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2016

Lindenwood University Faculty Meeting Minutes, 2016-2017

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October Faculty Meeting Minutes

1

Date: 2016-10-05

2

Room: AB Leadership Room

3

Time: 3:02 - 4:21 p.m.

4

1. At 3:02 p.m., the meeting was called to order. 5

2. General Education Proposal (S. Afful): In a joint meeting, the Deans Council and the Faculty Council reviewed the 2016-05-09 General Education (GE) Proposal and offered revisions. Modifications were made based on concerns expressed from each academic school and the updated Institutional Learning Outcomes (ILOs) of the University. 6
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9
 - (a) A taskforce met Summer 2016 to map each outcome in ILO 1 to a current GE course. A description of each outcome in ILO 1 can be found in the table below. 10
11

1.1 (Undergraduate) Human Cultures and the Physical and Natural World: Lindenwood undergraduate students understand human cultures and the physical and natural world.	
1.1.1 Natural Sciences - scientific concepts and/or methods of scientific inquiry	1.1.7 US History and Government - historical and/or political perspectives about the United States
1.1.2 Mathematics/Numeracy - mathematical concepts, problem-solving, and/or connections	1.1.8 World History - world history since 1500, including change over time, causation, context, and/or the roles of contingency and complexity
1.1.3 Social Sciences - accepted theories and/or concepts in the designated field	1.1.9 Foreign Language - language, traditions, histories, and/or literary texts specific to the culture being studied
1.1.4 Literature - literary elements, including style, tone, genre, mode, plot, character, and theme	1.1.10 Foreign Culture - aesthetic, political, economic, religious, social, and/or historical traditions of non-United States cultures
1.1.5 Philosophy - philosophical works, perspectives, questions, and/or traditions	1.1.11 Arts - artistic techniques, processes, principles, forms, structures, functions, traditions, histories, and/or relationships
1.1.6 Religion - religious perspectives and/or traditions	

Table 1: ILO-1 Lindenwood graduates have broad, integrative, and specialized knowledge.

(b) The table of the final proposal is included below. Within each column, students are required to take at least two different disciplines. All courses with a General Education designation would satisfy at least one of the content competencies given in LU ILO 1.1 (Lindenwood graduates have broad, integrative, and specialized knowledge) and at least one additional competency from LU ILO 2 (Lindenwood graduates have essential habits of mind), 3 (Lindenwood graduates have communicative fluency), or 4 (Lindenwood graduates have effective problem-solving skills). At least two courses must satisfy LU ILO 2.5 (Diverse Perspectives). Students may double-dip in this category.

Required Core - 12 hrs	Natural Science/ Social Science/ Mathematics (1.1.1 - 1.1.3) - 12 hrs	Human Cultures - 12 hrs	Electives (1.1.1 - 1.1.11) - 6 hrs
Composition (3.1)	Social Science (1.1.3)	Fine Arts (1.1.11)	Elective
Composition (3.1)	Natural Science with lab (1.1.1)	Literature (1.1.4)	Elective
Mathematics (1.1.2)	Social or Natural Science (1.1.1, 1.1.3)	Non-Literature, Non-Fine Arts Elective (1.1.5 - 1.1.10)	
American History/ Government (1.1.7)	Elective (1.1.1 - 1.1.3)	Elective (1.1.4 - 1.1.11)	

Table 2: 2016-09-23 General Education Proposal

(c) Qualtrics Vote: An anonymous survey will be conducted in Qualtrics. The survey will be available from 8:00 a.m. on 2016-10-12 until 5:00 p.m. on 2016-10-14. The proposal requires a vote among faculty of over 50% in order to pass. If the proposal passes, there may be a need to edit/add the ILOs as well as develop new GE courses. Each academic school will need to review the GE courses their programs offer. There will also be corresponding changes to the 2017-18 Undergraduate Catalog. The deadline for these changes may be extended.

(d) Concerns/Comments

- i. Concerns were expressed that undergraduate students would not have required GE course work in every component in ILO 1.1. It was pointed out that under the previous proposal, students could potentially satisfy their GE requirements with only four components. The revised proposal would require at least seven components to be satisfied.
- ii. There was a request for a more detailed description for which courses would count as a Diverse Perspectives course compared to those now listed as Cross Cultural

courses. A subcommittee headed by David Wilson (Institutional Effectiveness/
 Chief Assessment Officer) will review the definitions provided on 2016-10-14. The
 goal of this subcommittee is clarify the current definition as well as to ensure
 flexibility in course selection for undergraduate students.

iii. There was some concern expressed what required course work would be needed to
 satisfy ILOs 2,3,4. More clarification was requested.

3. Fall Faculty Workshops (J. Stanley): J. Stanley followed up on the progress made since
 Workshop Week. Below are the categories surveyed in August. Many of the suggestions have
 already been handed out to the Administration. For additional information/suggestions,
 contact J. Stanley or P. Sharp.

(a) Retention: Building effective Relationships between Faculty and Students.

- i. Funding and resources for faculty to socially engage with students. The Board will
 meet shortly to discuss budgetary issues. The subcommittee is looking for funding
 opportunities for out of class activities.
- ii. Increase faculty and student extracurricular opportunities.
- iii. Focus on earning respect by giving students respect. The subcommittee is exam-
 ining the ways students can be given more respect in classroom.
- iv. Advisor Training. With the new GE program proposal, a new training campaign
 will be rolled out, focusing how the new requirements with undergraduate advising
 expectations.

Top Suggestions by Category	Number
Personal engagement	37
Connection with advisor	32
Making education a main priority	28
Department involvement, engagement	26
Community building	20
Fun environment for classroom	8

Table 3: Top Suggestions for Retention

(b) Scholarship: Clear expectations and support at all levels.

- i. Define departmental and institutional expectations for scholarship. Program spe-
 cific standards were collected by the academic deans. The subcommittee is inves-
 tigating best practices across schools.
- ii. Communicate and streamline the processes for supporting faculty and student
 scholarship. The Provost is supportive of research among faculty. Course reduction
 forms will be made available by each school’s Faculty Scholarship Advisory Com-
 mittee (FSAC) representative. Academic deans now have more control of research
 money.
- iii. Create a means for Faculty/students to do research and collaborate across disci-
 plines. All schools should now required to have FSAC representation. The sub-
 committee is meeting with that committee to discuss how more cross disciplinary
 research can be encouraged.

Top Suggestions by Category	Number
Student/Faculty Opportunities and Time	32
Funding and Support	23
Definition and Process Across Disciplines	21
General/Other	14
Teaching vs Research - how to balance	12
Grant Office	8

Table 4: Top Suggestions for Scholarship

- (c) Pedagogy: Faculty need better IT solutions and administrative support. 68
- i. Technology support: personal and more computer/software available. The subcommittee is working with the Technology Committee to gather data on trouble tickets. 69
70
71
 - ii. Center for Teaching and Learning on both campuses. The center was previously proposed before administrative changes. The subcommittee is trying to regain momentum. 72
73
74
 - iii. Simplified Procedures, less red tape. The subcommittee needs more specifics before acting on this issue. 75
76

Top Suggestions by Category	Number
Classroom/Teaching Needs (Tech)	59
Classroom Organization/Engagement	30
Classroom Material Needs (Non-Tech)	28
Technology: IT/IT Support	20
Continuing Education/Training/Workshops	20
Co-teaching, team teaching, and collaboration	19
Administration and Admin in classroom	18
Space Constraints	18
Center for Teaching Excellence	16
Professional Development	16

Table 5: Top Suggestions for Pedagogy

4. Faculty Performance Evaluations Update (J. Lively): J. Lively gave updates in deadlines for the Faculty Performance Evaluation (FPE) system as well as announced that faculty now have the opportunity to evaluate their immediate supervisors. 77
78
79
 - (a) Self Evaluation: The Self Evaluation page can be found in Portal. Faculty members can set up a meeting with their deans to compare numbers soon after submitting evidence. The final version is due by 2016-12-01. 80
81
82
 - (b) 360 Evaluations: Starting 2016-11-07, faculty will be able to evaluate their Chairs, Assistant Deans and Deans in a Qualtrics survey. The survey is similar to the FPE. 83
84

Faculty members will be able to evaluate each supervisor once. Evaluations are due by 2016-11-16.

5. Faculty Promotions Process (S. Afful): The procedures for promotion have been updated in the Faculty Guidebook, pp 57-64.

(a) Promotion Time Line

Timeline for Faculty Promotion in Rank <i>(Dates are subject to change each year)</i>		
Due Date	Item	Where/Who
Third week in February	Formal notification by email of intent to apply for promotion due, submitted by faculty member to dean	Dean of school/division chair who will forward it to VP-HR
Fourth week in February	Candidate requests peer evaluations from colleagues to be sent directly to VP-HR	VP-HR via candidate
Third week in March	Promotion packet due to dean, who will add a statement concerning the candidate and sign the Request for Promotion in Rank form	Dean of school/division chair
Fourth week in March	Promotion packet due to VP-HR. HR will add student evaluation	VP-HR
First week in April	Review of promotion packets by Faculty Council	Electronic portfolios created by VP-HR (SC) or campus provost (BV) for Faculty Council members to review
First week in April	Faculty Council deliberations	Faculty Council
First week in April	Faculty Council sends recommendations to provost	Recommendations to provost
Second week in April	Faculty Council informs candidates of recommendation by email	Faculty Council
Mid-April	Provost submits candidates to president	Provost
Mid-April	Provost presents recommendations to deans	

(b) Steps in Promotion Process

- i. Step 1: Faculty should email their deans of intent by 2017-0-17.
- ii. Step 2: Faculty should request 3 peer evaluations/ letters of recommendation by 2017-02-24.
- iii. Step 3: Faculty must submit their Promotion Packet to their deans by 2016-03-24. A Promotion Packet includes:
 - A. An updated CV.
 - B. A 2-3-page overview of the entire period of service to the university, with emphasis on the past three years.
 - C. A one-page synopsis for each of the criteria listed for the promotion of rank along with supporting evidence.
 - D. A Request form (found on Workday).
- iv. Step 4: The Dean will forward Promotion Packet to Human Resources where HR will add course evaluations.
- v. Step 5: In April 2017, the Faculty Council Promotions subcommittee will review applications.

vi. Step 6: Decisions will be forwarded on to Provost, President and the Board of Directors in mid-late April 2017.	106
	107
(c) Important Notes	108
i. It is a faculty's member responsibility to confirm their promotion packet is complete. Incomplete packets will not be reviewed.	109
	110
ii. Any ambiguous packets will go before the full Faculty Council for consideration.	111
iii. Years of service is based on number of completed years served.	112
A. Candidates can apply for Associate Professor after 4 years full-time teaching at Assistant Professor (apply in the 5th year).	113
	114
B. Candidates can apply for Full Professor after 5 years full-time teaching at Associate Professor.	115
	116
C. Candidates can apply for Post-Professorial Review after 5 years full-time teaching at Full Professor.	117
	118
iv. Faculty are now required to have 15 years of service to the University to qualify for Emerti status.	119
	120
v. Faculty Council is currently working on a proposal for a promotion bonuses.	121
6. Faculty Colloquium Series (A. Kichkha): The Faculty and Student Scholarship Committee (FSSC) has made the following announcements.	122
	123
(a) The Fall 2016 Series will take place 2016-11-07, 3:30 5:30 p.m. in Dunseth Auditorium (Harmon Hall). Refreshments will be served. The speakers for this semester are listed below.	124
	125
i. Elizabeth Fleitz, "From Best Authorities": Men, Women, and the Contested Ethos of American Cookbook Authorship, 1796-1860	127
	128
ii. William Rogers, New Developments in Female Earnings and Marriage	129
iii. Monica Flippin Wynn, Sharing Your Academic Backpack Women and Mentorship in Academe	130
	131
(b) Call for Presentations: If interested in presenting, please email FacultyColloquia@lindenwood.edu with the following information:	132
	133
i. Name and School	134
ii. Title of presentation	135
iii. Brief description - 1 or 2 sentences	136
iv. Summary of presentation - a brief paragraph	137
v. Availability - available semesters and weekdays	138
7. United Way Update (R. Guffey): R. Guffey encouraged donations for Lindenwood's United Way campaign. The goal was to raise \$18270. A final tally will be announced shortly.	139
	140
8. Announcements	141
(a) Spiritual Life Opportunities at Lindenwood (M. Mason): M. Mason has once again assumed the position of University Chaplain. In addition, the following services have been announced.	142
	143
	144

- i. Monday Night Meditation: Mondays, 7:00 - 7:45 p.m. in Sibley Chapel. 145
 - ii. Friday's Faith Fellowship: Fridays, 12:15 - 12:45 p.m. in Sibley Chapel. 146
 - iii. Open Prayer Times: Tuesdays and Thursdays, 10:00 - 11:00 a.m. in Sibley Chapel. 147
 - iv. Meaning of Life Gathering: Wednesdays, 12:15 - 12:45 p.m. in Butler Hall Parlor. 148
For non-religious/ non-believers. 149
- (b) Poverty, Inc. (R. Douchant): The John W. Hammond Institute for Free Enterprise announced a screening of the documentary Poverty, Inc. with entrepreneur Magatte Wade. 150
151
152
- i. Screening: 2016-10-13, 6:30 p.m. in Young Auditorium (Young Hall). A Q&A session with M. Wade follows at 8:00 p.m. 153
154
 - ii. Lecture: 2016-10-14, M. Wade is scheduled to present 10:00 - 11:00 a.m. in Dunseth Auditorium (Harmon Hall). 155
156
- (c) Art Show (J. Stanley): J. Stanley announced the opening of Modern Art Prints from Wells Fargo on 2016-10-06, 6:30 - 8:30 p.m. in the Boyle Gallery (J. Scheidegger Center). 157
158
The show will be open for the month of October. 159

9. Executive Session 160

- (a) Multi-year Contracts: There was a request for an update on the status of multi-year contracts. S. Afful responded that President Shonrock has requested two years of data on the faculty 180 evaluation process before recommending multi-year contracts. 161
162
163
- (b) General Education Proposal: It was asked what happens if the General Education Proposal is not ready for full implementation in Fall 2017. S. Afful responded that the passage of the proposal and its effective date would most likely be treated as two separate issues. 164
165
166
167
- (c) Faculty/Supervisor Evaluations 168
- i. It was requested that all supervisor evaluations remain anonymous to ensure fairness and uniformity. 169
170
 - ii. It was requested that faculty see their evaluation numbers before meeting with their deans. It was also requested that the expectations in performance be detailed to justify the difference in a score of 2 compared to a score of 3. 171
172
173
 - iii. Faculty were curious if they could appeal/negotiate their evaluation numbers. It was also asked if the process for evaluating faculty was consist from academic to another. Currently, the answers are unclear. 174
175
176
- (d) Communication with Administration: A faculty member wanted clarification as to how much communication the Faculty Council had with the current Administration. S. Afful responded that both M. Abbott and D. Ayres served as ex-officio members of the Faculty Council to provide support. S. Afful also meets with President Shonrock to discuss issues raised by the Faculty Council. 177
178
179
180
181
- (e) Faculty Council Progress: S. Afful was asked if there was a record of the Faculty Council's past accomplishments/ failures/ tabled business. S. Afful that the Faculty Council recorded accomplishments in an annual report. 182
183
184

10. At 4:21 p.m., the meeting was adjourned.

185

Submitted by N. Wintz
2016-10-17

186

187

Next Meeting

188

Date: 2016-11-30

189

Room: AB Leadership Room

190

Time: 3:00 - 4:30 p.m.

191

November Faculty Meeting Minutes

1

Date: 2016-11-30

2

Room: AB Leadership Room

3

Time: 3:02 - 4:18 p.m.

4

1. At 3:02 p.m., the meeting was called to order. 5
2. Greetings from President M. Shonrock: President Shonrock thanked the faculty for their service/ leadership over the course of the semester. He also announced that T. Babel has been appointed as newly created university system Diversity Officer. This position is the result of the joint work of the Diversity, Equity and Inclusion Task Force and the President's Advisory Council. T. Babel will continue to serve as Title IX Coordinator. 6
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3. Faculty Promotions Process (J. Stanley): The procedures for promotion have been updated in the 2016-17 Employee Guidebook, pp 56-65. Workshops will be made available to faculty interested in applying for promotion of rank during the Spring semester. 11
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(a) Steps in Promotion Process 14

- i. Step 1: Faculty should email their deans of intent by 2017-01-17. 15
- ii. Step 2: Faculty should request 3 peer evaluations/ letters of recommendation by 2017-02-24. One letter must come from the faculty member's Chair. One letter can come from outside the University. 16
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18
- iii. Step 3: Faculty must submit their Promotion Packet to their deans by 2016-03-24. A Promotion Packet includes: 19
20
 - A. An updated CV. 21
 - B. A 2-3-page overview of the entire period of service to the university, with emphasis on the past three years. 22
23
 - C. A one-page synopsis for each of the criteria listed for the promotion of rank along with supporting evidence. 24
25
 - D. A request form (found on Workday). 26
- iv. Step 4: The Dean will forward Promotion Packet to Human Resources where HR will add course evaluations. 27
28
- v. Step 5: In April 2017, the Faculty Council Promotions subcommittee will review applications. 29
30
- vi. Step 6: Decisions will be forwarded on to Provost, President and the Board of Directors in mid-late April 2017. 31
32

(b) Important Notes 33

- i. It is a faculty's member responsibility to confirm their promotion packet is complete. Incomplete packets will not be reviewed. 34
35
- ii. Any ambiguous packets will go before the full Faculty Council for consideration. 36
- iii. Years of service is based on number of completed years served. 37
 - A. Candidates can apply for Associate Professor after 4 years full-time teaching at Assistant Professor (apply in the 5th year). 38
39

- B. Candidates can apply for Full Professor after 5 years full-time teaching at Associate Professor. 40
 - C. Candidates can apply for Post-Professorial Review after 5 years full-time teaching at Full Professor. 42
 - iv. Faculty are now required to have 15 years of service to the University to qualify for Emerti status. 44
 - v. Faculty Council is currently working on a proposal for a promotion bonuses. 46
- 4. Study Aboard (J. Hutson): President M. Shonrock and Provost M. Abbott want a Study Aboard program associated with degree program offered at Lindenwood University. Faculty have been requested to review facilities of programs aboard to see if they match the facilities at LU. It is still possible to set up a short-term Study Aboard project in May. Directions can be found on Canvas. 47-51
- 5. Approval of December Graduates (M. Abbott): A list of proposed December graduates has been made available to the faculty. 52-53
 - (a) There was a motion to approve the list under the assumption that each student would satisfy the degree requirements of their program. The motion was seconded and passed unanimously. 54-56
- 6. 360 Review of Administrators (D. Ayres): D. Ayres provided feedback when when administrators will see their evaluations from the faculty. Administrators will get their evaluations from the faculty after the faculty evaluation period has ended. The data will be kept confidential and will be used to determine trends. Chairs will get feedback from their evaluations directly from the deans. 57-61
- 7. Student Research Conference (E. Fleitz): The Student Research Symposium and Exposition has been renamed the Student Research Conference. The conference also has a new website: <http://www.lindenwood.edu/academics/beyond-the-classroom/student-research/> as well as a new email address (SRC@lindenwood.edu). 62-65
 - (a) Important Dates 66
 - i. 2016-11-30 to 2017-01-31: Faculty Recommendation Form available (used by faculty members to recommend student work). 67-68
 - ii. 2017-02-01 to 2017-03-22: Student Submission Form available. 69
 - iii. After 2017-03-22: Students notified via email of submission status. 70
 - iv. 2017-04-19: Student Research Conference 2017, 12:00 - 6:30 p.m. 71
 - (b) Papers, posters, panels or other group projects are requested for display. Projects do not have to be completed before applying. 72-73
- 8. Reimbursements (C. Jackson): Accounts Payable is now caught up in reviewing expense reports. Accounts Payable is currently transitioning to more electronic process, eventually going into Workday. C. Jackson has requested that faculty send all available information (along with the Professional Development Form) so that requests can be processed in a timely manner. Faculty have also been requested to check in with their deans before contacting Accounts Payable. 74-79

- 9. Budget Shortfall (G. Phelps): 80
- 10. Executive Session 81
- 11. At 4:18 p.m., the meeting was adjourned. 82

Submitted by N. Wintz 83
2016-10-17 84

Next Meeting 85
Date: 2016-11-30 86
Room: AB Leadership Room 87
Time: 3:00 - 4:30 p.m. 88

January Faculty Meeting Minutes

1

Date: 2017-01-25

2

Room: AB Leadership Room

3

Time: 3:01 - 4:21 p.m.

4

1. At 3:01 p.m., the meeting was called to order. 5
2. Gateway Science Academy (A. Alridge): A. Alridge presented a video showcasing the charter school, Gateway Science Academy. The school is sponsored by Lindenwood University. 6
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3. Diversity, Equity and Inclusion Updates (P. Walker): P. Walker updated the faculty on the progress of the DEI Taskforce. The taskforce has recommended new language to be included in the University's diversity statement, relocation of some English as a Second Language (ESL) courses to the main campus, and a new diversity rubric for the General Education program (joint work with the GE Committee). The taskforce also hosted the "Love and Unity" townhall meeting. 8
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4. Faculty Evaluations (J. Alsobrook): J. Alsobrook updated the faculty on the evaluation process. The University has now had two cycles using the new evaluation system. The new system was put in place as a response to a request from the Higher Learning Commission (HLC), which includes an evidence based process to evaluate faculty performance. 14
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5. Promotions Update (G. Carnes): The Promotion in Rank Taskforce is currently writing a proposal to tie promotion of rank with a pay raise of \$5000. President M. Shronrock has voiced support, but has also stated that he expects the process be tied to faculty performance. 18
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6. Athletics Department Update (B. Feutz): The Athletics Department introduced its staff to the faculty. The department is seeking to strengthen interactions between student athletes and the campus community at large. 21
22
23
7. Human Trafficking Outreach (S. Sherbolm): S. Sherbolm introduced his graduate student, S. Bostami, who is studying human trafficking as part of her dissertation. The student is trying to raise awareness as part of her study. An email will be sent to the faculty shortly with more information. 24
25
26
27
8. Course Releases (B. Scholle): The Faculty Student Scholarship Committee (FSSC) has completed the last course release cycle. Of the 33 faculty members that applied, 16 were granted a course release. B. Scholle encouraged more faculty to apply. 28
29
30
9. Student Research Conference (E. Fleitz): The SRC Taskforce is now accepting faculty recommendations for student project. Faculty can submit a recommendation until 2017-01-30. Students can submit an abstract for the SRC stating 2017-02-03. For more details, contact E. Fleitz or src@lindenwood.edu. 31
32
33
34
10. Promotions Process (S. Afful): The procedures for promotion have been updated in the Faculty Guidebook, pp 57-64. 35
36
 - (a) Promotion Time Line 37

Timeline for Faculty Promotion in Rank (Dates are subject to change each year)

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 - C. Candidates can apply for Post-Professorial Review after 5 years full-time teaching at Full Professor. 63
 - iv. Faculty are now required to have 15 years of service to the University to qualify for Emerti status. 64
 - v. Faculty Council is currently working on a proposal for a promotion bonuses. 65
11. Budget Update (M. Abbott): Like many universities across the nation, Lindenwood has seen a sharp decline in enrollment over the last two semesters. The Belleville campus has seen a similar drop in enrollment. As most of Lindenwood's revenue is driven by tuition, this has resulted in a loss of \$10-14 million over the fall semester. Some of these losses can be covered in the selling of Lindenwood properties and the freezing of positions. The University is planning its budget for the next academic year using the 2016-17 enrollment numbers. 66
 12. Contracts (D. Ayres): Contracts for the 2017-18 academic year will be sent out before 2017-03-15. 67
 13. Human Resources Open House (M. Ruettgers): Human Resources has moved to Strumberg Hall. A open house will be held on 2017-01-31. 68
 14. At 4:00 p.m., the faculty went into Executive Session. 69
 15. At 4:21 p.m., the meeting was adjourned. 70

Submitted by N. Wintz 82
 2017-06-12 83

Next Meeting 84
Date: 2017-03-09 85
Room: AB Leadership Room 86
Time: 3:00 - 4:30 p.m. 87

DIVERSITY, EQUITY & INCLUSION (DEI) TASKFORCE UPDATES

A Faculty Meeting Presentation
January 25, 2017

4:00 PM

DEI TASKFORCE MISSION:

The Diversity, Equity, and Inclusion Task Force (hereafter “DEI”) is a joint faculty, staff, and student-led group of representatives of each academic school as well as students, staff members, and ex officio members who have a significant role in the development of strategies and best practices with regards to diversity and inclusion.

In accordance with the University’s Diversity, Equity and Inclusion Statement, the purpose of DEI is to develop and promote strategies and best practices within the realms of racial, social, sexual, and gender diversity.

DEI further serves as a place for non-committee members to provide suggestions and challenges for DEI.

The ultimate goal of DEI is to provide for the betterment of the Lindenwood University campus culture so that everyone is provided with a holistic educational, professional and inclusive experience.

RECAP: Has the DEI Taskforce Done?

- Student produced DEI video and joint presentation to FYE;
- Formed Awareness, Academic and Social Diversity Sub-groups;
- Recommendations made to Dr. David Wilson for University HLC Criterion Two: Integrity: Ethical and Responsible Conduct
- Recommendations made to David Wilson for revised University DEI statement; approved by Staff Council on November 9th, 2016 & and Faculty Council on November 17th;
- Recommendations made to Title IX Coordinator for University Non-Discrimination Statement;

RECAP: Has the DEI Taskforce Done?

- Proposal for ESL classroom location changes proposal approved by Faculty Council;
- Worked collaboratively with GE committee meeting to develop a diversity course content rubric (attached);
- Working collaboratively across schools to develop proposals for new minors;
- Met with Dr. Shonrock & Dr. Barger to discuss expectations of and provide recommendations to the President's Advisory Council on DEI;
- Hosted university-wide "Love and Unity" town hall meeting; recapped with the President's Advisory Council on DEI
- Planning a System-wide collaboration with BV, Spring 2017

CURRENT INITIATIVES:

“Diverse Perspectives” Rubric

- Using VALUE rubrics developed by AACU (aacu.org)
- There is no single VALUE rubric that fits perfectly with our new Diverse Perspectives ILO.
- Diverse Perspectives rubric may be able to draw from parts of three different VALUE rubrics:
 1. Intercultural knowledge
 2. Global learning
 3. Civic Engagement

“Diverse Perspectives” Rubric Approved by Gen. Ed. Committee:

DIVERSE PERSPECTIVES

We define diverse perspectives as exposure and exploration or examination of ethnic, religious, and cultural perspectives, or of class, race, gender, age, sexual orientation or ability.

Within this context, diverse perspectives courses will either`

- Have a majority of the material address the experiences of historically marginalized communities within the United States.

OR

- Have a majority of the course material cover peoples and cultures outside of the United States.

OR

- Have the course material comprise a combination of those groups mentioned in the first two criteria.

* * *

Separate from, but related to the above definition, the General Education Committee, in conjunction with representative of the DEI Task Force, recommends changing the requirement that a Diverse Perspective course also be a designated GE course.

Diverse Perspectives (2.5) be separated from the required 1.0 designated categories. That would mean that the Diverse Perspective requirement could be fulfilled somewhere within the entire curriculum, within or outside of the Gen Ed program.

CURRENT INITIATIVES:

- Partnering w/ LSGA, BSU, other student groups for events, programming
- Spring 2017 Semester Love & Unity Town Hall Planning Committee
- Working collaboratively with Students, Staff, and Faculty
- Other

MEMBERSHIP

- Open to all Lindenwood students, staff and faculty
- To join, or submit comments or questions: Email

DEI@Lindenwood.edu

LINDENWOOD

Faculty Performance Evaluation

Update

January 25, 2017

LINDENWOOD

REPORT OF A COMPREHENSIVE EVALUATION VISIT
March 10, 2014, p. 22

The University should improve its faculty review and promotion procedures. The Individual Development Plan is applied inconsistently with significant variation from dean to dean. The lack of rubrics for promotion to associate and to full professor makes it difficult for faculty members to determine what is expected of them. There is virtually no evidence of peer review. Ambiguous or unevenly applied criteria gives the institution little evidence that high quality teaching and scholarly work is occurring and makes the institution vulnerable to complaints against it.

HLC Recommendation 1: Develop and implement an appropriate means of faculty evaluation that is based upon evidence.

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Criteria for Accreditation: Guiding Values

1. Focus on student learning.
4. A culture of continuous improvement.
5. Evidence-based institutional learning and self-presentation.
6. Integrity, transparency, and ethical behavior or practice.
8. Planning and management of resources to ensure institutional sustainability.
9. Mission-centered evaluation.

