

Faculty Bulletin

Volume 14, Issue 1 – July 2013

Concordia University, Saint Paul

The Faculty Bulletin can be accessed directly from the Academic Affairs web page: http://concordia.csp.edu/academicaffairs/Faculty_bulletin/index.html. Or go to the Faculty/Staff Portal, click on “Academic Affairs,” and then click on “Faculty Bulletin.” The bulletin emphasizes faculty policy and business issues, upcoming events, professional development opportunities, and deadlines. News items for the faculty and the Concordia community are publicized through the weekly CSP Update. Articles for publication in the *Faculty Bulletin* may be submitted via email to haeg@csp.edu at least five working days prior to publication.

The submission deadline for articles for the next issue is, Wednesday, July 24, 2013.

ACTION: Imitate and Walk

Therefore be imitators of God, as beloved children. And walk in love, as Christ loved us and gave himself up for us, a fragrant offering and sacrifice to God.

Ephesians 5:1 – 2 (ESV)

They are simple words but convey difficult ideas – imitate God and walk in love like Christ did. Imitating and walking, obviously, are not things of the mind or of the heart but they are things of action. They both mean that we are to *DO* something. It has been said – at least once – that imitation is the most sincere form of flattery. Love for God is never something that occurs just in our minds or our hearts. Love is something we do for another – it is action. In 1 John 4 that we must love in both our deeds and our words. Love means to give ourselves up – what we want, our rights, our desires – to honor God and serve others. This is a kind of love that can change the world, or a marriage, or a family.

May God bless each of us as we go about our lives and live out our vocation and may He, through the Holy Spirit, empower each of us walk in love – every day.

Lonny Maly, Vice President for Academic Affairs

CSP Ministry

*CSP Ministry is a community of the Word and prayer,
diverse in time, place, language and worship,
centered in the Gospel of Jesus Christ*

Chapel Schedule

**Summer Schedule: Chapel will be held at 11:30 am
on the couches in the Fellowship Center.**

The new daily schedule – which begins Thursday, August 29 – has chapel scheduled on Mondays, Wednesdays, and Fridays at 10:30 am and on Tuesdays and Thursdays at 11:20 am.

Theme for the 2013/14 Academic Year: “Walk in Love”

Based on Ephesians 5:2 “And walk in love, as Christ loved us and gave himself up for us, a fragrant offering and sacrifice to God.” (ESV)

2013-14 Book of the Year

The Book of the Year for 2013/14 is *Behind the Beautiful Forevers* by Katherine Boo. The description inside the book jacket of *Behind the Beautiful Forevers* states: “With intelligence, humor, and deep insight into what connects human beings to one another in an era of tumultuous change, *Behind the Beautiful Forevers* carries the reader headlong into one of the twenty-first century’s hidden worlds, and into the lives of people impossible to forget.

Concordia University Saint Paul’s theme of the 2013-2014 year “*Walk in Love*” provides a strong platform for discussion of this non-fiction account of life, death and hope in a Mumbai Undercity.

Calendar of Events

DH=Dining Hall BEC=Buenger Education Center BMCA=Buetow Music Center Auditorium
GC=Gangelhoff Center GMC=Graebner Memorial Chapel CCR = Concordia Conference Room

July 1, Monday

July 1, Monday – July 5, Friday

July 4 – 5, Thursday – Friday

July 8, Monday

July 8, Monday – August 15, Thursday

July 20 – 25, Saturday – Thursday

July 24, Wednesday

August 7, Wednesday

August 7 – 8

August 9, Friday

August 19, Monday – August 20, Tuesday

August 22, Thursday

August 25, Sunday – August 28, Wednesday

August 25, Sunday

August 26, Monday

August 28, Wednesday

August 29, Thursday

Week of September 9

Registration for PSEO Students

Holiday week, No classes

Holiday: Campus closed

Grades due for Summer Session #1 and all degree-completion and graduate students (12:00 noon)

Summer Session #2 (6 weeks)

LCMS Synodical Convention in Saint Louis

CSP Open House for Cohort Students (4:00 – 7:00 pm; Cross of Christ Fellowship Center)

