

- A UTEP exchange student was employed within VU student leadership area and was involved in a number of VU student leadership activities including the development of a website for VUSU
- Teleconferences were held between VU Student Leadership Council and UTEP student leaders. These meeting principally focussed on the exploration of the cultural differences between student leadership roles at the two institutions
- The inaugural VU Student Leadership conference was held in 2010. This was developed with planning input from UTEP. Over one hundred and fifty students in total attended.

The Student Leadership Experience Proposed activities in 2011

- We will explore opportunities for VU students to have involvement in the UTEP student leadership conference and UTEP students to be involved in the VU Student Leadership Conference to be held this year.
- We will seek to employ a UTEP exchange student in the Student Leadership area again in 2011.
- There has been a change in staffing of student leadership management positions at UTEP and we will be meeting to re-establish connections between staff from the two universities in March
- We aim to produce a conference paper outlining the cross-cultural student leadership work that is currently being undertaken by the two institutions.

Student Supporting Student Learning Outcomes achieved:

Dr Gill Best visited UTEP in November as planned and presented a paper at the Houston National Students in Transition Conference on VU's Seven Models of Students Supporting Student Learning (SSSL). The conference presentation coincided with the publication of a Case Study contributed by Dr Best to the¹ *Organising for Student Success: The University College Model Monograph*

¹ Monograph no 53 Organising for Student Success: The University College Model. Scott Evenbeck, Barbara Jackson, Maggy Smith, Dorothy Ward and Associates.

During the visit to UTEP Dr Best was able to organise extended conversations with students and staff at UTEP involved in the Peer Leaders Program and the Writing Centre and has provided a written report on these meetings. She has also reported on her visit and details of the UTEP models to the Student Peer Mentoring Governance Group at VU. Dr Best also presented on VU models of SSSL at UTEP. Her visit will inform the development of a pilot student peer writing centre at VU.

Student Supporting Student Learning Outcomes at early stages of development:

- UTEP and VU College will work towards an exchange of at least one Peer Leader in the second half of 2011 as part of the student exchange schedule.
- The SNAP.VU platform launched in July 2010 is a social learning read/write environment that encourages participation, knowledge sharing and mutual study support amongst students. The platform includes student created videocasts, staff and student blogs, forums, online study groups, RSS feeds, and rating and commentary. It is also a personalisable platform that can accommodate multiple institutional interfaces so that resources and user activity can be shared. UTEP and VU will explore the potential for developing an institutional interface for UTEP so that UTEP and VU students can share ideas and knowledge about language, learning and academic skills. This outcome is in the early stages of being achieved.
- UTEP and VU will explore possible future research collaboration with the aim of a joint publication on their Peer Leader/Mentor/Rover programs. This outcome is still in the early stages of development.

Issues and Challenges:

- Following Dr Best’s visit, the differences between VU models of SSSL and UTEP student leaders and student mentoring have become more apparent. While these differences are not insurmountable they may possibly complicate efforts to build capacity cross institutionally and will need to be considered in the next stages of the project.
- In addition to differences in approaches to student involvement in learning support activities there is a difference in payment schedules which will need to be considered if future student exchanges are to be successful.

Project Schedule 6		Tag and Track – renamed by consensus Flag and Follow	
VU Project Manager		PVC(Institutional Services)	
UTEP Project Manager		Vice President for Information Resources & Planning	
Term	6 August 2010 – 31 December 2012	VU Folio Number	703103 10/00077

The Tag & Track Project is now being referred to as the “Flag & Follow Project” at VU. This is an update on the current progress of the Flag & Follow Project as at January 2011. The focus to date has been on preparation for implementation of the project pilot expected to commence in Semester 1, 2011. The Semester commences 28 February, with students beginning to enrol in mid January. The pilot study will involve a sample of commencing domestic students, enrolled in Bachelor’s degrees in the Higher Education sector. A project charter is being developed to identify expected project outputs and key stakeholders. This will be used to communicate expected outcomes to the broader VU community. The goals of this project have also been communicated via presentations in various forums.

Following is an outline of the key areas of preparation required for pilot implementation.

A. Early identification of students “at risk” using enrolment data

A retrospective analysis on student enrolment data has been conducted to determine what individual variables and what combination of variables are associated with a student not being retained in the following year. The analysis has

used past year data to predict following year enrolment outcome (re-enrolment or withdrawal) and statistical modelling was used to identify what variables were associated with the withdrawal outcome. The modelling shows that the predictive factors vary across faculties and schools, suggesting that there are differential risk factors across disciplines. Students for the sample will be selected from specified schools, therefore the identified variations in indicators will be considered.

Those indicators identified as significant predictors of attrition in this modelling, will be used to flag students identified as being potentially at risk of attrition. Of the students that meet the specified criteria, it is expected that a random sample of 300 students across 3 schools will be used for the pilot study.

B. Monitoring student progress

VU has a team of "Transition and Retention Officers" as well as "Educational Developers" that work across faculties to provide and facilitate various levels of support and intervention to students. This group of student support staff are working collaboratively with the Flag & Follow project team to meet the project deliverables. Once the "at risk" students have been "flagged" based on the demographic indicators, these students will be confidentially identified to the Transition and Retention Officers/Educational Developers who, in conjunction with the Project's Research Assistant, will monitor individual student progress by performance on a set of indicators. These indicators have been based on risks identified in retention, attrition and "first year student" literature. A set of 6 indicators have been identified for monitoring student progress post enrolment;

- Failure to attend a tutorial in weeks 2 – 3
- Failure to attend a tutorial in weeks 4 – 6
- Poor performance in the first assessment task (taken at about week 5)
- Student ability in written English (staff assessed)
- Student ability in spoken English (staff assessed)
- Student numeracy skills (staff assessed)

These indicators are focused on performance in the first 6 weeks of study, as it has been identified as the "critical" period for student engagement and subsequent student success. The monitoring by Transition and Retention Officers and Educational Developers will be to ensure that prompt and individualised interventions are provided to all students that have been flagged on one or more indicators, and to enable students to subsequently receive support relevant to their needs.