LINDENWOOD

Lindenwood 2015

	Perf Ind 1	Perf Ind 2	Perf ind 3	Perf Ind 4	Perf Ind 5	Goals	Total
AVG	0.54	0.38	0.57	0.60	0.41	0.27	2.77
25%	0.40	0.30	0.40	0.40	0.30	0.20	2.35
50%	0.60	0.30	0.60	0.60	0.45	0.20	2.75
75%	0.60	0.45	0.60	0.80	0.45	0.30	3.15

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Lindenwood 2016

	Perf Ind 1	Perf Ind 2	Perf Ind 3	Perf Ind 4	Perf Ind 5	Goals	Total
AVG	0.49	0.35	0.53	0.56	0.39	0.24	2.56
25%	0.40	0.30	0.40	0.40	0.30	0.20	2.20
50%	0.40	0.30	0.60	0.60	0.30	0.20	2.40
75%	0.60	0.45	0.60	0.60	0.45	0.30	2.90

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2017

Self-Evaluations due November 15, 2017

LINDENWOOD

Portal: Future Improvements

Individual Reports

Help Button to Home Page

Your Feedback

LINDENWOOD

Joint Task Force (Spring 2017)

Faculty Council

Stephanie Afful
Bruce Canan
Jeremy Carnes, Chair
Mary Ruetters
Andrew Smith
Julie Turner
Jen Welsh

Deans' Council

Marilyn Abbott
Joe Alsobrook
Deb Ayres
Gina Ganahl
Renee Porter
Cynthia Schroeder



LINDENWOOD

Promotions

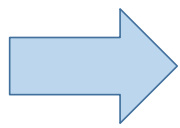
Timeline for Faculty Promotion in Rank (2017)

Due Date	Item	Who
February 20	Formal email of intent to apply for promotion due, submitted by candidate to dean/division chair and HR	Candidate
February 27	Candidate requests peer evaluations from colleagues to be sent directly to Human Resources	Candidate Candidate's colleagues
March 10	Application due in Workday. Statement by dean of school/division chair regarding the candidate's application due to HR	Candidate Dean of school/division chair
March 17	HR will add student evaluations to candidate's application on Workday	Human Resources
April 7	Review of promotion packets by Faculty Council	Faculty Council
April 7	Faculty Council deliberations	Faculty Council
April 10	Faculty Council informs candidates of recommendation by e-mail	Faculty Council
April 10	Faculty Council sends recommendations to Provost	Faculty Council
Mid-April	Provost submits candidates to president	Provost
Mid-April	Provost presents recommendations to deans	

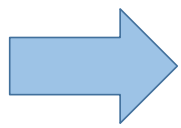
Workday

- Application for Promotions will now be uploaded to Workday
- <https://myworkday.com/lindenwood/d/home.html>

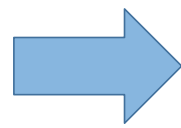
The Promotion in Rank Process



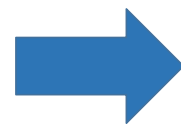
Faculty applying for Promotion in Rank will complete an application through the **Workday Career Worklet**. He/She will submit all materials demonstrating teaching experience, leadership, evidence of professional accomplishment, and an updated CV through the application.



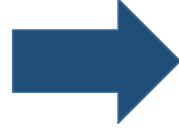
Submitted applications will go to the Faculty Council through **Workday Recruiting Worklet**. **Florencia Guzman in Human Resources** will confirm the years of service, collect student evaluations, and receive the following: email of intent to Dean, written statement from Dean (Division Chair for BV), and peer evaluation letters from colleagues. These materials will be added to the application by HR. **Applications must be received by March 10th.**



HR will note when an application is completed and will add the **Evaluation Rubric** to the application materials.



Faculty Council will access all Promotion in Rank applications through the **Workday Recruiting Worklet**. They will complete the Evaluation Rubric for completed applications only. Council reps can upload completed rubrics to the application.

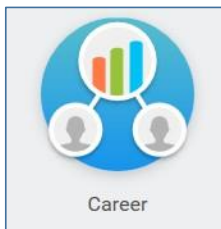


Faculty Council will submit all recommendations to the Provost. The Provost will present recommendations to the Dean's Council. Faculty Council will email candidates on whether they have been recommended to the President. Provost will present recommendations to the President who will submit to the Board of Directors.



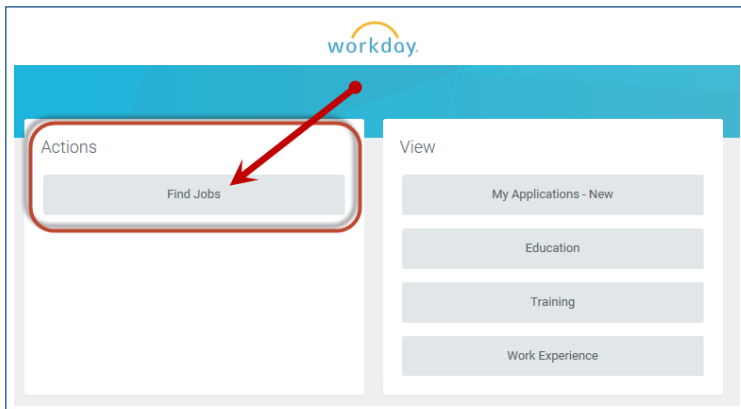
Promoted!

Accessing the Career Worklet



Step 1:

Access the ***Career Worklet*** located on Workday's home page. The Career Worklet houses all internal job requisitions.



Step 2:

Select ***Find Jobs*** under the Actions menu.

Locating the Job Requisition

The screenshot shows a 'Find Jobs' interface with a search filter set to 'Promotion in Rank'. The results list four job requisitions, each with a unique ID, posting date, and campus location.

Job Title	Job ID	Posting Date	Campus
Promotion in Rank for Full Professor	R0001622	01/23/2017	100 - St. Charles Campus
Promotion in Rank for Full Professor	R0001625	01/23/2017	600 - Belleville Campus
Promotion in Rank for Associate Professor	R0001624	01/23/2017	600 - Belleville Campus
Promotion in Rank for Associate Professor	R0001623	01/23/2017	100 - St. Charles Campus

Many positions are posted to the internal career site. **Search by Promotion in Rank** to locate the appropriate job requisitions.

There are **4 different Promotion in Rank job requisitions**. They are separated by rank as well as campus.

Click on the appropriate job requisition to apply.

Completing the Application

Apply to Job Internal: Promotion in Rank for Full Professor

Experience
none entered

Education
Lindenwood University
Masters in Marketing
Lindenwood University
Bachelors in Business Administration/Management

Skills
none entered

Need to make changes?
[Go to Professional Profile](#)

All information to the left is obtained from Workday. Please ensure your Education is correct. If it needs to be updated, please update by click Go to Professional Profile. Once on the profile, select Overview to update your information.

The top portion of the application pulls in information from your **Workday Profile**. Applicants will need to ensure their education is correct.

To make changes, select **Go To Professional Profile**. Education can be added or edited under the **Overview** Tab.

Job | Academic | Compensation | Pay | Time Off | Contact | Personal | **Overview** | Feedback

Professional Profile | Education | Job Profile History | Training

Job History + Add

Education + Add
Lindenwood University Edit
Masters in Marketing
Lindenwood University Edit
Bachelors in Business Administration/Management

Skills + Add
Projects

Updating the Professional Profile will take you out of the application, so you will need to go back to the **Career Worklet** and into the application.

Uploading Documents and Completing Application Questions

Applicants will need to attach **all required documents** to the Resume/Cover Letter section and complete all 12 application questions. **Multiple files can be uploaded.**

Resume / Cover Letter

Multiple attachments can be uploaded to the Resume/ Cover Letter section. Applicants will need to submit all materials here.


Drop files here

or

Select files

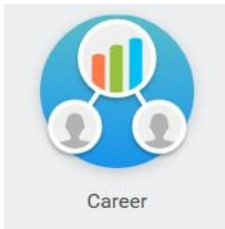
Promotion in Rank - Full Professor

Please attach all evidence documents to the upload box above and answer the questions below. To submit your application, click on the green "submit" button at the bottom of this page. To save your progress for later, click the "save for later" button. If you need to add documents after submitting this application, please send the documents as attachments in an e-mail to the vice president for human resources. For detailed information about promotion in rank requirements and criteria, please refer to the Employee Guidebook.

MM / DD / YYYY 

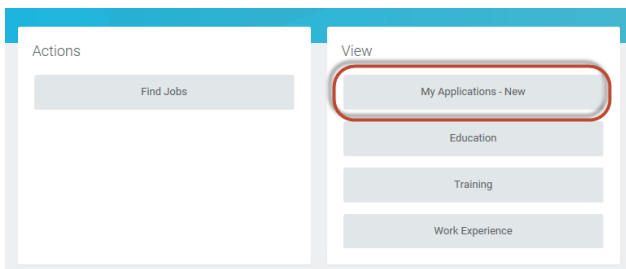
1. Have you earned a doctorate or terminal degree in the field in which you teach or in a closely related field? (Required)

2. Have you completed at least seven years of full-time teaching experience with a distinguished record at an accredited institution of higher education? (Required)



Applicants can view their submitted applications from the **Career Worklet**.

Viewing Your Application



Select **My Applications** under the View menu to review your applications.

Applicants can access the date applied, what stage the application is in, and the job description associated with the position.

My Applications - New

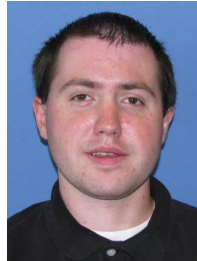
Date Applied	Candidate Stage	Job Title	Job Requisition	Department	Hiring Manager	Location	Recruiter
01/23/2017	Review	Internal: Promotion in Rank for Full Professor	R0001625 Promotion in Rank for Full Professor (Evergreen) (Open)	Belleville Academic Affairs (Renee Porter)	Renee Porter	600 - Belleville Campus	Florencia Guzman

Thank you to the HR team!

- Amanda Price



- Eric Mircsov



- Florencia Guzman



March Faculty Meeting Minutes

Date: 2017-03-09

Room: AB Leadership Room

Time: 3:03 - 4:11 p.m.

1. At 3:03 p.m., the meeting was called to order.
2. Student Retention (P. Weitzel): P. Weitzel spoke with the faculty on Lindenwood's current retention rate and strategies to improve. Currently, it costs the University five as much to recruit new students as it does to retain current ones. The retention of freshmen for the past academic year was estimated at 75%. To improve retention, the University has made improvements to housing, food, wi-fi, and the Registrar's Office. In the future, there are efforts to increase student engagement, improve processes and use more data driven techniques to recruit. The slides of the presentation are attached.
3. IRB Update (T. Cohen): The Institutional Review Board has a new Director (M. Leary). Federal regulations for the IRB have recently changed. In response, the IRB has published new guidelines for human research. Following the national trend, the number of the voting members to have a quorum has been reduced. Of the 17 members on the St. Charles campus, only 5 are needed to consider a proposal. The IRB Chair now has access to travel funds for additional training. There will be a workshop to explain the changes in August.
4. Early Access MBA Program (M. Marzano): The Plaster School of Business & Entrepreneurship presented information on its Early Access MBA Program. With the change in general education requirements/120 hours to graduate, more students are able to take advantage of the Early Access Program. Any Lindenwood student with at least 84 undergraduate hours and a minimum GPA of 3.00 can apply. The slides to the presentation are attached.
5. Faculty Colloquia Series (A. Kichkha): A. Kichkha presented the faculty speakers for the Spring 2017 semester. The Colloquium will be held 2017-04-25, 3:00 - 4:30 p.m. in Harmon Hall. See the attached flyer.
 - (a) Ken Chanthramontri: Probing Ebola VP 35 Viral Protein Structures by Chemical Cross-linking and Mass Spectrometry
 - (b) Deborah Kiel: Living Dangerously in the Womb
 - (c) Jeffrey Smith: The Living Dead: Rural Cemeteries and Envisioning Cities in Nineteenth-Century America
6. Faculty Evaluations (G. Carnes): The Promotion in Rank Taskforce offered updates in the faculty evaluation process based on feedback from the faculty. Each academic school will use its own rubric to evaluate faculty performance. The categories for review will be also into three more distinct groups: teaching, service, and subject matter expertise.
7. Concussion Protocol (A. Cox): A. Cox informed the faculty on the Athletics Department's concussion procedures. Athletes suffering from a concussion may not return to play under after a seven day wait. Students needing accommodations (such as extra time or breaks)

- will be considered on a case-by-case basis. Students may not go to doctor before seeking accommodations. 39
40
8. Mental Health (J. Morris): J. Morris from the Wellness Center provided the faculty with resources to help students with mental health problems. This presentation is in response to a recent student suicide. The Wellness Center will accept walk-ins from students in crisis. See the attached flyer. 41
42
43
44
9. At 3:58 p.m., the faculty went into Executive Session. 45
10. At 4:11 p.m., the meeting was adjourned. 46

Submitted by N. Wintz 47
2017-06-20 48

Next Meeting 49
Date: 2017-05-03 50
Room: J. Scheidegger Center 51
Time: 3:30 - 4:30 p.m. 52

Using data assets to improve student retention

Peter Weitzel, Ph.D.
Director of Institutional Research



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ST. CHARLES, MO. / BELLEVILLE, IL.



Presentation goals

- How are we doing on retention?
- What were some changes made to improve retention?
- What are our plans for additional interventions to improve retention?
- How can we use data in retention efforts?
- How can faculty contribute to retention efforts?

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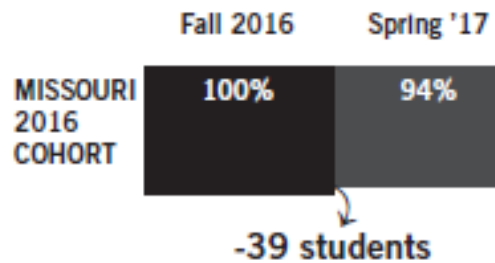
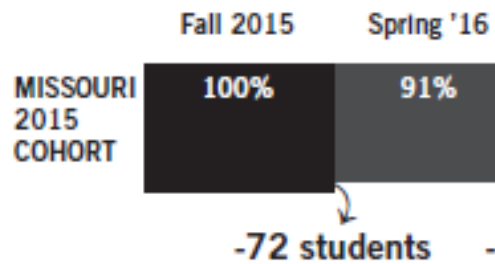
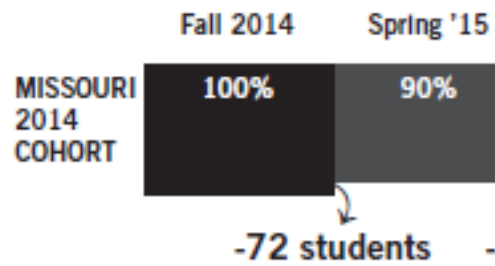
Comparing our retention against other colleges

MISSOURI	2011	2012	2013	2014	2015	2016
2nd Semester Persist. Rate	90.2%	88.9%	88.0%	90.2%	91.7%	94.1%
3rd Semester Persist. Rate	74.5%	74.8%	72.7%	73.9%	75.6%	
4th Semester Persist. Rate	70.3%	69.8%	67.8%	70.4%	72.9%	
5th Semester Persist. Rate	62.1%	64.1%	60.6%	63.0%		
6th Semester Persist. Rate	61.2%	61.6%	58.7%	60.1%		
7th Semester Persist. Rate	56.8%	56.4%	56.1%			
8th Semester Persist. Rate	51.1%	50.1%	52.1%			

Lindenwood retains a bit better than colleges in our conference, a bit worse than similar colleges in St. Louis area, and substantially worse than aspirational colleges (Drake, Bradley, etc.)

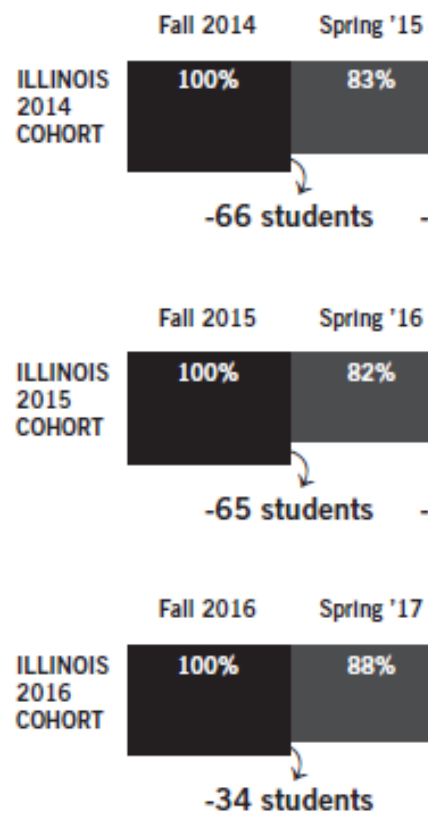
Latest St. Charles Fall-to-Spring Persistence

- St. Charles
- 94% in current term, compared to 90-91% in recent years



Latest Belleville Fall-to-Spring Persistence

- Belleville
- 88% in current term, compared to 82-83% in recent years



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Improved retention has major fiscal benefits

MISSOURI

Typical Fall-to-Spring persistence has been 89.6% recently.

If the Fall '16 to Spring '17 persistence rate was typical rather than 94%, 31 fewer full-time semester freshmen would attend St. Charles this spring.

MISSOURI
2016 COHORT

Fall-to-Spring
persistence
for this year's
cohort of
full-time
freshmen

Fall 2016

Spring 2017

100%

94%

Revenue benefit in Spring '17

31 students X 1 semester of tuition and fee revenue from a typical non-athlete freshmen = **\$186,914**.

TYPICAL
PERSISTENCE
SCENARIO

Fall-to-Spring
persistence
for last year's
cohort of
full-time
freshmen

Fall 2015

Spring 2016

100%

91%

Long-term Revenue Benefit

If these 31 students stick around for another 3 years of undergraduate studies, the total projected tuition and fee revenue gain could be as much as **\$1,308,401**.

Presentation goals

- How are we doing on retention?
- **What were some changes made to improve retention?**
- What are our plans for additional interventions to improve retention?
- How can we use data in retention efforts?
- How can faculty contribute to retention efforts?

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Recent changes motivated by data

- The 2014 SSI survey results were major factors in improvements to food, housing, wifi, and registration-related business processes.
- 2015 SSI results informed Belleville's retention activities.
- Reductions in prevalence of conditional admits.
- St. Charles undergrads are completing the SSI now. Changes between past admin and new results will give us some indication of progress.

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Presentation goals

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Mindset for Our Retention Planning

- Moving beyond the low-hanging fruit
- Our planning needs to be more concrete and specific.
- Our retention activities need to be measurable.
- Our retention activities need to be targeted.

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February Retention Retreat

Took 3 big goals from '16 retreat and built them out into Strategies, Actions, Lead Offices, Resources, Next Steps, etc. Plan will eventually include measurable outputs and outcomes.

- **Goal 1:** Increase student engagement
- **Goal 2:** Understand our student profile and better target interventions
- **Goal 3:** Improve communications and processes to reduce “run-around” for students

STRATEGIES	ACTIONS and TACTICS	INPUTS (including additional resources needed for action)	LEAD OFFICE	NEXT STEPS Spring '17
1.1 Improve campus culture	1.1.1 Freshmen Orientation Week	New Student Canvas Course List of New Students Early RNL Data for students	SASS Studnet Involvement	Designing Course Access Work Day data
	1.1.2 Connection with Faculty	Lunch at Orientation Academic Session at Orientation Virtual Engagement Option New Facilities	SASS Academic Colleges	Agenda for faculty council Review what Virtual Engagement looks like
	1.1.3 Weekend Engagement	RNL Data for Students Funding for larger programs Additional Student Orgs Facilities Access Collecting Data on Service Learning	Student Involvement Athletics	Survey students what they want / Why are they leaving CAB / Athlete Leader Meeting

Presentation goals

- How are we doing on retention?
- What were some changes made to improve retention?
- What are our plans for additional interventions to improve retention?
- **How can we use data in retention efforts?**
- How can faculty contribute to retention efforts?

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Data assets in retention efforts

Goal 2: Understand our student profile and better target interventions

- CSI, MYSA, and other FYP tools
- Theory and prior research
- Predictive modeling of retention outcomes
- Using data for tiered and targeted interventions
- Nationally normed student engagement surveys
- Student development data

Major factors in theory and research

- **Academic Preparation prior to college**
- **Academic engagement:** Faculty connections for scholarship, but also usage of support services and focus on major
- **Social engagement:** home vs. school
- **Financial factors:** tuition, but also foregone wages, need to help family, etc.
- **Demography:** first generation, gender, ethnicity, distance from home
- **Study skills and attitudes:** “the third pillar of college success”
- **Motivational factors:** locus of control (attribution), expectation that effort leads to positive results, self-efficacy, academic self-concept

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CSI and MYSA surveys of freshmen

- CSI: Before start of term; MYSA: Mid-year

Academic Motivation	General Coping
Attitudes Towards Educators	Career Closure
Pre	Pre
Mid-year	Mid-year
Desire to Finish College	Family Emotional Support
Pre	Pre
Mid-year	Mid-year
Intellectual Interests	Opinion Tolerance
Pre	Pre
Mid-year	Mid-year
Math and Science Confidence	Sense of Financial Security
Pre	Pre
Mid-year	Mid-year
Study Habits	Sociability
Pre	Pre
Mid-year	Pre
Verbal and Writing Confidence	

CSI and MYSA

	Mid-year (MYSA)			
	Received help already		Would like to receive help or information this term	
	YES	NO	YES	NO
Receptivity Academic Assistance				
Exam skills	144	169	90	223
Study habits	140	173	77	236
Writing skills	170	143	95	218
Math Skills	123	190	84	229
Tutoring	93	220	81	232
Reading skills	87	226	56	257
Receptivity Career Counseling				
Qualification for occupations	139	174	143	170
Help with career/job plan	122	191	148	165
Salaries for occupations	98	215	137	176
Advantages/Disadvantages of occupations	109	204	138	175
Help selecting occupation of interest	111	202	119	194

Data assets in retention efforts

Goal 2: Understand our student profile and better target interventions

- CSI, MYSA, and other FYP tools
- Theory and prior research
- **Predictive modeling of retention outcomes**
- Using data for Tiered and targeted interventions
- Nationally normed student engagement surveys
- Student development data

Predicting non-retention with advanced statistics

Why bother with advanced statistics?

Fall-to-Fall Retention Rate: 4-year Averages by Pell Grant Receipt and Campus

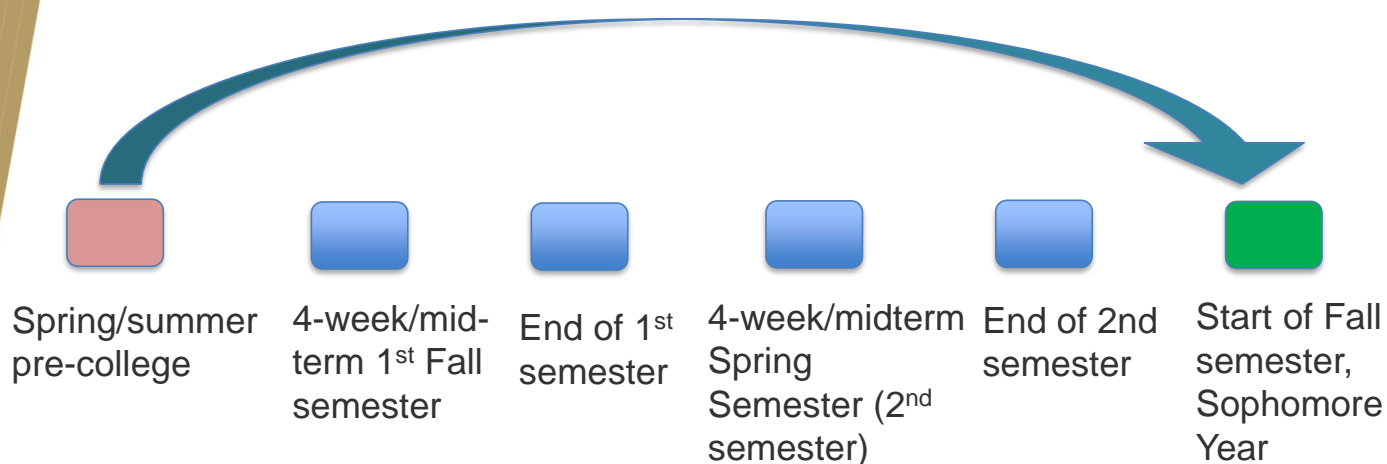
	Overall Average Retention Rate	Pell Grant Recipients	Diff from overall average	Did Not Receive Pell	Diff from overall average
Illinois	60.4%	56.2%	-4.2%	63.0%	2.6%
Missouri	74.2%	69.1%	-5.1%	76.1%	1.9%
System-wide	70.7%	64.9%	-5.8%	73.2%	2.5%

- Are Pell Grant recipients retaining at lower rates due to academic preparation, financial issues, student engagement, other responsibilities, or something else entirely?

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Predicting retention based on pre-college data

Using the student-level variables available before students arrive on campus, how well can we predict students' risk for non-retention?



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Predicting retention based on pre-college data

Ruffalo-Noel-Levitz and in-house predictive models have both been run.

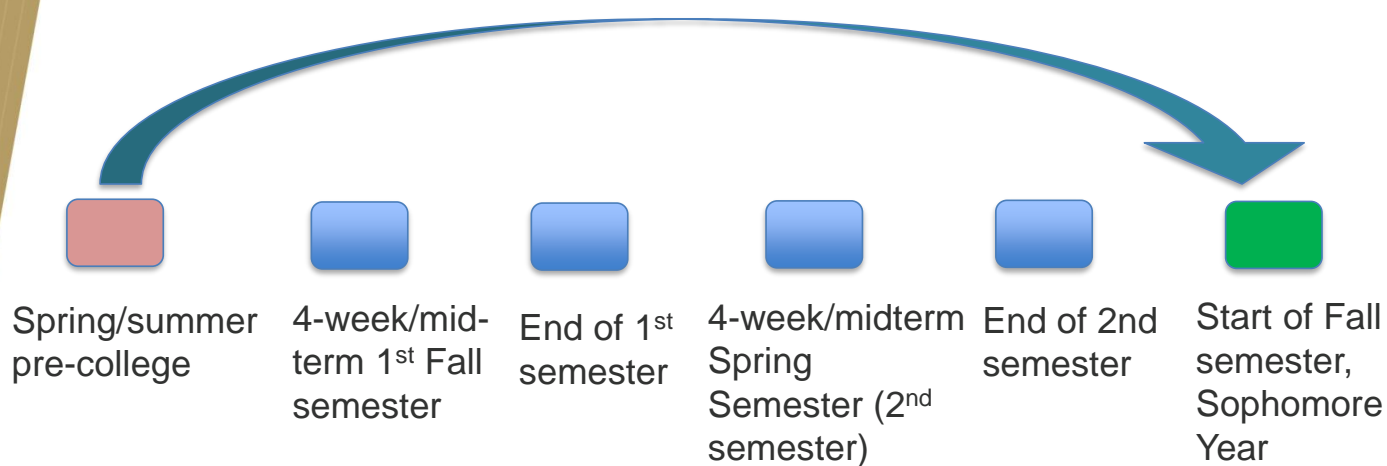
Logistic Regression Results: Retention and Graduation Outcomes by Campus

Outcome	Campus	Cohorts included	Other factors significantly associated with outcome
Retention to 2nd Fall	Missouri	2009 thru 2015	Athlete (++) , Male (-) , Commuter (-) , Pell receipt (-) , Unknown race (--), International student (+) , Higher HS GPA (+)
	Illinois	2009 thru 2015	Athlete (+++) , Male (-) , Unknown race (--), Hispanic (-) International student (+) , Higher HS GPA (+) , ADP Program (-)
Persistence to 3rd Fall	Missouri	2009 thru 2014	Athlete (+) , Male (-) , Commuter (-) , Pell receipt (-) , Unknown race (---) , International student (+) , Higher HS GPA (+) , ADP program (+)
	Illinois	2009 thru 2014	Athlete (++) , Male (-) , Unknown race (---) , Hispanic (--) International student (++) , Higher HS GPA (+) , ADP Program (+)

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Predicting retention based on pre-college data

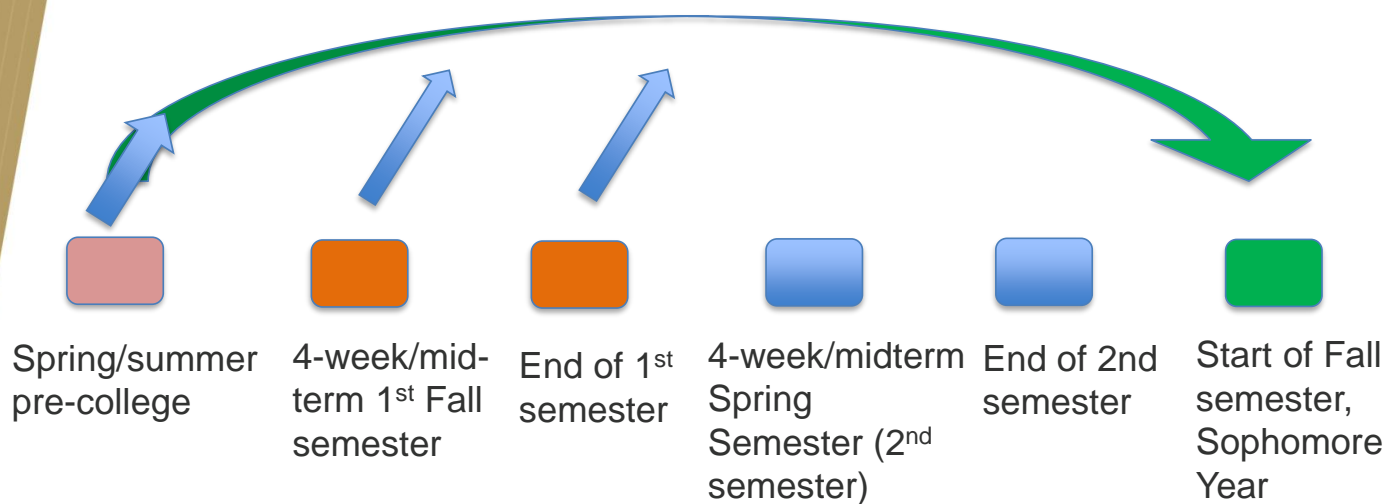
Using the student-level variables available before students arrive on campus, how well can we predict students' risk for non-retention?