New Student Orientation for First-Year Students in Traditional Programs (10:00 am – 2:30 pm)

New Fulltime Faculty Orientation (9:00 am – 4:00 pm)

New Student Orientation for Transfer Students in Traditional Programs (9:30 am – 12:00 pm)

New Adjunct Faculty Orientation and Training (8:30 am)

Annual Fall Faculty Workshop (9:00 am – 5:00 pm)

Grades due for Summer Session #2 (12:00 noon)

Move in days and "Welcome Week"

Collegiate Convocation (4:30 – 5:30 pm; BMCA)

Start of Fall Semester; Classes Begin for First-Year Students in Traditional Programs

Festival of Beginnings (6:30 pm; BMCA)

Classes Begin for Returning Students in Traditional Programs

Classes Begin for New Undergraduate Degree Completion Students and Graduate Students

Fall Faculty Events
Workshop – Monday, August 19 and Tuesday, August 20
Collegiate Convocation and Festival of Beginnings

The Annual Fall Workshop for all fulltime faculty will be held on Monday, August 19 and 20 from 9:00 am to 5:00 pm – on campus. The Collegiate Convocation, a part of “Welcome Week” is scheduled for Sunday, August 25 at 4:30 pm. This year’s Festival of Beginnings is Wednesday, August 28 at 6:30 pm. Faculty traditionally robe and process at both the Collegiate Convocation and the Festival of Beginnings. The theme for the Faculty Workshop is the theme selected for the year, *Our Refuge and Strength*.

Faculty Workshop Schedule (subject to change)

Note: Lunch will be provided both days but please make your own arrangements for breakfast. Bring your faculty identification card to receive a new expiration sticker.

Monday, August 19, 2013

- 9:00 am Chapel – Walk in Love (Chapel)
- Faculty and Staff Gathering (Buetow Music Center Auditorium)
Presidential Address – Tom Ries
Report of Financial Matters – Michael Dorner
Report of University Operations – Eric LaMott
- Faculty Business Meeting (all faculty; Buenger Education Center – BEC)
- 11:30 am All Faculty Lunch (provided in the BEC)
- 12:30 pm Updates from Student Resources and Support Areas
Library, Career Services, Tutoring, etc.
Book of the Year – *Behind the Beautiful Forevers* by Katherine Boo
- 1:15 pm Professional Development Breakout Sessions (choose 2; each offered twice)
Session 1 1:15 – 2:00 pm
Session 2 2:15 – 3:00 pm
- Implementing Strategic Goal 3: Embedding Career Preparation into Your Major
Supporting Students with Disabilities: Case Studies
Applied Technology: Google Docs
Using WebX as an Instructional Tool
Implementing the Blackboard Course Management System
- 3:15 pm Faculty Scholarship Roundtables (3:15 – 4:00 and 4:15 – 5:00)
- 5:00 pm Field Trip

Tuesday August 20, 2013

- 9:00 am Convocations – Announcement of fall semester schedule (Joel Schuessler)
- 10:00 am Activity (TBA)
- 11:30 am Chapel (in GMC)
- 12:00 pm All Faculty Lunch (provided in BEC)
- 12:45 pm Professional Development Breakout Sessions
Session 1 12:45 – 1:45 pm
Session 2 2:00 – 3:00 pm
- 3:15 pm Faculty Senate committee meetings – Annual Planning (LTC classrooms)

Current Searches for Faculty Positions

The following searches for faculty that are currently underway, still on the “table”, or completed:

- Biology – two replacement position; searches are underway
- Criminal Justice – a replacement position; a search is underway
- Educational Specialist/Doctorate – a new position; a search is underway
- Data Analytics and Business Intelligence – a new position (not currently budgeted; suspended)
- Graphic Design – a new position; John DuFresne has accepted a term faculty position
- Information Technology – a new position (not currently budgeted; suspended)
- Kinesiology and Health Sciences – a replacement position; Lana Huberty has accepted a term faculty position
- Mathematics – a replacement position; Dan Maroncelli has accepted an Assistant Professor position
- Music – a new position (gift funded); Nathan Kennedy has accepted a term contract
- Physical Therapy, Director Clinical Education – a new position; Matthew Vraa has accepted a term contract
- Psychology – a replacement position (tenure-track position; budgeted but currently suspended)
- Theology – a replacement position; Adam Clark has accepted a divine call for an Assistant Professor position to begin in January, 2014
- Dean – College of Business and Organizational Development (not currently budget; suspended until January, 2014)