C. Database for monitoring student progress

A database for recording student performance across the 6 indicators has been developed for the project to;

- a) Provide a resource to Transition and Retention Officers/Educational Developers to enable consistent monitoring and identification of students at risk;
- b) Consistently collect and collate the relevant data required for project and intervention evaluations.

This database will be provided to the Project Research Assistant with pre-populated student details. The Research Assistant will enter information based on the aforementioned indicators and will notify Transition and Retention Officers/Educational Developers once a student has been flagged in the database if they meet one or more of the "at risk" criteria. It is at this point that the Retention and Transition Officers/ Educational Developers will begin with various intervention strategies, such as "Intrusive contact", a method that involves contacting the student directly. It is expected that this process of monitoring student performance and use of the database will facilitate quick and early identification of students at risk, henceforth enabling a fast response via interventions, and support services matched to individual student needs.

D. Support and intervention

The Transition and Retention Officers will work collaboratively with the Educational Developers to intervene and provide support to those students that have been identified as being "at risk". The details of the various approaches to intervention and available support are still being confirmed. Details of the intervention and subsequent support will be recorded in the database and a system for classifying provision of support in the database is currently under development.

E. Project evaluations

A framework for evaluating performance of the project is still in development. It is however thought that successful student outcomes will be measured by;

- a) End of Semester results (Semester 1, 2011);
- b) Re-enrolment Semester 2, 2011;
- c) End of Year Results; and
- d) Re-enrolment 2011.

F. Project team

It is expected that the Flag & Follow project will provide a good practice framework that will serve as an example of evidence-based research. This research is data driven and involves collaborative teamwork from academics, research staff, support staff and general staff, with the overarching goal of improving student outcomes.

G. UTEP Collaboration

The Flag & Follow Project team is interested in learning from experiences gained in the implementation and running of UTEP's equivalent Flag & Follow project. The project team are seeking advice on what we might be able to learn from UTEP's experiences and the most suitable way to go about information sharing.

Project Schedule 7		The VU Library/ UTEP Library Partnership: Advancing Resource Discovery and Learning Commons Services	
VU Project Manager		Manager Learning Commons	
UTEP Project Manager		Assistant Library Director for Technical Services	
Term	6 August 2010 – 31 December 2012	VU Folio Number	703103 10/00078

Since 2008 the Libraries at VU and UTEP have developed a strong relationship of cooperation and shared projects. Building on this relationship, the Libraries will develop projects in two areas:

- Advancing the Learning Commons through the mutual exploration of design data, best practice and service models to inform refurbishment projects at both locations
- Developing shared systems to advance Resource Discovery and improve access to information resources.

This work is being managed by Adrian Gallagher, VU and Nancy Hill, UTEP.

2010 Progress: Learning Commons

This work was advanced through the UTEP August delegation where there was direct investigation of VU practice in learning space design through visiting key VU Learning Commons sites as well as examples of innovative learning space design at the University of Melbourne Eastern Resource precinct. During Nancy's visit, she was able to explore the VU Learning Commons service model in relation to the Student Rover service, with particular emphasis on the VU model for mentoring and peer support. Nancy was also able to present VU staff with positive examples of the UTEP Library's involvement in the 1301 Entering Students program.

Since returning to UTEP, Nancy has been able to form a committee of Learning Commons partners (Library, IT, Writing Centre, Maths Centre) to further develop the service model in the UTEP library environment. This development is similar to the Learning Commons Operational Group led by Adrian Gallagher at VU which attempts to bring the different partners together to ensure service coordination and cooperation. Nancy has reported on the first meetings of

her UTEP Learning Commons Committee while Adrian is currently working with partners on the preferred service model for the new Footscray Park Learning Commons.

Another key achievement for 2010 was the placement of visiting student Karen Richart, who was one of five UTEP students exchanged for five VU students for study and work placements in Semester 2. Since July, Karen has been working as a Student Rover and a Student Assistant at a variety of Learning Commons including Footscray Park and City Flinders. Although Karen was obviously new to VU she adapted quickly to the new environment and successfully used her experience of being new to the university to guide other students through university processes. When Karen's capabilities as a Rover were tested in September, she was found to be at the same level if not higher than the average VU Rover. This is a considerable achievement when one considers that Karen combined 19 hours of work with classes on five days a week.

The VU Library also funded VU student Chris Farrell to work in a variety of roles in student employment on the UTEP campus.

2010 Progress: Resource Discovery and access to Information Resources

Considerable work on the library systems of common interest to both VU and UTEP continued through the latter part of 2010. A key development was the selection of the Summons search engine as the best option for VU resource discovery to allow unified access to electronic resources hosted by the library. Meanwhile the UTEP library is still preparing to load the Encore product to advance access through their catalogue, with the ability to draw on the VU experience of using Encore to help with their implementation.

Throughout 2010 there was an ongoing contribution to the Global Learning Communities programs with both VU and UTEP libraries sourcing relevant information resources for the unit and Greg Nielson from the VU Footscray Nicholson Library continuing to provide support for the Ning.com site.