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Predicting retention based on pre-college AND in-college data

Incorporating data from students' college experiences and outcomes will result in better predictive models.



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Predicting retention based on pre-college AND in-college data

Using in-college data to enhance predictive models:

- CSI data
- 4-week grade; Mid-term grades
- CANVAS usage, frequency of login
- Student organization participation
- Other information from housing?
- Picked a major yet?
- Get creative

Development of custom models for specific sub-groups is also a possibility

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Data assets in retention efforts

Goal 2: Understand our student profile and better target interventions

- CSI, MYSA, and other FYP tools
- Theory and prior research
- Predictive modeling of retention outcomes
- **Using data for tiered and targeted interventions**
- Nationally normed student engagement surveys
- Student development data

Tiered interventions

You could divide your relevant student population into risk tiers and provide **higher intensity interventions to the higher risk students.**

Tier 3- Highest risk SSS Students (15-25 students)

- Receive all Tier 1 and 2 interventions plus
- Digital calendar synced with syllabi, shared with coach
- Detailed study plans shared with coach
- Most frequent contact: every 1.5 weeks

Tier 2- Elevated risk SSS Students (30-40 students)

- Receive all Tier 1 interventions plus
- More frequent coaching contact (every 3 weeks)
- Expanded modes of contact (social media, text)
- Additional study skill and external obligation discussions with coach.

Tier 1- All SSS Students

- All students will receive the counseling services outlined in section CPP 2a.

Targeted interventions

You've also got data on the specific needs of students, though you might not view it that way.

Let's say there's an event highlighting some of the newer majors available. Who might benefit most?

Freshmen who are undecided could be flagged to receive extra outreach or a warm handoff about this event.

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Presentation goals

- How are we doing on retention?
- What were some changes made to improve retention?
- What are our plans for additional interventions to improve retention?
- How can we use data in retention efforts?
- **How can faculty contribute to retention efforts?**

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Faculty involvement in retention efforts

- Many aspects of retention plan are related to faculty activities
 - Orientation week involvement
 - Specialized freshmen advising
 - Improved advisor training
 - Expand adjuncts' opportunities for outside-of-class engagement with students
 - Expand student involvement in scholarship activities outside of class
 - Expand student involvement in community service with faculty
 - More academic fields trips and academically oriented student organizations
 - Expand internship/practicum opportunities
 - Streamlined business processes;
 - One-stop-shop for academic support in LARC

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Faculty involvement in retention efforts

- General risk information and specific need information (CSI) on current freshmen is available. Talk to Sarah Tetley (FYP) in SASS.
- Please complete the **Faculty Survey of Student Engagement (FSSE) in April**. FSSE is aligned with NSSE survey of students:
 - How much instructional staff encourage students to collaborate;
 - The nature and frequency of interactions between students and instructional staff;
 - Opportunities for students to engage diverse perspectives;
 - The importance instructional staff place on increasing institutional support for students;
 - The importance instructional staff place on various areas of learning and development; and
 - How instructional staff organize their time, both in and out of the classroom.

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Thank you!

Peter Weitzel, Ph.D.
Director of Institutional Research

pweitzel@lindenwood.edu

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LINDENWOOD

ROBERT W. PLASTER
School of
BUSINESS AND ENTREPRENEURSHIP

Early Access Graduate Program



Early Access Program Details

1

Open to ALL
full-time
traditional
undergraduate
majors

2

Need to
have a
3.0 GPA
or higher

3

Enrolled in at
least **12 hrs.**
of undergrad
courses

4

No additional
tuition cost

5

Complete up
to **9 graduate
credit hrs.**
during senior
year

Benefits of Early Access to Graduate Business Programs

- Save Time
 - Complete MBA, or other degree, in one year or less
- Save Money
 - Take up to 9 graduate hours at no additional cost
- Earn More Money
 - Master degree holders earn an average of \$9,792 more per year (U.S. Department of Labor)
- Credits remain even if you take a break

FAQ

- Is there an overload fee?
 - Not if you stay under 18 total hours
- How does this affect Financial aid?
 - It does not
- What forms and signatures do you need?
 - Application form submitted to Dr. Townsend
- Why would I want to do this?
 - Experience grad school, shorten time to degree, & save money!
- What graduate business degrees are offered / qualify?
 - MBA, Master of Accountancy, MA Leadership, MA Sport Management, MS Finance, MS Marketing

FAQ

- What is the maximum number of grad courses I can take prior to receiving my bachelor degree?
 - No more than 9 credit hours prior
- Who can apply to the early access program?
 - Any Lindenwood Student with 84 undergraduate hours
 - Minimum GPA of 3.00
- Does my bachelor's degree need to be in business?
 - No
 - For degrees not in Business, you may be required to take a few 'foundation' courses

FAQ

- How much does this cost?
 - You can take up to 9 credit hours without charge
- Is there a minimum GPA to remain in the program?
 - Yes
 - Cumulative GPA of 3.00
- Am I automatically accepted into Graduate School once I complete my undergraduate program?
 - No
 - After graduation, you will need to complete the application process for Lindenwood Graduate Programs

Complete the
application for Early
Access Graduate
Programs today!

Submit form to
Dr. Maryann Townsend
Harmon Hall, Room 103

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91

Plaster School of BUSINESS & ENTREPRENEURSHIP

BENEFITS OF EARLY ACCESS to Graduate Business Programs

- 1. Save time**—Business students who take advantage of the 9 credit hours' worth of graduate coursework can **complete their MBA in one year or less!** (i.e. 30 hour/6 credit hrs per 9 week term = 5 terms)
 - At 9cr.hrs per term, you could complete in 9 months!
 - For non-business majors, get prerequisite classes out of the way!
- 2. If accepted** into the early access program students can take up to 9 graduate hours at no additional cost. **A savings of roughly \$4,200!**
- 3. Credits still being there** for you, even if you step out for a bit.
- 4. Those who hold a master's degree earn an average of \$9,792 more per year.***

*Source: U.S. Department of Labor, Bureau of Labor Statistics website
www.bls.gov/emp/ep_chart_001.htm



Early Access PROGRAM DETAILS

- 1** Open to **ALL** full-time traditional undergraduate majors
- 2** Need to have a **3.0 GPA** or higher
- 3** Enrolled in at least **12 hrs** of undergrad courses
- 4** No additional tuition cost
- 5** Complete up to **9 graduate credit hrs.** during senior year

FREQUENTLY Asked Questions

Is there an overload fee? As long as you do not exceed a combined enrollment of more than 18 hours in the semester, there is not an overload fee. If you receive approval and enroll in more than 18 hours, you will be charged the standard overload fee as stated in the Lindenwood Undergraduate Catalog.

How does this affect financial aid? It will not affect your financial aid—you are required to be enrolled in a minimum of 12 undergraduate hours.

What forms and signatures do you need? You must complete an application to the Early Access to the Graduate Program. This form can be obtained from the Plaster School of Business and Entrepreneurship (SBE). You will need to submit this form to the director of early access, Dr. Maryann Townsend, in Harmon Hall Room 100. Your academic records will be reviewed, and if you meet the requirements, your paperwork will be sent to the director of the SBE Early Access Program for approval.

Why would I want to do this? Upon completing your bachelor's degree and nine hours of graduate work, you will be able to shorten the time it takes to complete the requirements for the graduate program and reduce the total cost of the program.

What is the maximum number of courses I can take prior to receiving my bachelor degree? Students are permitted to enroll in no more than six credit hours of graduate course work per semester and to complete no more than nine credit hours graduate work prior to receiving a bachelors degree.

Who can apply to the early access program? Any Lindenwood student who has completed a minimum of 84 undergraduate hours with a minimum cumulative GPA of 3.00 is eligible to apply.

Does my bachelor's degree need to be in business? No. If your bachelor's degree is in any other area than business, you will be required to take three prerequisite courses: ACCT 51010, ECON 53081, MGMT 56025 prior to completing any core or graduate electives.

How much does this cost? Six hours per semester and no more than a total of nine credit hours will be included in your undergraduate fulltime tuition, and therefore you will be able to take up to three of your required graduate courses without charge. Book expenses and lab fees for any graduate courses will be at the student's expense.

Is there a minimum GPA to remain in the program? Yes. You must maintain a minimum undergraduate cumulative GPA of 3.00 and a minimum Graduate cumulative GPA of 3.00.

Am I automatically accepted to the Graduate School once I have completed my undergraduate program? No. This allows you the opportunity to enroll in the Early Access Graduate Program. You will need to complete the process of applying to the Lindenwood Graduate Program.

www.lindenwood.edu/admissions/graduate/index.html

FACULTY COLLOQUIUM SERIES

SPRING 2017

92

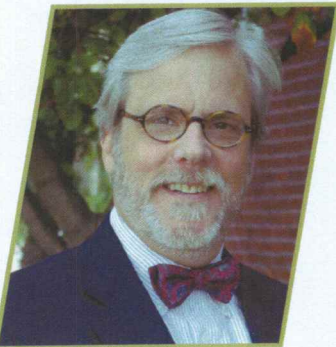


Probing Ebola VP35 Viral Protein Structures by Chemical Cross-linking and Mass Spectrometry

Ken Chanthamontri, Ph.D.
School of Sciences - Physical Sciences

Living Dangerously in the Womb

Deborah Kiel, Ph.D.
School of Health Sciences - Nursing and Public
Health Sciences



The Living Dead: Rural Cemeteries and Envisioning Cities in Nineteenth-Century America

Jeffrey Smith, Ph.D.
School of Humanities - History

APRIL 25, 2017 – 3:00 - 4:30 P.M.

DUNSETH AUDITORIUM, HARMON HALL • LINDENWOOD UNIVERSITY

Sponsored by Lindenwood University Faculty and Student Scholarship Committee

FacultyColloquia@lindenwood.edu

Follow us on Facebook: @LindenwoodFacultyColloquia

ALL ARE WELCOME

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Faculty Resources

National Hotlines:

1-800-273-TALK

LGBTQ:

1-866-488-7386

Veterans:

1-800-273-8255 (press 1)

24 Hour Crisis Hotline:

1-800-395-2132

Faculty Online Suicide Prevention Training –

Ask. Listen. Refer.

www.asklistenrefer.org

<http://www.asklistenrefer.org/lwood>

Funding for this project was provided in whole by The Missouri Foundation for Health (MFH).

Anxiety and Depression Association of America

www.adaa.org

POSTVENTION

http://hemha.org/postvention_guide.pdf

Resource guide for colleges and universities affected by suicide.

Learning Communities for New, Incoming Students

What: 3-class interdisciplinary course blocks of General Education Courses (20% of the Gen Ed requirement in the semester).

Who: Faculty teams from across multiple Lindenwood schools.

When: Starting with the Fall 2017 semesters, we have two learning communities in place, with an additional 2 communities in the works for Spring 2018.

1) Theme: Antiquity

- ARTH 22200: History of Western Art to 1300 (ILO 1.1.11)
- ENGL 15000: Strategies for University Writing (GE-English)
- PHL 15000: Introduction to Philosophy (ILO 1.1.5)

2) Theme: Gender

- ANT 11200: Cultural Anthropology (ILO 1.1.3)
- ENGL 15000: Strategies for University Writing (GE-English)
- HIST 21500: America through Gender (ILO 1.1.7)

Please note: for 2017-18, only incoming students will be eligible for enrollment in the Learning Communities. We plan to expand to transfer and upper-level students in 2018-19.

Why: Extensive evidence that Learning Communities enhance academic success, student engagement, cognitive development, and student retention rates.¹

How: LCs—Learning communities, usually small groups of students registered in blocks of 2-3 courses together (cohorts), form peer-learning communities and increase the likelihood of social bonding, group interaction, and closer relationships with faculty.

TLC—Theme-linked courses allow students to make substantive interdisciplinary connections across their courses.

For more information, contact Travis McMaken or Jeffrey Smith.

¹ For the research basis for Learning Committees, see: <http://evergreen.edu/washingtoncenter/new-era-lcs/startresearch1/startresearch.html>. The 2007 National Survey of Student Engagement Annual Report, based on data from four-year colleges and universities, identified learning communities as one of ten “high impact undergraduate practices.” http://nsse.indiana.edu/nsse_2007_annual_report/.

May Faculty Meeting I Minutes

1

Date: 2017-05-03

2

Room: J. Scheidegger Center

3

Time: 3:32 - 4:24 p.m.

4

1. At 3:32 p.m., the meeting was called to order. 5
2. May Graduation (M. Abbott): M. Abbott announced that the list of students who applied for May graduation is now available to the faculty. 6
 - (a) There was a motion to approve the list. The motion was seconded and passed. 7
 - (a) There was a motion to approve the list. The motion was seconded and passed. 8
3. Career Services (D. Wehrli): The Office of Career Development announced programs available to Lindenwood students. 9
 - (a) Suits for Success: This is a program for collecting clean, new or gently used professional suits to help those in need of interview attire. For information, contact C. Gitchos at cgitchos@lindenwood.edu. 10
 - (a) Suits for Success: This is a program for collecting clean, new or gently used professional suits to help those in need of interview attire. For information, contact C. Gitchos at cgitchos@lindenwood.edu. 11
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 - (b) Handshake: Handshake is website where students can apply for jobs across the nation. 14
4. Assessment Updates (G. Carnes): The Assessment Committee offered the following announcements. 15
 - (a) Assessment Champions: This is a new award to recognize faculty who make significant contributions to Lindenwood's assessment efforts. Faculty can nominate a colleague for the award through 2017-05-23. 16
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 - (b) Assessment Summit: At this meeting, faculty, staff, and administrators were presented with data derived from Lindenwood's many assessment and survey instruments, painting a "big picture" view of the state of student outcomes success at the institution, and participated in the development of priorities for the coming year. 20
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5. LSGA Award (A. Royal): The Lindenwood Student Government General Assembly has selected Patrick D. Walker as 2017 Professor of the Year. 24
6. Announcements 25
 - (a) Graduation: Commencement will be held at 7:00 p.m. at the St. Charles Family Arena on 2017-05-05 and 2017-05-06. 26
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 - (a) Graduation: Commencement will be held at 7:00 p.m. at the St. Charles Family Arena on 2017-05-05 and 2017-05-06. 28
 - (b) Faculty Awards: The Faculty Council is still accepting nomination for faculty awards. 29
 - (c) Social Hour: There will be a social hour after the faculty meeting on 2017-05-15. The location is Hendricks BBQ (1200 S Main St, St. Charles). 30
 - (c) Social Hour: There will be a social hour after the faculty meeting on 2017-05-15. The location is Hendricks BBQ (1200 S Main St, St. Charles). 31
7. Years of Service: Faculty were recognized for 5, 10, 20 and 30 years of service. 32

8. Retiring Faculty: The following retiring faculty were recognized.	33
(a) John Henschke	34
(b) James Horstmeier	35
(c) Rita Kottmeyer	36
(d) Elizabeth Ammann	37
(e) Deborah Kiel	38
9. At 4:24 p.m., the meeting was adjourned.	39

Submitted by N. Wintz	40
2017-06-12	41

Next Meeting	42
Date: 2017-05-15	43
Room: AB Leadership Room	44
Time: 3:00 - 4:30 p.m.	45

May Faculty Meeting II Minutes

1

Date: 2017-05-15

2

Room: AB Leadership Room

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Time: 12:45 - 3:20 p.m.

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1. At 12:45 p.m., the meeting was called to order. 5

2. Strategic Plan (M. Shonrock): President M. Shonrock gave an update on the budget and the upcoming Strategic Plan. The Strategic Plan will be unveiled in fall to coincide with the HLC visit. There will also be a listening tour in the fall. President Shonrock also stated that roughly 95% of the budget is tuition driven. Due to the drop in enrollment, more emphasis will be placed on raising private dollars. Despite the drop in enrollment, Lindenwood's endowment (roughly \$150 M) has not been touched. 6
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3. Enrollment Management (J. Parisi and S. Wiedman): The Office of Enrollment Management updated the faculty on its initiatives toward student recruiting. The office is now targeting high school in their sophomore/junior year in four distinct markets (Market 1: St. Louis Metro area, Market 2: MO, Market 3: Rest of IL, AR, CA, IA, KS, KY, MN, NE, OK, TN, TX, WI, Market 4: Rest of US). The office has also put more emphasis on need-based financial aid packages to attract students. Slides to the presentation are attached below. 12
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4. Faculty Development Opportunities (E. Mann): E. Mann announced the Pedagogical Development Program for the 2017-18 academic year. The goal of the program includes increasing pedagogical skills of the faculty as well as promote student learning and engagement. Each academic school will be responsible for one workshop based on a current strength. For each full faculty meeting, a five minute teaching tip will also be presented at the start of the meeting. 18
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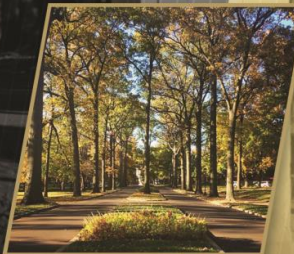
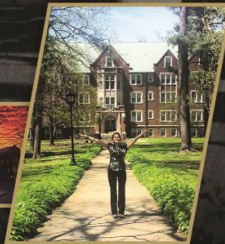
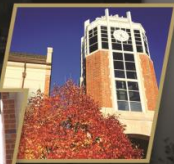
5. SSI Results (P. Weitzel): P. Weitzel compared the results in the 2017 SSI survey with those from the 2014 cohort. There has been an uptick in overall student satisfaction, particularly among freshmen. Low-income students and students with disabilities have voiced satisfaction toward programs providing assistance. However, there is a noticeable satisfaction gap for black and Hispanic students when compared to white and Asian students. The University's dorm policies have also been met with dissatisfaction. Slides of the presentation are included below. 24
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6. HLC Update (D, Wilson): Lindenwood is in the process of continuing its accreditation with the Higher Learning Commission (HLC). Lindenwood has been placed on the Standard Pathway (two comprehensive evaluations in 2017-18 and 2023-24). The evaluation includes an assurance review, a federal compliance filing, a multi-campus review, and an on-site visit. The 2023-24 visit determines if Lindenwood's accreditation is reaffirmed. The HLC has 21 core components for accreditation. From the 2013 visit, Lindenwood had three components that were "met with concerns." These were 3C (faculty and staff needed), 3D (support for student learning and effective teaching), and 4A (program quality). The HLC Peer Review Team will be on the main campus on 2017-11-06 and 2017-11-07. Slides to the presentation are attached below. 31
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7. Promotion in Rank Proposal (G. Carnes): The Promotion-in-Rank Taskforce has developed a compensation proposal tied to promotion in rank. The proposal includes a \$5000 raise in salary for a faculty member being promoted from assistant to associate or from associate to full. President M. Shonrock has voiced approval for the proposal, provided that faculty performance evaluations play a significant role in the promotions process.
- (a) Eligibility Requirements: changes to the process include the following. After 2020-21, percentile ranks will be retired in favor of set benchmarks.
 - i. Promotion to Associate Professor: A ranking above the 25th percentile when the candidates average Annual Performance Evaluation score from his or her most recent three years at Lindenwood is compared to that of other faculty in his or her school/campus.
 - ii. Promotion to Full Professor: A ranking above the 50th percentile when the candidates average Annual Performance Evaluation score from his or her most recent five years at Lindenwood is compared to that of other faculty in his or her school/campus.
 - (b) When evaluated by the Promotions Subcommittee, a faculty member must be deemed to excel (i.e., score a 3) in at least one criterion to be promoted to Associate Professor, and must be deemed to demonstrate leadership (i.e., score a 4) in at least one criterion to be promoted to Full Professor. A 2/3 majority vote is necessary for recommendation.
8. Writing Intensive Proposal (E. Fleitz and N. Wintz): The Writing Intensive Taskforce has proposed the creation of a WI program for incoming students in the 2018-19 academic year. Beyond English 15000/17000, students would require three WI courses: one course in the General Education block, one course in the major and one additional course from either the General Education block or the major. The proposal is based on WI programs at other institutions as well as proposal from a similar LU taskforce in 2013.
9. At 3:03 p.m., the meeting went into Executive Session.
10. At 3:20 p.m., the meeting was adjourned.

Submitted by N. Wintz
2017-06-26

All Faculty Meeting



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Agenda

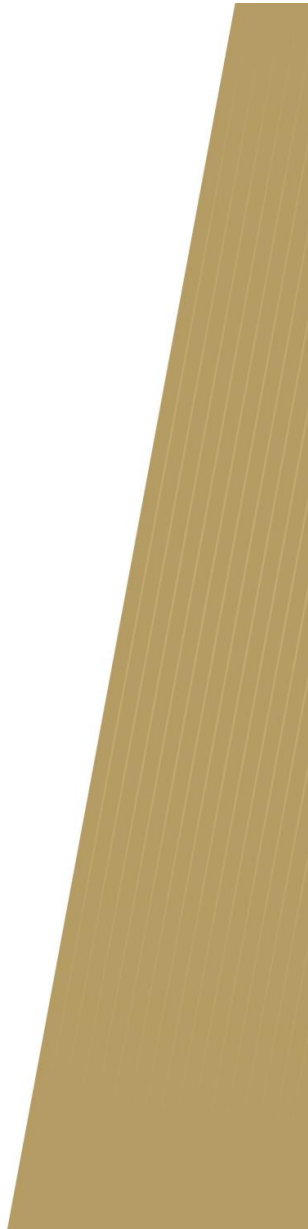
- **Introduction – Marilyn Abbott**
- **Presidential Updates – Michael Shonrock**
- **Report for Admissions – Joe Parisi and Sara Wiedman**
- **Faculty Development Opportunities – Erin Mann**
- **SSI Results – Peter Weitzel**
- **HLC Assurance Argument – David Wilson**
- **Break**

Agenda, continued

- **Promotion in Rank Task Force – Jeremy Carnes**
- **Writing Intensive Task Force – Elizabeth Fleitz and Nick Wintz**
- **Announcements**
- **Executive Session**

Introduction

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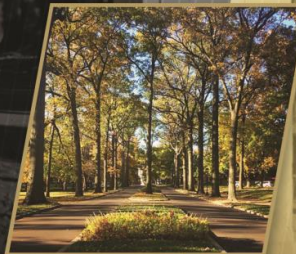
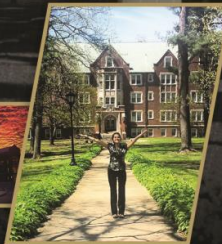
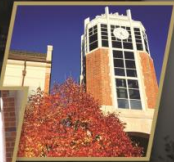
Shonrock Slides

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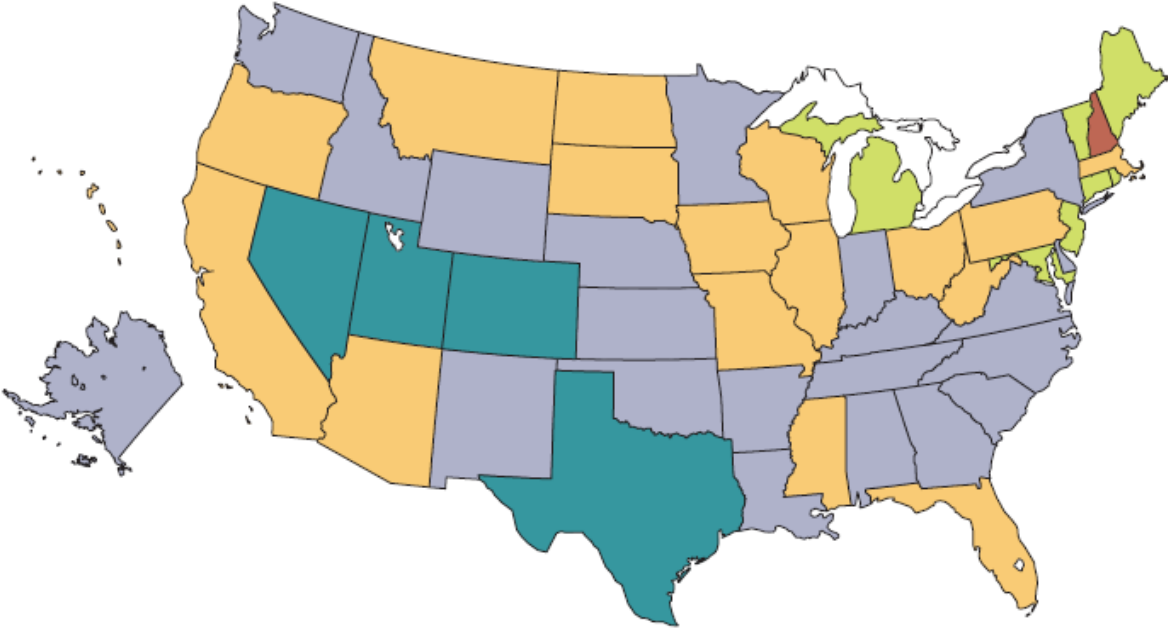
Report from Enrollment Management

Joe Parisi, VP for Enrollment Management
Sara Wiedman, Assistant VP for Enrollment Management



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High School Graduate Projections: 2014-2019



- States that will have severe overall declines in high school graduates (decreases greater than or equal to 10 percent)
- States that will have a moderate overall decrease in high school graduates (decreases between 3 and 10 percent)
- States that will have a minimal overall change in high school graduates (less than 3 percent change, up or down)
- States that will have a moderate overall increase in high school graduates (increases between 3 and 10 percent)
- States that will have large overall increases in high school graduates (increases greater than or equal to 10 percent)

Source: https://www.ruffalonl.com/documents/gated/Papers_and_Research/2014/2014_Demographics_Projections.pdf

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The Competition Factor... Missouri



66,071 high school seniors / 2015-16*

138 institutions of higher education**

61.4% college continuation rate (40,568)***
(ranks 31st among states)

17.5% leave the state to go to college (7,118)****
(ranks 28th among states)

† In-state institutions receiving the largest number of in-state freshmen.

†† Competition factor equals college continuation rate less number of students migrating and the three in-state institutions receiving the largest number of in-state freshmen.

Three Largest Institutions†*****	Number of In-state Freshmen ****
University of Missouri – Columbia	3,923
Saint Louis Community College	2,717
Metropolitan Community College – Kansas City	2,455

24,355 students ÷ 135 institutions = 180 students per institution††

Sources:

*Western Interstate Commission for Higher Education, *Knocking at the College Door*, 2012

**The Chronicle of Higher Education, 2015

***Postsecondary Education Opportunity, *Chance for College by Age 19 by State 1986-2010*, 2013

****Postsecondary Education Opportunity, *Interstate Migration of College Freshmen 1986-2012*, 2014

*****National Center for Education Statistics, IPEDS Fall Enrollment Survey (2014)

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The Competition Factor... Illinois



142,039 high school seniors / 2015-16*

188 institutions of higher education**

58.7% college continuation rate (83,377)***
(ranks 39th among states)

34.5% leave the state to go to college (28,792)****
(ranks 10th among states)

Three Largest Institutions†*****	Number of In-state Freshmen****
University of Illinois at Urbana-Champaign	4,896
Illinois State University	3,361
University of Illinois at Chicago	2,817

† In-state institutions receiving the largest number of in-state freshmen.

†† Competition factor equals college continuation rate less number of students migrating and the three in-state institutions receiving the largest number of in-state freshmen.