Areas of Emphasis for Academic Affairs

The Office of Academic Affairs continues to focus its energy around three of the goal areas in the university’s 2014 – 2018 strategic plan: to grow student enrollment at both the undergraduate and graduate levels; to increase student persistence to graduation, and to improve the transition to job or graduate school. To that end we are working on the following:

- Refining and developing academic programs in order to demonstrate the highest quality and responsiveness to “the market” in higher education;

Strengthening partnerships with other colleges and universities and internship sites
Continuing to be a “culture of evidence” when it comes to assessing how students are meeting learning outcomes in general education, in majors, and in graduate programs
Improving academic support programs and advising that facilitates persistence and graduation
Continuing efforts to develop an exemplary graduate school and graduate programs
Professional development for faculty focused on “exemplary teaching” and
Continual efforts toward encouraging and assisting faculty with the important task of connecting faith and learning.

Faculty Professional Development Opportunities

The continuous professional development of our faculty is a priority of the Office of Academic Affairs at Concordia University. Below is a list of some assumptions from which we operate and a list of opportunities. Let Lonny Maly know if you wish to participate in any of these upcoming events (other than August 19 – 20).

Assumptions:

1. Faculty professional development is best when primarily focused on the improvement of teaching students
2. Faculty professional development has as its goal continuous improvement – no matter where we are on the “excellence in teaching” continuum, there is always room for improvement or growth
3. Faculty professional development should afford opportunities to better teach students who are diverse, better teach students who learn in a variety of ways (and maybe differently from faculty), and better teach in a variety of modalities
4. Faculty professional development should include a variety of opportunities – on campus and off campus, large groups and small groups, and some choice of opportunities

Opportunities:

Vocation of Lutheran Colleges: “Vocation: A Challenge to the Commodification of Education”: July 22 – 24, 2013 at Augsburg College

29th Annual Conference on Distance Teaching and Learning Conference: August 7 – 9 in Madison, WI

Association of Lutheran College Faculties: “Building Bridges: Expanding the Boundaries of Lutheran Higher Education” October 4 – 5, 2013 at Capital University (Columbus, OH) (see the Call for Proposals in the Faculty Bulletin from May, 2013)

National Conference of the Lilly Fellows Program in Humanities and the Arts: “Faith and Academic Freedom in Civic Virtues” October 18 – 20 at the University of Scranton (Scranton, PA)

New Adjunct Faculty Orientation and Training Set for August 9, 2013

In an effort to become more efficient in our orienting and training of new adjunct faculty, we are scheduling three university-wide sessions – in August, December, and March. The first training session will be held Friday, August 9 from 8:30 am – ? pm. We will begin with a continental breakfast followed by the morning session focused on technology matters – CSP portal, email, entering grades, Blackboard, etc. After a break for lunch department chairs and program coordinators will be invited to meet with the faculty in their content areas. Please send the names of the adjunct faculty you are inviting to Kathy Haeg. The next session is tentatively scheduled for Saturday, December 7, 2013.

Orientation for New Full-Time Faculty

An orientation gathering for new full-time faculty will be held Wednesday, August 7 and Thursday, August 8 and will be facilitated by Lonn Maly. As a part of the orientation, the new faculty will be observers at the student registration event on August 7. The orientation is planned for 9:00 am to 4:00 pm each day.