Plans for 2011: Learning Commons:

Actions to include:

- One student teleconference/videoconference during the year will be arranged for VU and UTEP library student employees to share customer and work placement experiences.
- The VU Learning Commons and the UTEP Library will exchange at least one student employee during the year
- By mid-2011 develop a proposal or feasibility study for the exchange of VU/UTEP library staff.
- During 2011 hold a videoconference to report on progress in the effort to integrate more effectively the functions of partners in the VU Learning Commons (Career centre, Student Services, IT) and UTEP Library (Writing Centre, Math Centre, IT)

Plans for 2011: Resource Discovery and access to Information Resources:

Actions to include:

- Selection and implementation and/or implementation of next generation software to improve access to information resources including the implementation of the search engine Summons at VU and the Encore search engine at UTEP. Support will also be sought from the UTEP Library experience to aid the VU implementation of the Lib Guides subject resource management tool in 2011.
- Regular communication and exchange of technical data by services and systems staff on matters regarding information management and resource discovery software supported by at least one video conference in this area during the 2011 academic year.

Plans for 2011: Issues Identified

The UTEP Library and the VU Learning Commons continue to have many areas of common interest, in particular the desire to improve the model of integrated educational services in the Learning Commons at both locations. Although there will be some divergence in the systems used to manage information resources by both libraries in 2011, there will

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still be many points of intersection to enable the relevant technical staff to share resources and experiences throughout the year.

The student exchange in 2010 resulted in a variety of learnings about how the program could be improved. In 2011 we should look at more lead time for student employees before commencing employment and a better strategy for rewarding students at a level appropriate to local costs of living.

Both libraries are still interested in a program for the exchange of Learning Commons' staff however the challenges of the budget environment at both locations may delay action in 2011.

Project Schedule 8		Business and Law Collaboration	
VU Project Manager		Executive Dean Faculty of Business and Law	
UTEP Project Manager		Dean, Professor of Finance and Betty M. MacGuire Distinguished Professor College of Business Administration	
Term	4 December 2010 – 31 December 2012	VU Folio Number	703103 Folio Number not assigned yet

Project Schedule 8 was agreed to electronically via the email on 4 December 2010 (*Robert Nachtmann and David Lamond email exchange 4/12/2010*). A report will be provided in June 2011 on the progress that has been made. The VU and UTEP Project Manager's of this schedule are meeting in April 2011 to progress work on this schedule.

Project Schedule 9		Development of a collaborative approach to health and physical activity related research and improved research student experiences	
VU Project Manager		Academic Coordinator, Research and Research Training, School of Biomedical and Health Sciences	
UTEP Project Manager		Director of Research and Special Projects, College of Health Sciences	
Term	Not signed	VU Folio Number	Draft yet to be formally signed

Project Schedule 9 has not been formally signed but has been enacted on. Regular e-learning exchanges have taken place through teleconferences. It is planned that Project Schedule 9 will be formally signed by the end of May 2011 and a formal report provided in June 2011.

5. PARTNERSHIP PLANS FOR 2011

1 VU delegation to UTEP June 9 – 15

The proposal is that there be a high level delegation from VU to UTEP from the 9 – 11 June comprising the Vice Chancellor and President Professor Peter Dawkins; Pro Vice Chancellor Institutional Services, Dr Rob Brown; Prov Vice Chancellor Students and Learning and Teaching, Professor Greg Baxter and Dean, Victoria University College,

Ms Susan Young. This will provide an opportunity for the new VU Vice Chancellor and the President to meet key leaders from UTEP and for the focus to be on the 'Flag and Follow' program.

From the 12 – 15 June, it is proposed that the focus shift to faculty based activity in the Health Science, Business and possibly Education and Engineering areas.

Plans are still being discussed but the dates are firmed up in each organisation.

2 Flag and Follow visit to UTEP in March 2011

Haley Caldwell, Claire Brown and Jo van Son visited the US to attend a Conference entitled "Designing Early Alert Systems for At-Risk Students" in Atlanta on Feb 28 – March 2. A short report on the visit to UTEP on the 3rd and 4th March follows:

VISIT TO UNIVERSITY TEXAS EL PASO

It became apparent to the team that Student Retention as a focus area must fit within a broader whole-of-institution focus on the overall mission of a university, that is, to graduate students from courses – improving student completions. This was something that UTEP is firmly focussed on and the visit to UTEP to see their retention practices complemented the theoretical understandings we had received at the conference. At UTEP, we gained valuable insight into the way their data systems are providing vital evidence to Faculties to drive informed, data-driven, evidence-based teaching, learning and support interventions to improve student completions.

Roy Mathew, PVC Institutional Services equivalent roughly, spent considerable time showing us the purpose-built data systems that UTEP uses and how the key concepts have been set up. He described and demonstrated how UTEP have defined one **key metric** to focus all staff on a shared goal for UTEP students, that is, "degrees awarded and number of graduates produced". He has then built a number of **contextual metrics** and **control metrics** to provide the supporting data to Faculties and Support units. Contextual metrics explain the key metric and include data on student satisfaction, success after graduation and similar fields. Control metrics are used for benchmarking institutional performance. Two more key metrics will be added to the initial key metric and these will be around financial expenditure and research output.

Roy employs a team of 14 staff and a number of postgraduate students. Two staff, called "the analytics" analyse all their data and develop models for Faculty and support units to use to make sense of the data. Their system has been developed in-house and is supported by a constant supply of PhD students who undertake internships in the centre to continually upgrade and refine the data systems. One person is responsible for reporting requirements and one staff member handles requests for data. They are building a data warehouse and are using a significant number of students as staff to assist. An example of the kind of analysis provided follows.

