

Teaching @ Augsburg:  
Why you are so  
important to  
our Students



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In 2019, Augsburg is a student-centered,  
urban university, which is small to our  
students and big for the world.

# What does it mean to be Student-Centered?

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# Who Are Augsburg Students?

## DAY Students, 2015 Fall Census

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- 2002 students, 58.5% of total students
- Average age is 20.7
- 53.8% live off-campus, 46.2 % live on-campus
- 44.9 % eligible for Pell Grants
- 51.2% Caucasian, 33.9% Students of Color, 14.9% unreported
- 50% Christian Faith, 29% Non-Christian Faith, 21% non-religious
- Courses are primarily face-to-face and during the day

# Who Are Augsburg Students?

## AU Students, 2015 Fall Census

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- 546 students, 15.9% of total students
- 391 students in Minneapolis, 155 Students in Rochester
- Average age is 35.2
- All students live off-campus
- 33.0% eligible for Pell Grants
- 60.1% Caucasian, 19.4% Students of Color, 20.5% unreported
- Courses are hybrid or online



# Who Are Our Students?

## Graduate, 2015 Fall Consensus

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- 876 students, 25.6% of total students
- Graduate students are in both Minneapolis and Rochester
- All graduate students live off-campus
- Average age is 33.5
- All students live off-campus
- 57.9% Caucasian, 17.0% Students of Color, 25.1% unreported
- Courses are hybrid or online

# Faculty Play a Critical Role in Student Success

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- Creating inclusive classroom environments
- Planning effective learning opportunities
- Developing student-teacher relationships
- Giving students feedback so they know how to improve and can estimate their grade
- Alerting others on campus when students are struggling



# Creating Inclusive Classroom Environments

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- Consider your course elements from multiple perspectives to ensure inclusivity
- Develop your own intercultural competency (see Diversity and Inclusion website)
- Allow students to demonstrate their learning in multiple ways
- Set classroom expectations that support respectful interactions between students



# Planning Effective Learning Opportunities

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- Use High-Impact Practices in your classes
  - Service-Learning
  - Project-based work in groups
  - Writing support through drafts and revisions
  - Activities that have students engage cultures, experiences, and worldviews other than their own
- Have high expectations for the students, and make sure they clearly understood
- Get student feedback on what is effective and what's not effective (Critical Incident Feedback)

# Developing student-teacher relationships

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- Get to know students' preferred names and pronouns
- Be responsive to students in class, by Email, or by phone
- Use your feedback as a way to build a relationship with students
- Hold regular office hours and invite students to engage with you
- For some students, faculty are their only connection to the college and that is an important responsibility



# Giving students feedback so they know how to improve and can estimate their grade

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- First exam and mid-term grades are a very good predictor of how a student will do in a course, early feedback can help a student correct before mid-term
- Moodle tools can help you provide feedback electronically and allow students to monitor their own grades
- You will be asked at mid-term to identify students who are on track to earn less than a 2.0 in your course

# Alerting others on campus when students are struggling

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- You will spend between 25-50 hours a term with the students in your class, much more than other support staff will spend with students
- You are in a unique position to observe students who are struggling, to provide support, and to alert others on campus (Academic Alert System)
- Because attendance and participation are strong early indicators of success, you are able to identify students who are at risk very early in the term



# Great teaching is student-centered and depends on you

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“Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves.”

Parker Palmer, *The Courage to Teach*