43,511 students ÷ 185 institutions = 235 students per institution††

Sources:

*Western Interstate Commission for Higher Education, *Knocking at the College Door*, 2012

**The Chronicle of Higher Education, 2015

***Postsecondary Education Opportunity, *Chance for College by Age 19 by State 1986-2010*, 2013

****Postsecondary Education Opportunity, *Interstate Migration of College Freshmen 1986-2012*, 2014

*****National Center for Education Statistics, IPEDS Fall Enrollment Survey (2014)

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So./Jr./Sr. 'Search' Markets-80,000

Market 1
St. Louis Metro

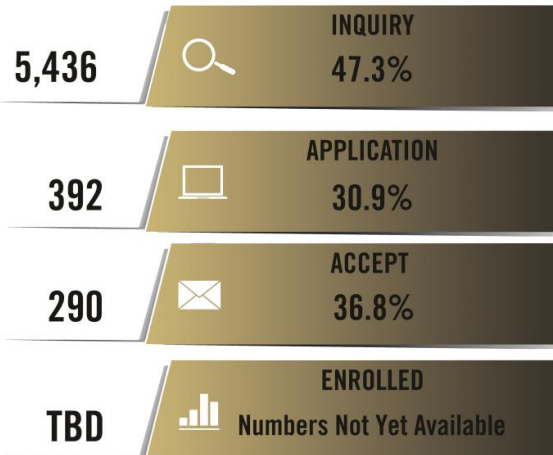
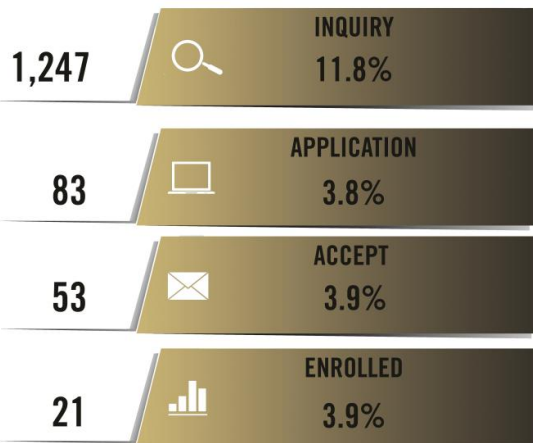
Market 2
Rest of Mo.

Market 3
Rest of IL, AR, CA,
IA, KS, KY, MN, NE,
OK, TN, TX, WI

Market 4
Rest of US

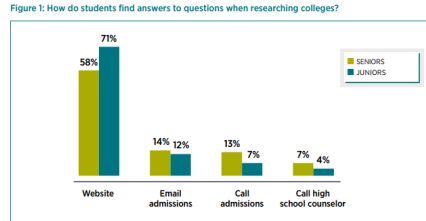
2016 End of Year Total

2017 Mid-Year



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Impact of New Website



WEBSITE TRAFFIC: LINDENWOOD.EDU

JAN. 2016 - JAN. 2017

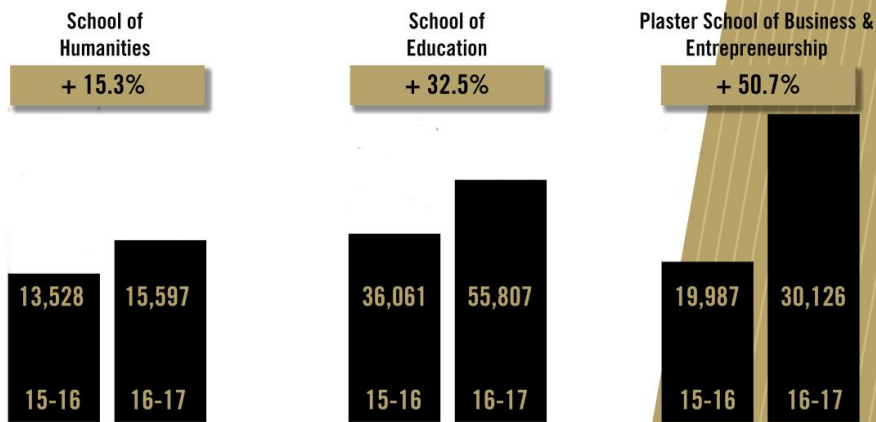
PAGE VIEWS



USERS



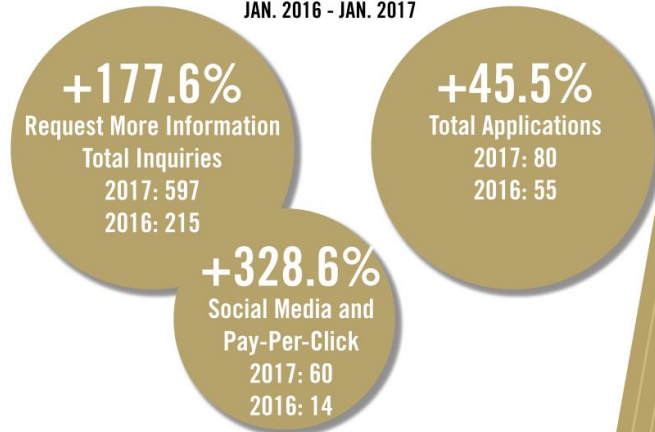
NOTABLE SCHOOL INCREASES



Digital Marketing Strategies

CONTINUED DIGITAL STRATEGIES

JAN. 2016 - JAN. 2017

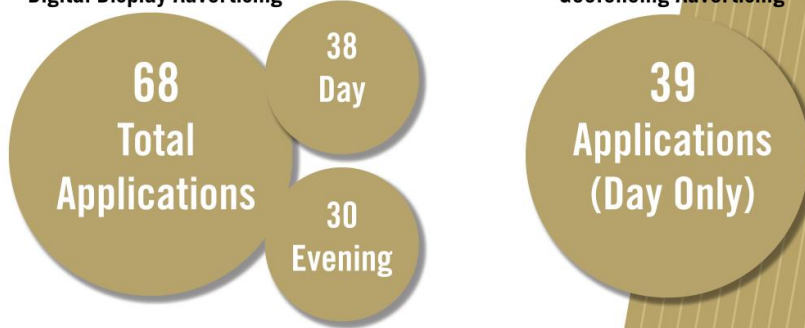


NEW INITIATIVE - DIGITAL DISPLAY

JAN. 1 - FEB. 7, 2017

Digital Display Advertising

Geofencing Advertising



LINDENWOOD

LIKE NO OTHER

HEADCOUNT PROJECTIONS: Fall '17 terms

		Fall '16 Census	Original Conservative Estimate	Conservative Estimate 5%	Difference '16 Census vs. Conservative Estimate	Difference '16 Census vs. Conserv. Estimate 5%
Fall I	MBA	361	433	455	72	94
Fall	Semester		Undergrads			
Illinois		1,302	1,315	1,381	13	79
Missouri		4,506	4,403	4,623	-103	117
Fall	Semester		Grads			
Illinois		208	183	192	-25	-16
Missouri		1,753	1,673	1,757	-80	4
Summer	Quarter		Undergrads			
Illinois		NA	310	326		
Missouri		NA	967	1,015		
Fall	Quarter		Undergrads			
Illinois		393	326	342	-67	-51
Missouri		1,132	1,015	1,066	-117	-66
Summer	Quarter		Grads			
Illinois		NA	159	167		
Missouri		NA	475	499		
Fall	Quarter		Grads			
Illinois		151	175	184	24	33
Missouri		635	523	549	-112	-86
SUBTOTALS EXCLUDING ESL, TRIMESTER, and ECS		10,441	10,046	10,548	-395	107
(Without Summer)						

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Enrollment

2016-2017 Recruiting Season

DAY ADMISSIONS

- **“Expanded Funnel with Team Triangles”** comprised of two admissions counselors and 2-3 student ambassadors
- **Averaging 1,000+ phone calls per week** (Counselors and Ambassadors)
- **Academic Schools and Deans reaching out to all admitted students** with program interest
- **Specific Freshman and Transfer teams created**
- July implementation of **Mongoose texting platform**

EVENING AND GRADUATE ADMISSIONS

- **Restructuring of Director for STC Campus** and extension sites
- **Consolidated three extension sites based on ROI analysis** completed for all extension sites
 - **Reallocated funds and staff to increase ROI** in other areas
 - **‘Top 100’ Corporate Recruitment Strategy** with GOLD Program

ALL ADMISSIONS

- **Workday Recruitment and Admissions** Implemented
- **Financial Awarding/Packaging phased streamlining** with student/customer focus
- **New website for prospective student focus** and click service delivery
- **Comprehensive Strategic Enrollment Planning with academic Schools** (Deans actively involved)

SYSTEMIC PROCESS CHANGES

- Provost’s office **streamlined assessment and enrollment** for new students
- Implemented task force that developed an **academic scorecard for new program opportunities**
- Academic Services- **Transcript Evaluation shortened to 48 hrs.**

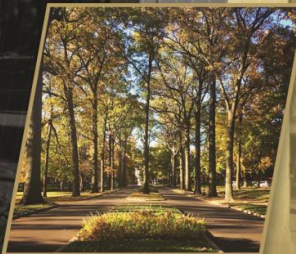
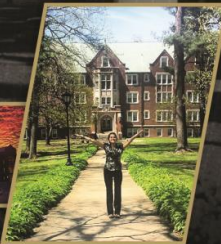
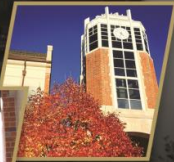
ACTION PLAN STRATEGIES

- Melt Strategy- **All students required to pay \$200 enrollment deposit to enroll**
- **New ‘Academic Engagement’ days** for June and July
- **Implementing need-based leveraging model** (multiple levels of need) to enroll more students and address melt of need base students
- **60% GPA, 40% ACT determines merit-based scholarship amounts**
- **Opened ‘Market 3 and 4’ with RNL outreach and extension recruitment efforts** in Kansas City and “Dallas Area Recruitment Network” in Dallas
- **Ruffalo Noel Levitz “CIM” and sophomore through senior search campaigns started** July 2016
- **Added additional funds from marketing budget into ROI measurable channels** for increased lead flow
- **New Referral Campaigns** in all enrollment channels
- **Double Community College visit interactions to weekly** with ‘on the spot decisions’

LINDENWOOD
LIKE NO OTHER

Faculty Development Opportunities

Erin Mann, Associate Provost



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Pedagogical Development Program 2017-18 St. Charles

- Theme: Student Engagement and High Impact Practices
- Intended Outcomes:
 - Increased pedagogy skill for faculty of all stripes
 - Increased student learning and satisfaction
 - Provide support for “Teacher Learning” element of Faculty Performance Evaluation
- Faculty Development Working Group: Brittany Brown, Toni Josato, Daniel Plate, Katie Ratkowski, Saint Rice, Paul Sharp, Suzanne Stoelting, Meghan Stouffer, Jen Taylor, Megan Woltz

LINDENWOOD
LIKE NO OTHER

School Workshops

- Each academic school responsible for one workshop in 2017-18 school year
- Relating to HIPs or engagement
- Relevant to a wide range of programs and faculty but reflecting the school's particular strength
- Scheduled in August
- Goal: film workshops and provide mechanism (quiz w/completion certificate) for evaluation evidence

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Teaching Tips

- Five-minute presentations at the start of each full-faculty meeting

Faculty Learning Communities

- Academic Affairs will provide support for a small number of learning communities
 - Depending on size and materials required
 - At least one online for adjunct faculty/online faculty participation
- CFP ETA May 22 in Faculty Canvas Shell
 - Selection by faculty working group after Workshop Week in August

Unconference: Advising

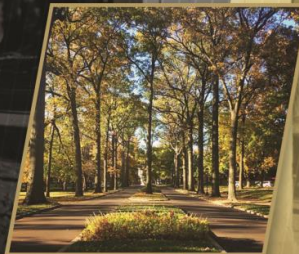
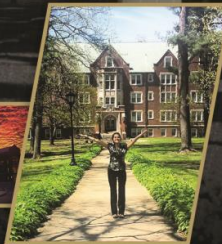
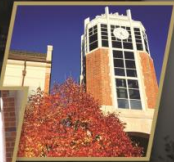
- No presentations, only conversations
- Topics suggested by attendees
- Interactive and focused
- Tentative date: Sept. 28
- Interested in helping? Contact Katie Ratkowski.

Other Related Programs

- New Faculty Development Program
- Adjunct Instructor Conference
- Workshop Week (Faculty Council)
- Peer Observation Program
- Academic Technology Offerings, including TedX

Student Satisfaction Inventory Results: 2014 vs. 2017

Peter Weitzel, Director of
Institutional Research



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Outline

- Instrument and administration background
- What's an effect size?
- 2014 vs. 2017 results
- Instructional effectiveness detail
- Subgroup breakouts of 2017 results
- Qualitative Comments and Homegrown survey items
- Discussion

Student Satisfaction Inventory (SSI)

- Spring 2017 administration in St. Charles
- Traditional, daytime undergraduates only;
No ADP
- n = 796 St. Charles; 20%
- Comparison group: Carnegie
classification, Midwestern Privates

Student Satisfaction Inventory (SSI)

- 12 Factors in SSI. See handout for details.
- Addresses *student life and business side* of university more thoroughly than instructional core.
- **7-point satisfaction scale** (“Not at All Satisfied” to “Very Satisfied”)
- Factor averages of 4.9 to 5.6 were typical
- Consistent items and factors across years

LINDENWOOD
LIKE NO OTHER

Outline

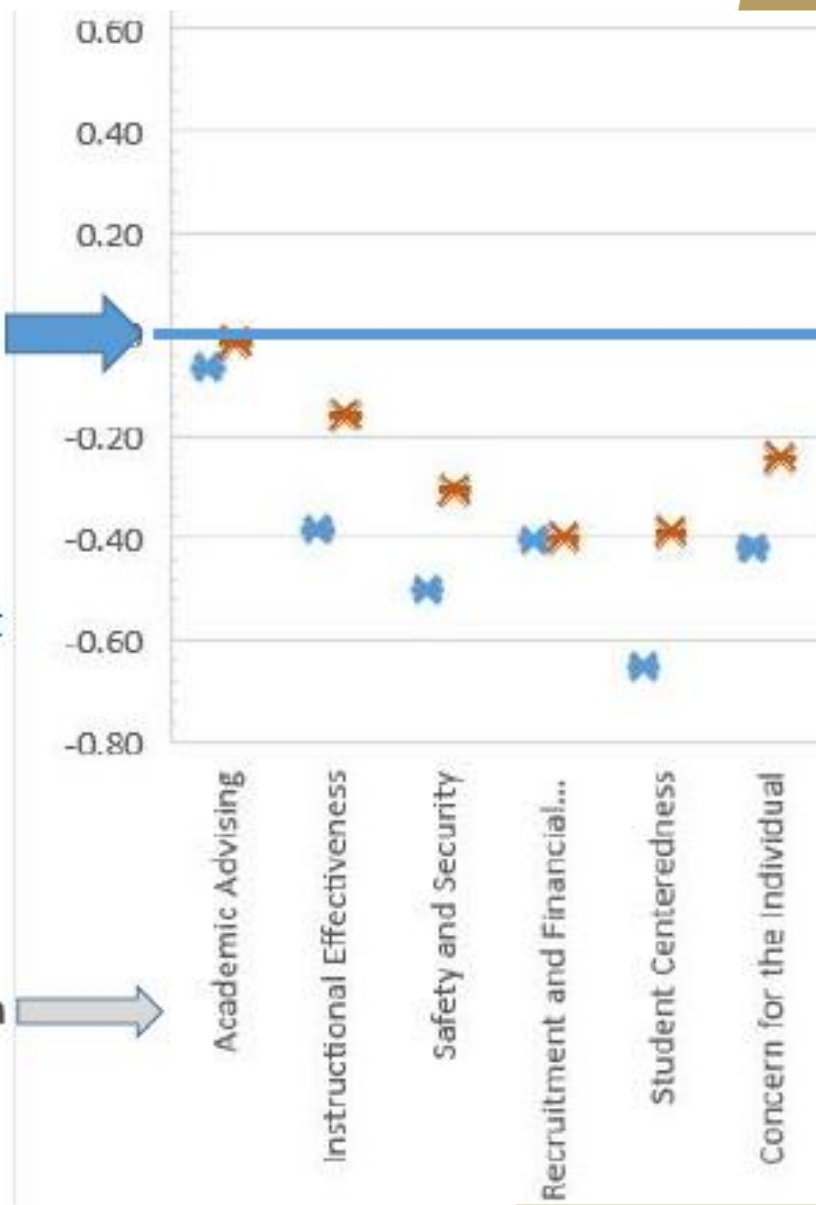
- Instrument and administration background
- **What's an effect size?**
- 2014 vs. 2017 results
- Instructional effectiveness detail
- Subgroup breakouts of 2017 results
- Qualitative Comments and Homegrown survey items
- Discussion

Effect sizes in '14 vs. '17

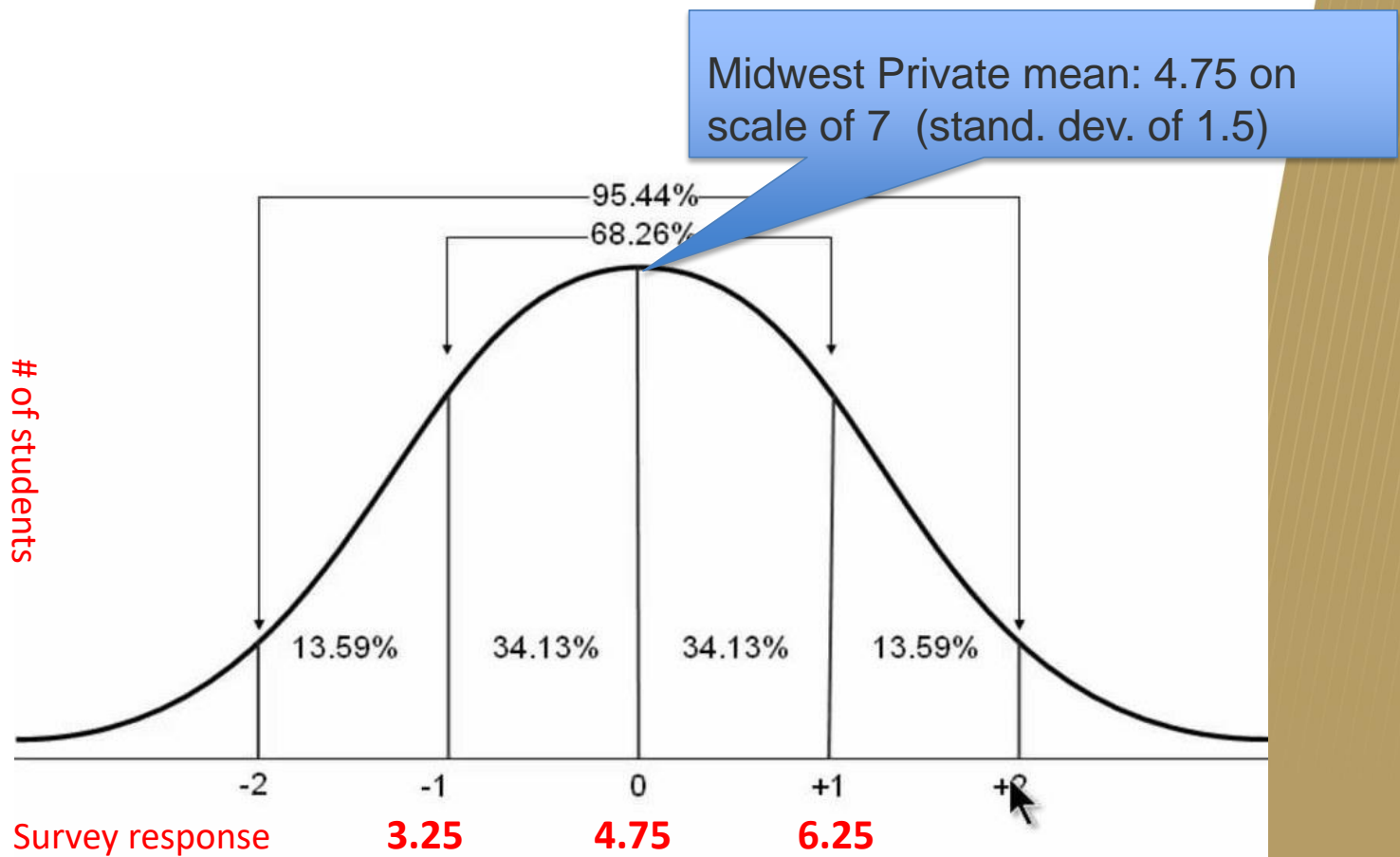
Average for Midwestern Private Colleges

- Spring 2017 Result
- Fall 2014 Result

12 Factors or Groups of Items in the SSI Survey



What is an Effect Size?



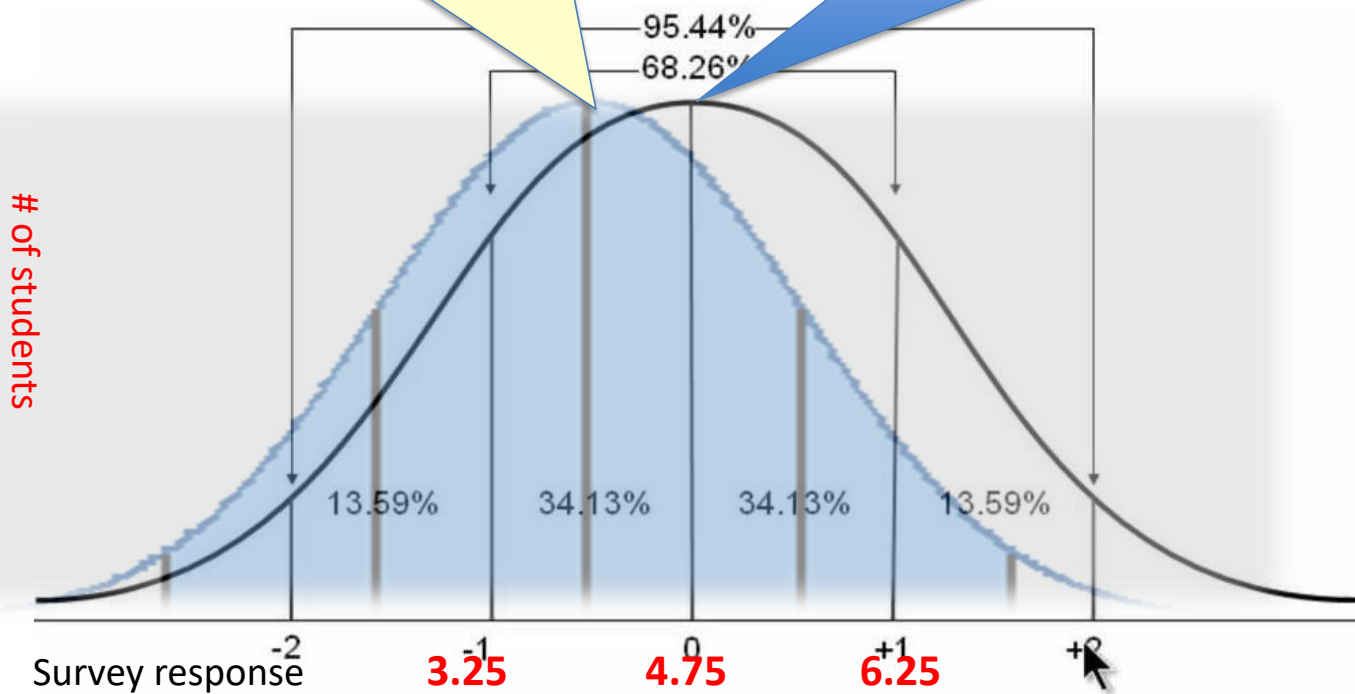
Effect Sizes

Lindenwood mean: **4.0** on scale of 7

$-.75$ difference in means / 1.5 stand. dev.

= **Effect size of -0.5**

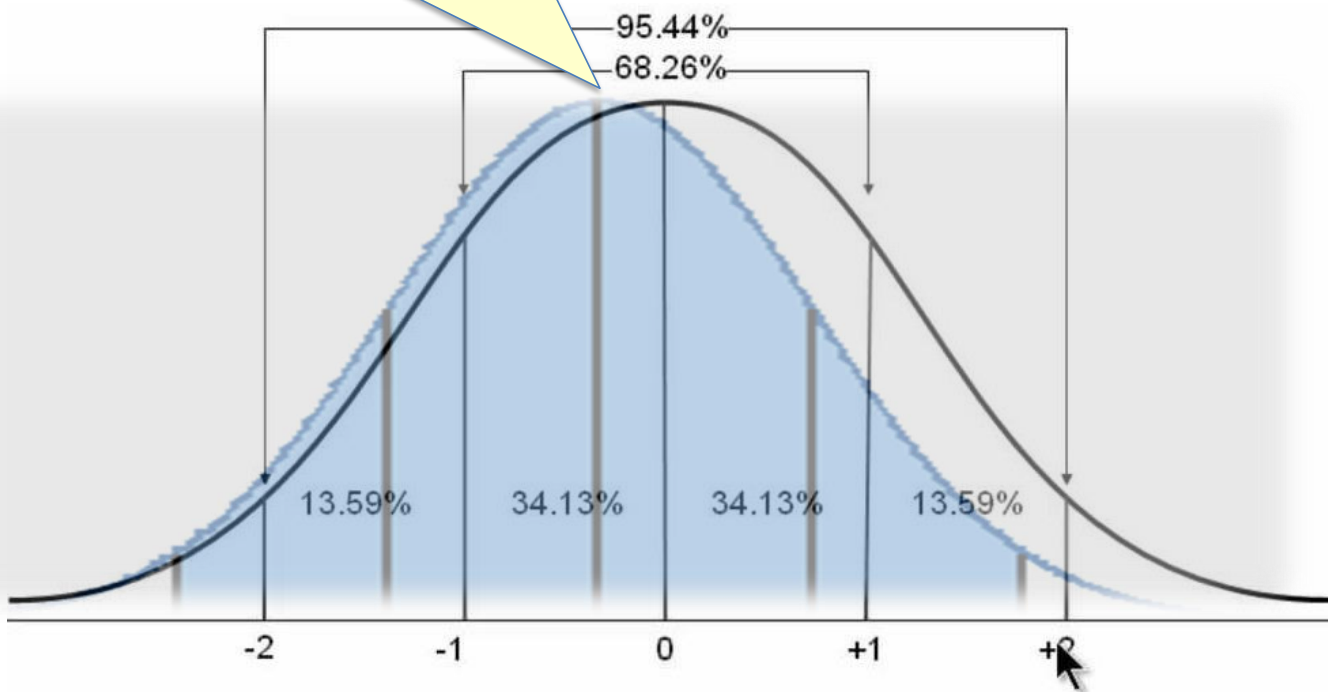
Midwest mean: **4.75** on scale of 7
(stand. dev. of 1.5)



Effect Sizes

Most Lindenwood effect sizes are
-0.2 to -0.4
 “small to moderate” negative effects

Results sheets:
 Color-coded
 arrows indicate
 direction and size
 of effect vs.
 regional norm



Outline

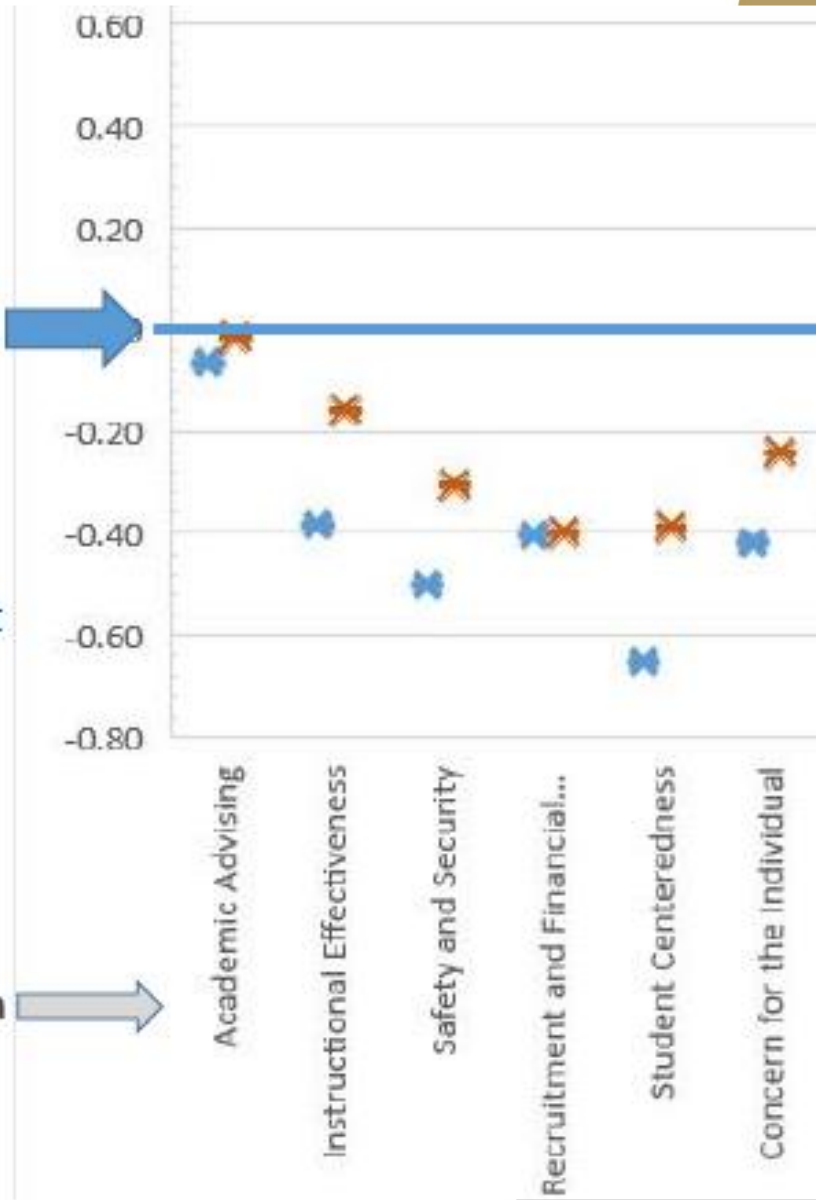
- Instrument and administration background
- What's an effect size?
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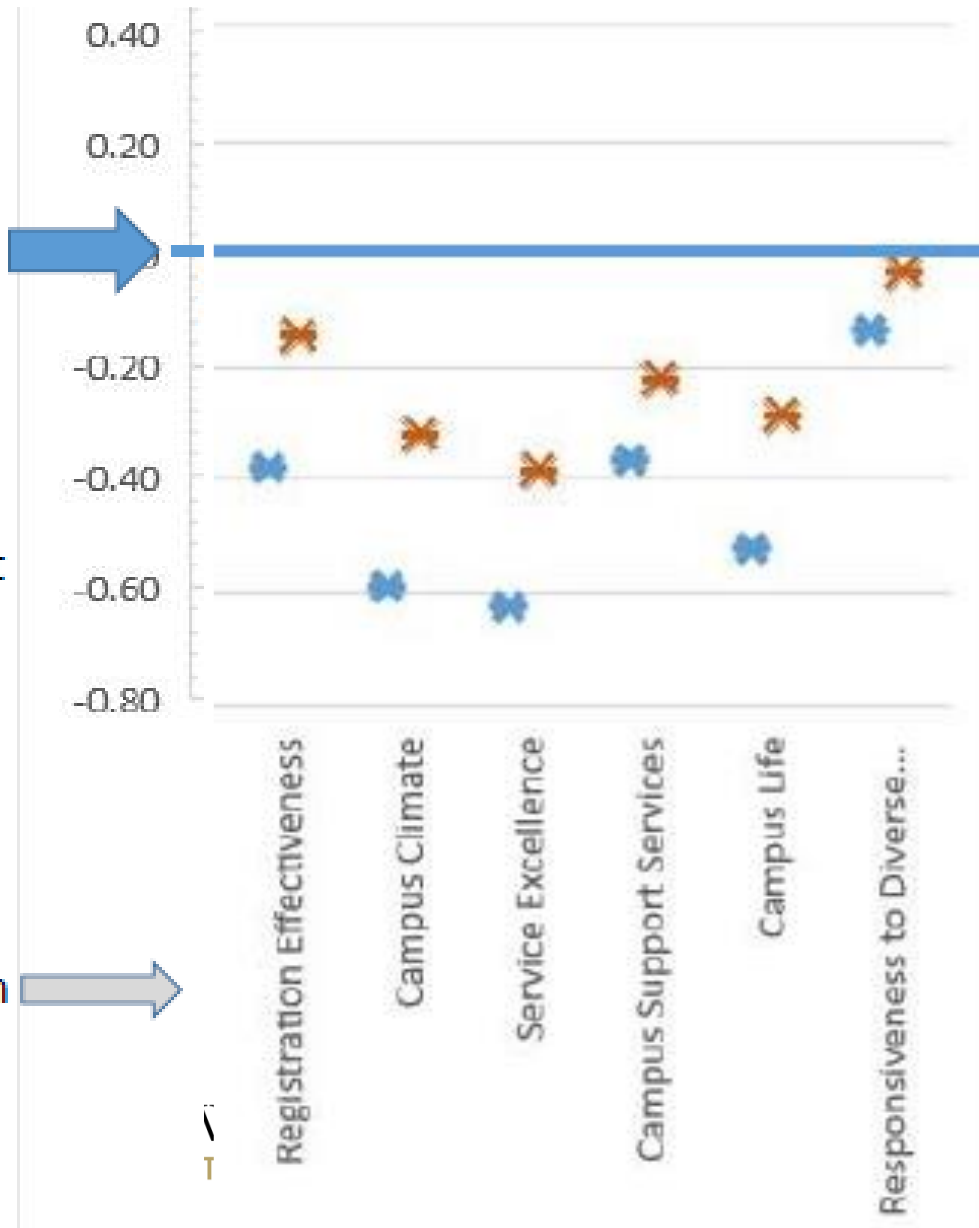


Effect sizes in '14 vs. '17 (cont.)