Student data is analysed in three distinct groups based on survival after first year.

High risk – students have less than a 20% chance of completion and number about 20% of the population

Medium risk – students have about a 70% success rate

Low risk – students have about a 90% success rate

Data analysis has shown that each risk group has a different pattern for survival. If students can survive first year with at least a 2.0 grade point average, their chances of graduating increases by 10-15%. UTEP then analysed its early intervention strategies at mid-term to try and increase the proportion of students passing first year.

Observation 3: It would be valuable to have Roy visit VU and provide an evaluation of our current data systems and benchmarking against the range of data that UTEP provides to its various academic and support units.

Student Retention is a key component of UTEP's whole-of-institution focus on student completions. Furthermore, recognition of the importance of First Year experience as a key to retaining students for the duration of their courses was not a question, but clearly a shared commitment across the whole university. A strong First Year Experience (FYE) program attempts to build the links between academic and support initiatives and various groups at VU have been exploring ways to implement various UTEP programs at VU, e.g., a Writing Centre will be trialled at Footscray

Park from April. Equally, some of VU's successful intervention programs are being established at UTEP, e.g., VU's Student Rover program.

Observation 4: VU consider developing a whole-of-institution Retention Plan to align with the Education Strategy. A First Year Experience that encompasses teaching, learning and support initiatives should be considered as a core component of a Retention Plan.

3 Director of Instructional Support, Sunay Palsole's visit to VU March, 2011

A full day of meetings and presentations is scheduled for Thursday 31 March where staff from VU will be able to interact with Sunay as a key architect of the Global Learning Community communications platform. Sunay will be in Melbourne to present a paper at the international Global LEARN conference. His schedule for the VU day is attached.

6. PARTNERSHIP PRESENTATIONS AND CONFERENCE PAPERS

Title: *Expanding horizons: Enabling international WIL for non traditional students across two continents by leveraging on campus employment*

Authors: Gary Edens, Judie Kay, Colin Macdonald, Gaon Mitchell ,

Date of Delivery: June 15th 2011

Where it was delivered: WACE World 17th World Conference "Historic Challenges, Global Solutions" Philadelphia , USA

Audience: Conference delegates

Title: *Bridging Courses, Countries, and Continents: The Creation of the UTEP – VU Global Learning Community*

Authors/Presenters: Irma Montelongo and Dr Effy George

Date of Delivery: June 7-10, 2010

Where it was delivered: 23rd International Conference on The First-Year Experience, Maui, Hawaii

Audience: Conference delegates

Title: *Supporting First Year Success through Global Learning Communities and Web-Based Technology: The UTEP and Victoria University Collaboration*

Authors/Presenters: Irma Montelongo and Thenral Mangadu

Date of Delivery: Monday 7 February, 2011

Where it was delivered: 30th Annual Conference on The First Year Experience, Atlanta, Georgia, USA

Audience: Conference delegates

Title: *Bridging Courses, Countries and Continents: Creating a Sustainable Virtual Learning Community Using Social Media Tools*

Author: Sunay Palsole

Date of Delivery: March 29, 2011

Where it was delivered: Global LEARN Conference, Melbourne Australia

Audience: International Conference Delegates

VU and UTEP Partnership Report 2011

VU Partnership Manager
Ms Susan Young
Dean, VU College
Victoria University

UTEP Partnership Manager
Dr Stephen Riter
Vice-President
University of Texas at El Paso

Attachments:

1. Final program for the August 2010 UTEP delegation to VU
2. Community Presentations made to VU by UTEP delegation
3. Report from Dr Gill Best's visit to UTEP
4. Sunay Palsole's schedule for 31 March, 2011 visit to VU
5. Tia Palsole's schedule for 31 March, 2011 visit to VU