Concordia University Subject of Study and Paper

The Learning House, a Concordia University partner for marketing and recruiting students, recently completed a study focused on CSP entitled, *Developing a Framework for Growth: How One University is Succeeding in Today's Competitive Market*. The study, the subject of a presentation in Louisville, Kentucky in June, notes that CSP grew from 2,046 students in 2006 to 3,015 this spring. Findings included six key strategies used at CSP:

1. Taking a market-driven approach to enrollment
2. Using data to inform decisions
3. Focusing on strengths and outsourcing weaknesses
4. Empowering the leadership team to execute a bold vision
5. Creating faculty buy-in
6. Fostering an entrepreneurial culture

What do you think? Are the findings correct? Did they miss anything? Representatives from The Learning House will again be on campus the week of July 22 to meet with departments and faculty. Let Kim Craig know if you might be interested in meeting with the team. Kim is the Director of Cohort Enrollment Management. To download the full case study, visit www.learninghouse.com/meet-csp.

Pay Rates, Prorating, and Limits for Adjunct Teaching

For the 2013/14 academic year the pay rate for adjunct teaching will be continue to be connected to the revenue received for particular courses and will be as follows:

Master's of Business Administration	\$1,200 per credit
Traditional Courses	\$1,000 per credit
Undergraduate Cohort and Continuing Studies Courses	\$550 per credit
Graduate Cohort Courses (non-MBA)	\$650 per credit

A change has been made regarding the pro-rating of courses for under-enrolled courses. In the past prorating occurred in classes below 10 during the fall and spring semesters and under 7 in

the summer semester. The new schedule calls for prorating all courses with enrollment of 8 or under for all three semesters.

Further, due to our implementation of the Internal Revenue Service policy regarding eligibility for benefits, adjunct faculty will be limited to a total of 9 credits of teaching per semester and 27 annually.

New Program for International Students

As a part of our strategic initiative to grow our student enrollment at Concordia University, we have ramped up our efforts to enroll more international students. In fact, 24 students from Saudi Arabia are enrolled in a special summer program and will be matriculating to fulltime status this fall. Half of the 24 students are undergraduates and half will be students in the Master of Arts in Education program. As many as 70 new students will be enrolling for fall – 50 undergraduates and 20 graduate students. We have also welcomed to the university Tom Allen who holds the title of Coordinator of International Student Services. His office is on the top floor of the Lutheran Memorial Center in the Robinson Room.

A Perspective on Lutheran Colleges

Chapter Two of Tom Christenson's book, *Who Needs a Lutheran College?* is entitled "What does it mean to be a Lutheran college? Why are we still asking?" Here is an excerpt:

"Here are a few answers I have developed:

1. The question needs revisiting because people continue to misunderstand what the possible answers might be. Our minds are largely shaped by our culture, and it is very difficult to think outside the boxes the culture provides us. When we think of religiously-affiliated education, we often assume that it will be parochial, narrow, doctrinaire, and bent on making converts, and that it will want to teach its own views and silence all others. If religious education is not like that, then, the supposition runs, it must not be really religious. That is, either the college/university is parochial, narrow, doctrinaire, etc., or it is not really a religiously-affiliated institution. If the school took its religious character seriously, it would end up re-establishing the Inquisition. It is not doing the latter, so it must not be doing the former. It does not seem to matter how often that view is corrected, people's minds snap back to it like a rubber band.

Because that false either/or seems perennially to shape our thinking, it needs a perennial corrective – or at least one that occurs regularly. When people begin to remember that Lutheran higher education intentionally avoids the either/or boxes the culture provides, the necessity of revisiting the "What is a Lutheran college/university?" question may diminish. Until then we ask the question because we are not happy with the alternative answers the culture offers us.

2. The question about Lutheran higher education may be asked very generally, but it needs to be lived out very particularly. Individual colleges/universities need to ask the question, "What does it mean for *this* college that it is Lutheran?

3. I remember a discussion where someone said, “It’s a characteristic of a Lutheran college that it’s a place that keeps on asking, “What does it mean to be a Lutheran college?”
4. A sincere question is an invitation to speak and a promise to listen. A community focused by a set of questions has at its heart an intentional regard of the other and an openness about it. That regard and openness does not need to be discussed if it is obviously shown by the community of discourse. How willing am I to hear a brand new answer? How willing are we to ask a new way of looking at things? If we are not willing, then we had better not invite a new response, we had better not open with a question?”