Average for
Midwestern Private
Colleges

- Spring 2017 Result
- Fall 2014 Result

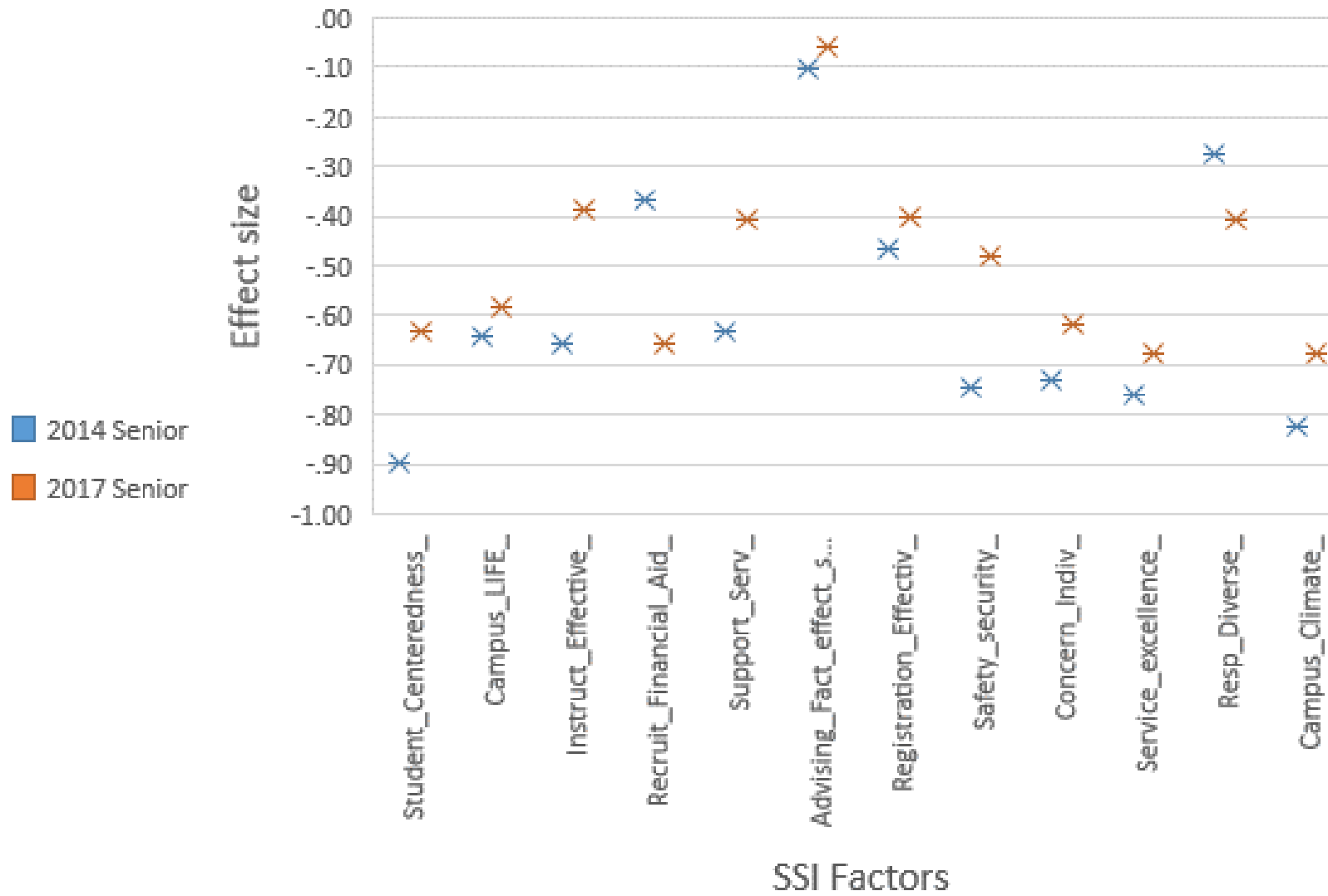
12 Factors or
Groups of Items in
the SSI Survey



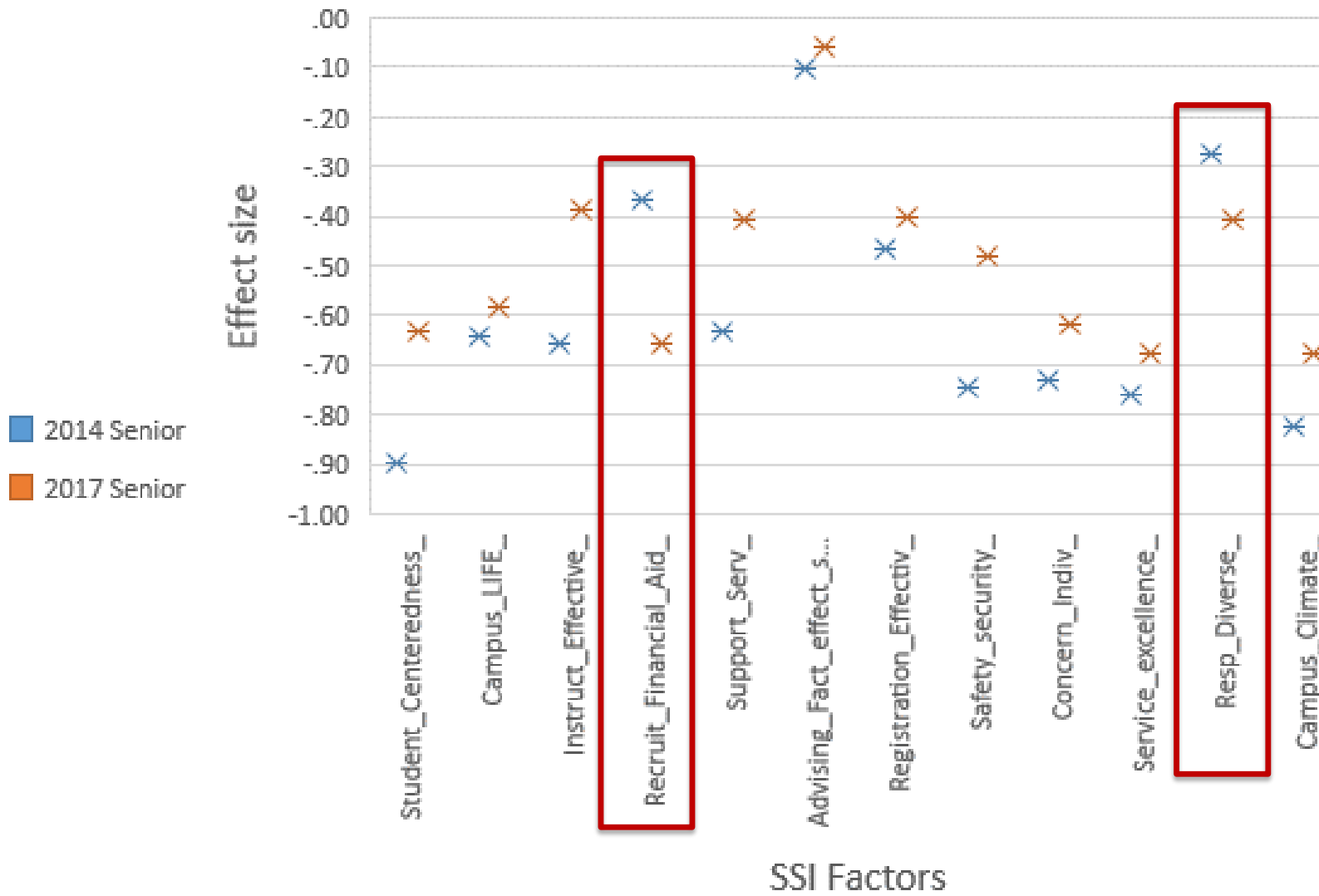
Freshmen & Seniors, '14 vs. '17

- NSSE results are limited to freshmen and seniors with comparison groups accordingly.
- 2017: 135 Freshmen, 289 Seniors
- 2014: 93 Freshmen, 140 Seniors
- Some factors may be more critical at certain time points for students.
- Big changes made recently. Seniors basing their opinions on the past 4 years, so one would hope to see bigger gains among freshmen.

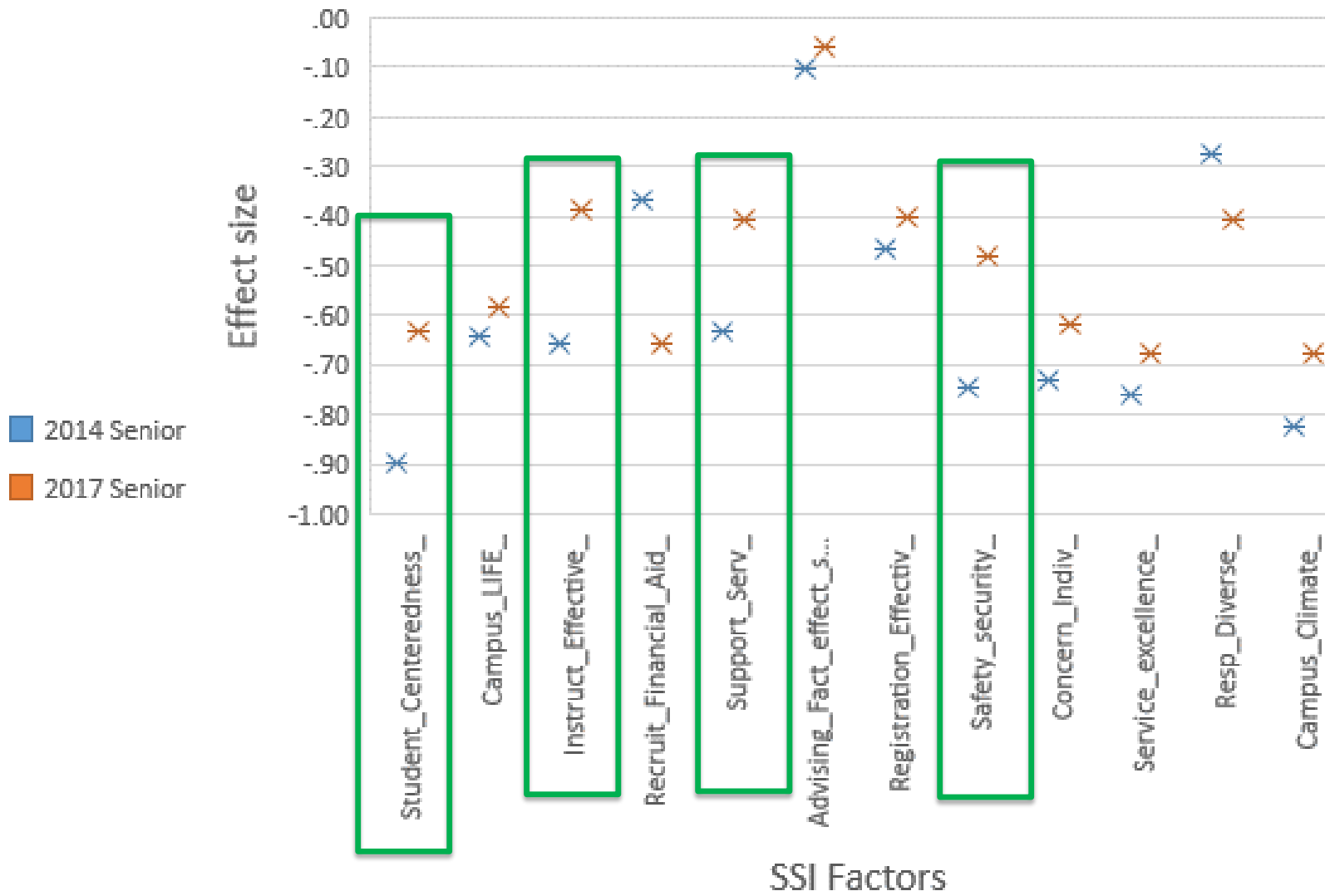
Effect sizes vs. Midwestern Private overall mean; **Seniors in '14 vs. Seniors in '17**



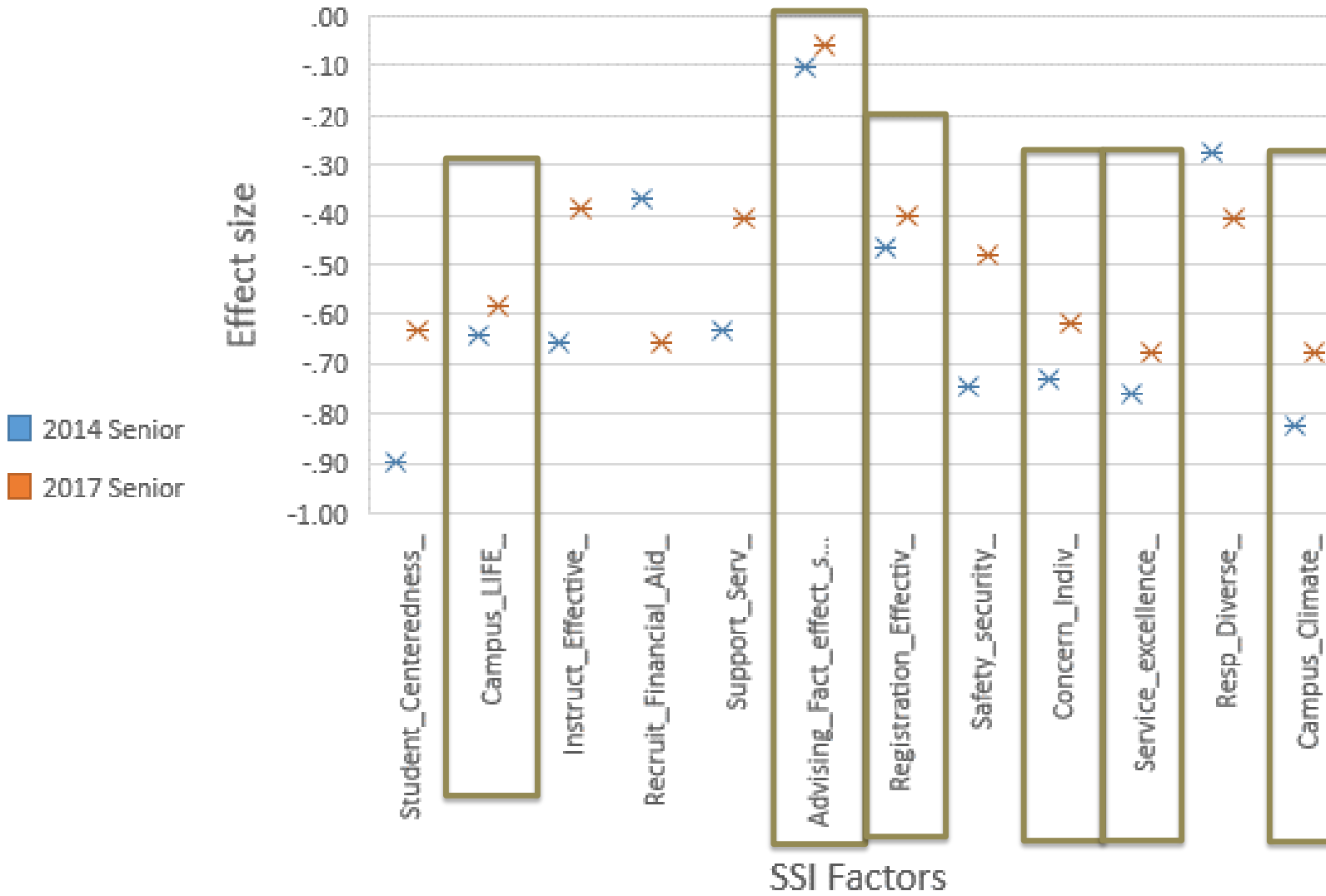
Effect sizes vs. Midwestern Private overall mean; **Seniors** in '14 vs. **Seniors** in '17



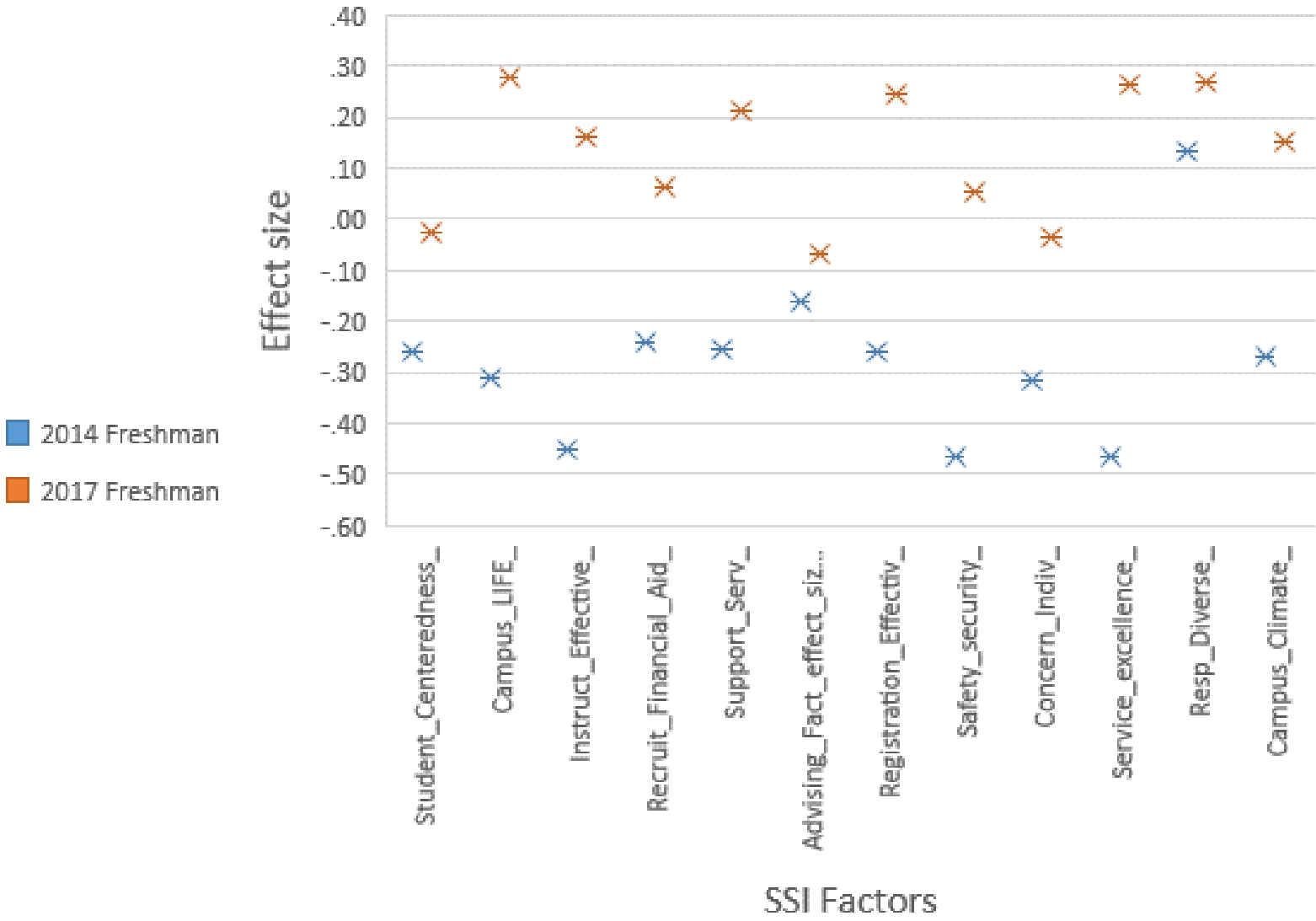
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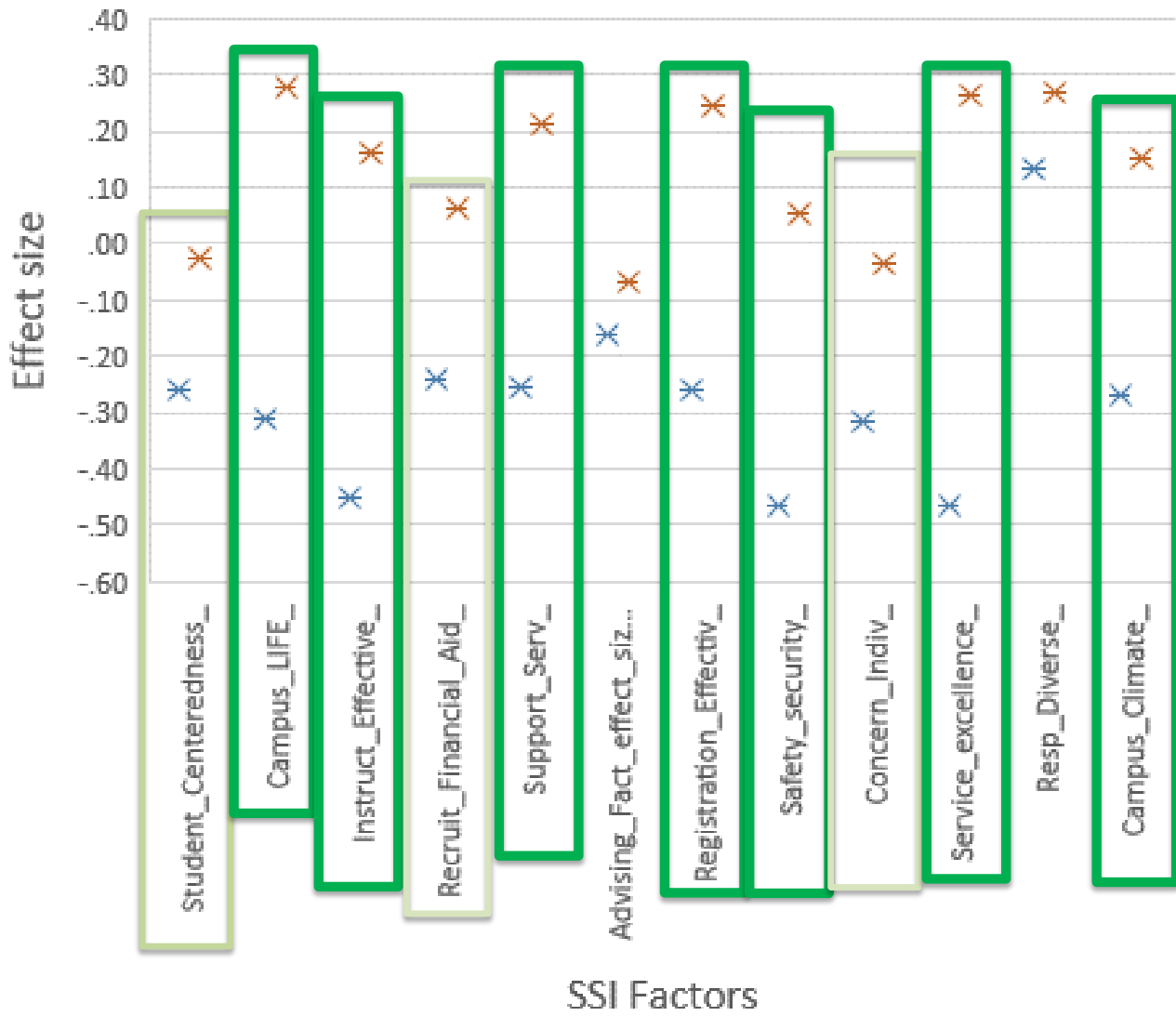
Effect sizes vs. Midwestern Private overall mean; **Seniors in '14 vs. Seniors in '17**



Effect sizes vs. Midwestern Private overall mean; **Freshmen in '14 vs. Freshmen in '17**