2010	"EXTERNAL" PROGRAM	STAFF AND STUDENTS' PROGRAM					
UTEP delegate		Steve Riter	Donna Ekal & Irma Montelongo	Donna Ekal & Steve Riter	Nancy Hill	UTEP videoconference link-up	UTEP videoconference link-up
oversight	Vice Chancellor	GPPS	FAEHD & VUC & Access and Success	Student Engagement Unit & VUC	Library and Learning Commons	F HES	FHES
theme	The Three A's - Aspire, Access, Achieve- Educational Partnerships for Improving Social Inclusion in Diverse Contexts	Measurement and evaluation	Student Learning and Transition (including: Global Learning Community & Bachelor in Multidisciplinary Studies & SWIRL)	Student Experience, Employment & Exchange (including: Students as Staff, Civic Engagement, Campus Life)	Library and Learning Commons	Health	Engineering
Sat July 31							
	arrive Melb	arrive Melb					
Sun Aug 1							
am							
am							
lunch							
pm	2.10pm Etihad Stadium Western Bulldogs Football game	2.10pm Etihad Stadium Western Bulldogs Football game					
dinner							
Mon Aug 2							
am		9.00 - 10.30am: Group meeting to refine week's agenda and outcomes and to continue developing Project Plans for sign-off					
am	11.00am: launch of VU's Students as Staff program. VC Elizabeth Harman to meet with the 5 UTEP exchange students (TBC)	11.00am: launch of VU's Students as Staff program . VC Elizabeth Harman to meet with the 5 UTEP exchange students (TBC)					
lunch			Irma to meet with GLC students and staff		Lunch with Adrian Gallagher, Ralph Kiel		
pm		Meeting: Measurement and evaluation . Attendees: TBA	Irma to meet with GLC students and staff		2.00-3.00pm Ralph Kiel- VU Library Strategic plan, organizational direction, performance indicators and evaluation		
pm			Meeting: development of a Bachelor of Arts in Multidisciplinary Studies . Attendees: TBA	Presentation by UTEP : Civic Engagement . Attendees: TBA	3.00-4.00pm Learning Commons developments, Footscray Park and Footscray Nicholson (Adrian) (FP)		
pm		4.00pm: group end-of-day feedback session	4.00pm: group end-of-day feedback session	4.00pm: group end-of-day feedback session	4.00pm: group end-of-day feedback session		
dinner							
Tues Aug 3							
Two day Education Forum: The Three A's - Aspire, Access, Achieve- Educational Partnerships for Improving Social Inclusion in Diverse Contexts							
am				8.00am videoconference (venue?) between Judy, Colin, Gary and ?. Topic: Supervision guidelines for Students as Staff	8.30 - 9.00am Visit to City Flinders Learning Commons (Adrian Gallagher and Peter Ring)		8.00am videoconference. Topic: TBA . Attendees: TBA. Venue: TBA
am							
am							
lunch							
pm							
pm							
pm		4.35pm: group end-of-day feedback session - venue?	4.35pm: group end-of-day feedback session - venue?	4.35pm: group end-of-day feedback session - venue?	4.35pm: group end-of-day feedback session - venue?		
dinner	6.30pm. VU Chancellor's Lecture (Timeslot 1)	6.30pm. VU Chancellor's Lecture (Timeslot 1)					
Wed Aug 4							
Two day Education Forum: The Three A's - Aspire, Access, Achieve- Educational Partnerships for Improving Social Inclusion in Diverse Contexts							
am				8.00am videoconference at City Flinders : Judie and ? - Careers Education			
am					9.00 to 10.30 - Information Resources - Encore/Millennium Discovery layer (Jane Miller and Project Group) (STA)		
lunch					Morning Tea - St Albans LC		
pm			Forum Presentation: First year Student Experience - Irma & Effie TBC		11.00 - 1.00pm St Albans Information Resources - Electronic Services, Collection Development, Acquisitions, cataloguing (Jane Miller, Brian Tyrrell, Gehan Aboud) (STA)		
pm					1.00pm - Lunch Jane Miller, Jenny Comley, Brian and Gehan (STA) 2.30- 3.30 ST Albans Learning Commons tour and managing Student Assistants		
pm		4.40pm: group end-of-day feedback session	4.40pm: group end-of-day feedback session	4.40pm: group end-of-day feedback session	4.40pm: group end-of-day feedback session		
pm							
dinner	6.30pm. Inaugural VU Chancellor's Lecture (optional timeslot 2)	6.30pm. Inaugural VU Chancellor's Lecture (optional timeslot 2)					
dinner	8.00pm. Dinner with key forum delegates						
Thurs Aug 5							
am	8.00am: videoconference around potential collaboration in sport exercise and diabetes - Michelle Tostowless?					8.00am: videoconference around potential collaboration in sport exercise and diabetes - Michelle Tostowless?	
am		Meeting: Measurement and evaluation . Attendees: TBA	9.00 - 11.00: Presentation and Discussion: Students Supporting Student Learning . Attendees TBA	9.00 - 10.00: videoconference workshop by Gary for VU students on Leadership	9.00am to 10.30am Information Literacy - Models for instruction, Nancy presents on UTEP 1301, Learning Communities and UTEP experience with Libguides (FP) Frances O'Neill and Faculty Librarians		9.00am videoconference. Topic: TBA . Attendees: TBA
am					Library Leadership and development (Garry Potter)(FP)		
lunch	Roundtable on Sport & 2.00pm tour of FP sports facilities	12.00 - 2.00pm. Roundtable: The Role of Sport in Raising Educational Aspirations and Participation (2.00pm - Tour of FP sports facilities)					
pm			Meeting : Peer Leaders and Student Rovers . Attendees: Nancy, Amanda, Adrian, Rob McCormack, Student Rovers	meeting topic: Campus Student Life (TBC)	Meeting : Peer Leaders and Student Rovers . Attendees: Nancy, Amanda, Adrian, Rob McCormack, Student Rovers		
pm	6.30pm. Inaugural VU Chancellor's Lecture (optional timeslot 3)	6.30 pm Inaugural VU Chancellor's Lecture (optional timeslot 3)					
dinner							
Fri Aug 6							
am	8.00am: videoconference: UTEP & VU VE & Community College	8.00am: videoconference: UTEP & VU VE & El Paso Community College: Topic focus: Transition / pathways / articulation (Attendees: TBA)					
am			9.00am: Meeting: further development and possible expansion of the Global Learning Community . Attendees: TBA	9.00am Videoconference: 'supervision with students' (Judie & Gary)	10.30 -12.00. Visit to University of Melbourne Eastern Resource Precinct (Adrian Gallagher & Philip Kent)		
lunch							
pm	2.00pm Signing of VU/UTEP Project Plans - plus presentation of 'track' outcomes (venue?)	2.00pm- 4.00pm: Signing of VU/UTEP Project Plans - plus presentation of 'track' outcomes (venue?)					
pm							
dinner							
Sat Aug 7							
am				DAY TOUR - MACEDON RANGES?			
am							
lunch							
pm							
pm							
dinner	7.00pm - 11.00pm: Juvenile Diabetes Research Foundation Ball	7.00pm - 11.00pm: Juvenile Diabetes Research Foundation Ball					
Sun Aug 8							
am	Depart Melb.	10.00am: Depart Melb. Option 1					
am				VICTORIA UNIVERSITY OPEN DAY			
lunch							
pm							
pm							
dinner							
Mon Aug 9							
		Depart Melb. Option 2					