Christenson, Tom. (2011). *Who Needs a Lutheran College?* Minneapolis, MN: Lutheran University Press; p. 9

So what does this mean for us at Concordia University in 2013? What is a Lutheran college or university? What are the underlying ideas? How does one connect faith and learning in the college classroom today?

If you are interested in questions such as these and can spare some time each month, please feel free to join the Concordia Learning Community (CLC) group that considers such matters once a month or so. Contact Lonny Maly if you are interested. [Our next meeting is scheduled for Tuesday, July 30 from 11:30 to 1:00 pm in Meyer Hall 215.](#)

Thoughts About Excellence in Teaching

Outstanding classroom teaching has always been a point of emphasis at Concordia University. We are quite accomplished at it. To that end, we spend quite a bit of time and energy focused on continuously refining and improving our classroom teaching. Many of our professional development opportunities are designed to . One book that offers some interesting insight is excerpted below. An excerpt from a book entitled, *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*

[There are] two widespread problems that I see in much of college teaching today. The first is that the majority of college teachers do not seem to have learning goals that go much beyond an understanding-and-remember type of learning. A few extend to certain aspects of application learning – such things as problem solving, thinking, and decision making. But even those that offer a decent version of application learning are notable by their exception. As a result, sitting in many courses gives one the feeling that teachers are doing an information dump.... The second problem is that most teachers seem to have difficulty figuring out what teaching activities they might use besides the two traditional standbys: lecturing and leading discussions.

Fink, L. D. (2003). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco: Jossey-Bass, p. xi.

Faculty Accomplishments

Dr. Michele Pickel and her husband Steve, participated in a mission trip from June 22 – July 1 with Children’s Christian Concern Society (now called Lead-a-Child) to share the love of Jesus Christ with children in Guatemala through Christian education. *Lead a Child* (Lutherans Educating And Discipling Children) is a Recognized Service Organization (RSO) of the LCMS.

Dr. Phil Johnson has recently completed the requirements for a Ph.D in Applied Management and Decision Science at Walden University. His dissertation topic was *Effects of Transformative Leadership Style and Organizational Culture on Change in Christian Congregations*. Congratulations!

Dr. Eric LaMott and **Kim Craig** recently presented at the Connect 2013 Online Education Conference in Louisville, Kentucky on June 26 – 27, where CSP was the featured institution. Lamott presented a case study entitled “[Sharing Success: A Live Case Study with Concordia University, St. Paul](#)”. His presentation illustrated how Concordia has significantly increased enrollment over the last year and has poised itself for future growth. Craig, Director of Cohort Enrollment Management, also spoke about proactively reaching out to students and techniques that build and maintain relationships between online academic advisors and students in a presentation entitled “[Facilitating Student Success](#)”.

Dr. Mark Schuler left June 23 with a team a team of 11 students and volunteers to begin the 14th season of excavation work at the Hippos of the Decapolis dig site in Israel. The team will focus on an Umayyad era structure that is part of the larger Northeast Insula Project where groups from Concordia have been working since 2010.

Choral publications written by **Dr. David Mennicke** will be included in the eLibrary of Quality Anthems for Churches at the Church Music Institute in Dallas, Texas. Minnesota Public Radio broadcast a performance of "The World Beloved: A Bluegrass Mass" conducted by **Dr. Mennicke** on July 4.

Dr. Thomas Saylor, Professor of History, led a volunteer team that included **Rev. Michael Dorner, Vice President for Finance**, to Santa Rosa in western Honduras as part of Habitat for Humanity's Global Village program.

Technology Purchases

All technology purchases (hardware and software) must be reviewed and approved through Information and Technology please contact Jonathan Breitbarth (breitbarth@fsp.edu) or Dr. Eric LaMott (lamott@fsp.edu).

New Daily Schedule Begins for 2013/14

A new daily schedule will be implemented beginning with the fall semester. There are 11 class “slots” between 8:00 am and 5:00 pm that can host either three or four-credit courses. Three-credit and four-credit classes meet three days a week on Monday|Wednesday|Friday or two days a week on Tuesday|Thursday. The slots on Monday|Wednesday|Friday are 65 minutes in length. The Tuesday|Thursday the slots are 90 minutes in length. Four-credit classes use the full time in the session and three-credit classes use less than the full 90 minutes. The intent was to schedule no classes outside the available slots and to have no overlapping classes (exceptions below).