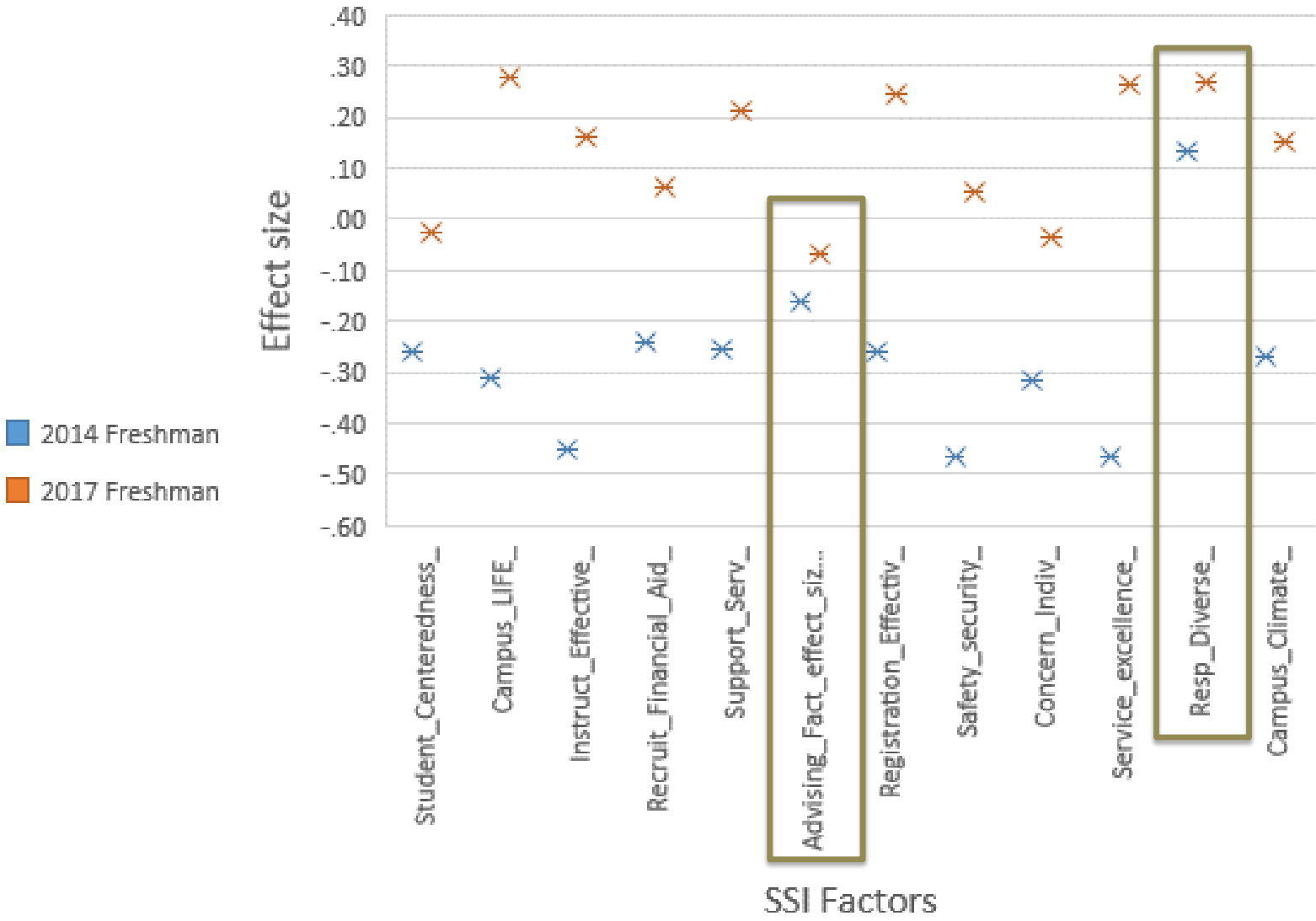


Effect sizes vs. Midwestern Private overall mean; **Freshmen in '14 vs. Freshmen in '17**



■ 2014 Freshman
 ■ 2017 Freshman

Effect sizes vs. Midwestern Private overall mean; **Freshmen** in '14 vs. **Freshmen** in '17



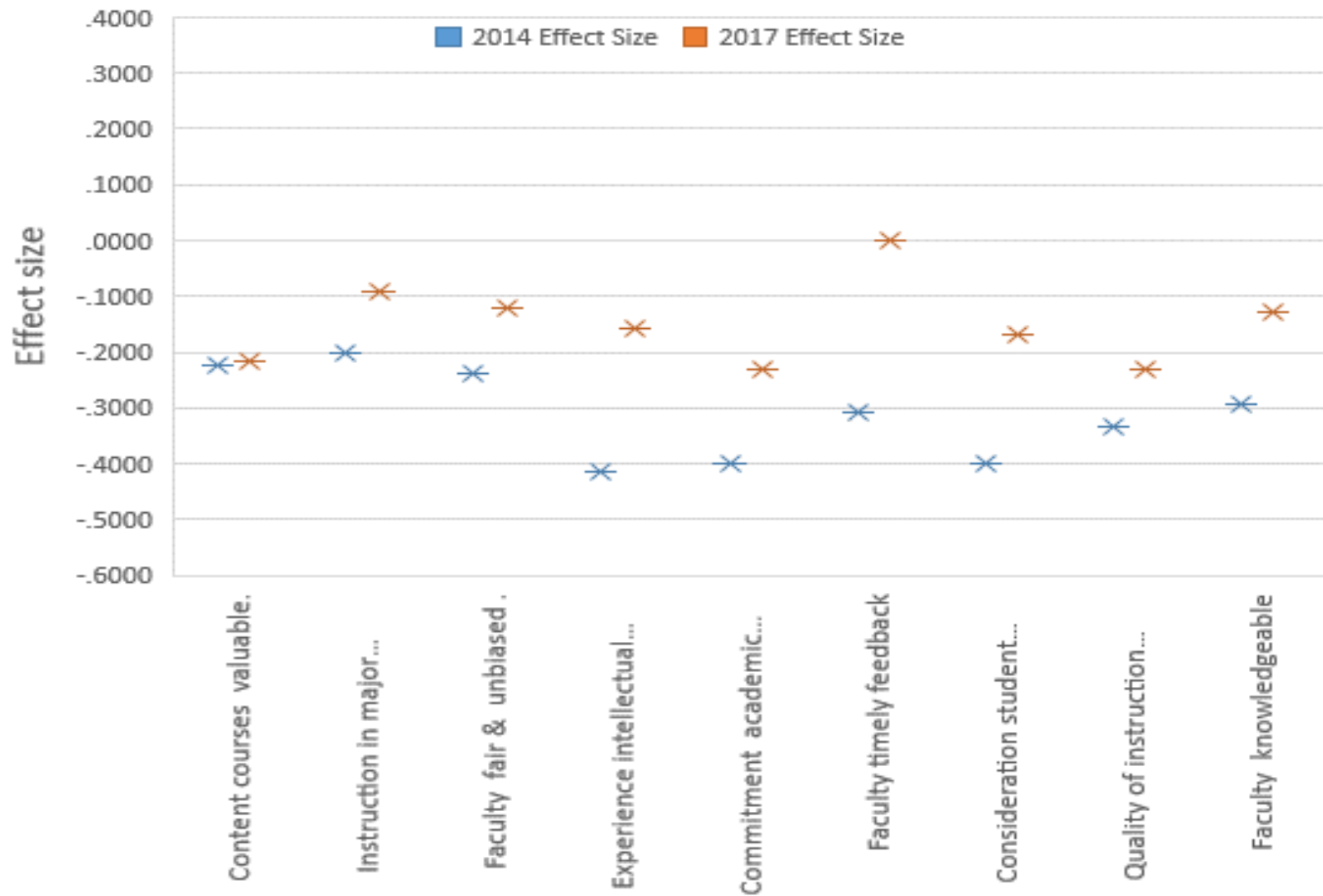
Outline

- Instrument and administration background
- What's an effect size?
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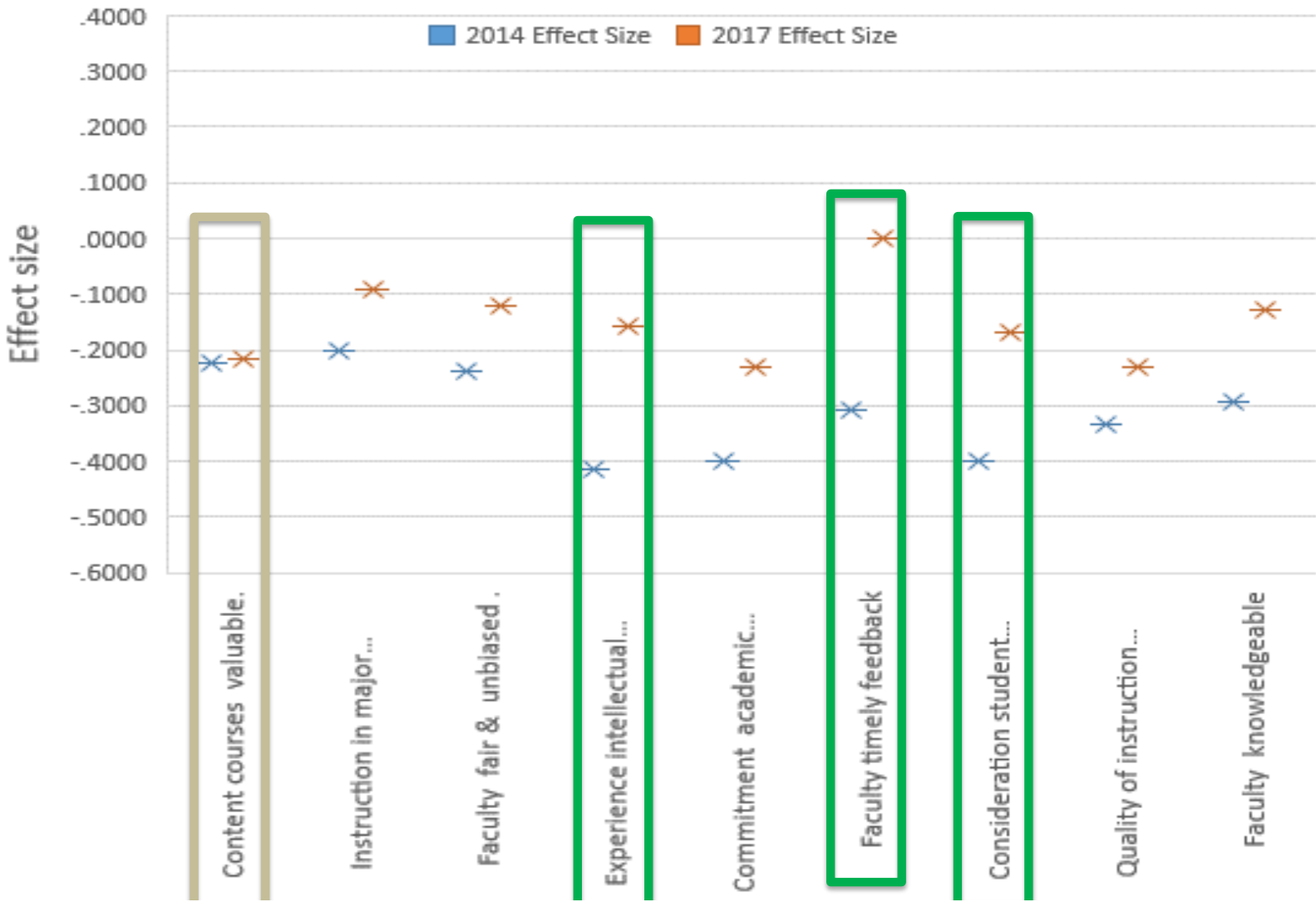
Instructional Effectiveness items: 2014 vs. 2017

- " The content of the courses within my major is valuable. "
- " The instruction in my major field is excellent. "
- " Faculty are fair and unbiased in their treatment of individual students"
- " I am able to experience intellectual growth here"
- " There is a commitment to academic excellence on this campus."
- " Faculty provide timely feedback about student progress in a course."
- " Faculty take into consideration student differences as they teach a course"
- " The quality of instruction I receive in most of my classes is excellent. "
- " Nearly all of the faculty are knowledgeable in their field. "

2017 vs. 2014 Effect sizes vs. Midwestern Private overall mean; Instructional Effectiveness items



2017 vs. 2014 Effect sizes vs. Midwestern Private overall mean; Instructional Effectiveness items



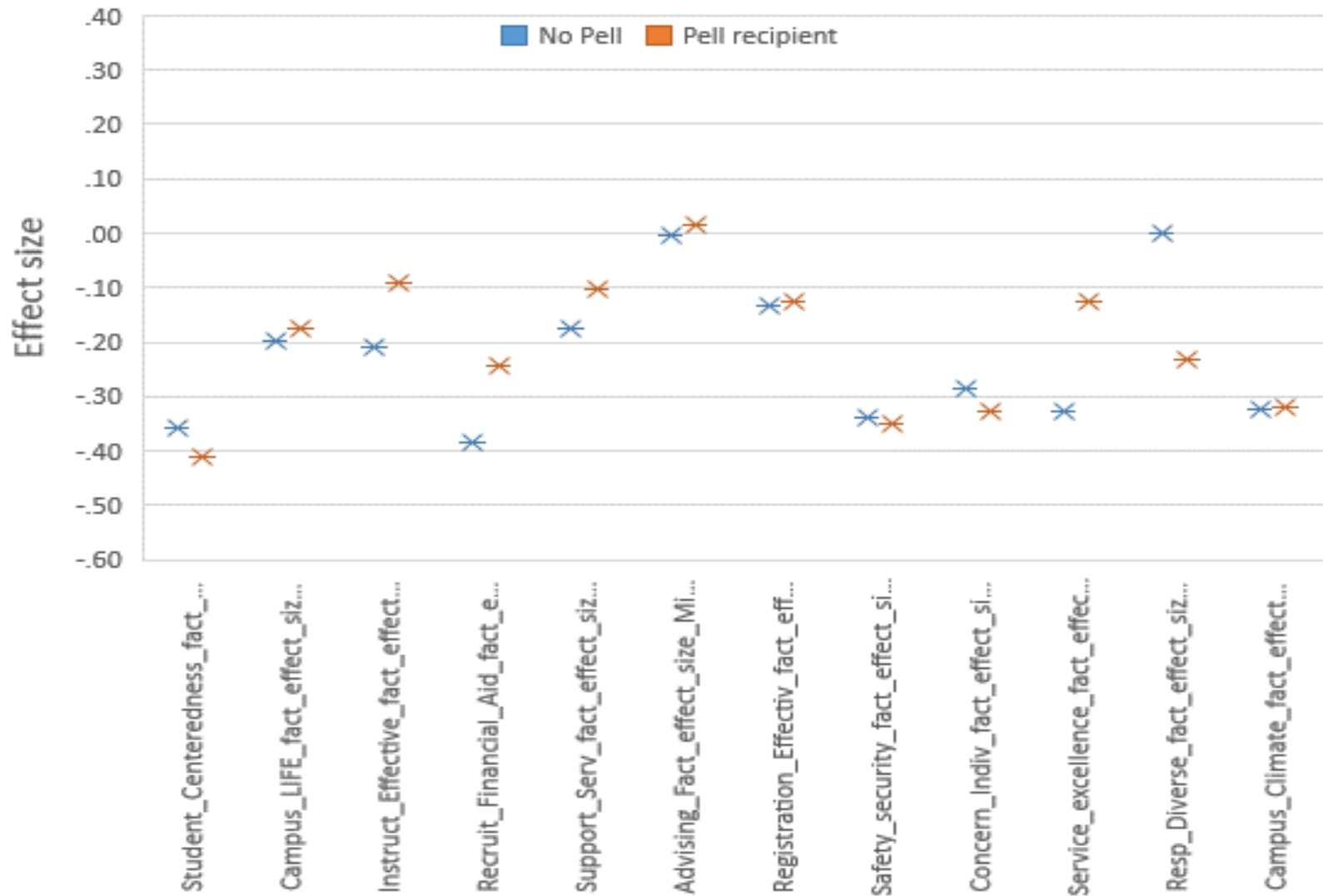
Outline

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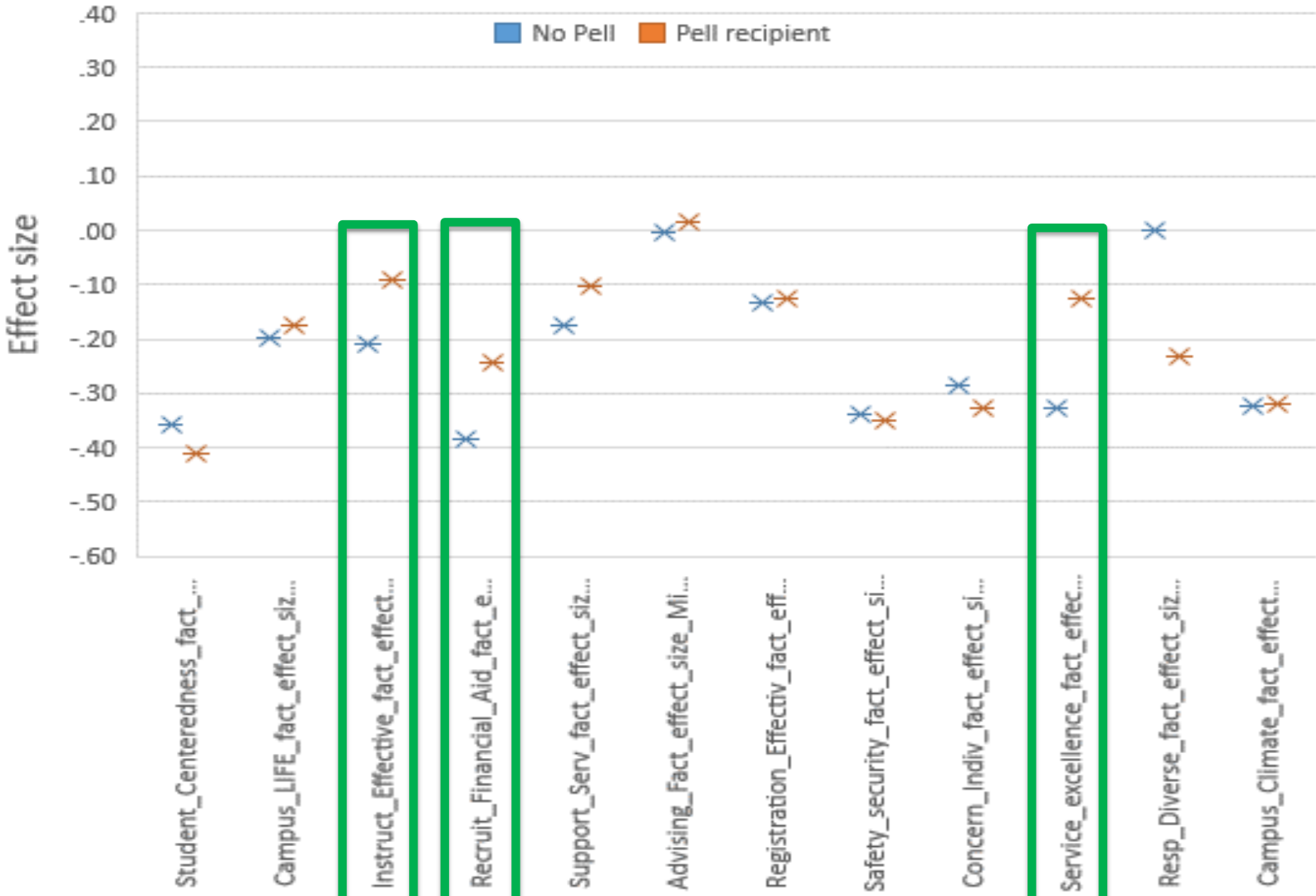
Factor Effect Sizes by Subgroups

- Pell recipients (n=187) vs. non-recipients (n=607)
- Race (644 white; 51 Hispanic; 39 Asian; 22 Black; 40 other)
- Disability (48) vs. No Disability (748)
- Educational Attainment Goal (179 Master's or higher; 617 Bachelor's or other)
- Athletes (265) vs. non-athletes (531): **NULL FINDING**

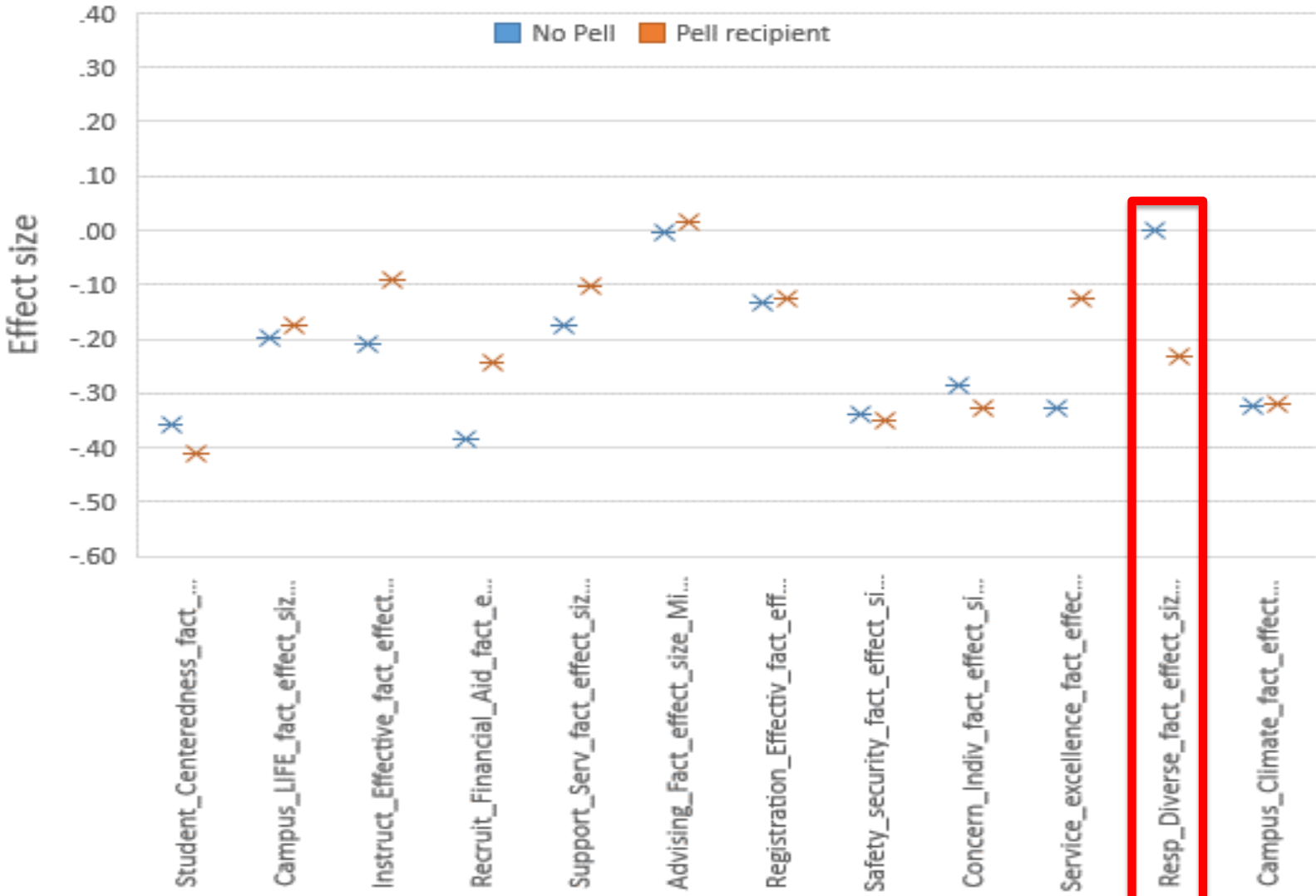
2017 Effect sizes vs. Midwestern Private overall mean; Pell recipients vs. Pell non-recipients



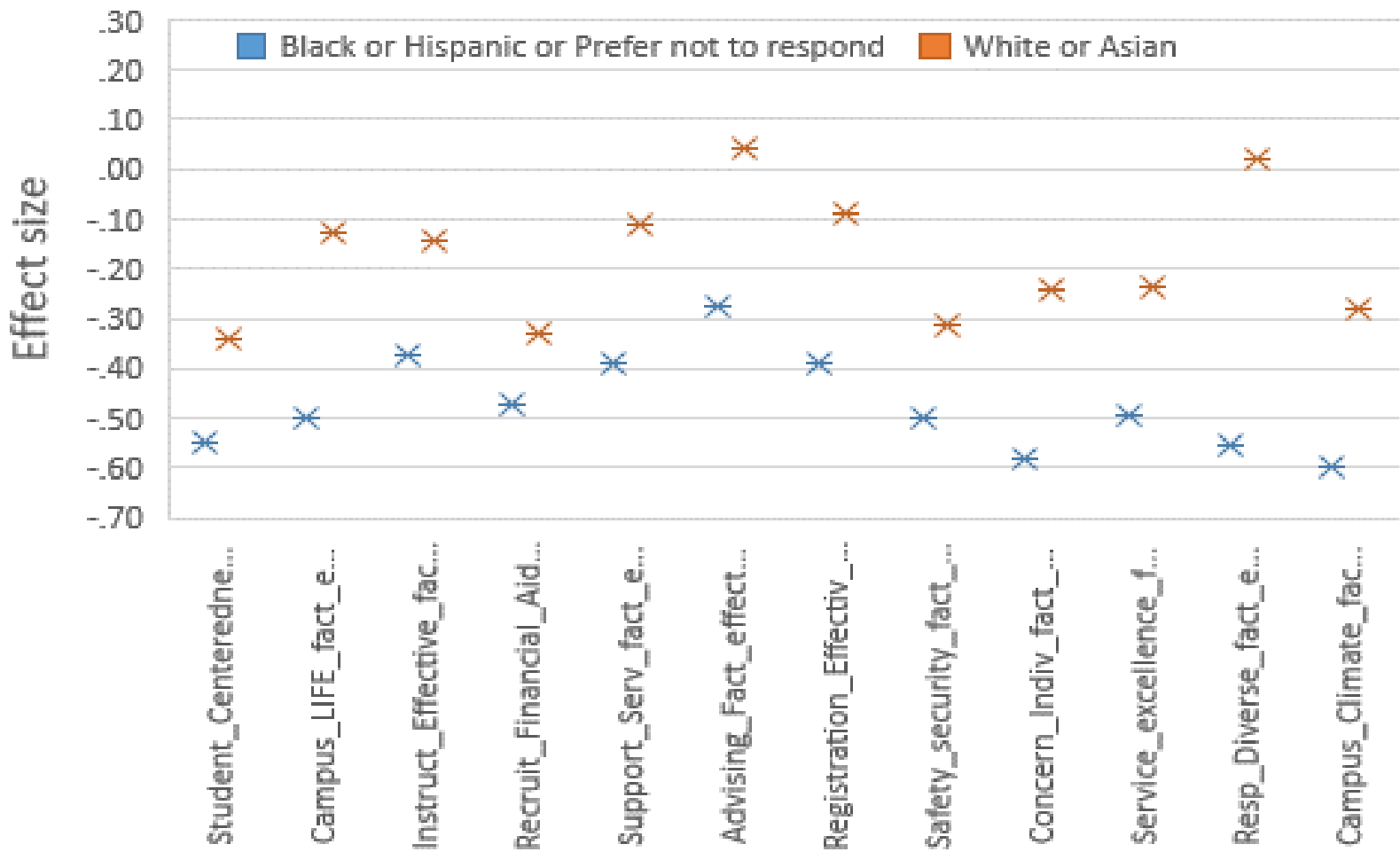
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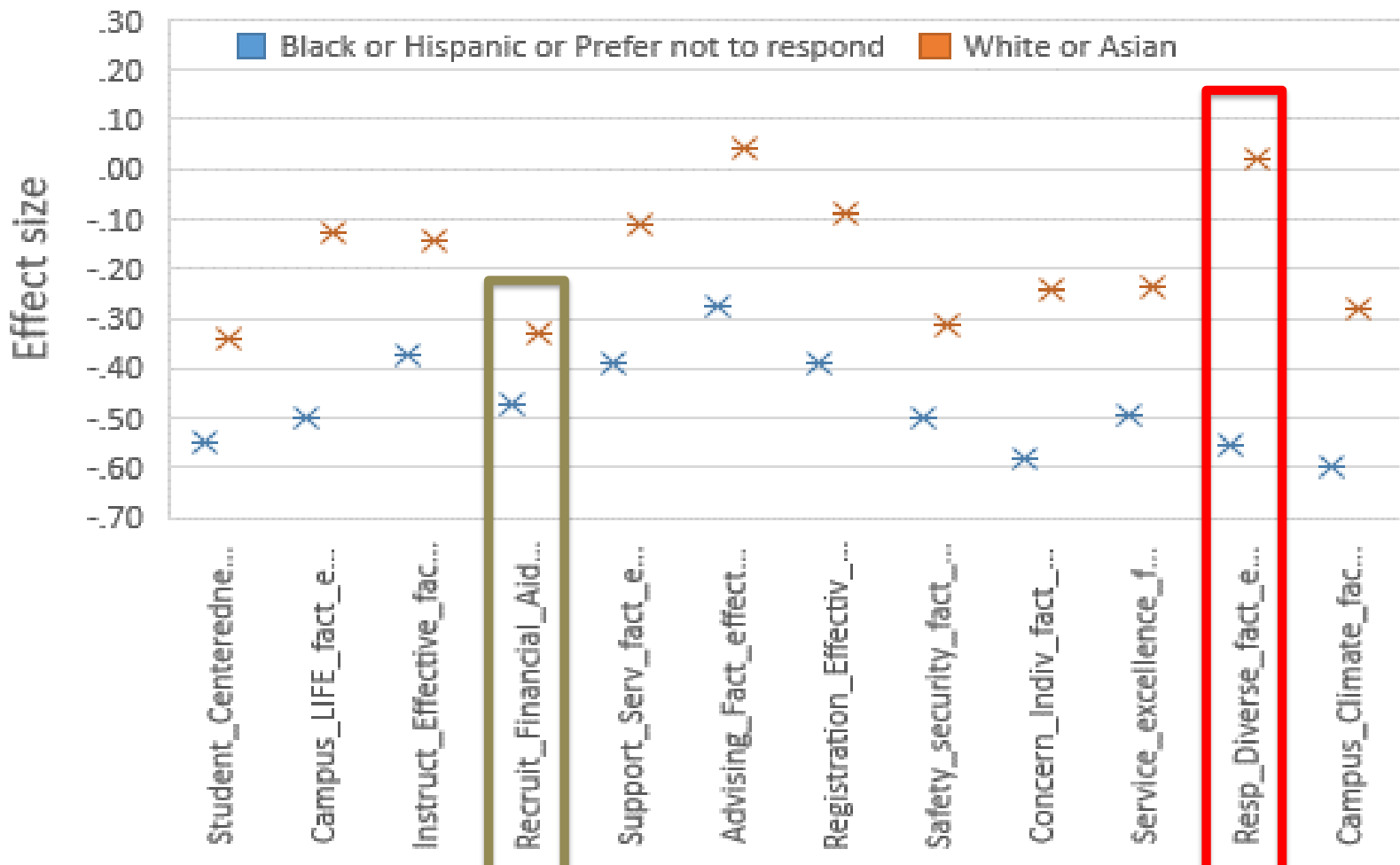
2017 Effect sizes vs. Midwestern Private overall mean; Pell recipients vs. Pell non-recipients