<p>Monday, 2 August 10.00 am to 11.00 am</p> <p>Dr Stephen Riter, Vice President Information, Resources and Planning</p>	<p>Why did UTEP establish the Bachelor of Multidisciplinary Studies? Who is the target student group and what are the outcomes?</p>
<p>UTEP designed and implemented a Bachelor of Multidisciplinary Studies (BMS) to offer students a broad interdisciplinary studies opportunity rather than a traditional specialised major. As an individualised program of study, the BMS emphasises a broad learning experience and a wider perspective than that provided by traditional undergraduate majors. Tapping into prospective students in the workplace and those with an interrupted study history, UTEP has developed the BMS to enable the consolidation of partially completed qualifications and a foundation for post graduate studies. Dr Stephen Riter will provide an overview of the BMS and then focus on the target group of students, benefits for students and the overall outcomes of the program. This session would be of particular interest for VU staff attracting students currently in the workplace and mature students who have an interrupted study history.</p>	

<p>Monday, 2 August, 1.30 pm to 3.00 pm</p> <p>Dr Stephen Riter, Vice President Information, Resources and Planning Dr Donna Ekal, Associate Provost, Student Success</p>	<p>Measurement and Evaluation: What do we know about the success of entering students and how can it be improved?</p>
<p>Student success at UTEP in the first year of study is recognised as being particularly important, especially for students from diverse backgrounds. UTEP has put in place many services and programs to support student success and have worked on methods to measure the value that these interventions contribute to the overall student experience – including retention and successful outcomes. Dr Riter and Dr Ekal will present the approach UTEP has developed to measure the 'value add' of these services and programs.</p>	

<p>Monday , 2 August, 1.00 pm to 2.30 pm</p> <p>Dr Irma Montelongo, Lecturer University Studies, UTEP Dr Effy George, Liberal Arts teacher, VU</p>	<p>Bridging Courses, Countries and Continents: The Creation of the UTEP-VU Global Learning Community</p>
<p>The Global Learning Community comprises students and teachers from the Diploma of Liberal Arts, VU and the UTEP Entering Students Program. For the past two semesters students from VU and UTEP have been working in global space – learning and being assessed against their courses in a Ning.com site. With the addition of occasional video conference sessions the students have built an academic and a social connection, enhancing the globalisation of their learning experience. In July this year, Dr Irma Montelongo and Dr Effy George presented their paper '<i>Bridging Courses, Countries and Continents: The Creation of the UTEP-VU Global Learning Community</i>' at the US Entering Students Program in Hawaii and they will be providing staff at VU with the opportunity to hear this presentation in Melbourne.</p>	

<p>Thursday, 5 August, 3.30 pm to 4.30 pm</p> <p>Dr Donna Ekal, Associate Provost, Student Success</p>	<p>Civic Engagement – Learning in the Workplace and Community</p>
<p>The mission of the Centre for Civic Engagement at UTEP is to '<i>engage faculty and students in the community through community-based teaching and learning in order to enhance student learning, promote civic engagement and actively improve the El Paso – Cd. Juarez region</i>'. Through programs including service learning in action; community partnerships; student community internships; and volunteerism UTEP is engaging directly with its community to build partnerships to solve problems and enhance opportunities for student learning. Dr Donna Ekal will provide an overview of this program; the reach into the community that it has achieved over the years; the nature of the community partnerships formed and the impact this work has on student engagement, student learning and student success. This presentation will be particularly relevant to staff who are forming community partnerships and developing learning in the community arrangements for students.</p>	

SSSL @VU

REPORT

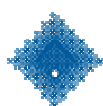
**VISIT TO HOUSTON FOR THE 17TH NATIONAL CONFERENCE ON
STUDENTS IN TRANSITION**

AND

VISIT TO UNIVERSITY OF TEXAS EL PASO (UTEP)

Dr Gill Best

November 2010



**VICTORIA
UNIVERSITY**

**A NEW
SCHOOL OF
THOUGHTSM**

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OVERVIEW

This visit incorporated an invitation to speak about the seven models of Students Supporting Student Learning at the 17th National Conference on Students in Transition. Six of these models feature in a case study for the Monograph titled 'Organizing for Student Success: The University College Model' (2010) that was launched at the conference (I have a copy).

Following the conference I visited the University of Texas El Paso (UTEP) to learn about peer mentoring programs at that institution. To summarise I visited and learned about the structure and day to day organisation including training of the Peer Writing Centre, the Peer Leader Program, the Students Support Services program, the Peer mentoring program in Honours program.

I kept a daily log of my UTEP experiences which I emailed back to VU each night (see Appendix A). On my last night I also sent a summary reflection of my trip to all the staff involved in hosting my visit in the form of a short PowerPoint (see Appendix B).

BENEFITS OF THE TRIP

Conference

My presentation was well received and there was genuine interest in our SSSL area and many comments on the diversity and creativity of the programs. Attending the conference was useful to ascertain differences and similarities between the US ways of running first year programs and Australia's and VU's and in this sense reconfirmed that FYE programs are largely separated from academic staff in the US and strengthened my long held conviction and experience that collaborations between our area and staff in the faculties are vital for pedagogical health and for dealing with on the ground practicalities. This was particularly obvious in the area of final year students transferring to the workplace. VU's LIWC program was something they found difficult to fathom largely because they are unused to collaborations or to thinking system wide. There was much angst about students' abilities to do well in the workplace and clearly the Global Financial Crisis had impacted on a variety of staff and programs and was a major topic of conversation.