Note that while the published time for each class will be the entire time slot, slot time does not equal seat time. The first session of the class will open at the published time for the slot. Through the syllabus and its statement on “engaged time,” the instructor will state clearly the exact meeting times for the class on subsequent days. Those times must fit within the assigned slot (except for field trips and special activities). The slots make a classroom available for a class but the instructor sets the meeting times. Usage of the space should be determined by course content and pedagogy.

Also note that classes in the eleventh slot will typically be taught by adjunct professors, so that the time may be used for college, committee, and Faculty Senate meetings.

Two-credit courses that meet for half of the semester are scheduled into any of the 11 slots. The department scheduling such a class is expected to match it with another two-credit class or to work with another department willing to take the other half of the semester.

Two-credit classes that meet for the entire semester are scheduled in slots seven through eleven on Tuesdays and Thursdays. Scheduling may be horizontally (50 minutes each day) or vertically (90 minutes on either Tuesday or Thursday). Again, departments that schedule such classes should work to fill the remainder of the slot time with other classes from the department or a partner department.

One-credit classes may be paired with two-credit classes or listed TBA. An individual TBA session must be scheduled within the parameters of a time slot.

Certain Science and Art courses that require lab/studio time of up to 120 minutes are scheduled on MWF in the slots marked Sci/Art 1-3. The sessions span two adjacent slots. Since such courses use or overlap two of the eleven daytime slots, the course using the studio/lab time will make accommodations in the case of course conflicts.

Advanced science or studio classes requiring both lecture and a lab/studio session of up to 180 minutes have scheduled their lecture material into slots one, two, three, or four and may also schedule one lab/studio session assigned to the slot. Slot one uses the lab/studio session on Tuesday morning. Slot two uses the lab/studio slot on Thursday morning. Slot three uses the lab/studio time on Tuesday afternoon. Slot four uses the lab/studio time on Thursday afternoon. Lab/studio time may only be scheduled into spaces dedicated for such usage (not regular classrooms). Since such courses use or overlap three of the eleven daytime slots, the course using the studio/lab time will make accommodations in the case of course conflicts.