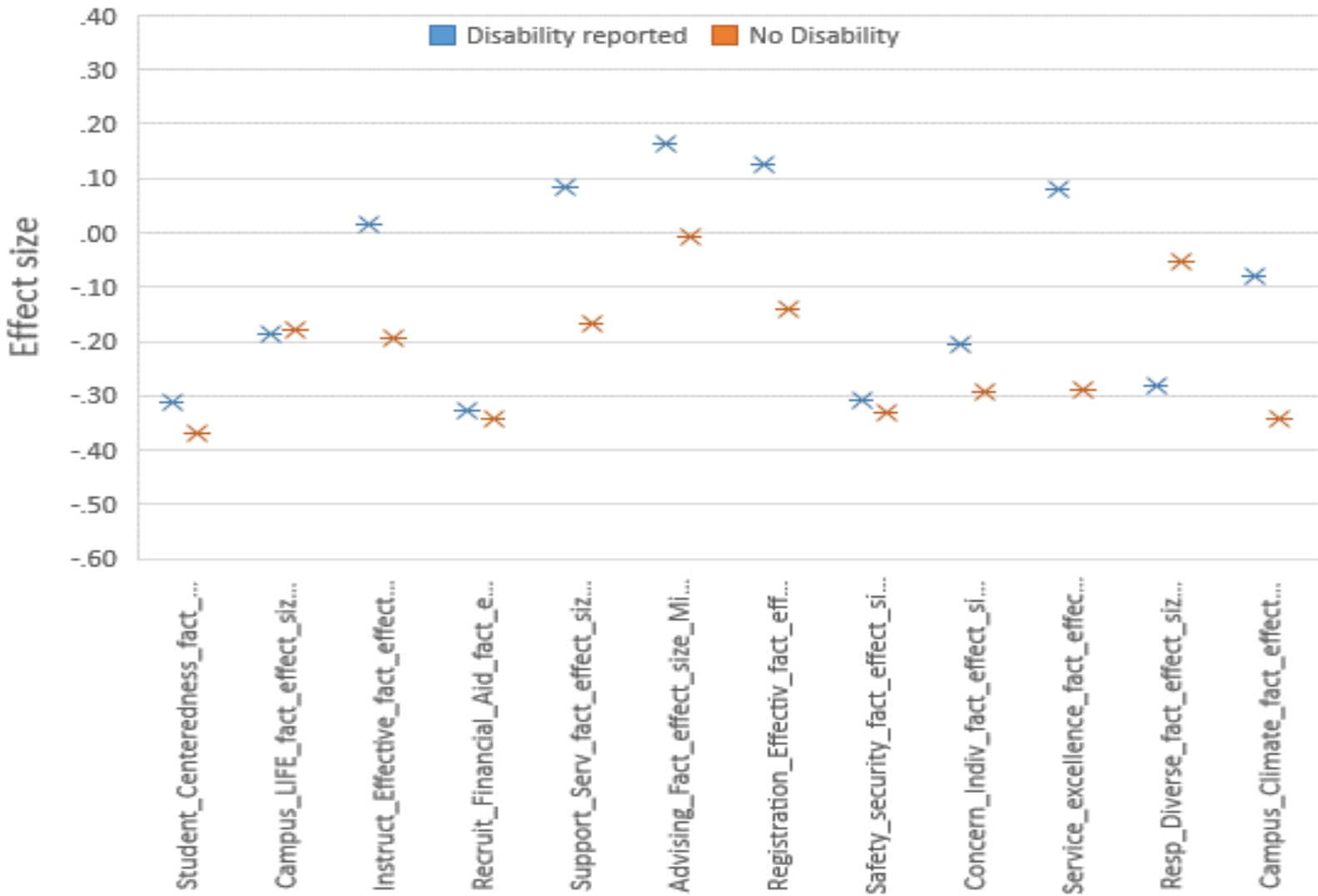
2017 Effect sizes vs. Midwestern Private overall mean;
White and Asian students vs. **Black and Hispanic** and
 Other students



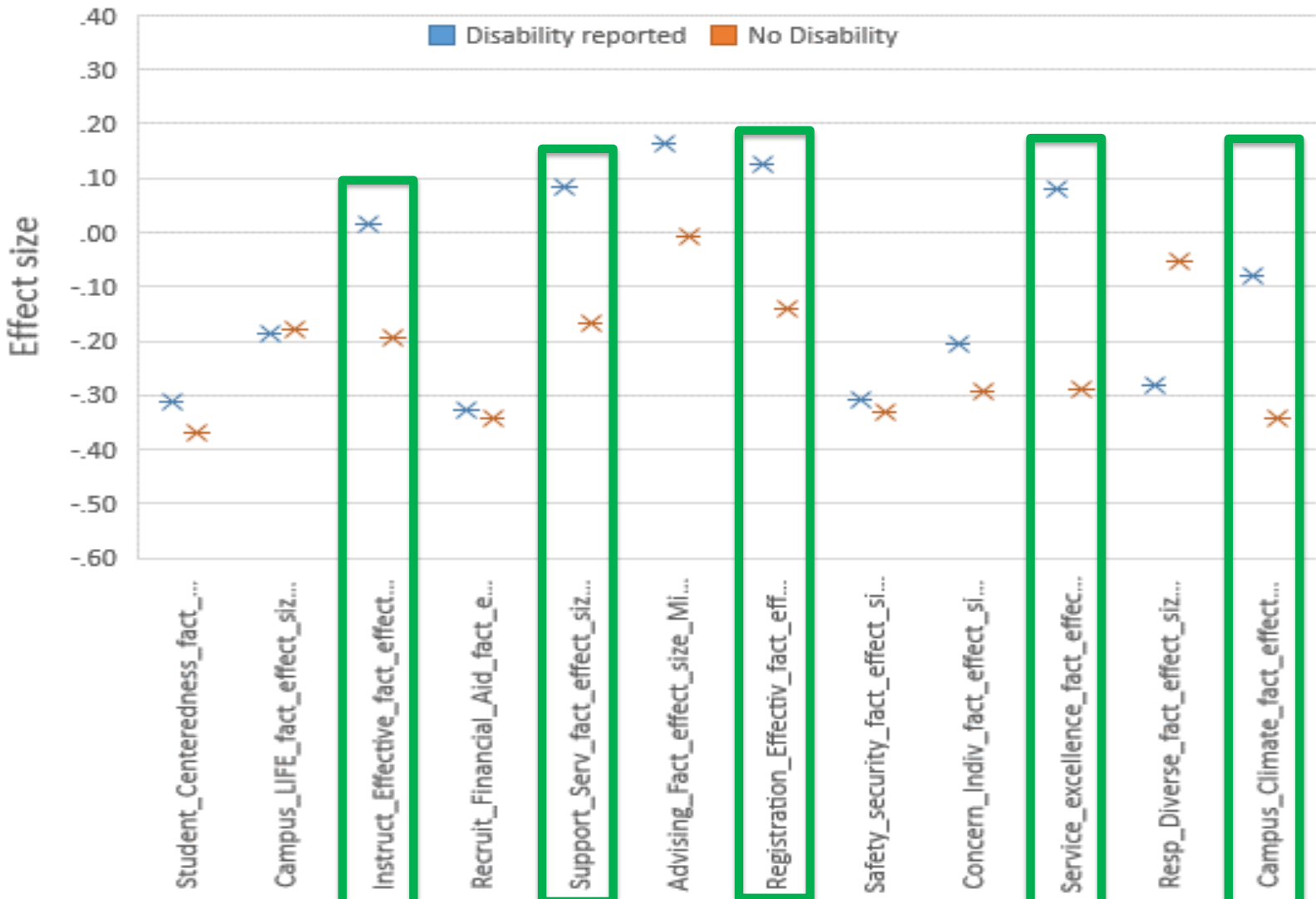
2017 Effect sizes vs. Midwestern Private overall mean;
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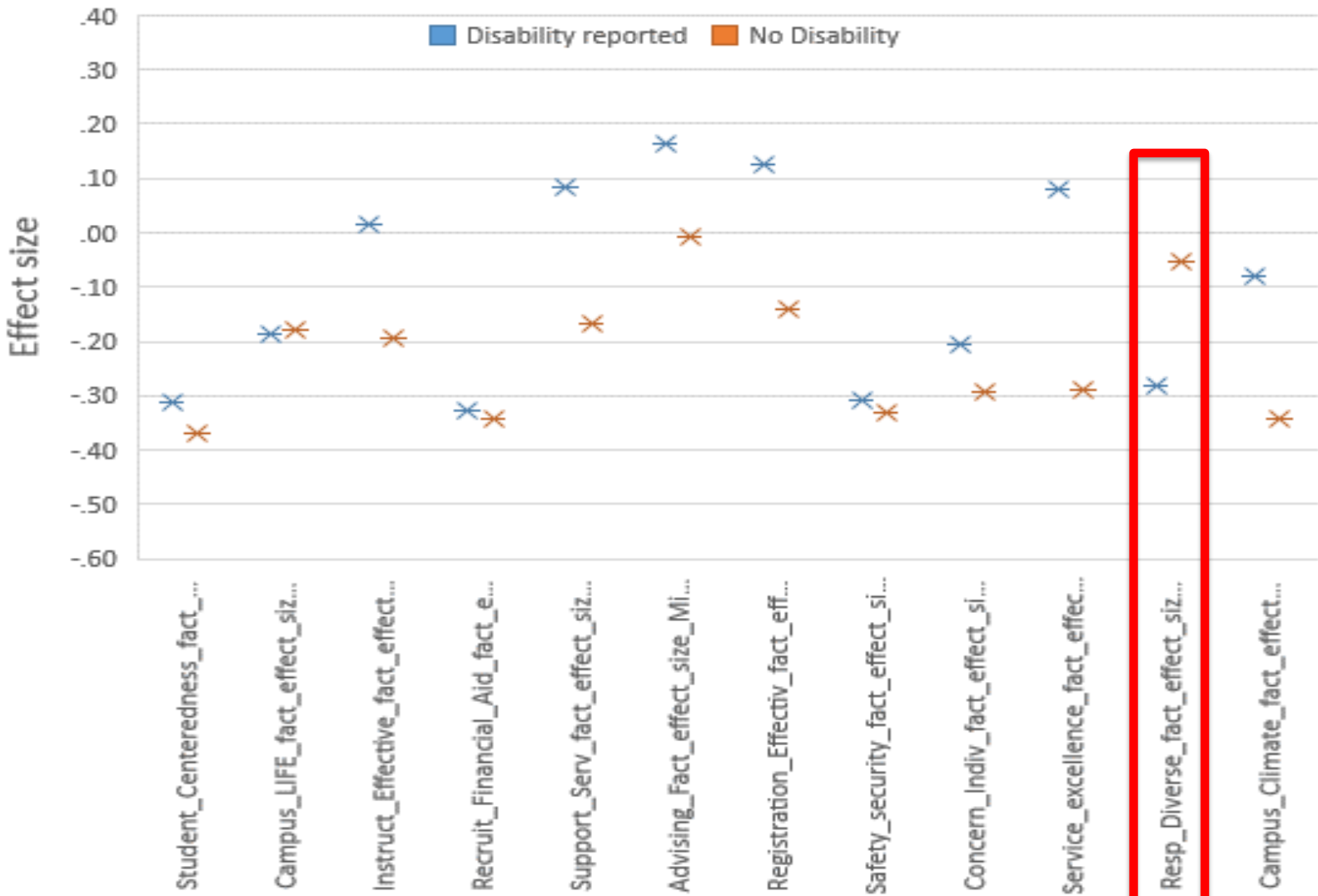
2017 Effect sizes vs. Midwestern Private overall mean; **Students without reported Disability** vs. **Students with reported Disability**



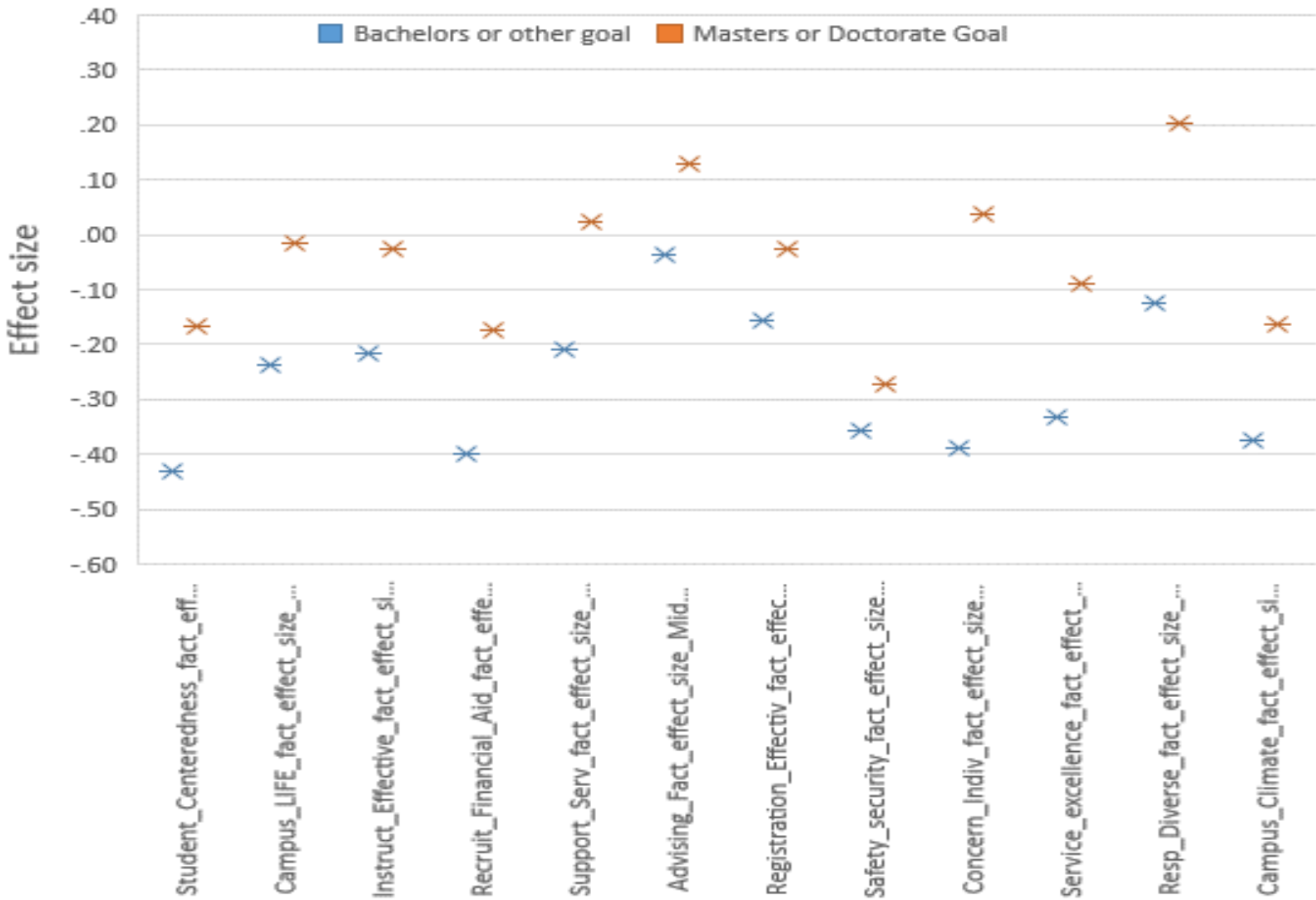
2017 Effect sizes vs. Midwestern Private overall mean; **Students without reported Disability** vs. **Students with reported Disability**



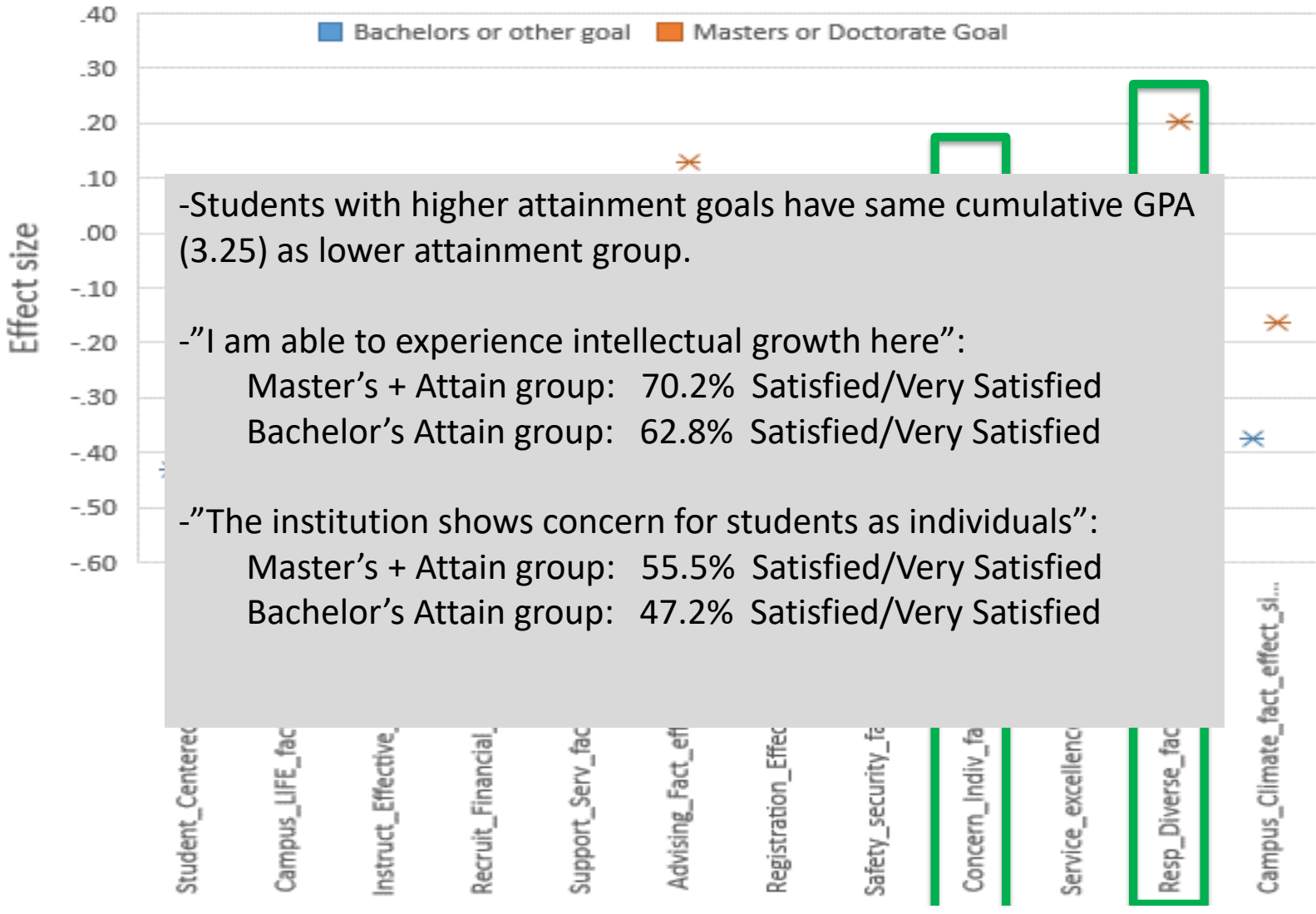
2017 Effect sizes vs. Midwestern Private overall mean; **Students without reported Disability** vs. **Students with reported Disability**



2017 Effect sizes vs. Midwestern Private overall mean; **Students aiming for Master's or higher** vs. **Students aiming for Bachelor's**



2017 Effect sizes vs. Midwestern Private overall mean; Students aiming for Master's or higher vs. Students aiming for Bachelor's



-Students with higher attainment goals have same cumulative GPA (3.25) as lower attainment group.

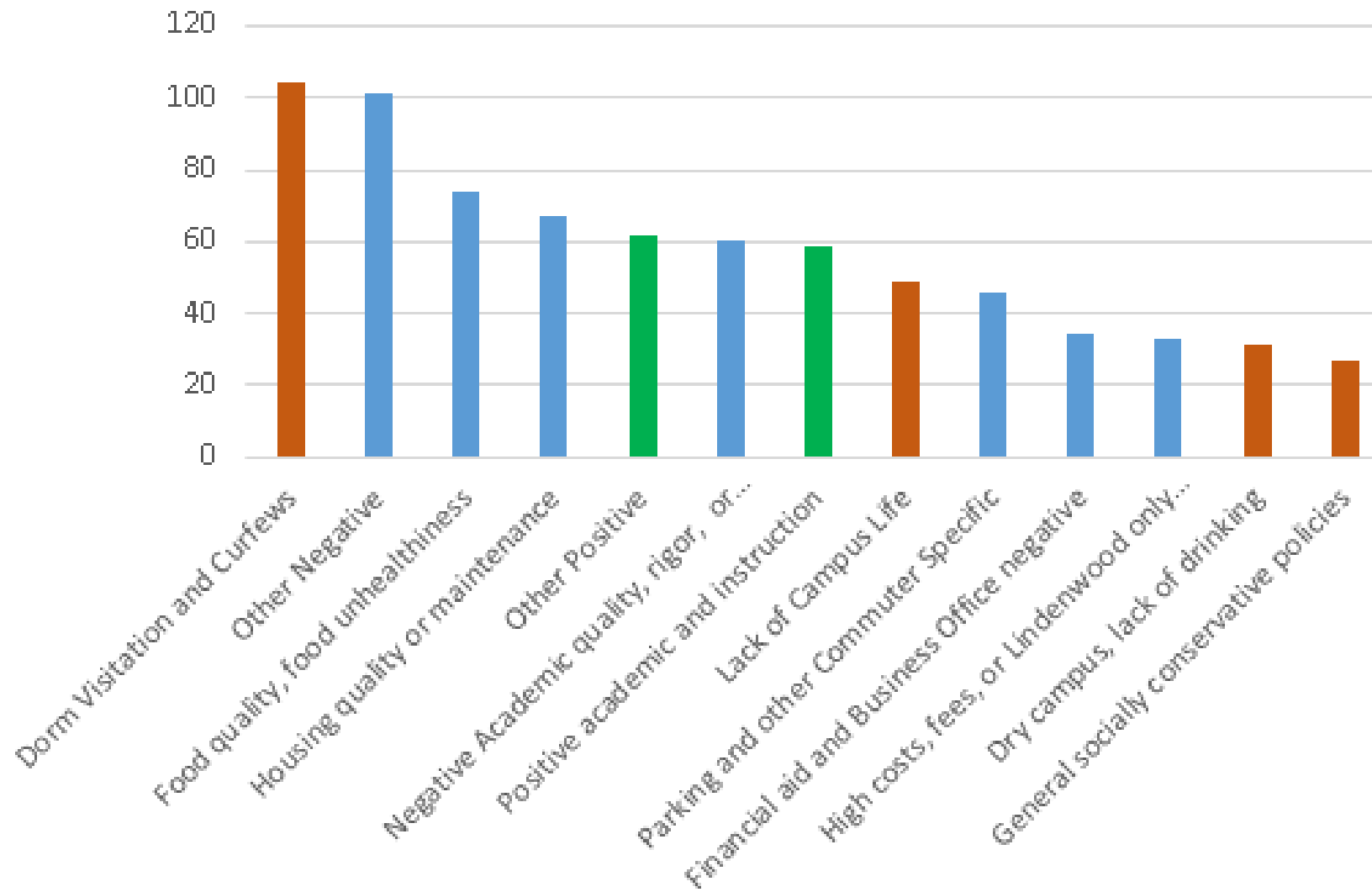
-“I am able to experience intellectual growth here”:
 Master’s + Attain group: 70.2% Satisfied/Very Satisfied
 Bachelor’s Attain group: 62.8% Satisfied/Very Satisfied

-“The institution shows concern for students as individuals”:
 Master’s + Attain group: 55.5% Satisfied/Very Satisfied
 Bachelor’s Attain group: 47.2% Satisfied/Very Satisfied

Outline

- Instrument and administration background
- What's an effect size?
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Quantity of Qualitative Comments- Spring 2017 SSI



Dorm policies item

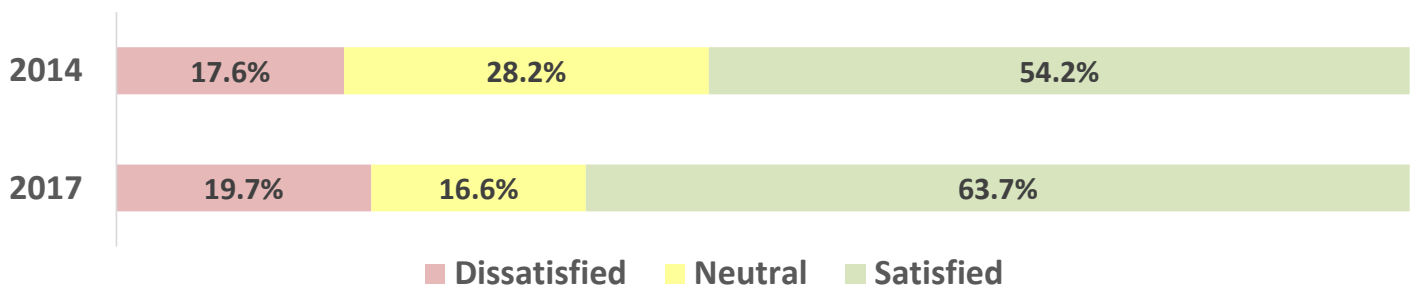
SSI Factors and Questions most pertinent to SASS and Student Development	LU St. Charles traditional undergrad Satisfaction Mean	National Four-Year Privates - Midwestern Satisfaction Mean	Effect size: Difference between LU and Midwestern Privates
“Residence Hall regulations are reasonable”	3.66	5.04	-.81

Home grown items

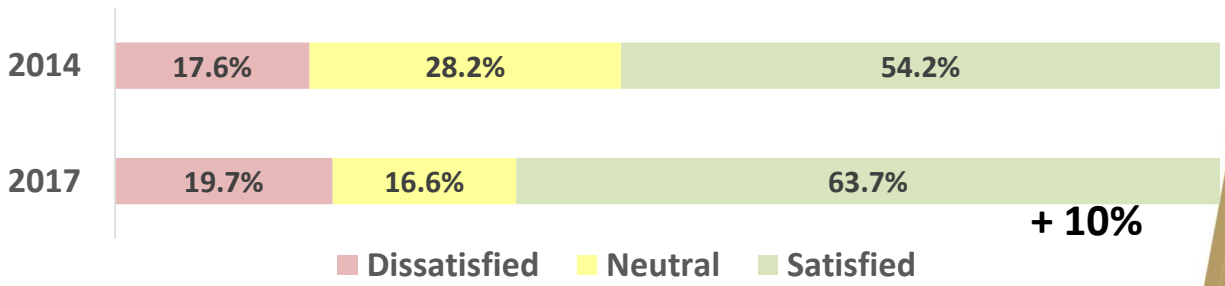
- Lindenwood created questions on areas of action
- Most 2014 questions repeated in 2017

Category Groupings in subsequent slides:

- 1) **DISSATISFIED** = 3 Lowest Categories
 “Not Satisfied at All”
 “Not Very Satisfied”
 “Somewhat Dissatisfied”)
- 2) **NEUTRAL** = Middle of 7-point scale
- 3) **SATISFIED** = 3 Highest Categories
 “Somewhat Satisfied”
 “Satisfied”
 “Very Satisfied”

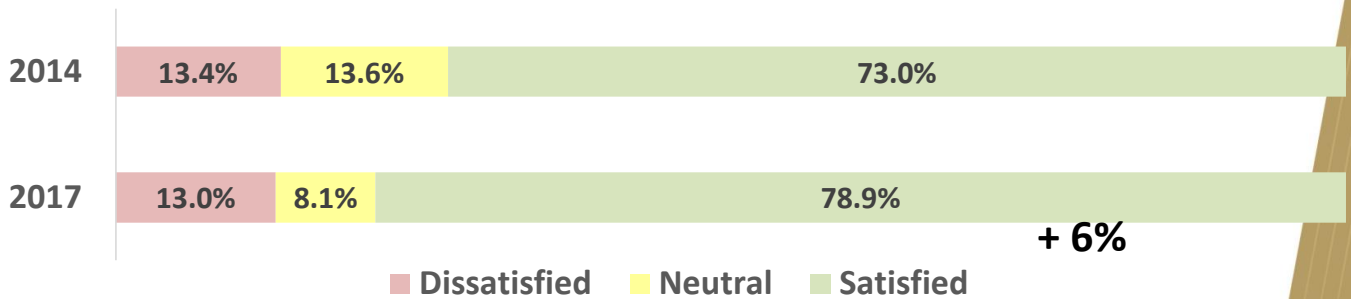


The campus ministries serve my spiritual needs.
(0.12)