UTEP

I presented about SSSL to a small but enthusiastic and interested audience. Each day was spent visiting a different peer mentoring program, namely the Peer Writing Centre, the Peer Leader program, the Students Support Services program and the Peer Mentoring Program in the Honours program. I also visited two classes to see peer Leaders in action. One of these was the Global Learning Community that has its strong connections with VU's Liberal Arts program. People shared their materials with me and were very generous with their time. Meeting many students from undergraduate to PhD was a major highlight. Other highlights included learning that we have piloted our own version of the Peer Leader program here at VU this year. Our SSSL term is Peer Assisted Tutorials (PATs). I think there are real possibilities for developing this further (money and staffing permitting). Another highlight was hearing about the interesting structure of the Honours Peer Mentoring Program, a structure I might be able to borrow if we ever implement a 1:1 peer mentoring program. I also discussed Student Rovers with Librarian Nancy Hill as there is interest at UTEP in developing the Peer Leader Program to incorporate a Student Rover type role.

RECOMMENDATIONS

I described the trip to others as busy and intense but also like having a mini-sabbatical, an opportunity to focus completely on a general area of mutual interest and expertise. I wonder if it might be useful for other VUC staff to visit UTEP for the same reasons? I am aware that some staff from the VUC have visited UTEP but perhaps there is scope to widen the types of staff who participate in such visits?

Understandably my trip was very much focussed on finding out about UTEP's programs but I do think a mutual exchange would be very beneficial, for example organising one or two staff who I met in UTEP to conduct a similar visit to see/discover/learn from our 'on the ground' SSSL operations here at VU.

APPENDIX A: EMAIL LOGS

The following logs were written each night of my stay at UTEP and emailed back to VU.

UTEP DAY 1

Hi all

The writing centre is a large room, perhaps three times (or more) the size of where Monica and co are situated with about ten desks, specially selected to move on wheels and so are the chairs. There is a sign in book (I have a copy of the sign in sheet), and each tutor has a lap top into which the student puts their details (I have a copy). There is a printer for all to share. At the end of each tutoring session the student fills in an evaluation sheet. On the sheet, the student is anonymous but the peer tutor is not. As well as what's below, I observed a student, Crystal, run a tutoring session with Craig, a political science undergraduate. She was superb. The peer tutors are paid the standard across campus for students working on campus, the minimum wage of \$9 an hour. Peer Tutoring sessions last for a maximum of half an hour. Students wait inside the writing centre for a spot. When too busy the door is closed and students must wait outside. Appointments can be made ahead of time. Grammar is a major focus of the work the peer tutors do with students largely because the students tend to be writing students and that is a major focus of their work. I was told that non-native English speakers make great peer tutors. There is also a maths centre but I didn't get the chance to observe etc. Other information gleaned was:

Number of Peer Writing Tutors

This semester they have 24 postgraduate students, 14 undergrads and a number of Teaching assistants. They say the best tutors are the undergrads especially if they're in the job for more than a semester...so same story as our mentors...the more they do it the better they get.

Selection

Tutors have to get 2 recommendations from lecturers, submit a resume and attend an interview. Applicants are then given a piece of student's work and are given up to two hours to say how they would respond to it and to prioritise what they would do in a tutor session.

Training

UTEP's current writing centre is young, only a couple of years old and has had a new lease of life since they focussed on training the peer tutors about writing not just about 'how to tutor' as had happened in the past. I have attached the PowerPoint used to start training to give you an idea of what that means. Peer tutors are also supported throughout their tutorship including a weekly Friday afternoon debriefing session.

Online tutoring

I have attached the instructions given to peer tutors for how to deal with online tutoring.

Miscellaneous

Most students using the centre are writing students but some come from nursing and political science. They want to have 'satellite writing centres in other areas of the campus to try to capture students from other disciplines. A move of the nursing section to be next door to the building in which the writing centre is located is expected to increase the number of nurses to the writing centre from English majors. Evaluations are sent to the lecturers which help to increase the writing centre's acceptance and use.

Best wishes,

Gill

UTEP DAY 2

After yesterday's focus on the writing centre, today I spent time learning about the Peer Leader program in the Entering Students' program.

It turns out that the Peer Leader Program is a developed version of our Peer Assisted Tutorials that we trialed in the Trident program in Knowing and Knowledge and Physics Engineering this year.

I was given a detailed overview of the Peer Leader program by Shawna the Peer Leader coordinator and lunched with her and two Peer Leaders. I then attended two separate meetings of some staff who have peer leaders in their classes and their peer leaders were also present. One group was from Engineering and I spent a little time describing Trident which they were interested in. As usual, listening to the students talk about what they do and how they benefit themselves and others through this sort of work is just wonderful and exactly the same as at VU.

I have some good materials to bring back with me and today has confirmed my thinking of what to do with the PAT element of Trident in terms of mentor training and support. It also makes me think we should try to develop PATs more broadly across the university.

End of today's Log :-)

Hope you're all well...

UTEP DAY 3

Hi all

My last day here today and an interesting one again.

First I met some staff and students involved in the Student Support Services Program, a federally funded program for a maximum of 200 'at risk' students. These students do a not for credit course in academic skills and a staff member and a peer leader attend the subject's class to take notes so they can feed it into their classes. Peer mentors tutor the students individually.