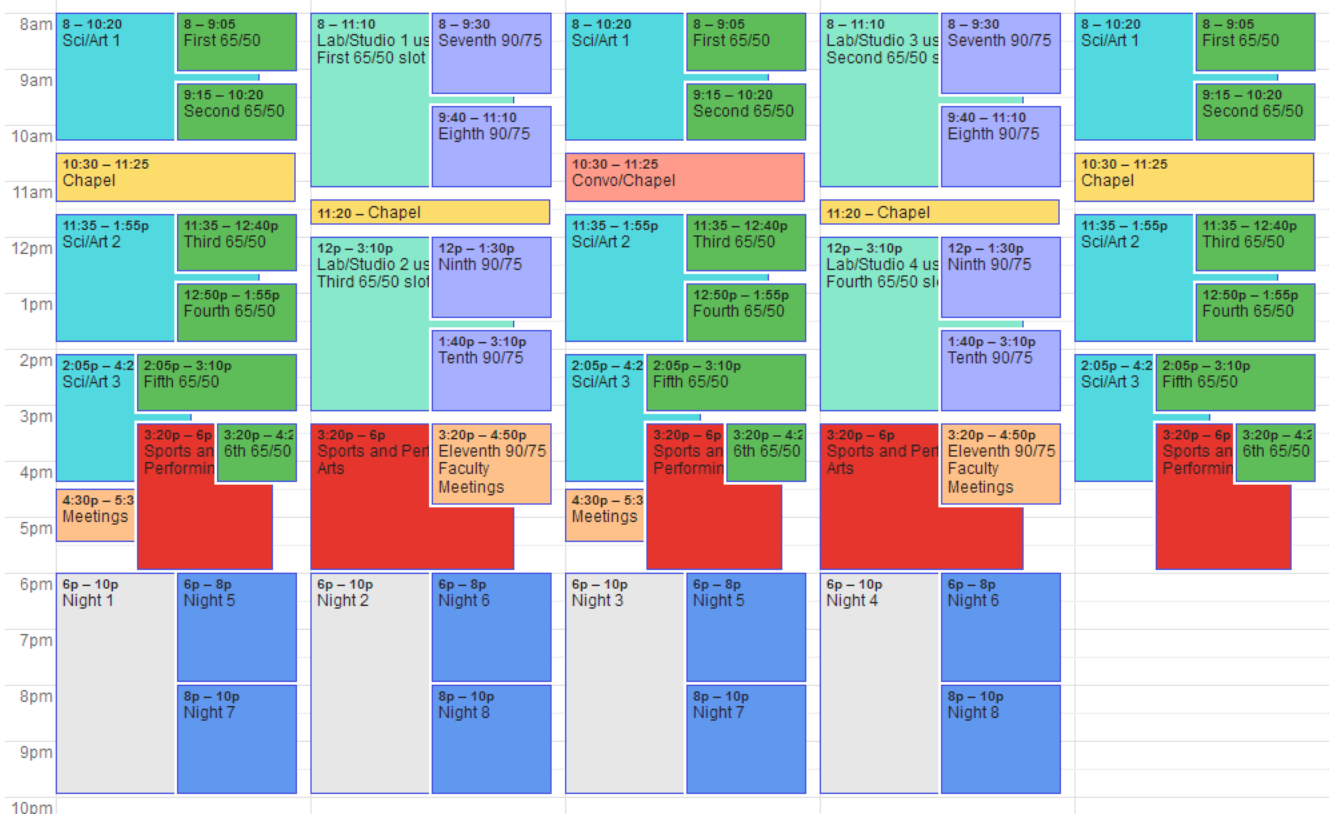
Courses that overlap with the sports/performing arts slots (3:20-6:00pm on MTWR) must not be required by majors and must have an equivalent course offered at another time in the same semester not creating such a conflict. Sports/performing arts may use some, all, or more than the listed slots as they see fit.

Final examination times have been scheduled for each of the eleven slots. The final for a course will be determined by the slot within which it is scheduled. If courses share a slot, the department(s) involved will split the examination time accordingly. If a course spans more than one slot, its examination time will be that of the earliest slot spanned.

Evening classes are scheduled to be once a week or twice a week. As a result, courses will overlap in the evening. Departments will need to continue to work together to avoid course conflicts.

Exceptions to the above schedule require approval of the Deans' Council and will be considered only for pedagogic reasons.

Daily Schedule for 2013/14



Dashboard – Information that Faculty Sometimes Want to Know

Beth Peter, in one her roles at CSP, conducts institutional research and posts reports on the Institutional Research webpage. We have been publishing some of that information in this space. Take a look at the Institutional Research webpage located at the following link: <http://concordia.csp.edu/institutionalresearch/>

IT Help Desk Hours

<u>Summer Hours</u>		
Monday – Thursday	9:00 am – 8:00 pm	
Friday-Saturday	9:00 am – 3:00 pm	
Sunday	Closed	
<u>Summer Holidays</u>		
Independence Day Weekend (July 4 –7)		Closed
Thursday – Sunday		
Labor Day Weekend (August 31 – September 2)		Closed
Saturday – Monday		

Library Services / Hours

<u>Summer Hours (May 13 - August 24)</u>		
<u>Library Hours</u>		
Monday – Thursday	9:00 am – 6:30 pm	
Friday	9:00 am – 3:00 pm	
Saturday	10:00 am – 2:00 pm	
Sunday	Closed	
<u>Reference Desk Hours</u>		
Monday – Thursday	10:00 am – 6:30 pm	
Friday	10:00 am – 3:00 pm	
Saturday	10:00 am – 2:00 pm	
Sunday	Closed	
<u>Summer Holidays</u>		
Independence Day Weekend (July 4 –7)		Closed
Thursday – Sunday		
Labor Day Weekend (August 31 – September 2)		Closed
Saturday – Monday		