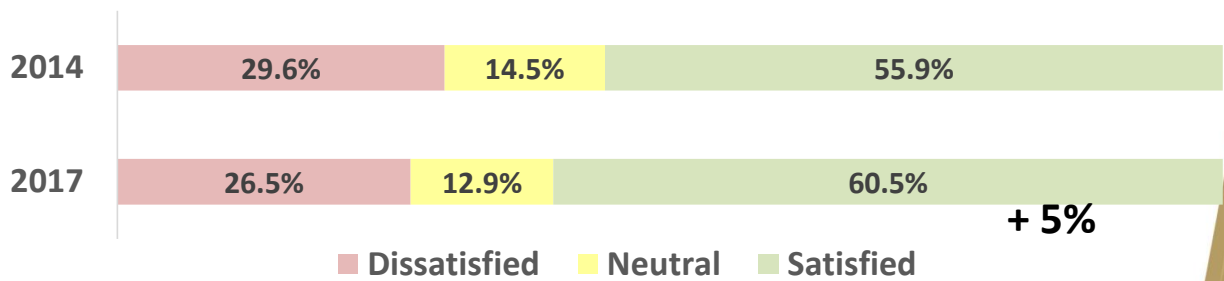
LINDENWOOD
LIKE NO OTHER

My major coursework is preparing me to enter the world of work upon graduation. (0.12)



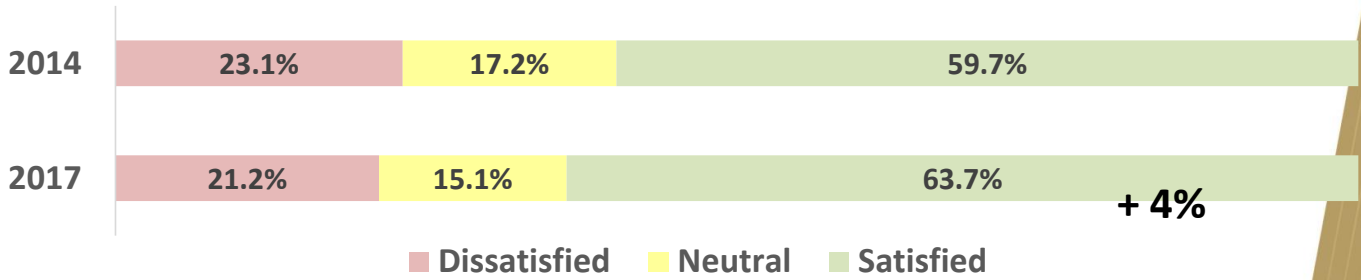
LINDENWOOD
LIKE NO OTHER

Maintenance issues in campus housing are easily resolved. (0.10)



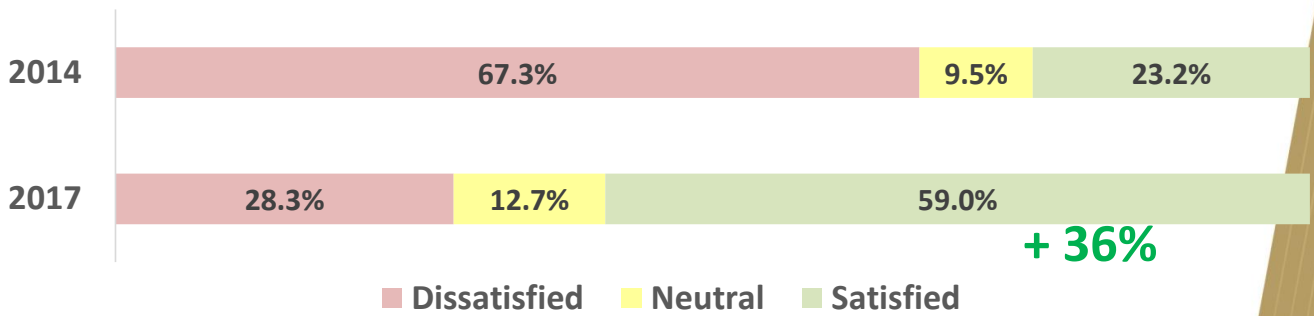
LINDENWOOD
LIKE NO OTHER

The housing assignment process is adequate. (0.05)



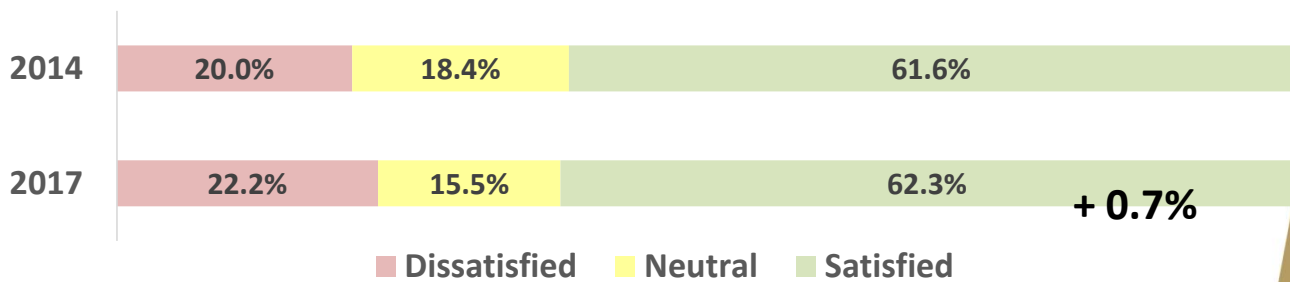
LINDENWOOD
LIKE NO OTHER

The campus WiFi meets my academic needs.
(0.93)



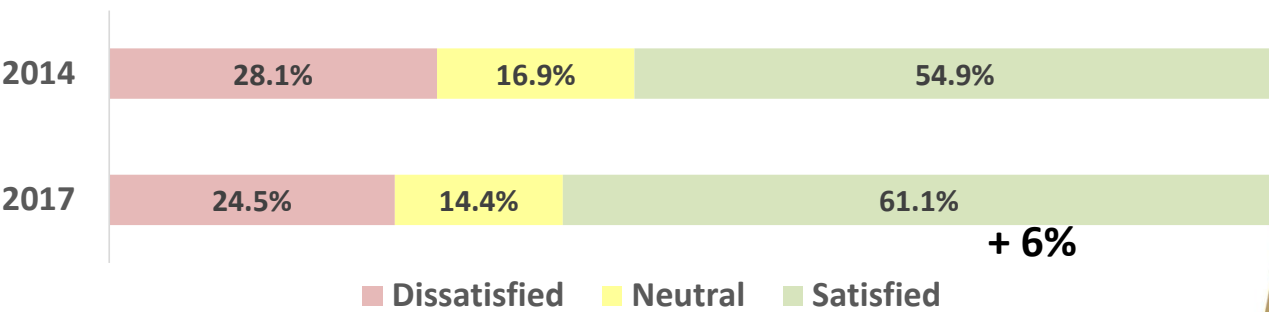
LINDENWOOD
LIKE NO OTHER

The Financial Aid counselors understand my needs and are able to provide assistance. (0.01)




LINDENWOOD
LIKE NO OTHER

When I leave the Business Office I am satisfied with the service that I received. (0.12)



LINDENWOOD
LIKE NO OTHER



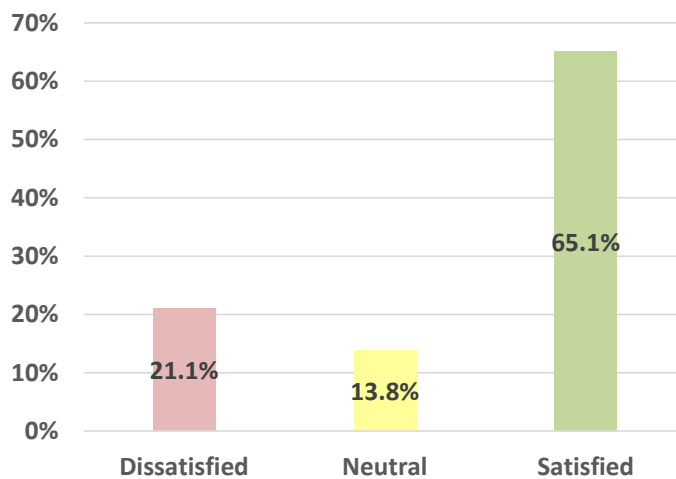
My classmates enhance my learning experience in the classroom. (0.14) 



LINDENWOOD
LIKE NO OTHER

2017 Item only #1

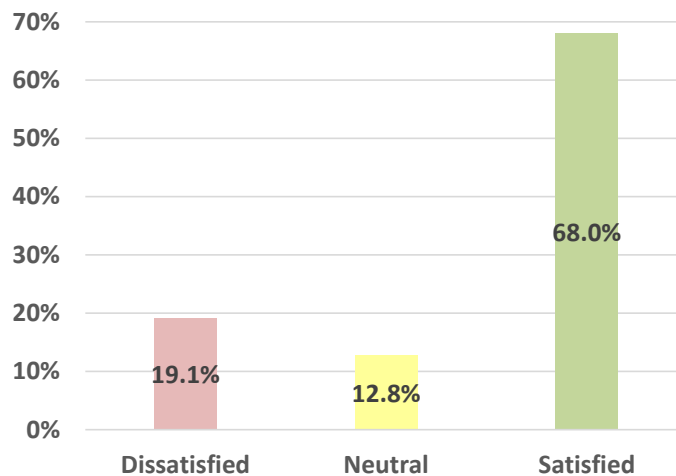
I have opportunities to participate in academic research or special projects with faculty outside of the classroom. (Mean = 4.98)



LINDENWOOD
LIKE NO OTHER

2017 Item only #2

Internships or practicums that provide job experience in my field are available to me.
(Mean = 5.15)



LINDENWOOD
LIKE NO OTHER

Outline

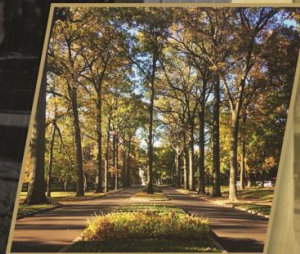
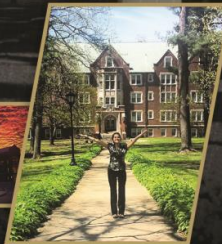
- Instrument and administration background
- What's an effect size?
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- **Discussion**

Discussion

- Below comparison group mean on all factors
- Substantial improvement '14 vs. '17
- Bigger '14 to '17 improvements for freshmen
- Flat on Recruitment/Financial Aid; Down for seniors
- Doing **relatively well with low-income students and students with disabilities**, particularly on services and supports they use
- **Big satisfaction gap** for black and Hispanic students vs. white and Asian students
- Satisfaction gaps across the board for **disadvantaged students on "Responsiveness to Diverse Populations"**
- Both quantitative and qualitative evidence of **major dissatisfaction with dorm policies**.

HLC, 2017 Update

David Wilson, Associate VP for
Institutional Effectiveness



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Post-HLC, 2013 Visit to Lindenwood

(IAC actions on May 12, 2014)

1. Continue Lindenwood's accreditation
2. Next Reaffirmation of Accreditation in 2023-2024
3. Interim monitoring required
4. Interim report on staffing due 7/1/15
5. Year 4 Assurance Review: include embedded interim report on assessment of student learning
6. Affirmed Lindenwood's placement on Standard Pathway

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Implications for Lindenwood of Being on Standard Pathway

1. Two comprehensive evaluations
 - Year 4 (2017-18) and Year 10 (2023-24)
2. Comprehensive evaluation includes:
 - Assurance Review (Assurance Argument & Evidence File)
 - Federal Compliance filing
 - Multi-campus review
 - On-site visit (November 6-7, 2017)

Implications for Lindenwood of Being on Standard Pathway

3. We must address both assurance and improvement.
4. Year 4 comprehensive evaluation does not result in determination regarding reaffirmation of accreditation. That happens in Year 10. Year 10 evaluation also determines pathway eligibility.

HLC's Criteria for Accreditation (with 21 Core Components)

1. Mission
2. Integrity
3. Teaching and Learning: Quality, Resources, and Support
4. Teaching and Learning: Evaluation and Improvement
5. Resources, Planning, and Institutional Effectiveness

HLC's Rubric for Evaluating Criteria for Accreditation

The HLC peer review team will evaluate the criteria and core components and, in each case, make one of three judgments:

1. Met
2. Met with concerns
3. Not met

21 Core Components: 7 Most Cited Core Components*

- 4B: Assessment/Improvement (31.5%)
- 5A: Resource Base (22.0%)
- 4A: Program Quality (21.3%)
- 5C: Planning (16.5%)
- 3C: Faculty (11.0%)
- 4C: Persistence/Completion (9.5%)
- 5D: Institutional Effectiveness (7.1%)

*Barbara Johnson, "Key Insights: A Review of Core Components and the Comprehensive Evaluation", HLC Annual Conference, April 3, 2017

HLC, 2013 – Lindenwood: Core Components “Met with Concerns”

- 3C: Faculty and staff needed
 - ✓ Lack of faculty evaluation process
 - ✓ No rubric for determining promotion to associate and full professor
 - ✓ Lack of systematic review of adjunct faculty members
 - ✓ Too few staff
- 3D: Support for student learning and effective teaching
 - ✓ Heavy reliance on graduate students
 - ✓ Understaffed career development office

HLC, 2013 – Lindenwood: Core Components “Met with Concerns”

- 4A: Program quality
 - ✓ Need for student learning outcomes and assessment in the co-curricular units
 - ✓ Need to monitor retention and graduation rates separately for online students
 - ✓ Need to further enhance our program review process
 - ✓ Need to review our program student learning outcomes to ensure that they have sufficient breadth and depth
 - ✓ Need to improve our processes for tracking graduate employment and success

HLC, 2013 – Lindenwood: Core Components “Met with Concerns”

- 4B: Assessment/improvement
 - ✓ Need for additional staffing in the area of assessment/IR
 - ✓ Need for a more fully-developed, mature assessment program
 - ✓ Need to avoid start-again, stop again commitment in area of assessment
 - ✓ Need to link program student learning outcomes to institutional mission and institutional learning outcomes
 - ✓ Need to develop a stronger culture of assessment and inquiry
 - ✓ Need to fully implement our assessment of the general education program

HLC, 2013 – Lindenwood: Core Components “Met with Concerns”

- 4C: Persistence/completion
 - ✓ Need to use information on student retention, persistence, and completion to make improvement
 - ✓ Need to improve our analysis of retention information that we then use to refine programs and practices

Retention, Persistence, and Graduation

Lindenwood University System Student Retention, Persistence, and Graduation Rates

For 2001-2015 Cohorts, including both St. Charles and Belleville Campuses

(Table based on IPEDS data – First-time, full-time freshmen cohorts, including both traditional day students and evening adult students)

Year	Fall Cohort	First Year Retention	%	Second Year Persistence	%	Third Year Persistence	%	4 year grads	%	5 year grads	%	6 year grads	%
2001	567	346	61%	264	47%	233	41%	144	25%	213	38%	226	40%
2002	674	426	63%	364	54%	324	48%	196	29%	283	42%	291	43%
2003	781	522	67%	415	53%	338	43%	217	28%	309	40%	340	44%
2004	917	629	69%	487	53%	431	47%	245	27%	380	41%	410	45%
2005	820	546	67%	418	51%	386	47%	218	27%	333	41%	367	45%
2006	865	532	62%	418	48%	381	44%	196	23%	319	37%	352	41%
2007	881	581	66%	468	53%	432	49%	216	25%	346	39%	395	45%
2008	1090	777	71%	655	60%	585	54%	318	29%	510	47%	542	50%
2009	1104	801	73%	637	58%	555	50%	310	28%	487	44%	539	49%
2010	1034	726	70%	593	57%	529	51%	303	29%	477	46%	506	49%
2011	1015	726	72%	594	59%	538	53%	320	32%	476	47%		
2012	1338	946	71%	778	58%	683	51%	437	33%				
2013	1311	919	70%	746	57%	672	51%						
2014	1170	775	66%	629	54%								
2015	1217	855	70%										

How to read the chart:

- Freshman to sophomore retention rates for Cohorts 2010 through 2015 have been 70%, 72%, 71%, 70%, 66%, and 70%.
- Four-year graduation rates for Cohorts 2005 through 2010 have been 27%, 23%, 25%, 29%, 28%, and 29%.
- Five-year graduation rates for Cohorts 2005 through 2010 have been 41%, 37%, 39%, 47%, 44%, and 46%.
- Six-year graduation rates for Cohorts 2005 through 2010 have been 45%, 41%, 45%, 50%, 49%, and 49%.

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Other Key Requirements

- Federal Compliance requirements – e.g.,
 - ✓ Student Right to Know
- Assumed Practices – e.g.,
 - ✓ Able to meet current financial obligations
- Institutional Obligations of Affiliation – e.g.,
 - ✓ Telephone number on website

Prior to Visit

- Student Opinion Survey
- Third Party Comment



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Site Visit

- Site visit: 1.5 days; team size of 3, 5, or 7; evaluation of Assurance Review and Federal Compliance along with other required components (e.g., multi-campus review, embedded monitoring)
- Peer reviewers: faculty, staff, administrators from HLC institutions

Site Visit

- Chosen from Peer Corps pool based on expertise, background, and match for particular accreditation visit
- Peer reviewers hold many meetings (faculty, staff, students, committees, board, etc.), ask questions, look at documents
- Peer reviewers submit report and make their recommendation
- IAC acts on that recommendation

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HLC, 2017 at Lindenwood

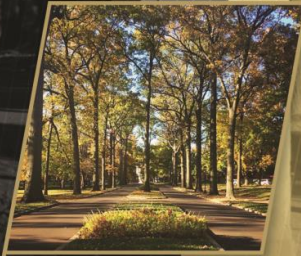
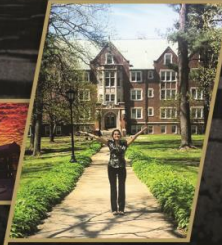
- HLC Peer Review Team will be on STC campus November 6-7, 2017; reviewer on BV campus before or after that
- HLC Online Assurance System
- Assurance Argument and Federal Compliance Report lock date is October 9, 2017; a separate report on Belleville campus is submitted at the same time

Looking Ahead

- Mark your calendars for November 6-7
- Check out our HLC webpage
- Read weekly HLC Facts
- Review sections of Assurance Argument over the summer
- To Do List – e.g.,
 - ✓ All-faculty, all-staff, School, committee meetings in fall to prepare for site visit
 - ✓ Read final Assurance Argument prior to visit

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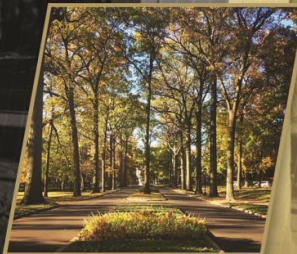
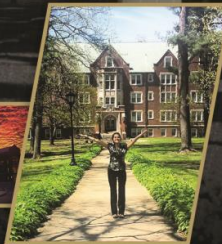
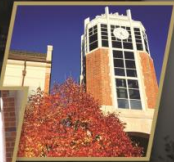
Break



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Proposed Guidelines on Promotion in Rank

Jeremy Carnes, Assistant Professor of
English



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Outline

- Background on the guidelines' development
- Major elements of the proposed guidelines
- Rationale for the percentiles
- Next step: faculty feedback on the proposal
- Questions

Faculty Council Compensation Subcommittee

Developed a compensation proposal last fall.

Received the president's affirmation of salary raises of

- \$5000 for assistant to associate.
- \$5000 for associate to full.

President's condition: the Annual Performance Evaluations would need to be a significant factor in the promotions process.

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Promotion-in-Rank Task Force Members

Faculty Council

Stephanie Afful
Bruce Canan
Jeremy Carnes, Chair
Mary Ruettgers
Andrew Smith
Julie Turner
Jen Welsh

Deans Council

Marilyn Abbott
Joe Alsobrook
Deb Ayres
Gina Ganahl
Renee Porter
Cynthia Schroeder

New School/Division Rubrics

All St. Charles schools and Belleville divisions have developed rubrics specific to their needs and expectations.

The rubrics will be used for annual performance review, and will guide Promotions Committees in evaluating faculty up for promotion.

The greater specificity should lead to greater faculty ownership of the promotions process, and greater consistency of annual evaluation scores.

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Proposal: What's *Not* New?

We had a good foundation to build on; substantial portions of the guidelines are unchanged or only lightly revised.

No changes were made to promotion from Instructor to Assistant, to Post-Professorial Review, or to the granting of Emeritus status.

Proposal: Eligibility Requirements

Mostly unchanged, with the following exceptions:

- Promotion to Associate Professor: A ranking above the **25th** percentile when the candidate's average Annual Performance Evaluation score from his or her most recent **three** years at Lindenwood is compared to that of other faculty in his or her school/campus.
- Promotion to Full Professor: A ranking above the **50th** percentile when the candidate's average Annual Performance Evaluation score from his or her most recent **five** years at Lindenwood is compared to that of other faculty in his or her school/campus.

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Proposal: Criteria for Promotion

Revised to create greater consistency between the promotion guidelines and the annual performance evaluation guidelines, but are substantively the same, with the following exceptions:

- The criteria for promotion to Full Professor no longer includes a separate criterion for advising.
- When evaluated by the Promotions Committee, a faculty member must be deemed to excel (i.e., score a 3) in at least one criterion to be promoted to Associate Professor, and must be deemed to demonstrate leadership (i.e., score a 4) in at least one criterion to be promoted to Full Professor.

Proposal: Evaluative Bodies

- The promotions process occurs in two stages: at the school/campus level, and at the system level.
- At the school/campus level, a 5-person Promotions Cmte. of Associate/Full Professors.
- At the system level, a Faculty Council Promotions Subcommittee: 1 member from each St. Charles school, 2 members from Belleville.

Proposal: Process

- If a faculty member decides to go up for promotion, HR verifies that he or she meets all eligibility requirements (including the percentile rank requirement).
- Promotion packets are mostly unchanged, but now HR will put the faculty member's annual performance evaluation scores and percentiles in the packet.
- A completed packet goes to the school/campus Promotions Committee.

Proposal: Process

- Each member of the committee votes by filling out a weighted rubric informed by the standards set by the school. (See proposal for details.) The committee recommends the candidate if no more than 1 member of the committee casts a dissenting vote.
- A written explanation of the decision is placed in the packet. The packet proceeds to the Faculty Council Promotions Subcommittee.

Proposal: Process

- The FC Promotions Subcommittee discusses the applications, giving due deference to the decision made by the school/campus committee. The subcommittee votes to recommend or reject each application.
- A 2/3 majority vote is necessary for recommendation. The subcommittee member from the applicant's school/division participates in the discussion but does not vote.
- A written explanation of the decision is placed in the packet. Faculty Council's recommendations proceed to the Provost, the President, and finally the Board.

Four-Year Timeline for Implementation

- The first four years are a transition period.
- Rubrics will need to be assessed annually until faculty and deans are satisfied that they represent the expectations of the school.
- In 2020-21, Faculty Council and the schools may consider whether to grant certain privileges/responsibilities to senior faculty.
- After 2020-21, percentile ranks will be retired in favor of set benchmarks.
- Starting 2021-22, only Associate/Full Professors may sit on the FC Promotions Subcommittee.

Percentiles

Why not use benchmarks instead of percentiles?

1. Previous 2 years of evaluation data are very inconsistent.
2. New rubrics will result in further changes to average scores.
3. Introduction of decimal places in annual evaluations will result in further changes to average scores.

In sum: it is not currently possible to know where to set the benchmarks.

Faculty Feedback

- School/Division Meetings in May and/or August.
- Discussion on Lindenwood Faculty Canvas page over the summer.
- Inform your Dean and FC representatives of your views on the proposal. The councils will discuss your feedback in August and will consider making changes to the proposal based on it.
- Council votes should take place in early September. A joint council session may be necessary to work out differences.
- Once approved by both councils, it will go up for a full faculty vote by early October.

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Promotion-in-Rank Task Force Members

Faculty Council

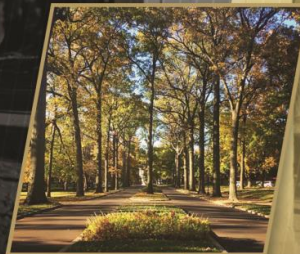
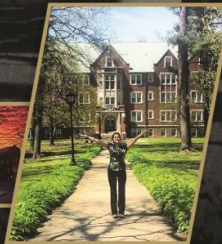
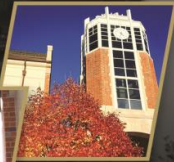
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Renee Porter
Cynthia Schroeder

Writing Intensive Proposal

Elizabeth Fleitz, Associate Prof. of English
Nick Wintz, Associate Prof. of Mathematics



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History

- May 2016: proposal for removal of WPA (Writing Proficiency Assessment)
- May 2016: recommendation for taskforce creation to explore WI (Writing Intensive) curriculum
- 2011-2012: WAC (Writing Across the Curriculum) taskforce and proposal

Why WI?

- Ongoing interest to improve student writing at Lindenwood
- Previous assessment (WPA results) showed us that this type of curriculum is needed—students need more practice with writing throughout their degree
- Regular practice with writing is necessary to improvement, just like any skill

Proposal Overview

- Implementation of a WI (Writing Intensive) curriculum:
- Students required to complete **three** courses marked as WI
 - One course in GE requirements
 - One course in major
 - One course from either GE, major, or elective requirements

Proposal Overview

- All courses marked WI serve dual function (example: GE credit AND WI credit simultaneously)
- In order to receive WI credit, student must earn a C or better
- First-Year Writing (ENGL 110/150/170) does not count for WI
- Courses labeled WI will have a cap of 20 students
- WI courses may be revised versions of existing courses

What is WI?

- Writing-to-learn is central
- Practice with both high-stakes and low-stakes writing
- Writing is used in class and also assigned outside of class
- Writing is used in forms specific to the discipline
- Faculty offers written and/or verbal feedback on writing
- Writing counts for at least 50% of final grade in course
- Writing does not take away from content—writing IS content

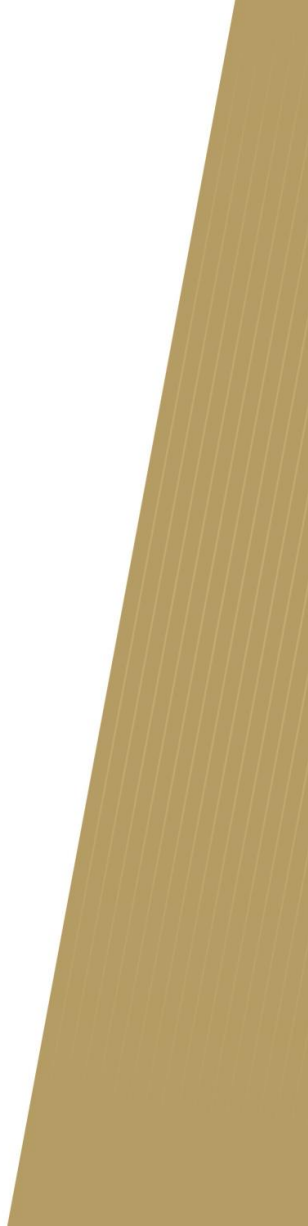
Support

- Proposal includes request for two full-time and one part-time administrative/faculty positions (divided across SC and BV campuses) to manage and assess WI program and to train faculty
- Faculty who volunteer to propose and teach a WI-labeled course will attend an orientation workshop and have opportunities to attend ongoing optional workshops
- Proposal includes stipends for volunteering WI faculty

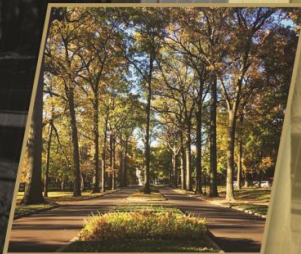
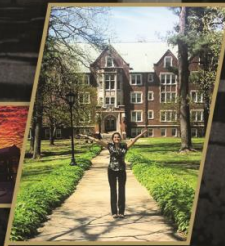
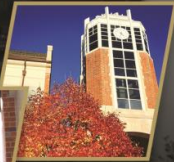
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Questions?

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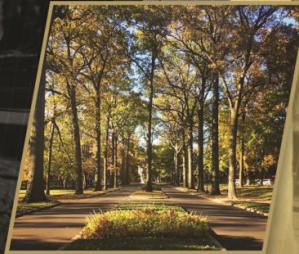
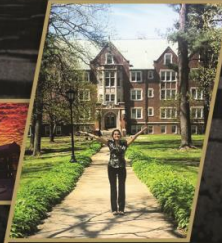


Announcements



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Executive Session



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