Then I went to meet staff and students in the Honors (not honours as in 4th year of a degree but second year to first year honours) Peer mentoring Program, a 1:1 mentoring program. This program had only been going since October but they had an interesting way of structuring the program...i.e each of the 14 mentors has to structure ten activities in a semester that focus on either professional skills, social networking and two others I can't remember without looking at my notes which are in my suitcase! Each activity is submitted to the coordinator for approval. Inbetween time incidental meetings, texts, emails take place depending on the needs of the individuals involved. We had a great discussion with some student mentors and mentees, getting them to reflect on what they're learning/getting from the program. It was useful to see that both discipline and generic mentor/mentee matching can work.

Finally I visited Irma's Global Community Class (the one she teaches with Effie George at FNicholson). Here I saw a peer leader of two and a half years in action in the classroom and we all had a fun, lively and useful discussion about career paths, Australia, UTEP, VU, visas, and more. They reminded me so much of VU students...

I have packed my suitcase and in the morning Dorothy is taking me to new Mexico to Mesilla to buy presents! In the afternoon I fly home and get home Sunday night.

See you all soon!

APPENDIX B: SUMMARY REFLECTION

Gill's Visit to UTEP

A Reflection...

Writing Centre...

- We are going to pilot a Peer Writing Centre in 2011 so this visit was very timely!
- It was useful to see the infrastructure such as lap tops and to discuss Esther's role and the students' role.
- Recruitment, selection and training were each of real interest to me, particularly the focus on training students about the basics of writing.
- Observing a session was very useful. Crystal was impressive!

Many thanks to Kate, Esther, Helen and to Peer Tutor Crystal who let me observe her session.....

Peer Leader Program

- I discovered that the VU equivalent is Peer Assisted Tutorials (PATs)
- Maybe we could roll out a Peer Leader program at VU?

Many thanks to Shawna for giving me a great overview, the Peer Leaders for talking about their experiences and to Helen for allowing me in her classroom...

SSSP

An interesting insight into this federally funded program for 'at risk' students. Interesting to see the similarities and differences between here and Australia for how these students are supported.

Many thanks to Jorge and his students for the in depth discussion.

Honors Peer Mentoring Program

- Useful to see that both discipline and generic mentor/mentee matching can work.
- Staffing permitting (!) it makes me more confident about implementing a 1:1 mentoring program at VU.

Many thanks to Terri and Vanessa and the student mentors and mentees for a great discussion about the benefits of the program.

GLC Class

- Great to see a peer leader of two and a half years in action!
- We had a fun, lively and useful discussion about career paths, Australia, UTEP, visas, and more.

Many thanks to Irma, Leandros (forgive spelling) and the students for a vibrant discussion.

Thank you everyone...

- for your preparation for my trip
- for sharing materials and ideas
- for the walk in the indigenous garden
- for the drive up the mountain
- for your kindness, attention to detail, thoughtfulness and hospitality
- for sharing your students
- for a great professional experience

My very best wishes,

Gill

Visit details for Sunay Palsole – Thursday 31 March, 2011

*Director of Instructional Support
The University of Texas at El Paso*

Accommodation Details: Hilton on the Park Melbourne
192 Wellington Parade Melbourne
Ph: 03 9419 2000

	Time	Topic	Participants	Venue
Thursday 31 March	9.00 am	Meet with Flag and Follow group	Rob Brown, Claire Brown, Haley Caldwell and Jo van Son	K614B Rob Brown's office, K6 Footscray Park
	10.30 am	Morning tea	Keith Kirkwood – Confirmed	M Cafe
	11.00 am	Video conference link with the Global Learning Community	Effy George Global learning community staff	K6 CR2 – Footscray Park
	1.00 pm	Lunch	Amanda Pearce, Jacinta Richards, Michael Hallpike, Effy George, Susan Young, Keith Kirkwood	VenU - Hoadley Bldg Footscray Nicholson Campus
	2.30 pm	Presentation by Sunay	University community	Room T226 Telford Building Footscray Nicholson
	4:30pm	Meeting Judie Kay	Judie Kay – Confirmed	T260 – Telford Building Footscray Nicholson Campus Susan Young's Office
	6.00 pm	Dinner	Global learning community staff and student engagement.	Cafe Fidama, 34 Ballarat Street Yarraville

Tia Palsole - visit to Victoria University

Program – Thursday, 31st of March, 2011

VU Staff

Colin Macdonald, Director Student Engagement
 Judie Kay, Associate Director Learning in the Workplace and Community
 Gaon Mitchell, Project Officer – Student as Staff Project
 Tania Perez, Senior Residential Coordinator
 Sophie Rosewarne, Senior International Officer
 David McCluskey, Manager, Student Life

Time	Event	Participants
8:00 – 9:00 am approx.	Pick up from the place of stay and travel to Student Village, Maribyrnong	Colin Macdonald
9:00 – 10:00 am	Student Village tour – Maribyrnong	Tania Perez
10:30 – 10:30 am	Travel from Student Village to Footscray Park, Location: Building M, level 4	Tania Perez to organise
10:30 – 11:30 am	Meet with Gaon Mitchell and Judie Kay, Level 4, Building M – coffee and discussion	Judie Kay, Gaon Mitchell
11:30 -12:00 pm	Tour of 2011 Global exchange fair and meet key Victoria Abroad staff + exchange partners exhibiting	Gaon Mitchell, Judie Kay, Sophie Rosewarne
12:00 -12:15 pm	Transit time to lunch	
12:15 – 2:00 pm approx.	Lunch - Thien An, 59 Irving St, Footscray	Tia Palsole, Colin Macdonald, Judie Kay, Gaon Mitchell, David McCluskey, Tania Perez
2:00 – 5:30 pm approx.	Free time	
6:00 pm	Dinner in Yarraville - Cafe Fidama 34 Ballarat Street	Colin Macdonald to take Tia (pick up around 5:30 pm)