

Faculty Bulletin

Volume 14, Issue 4 – October 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, Monday, October 28, 2013.

Walking in Love Knowing that God Loves Us

For God gave us a spirit not of fear but of power and love and self-control.

2 Timothy 1:7 (ESV)

What decisions have you made recently that were influenced by fear? A raccoon in the back yard a month ago has caused me to decide to carry a stick when wandering around the yard in the dark. If I hadn't experienced some fear maybe I would do things differently now. The Bible uses a metaphor that the devil is like a roaring lion seeking whom he may devour (1 Peter 2: 8). Well, how does a lion catch its prey anyway? The male lion roars to scare its prey into an ambush. Similarly the devil uses fear to try to get us to run into his ambush. We must not allow ourselves to be moved into making decisions based on ungodly fear.

So what do we do? We work at building our faith – by reading and hearing God's word. For we know that faith comes by hearing and hearing by the word of God. We fellowship with others of like precious faith and meditate on the word of God. Yet, to get our faith to work, we must walk in love, for the scriptures also say that faith works by love. As we develop our walk in love, showing our love to God and to others, then fear is driven out. We also hear the words that perfect love casts out fear. So let us not only build our faith but let us walk in and develop in love knowing that God loves us so that our faith will work in our lives and be activated!

May God continue to bless each of us as we go about our lives and live out our vocation and may He, through His Holy Spirit, empower each of us to “walk in love.”

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

Monday, Wednesday, Friday: 10:30 am
Tuesday, Thursday: 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 2013/14 year “Walk in Love” provides a strong platform for discussion of this non-fiction account of life, death and hope in a Mumbai Undercity.

SPECIAL NOTE: Katherine Boo will be speaking at the University of Minnesota on Tuesday, October 15, 2013 at 7:30 pm in the Coffman Memorial Union. Ms. Boo will discuss her book *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity*. A book signing and reception will follow the talk, and copies of Boo's book will be available for purchase. This event is free and open to the public.

Calendar of Events

October 2, Wednesday	Convocation: Let’s Talk About It: Muslim Journeys – Promises Made, Promises Kept? <i>In the Country of Men</i> by Hisham Matar (10:30am in BEC)
October 3, Thursday	Deadline for requesting Pass/No Pass grading Last day to withdraw from first half semester course (W)
October 3, Thursday	Farewell Reception for Dr. Phil Johnson (3:30 – 5:00 pm Hoffman Institute)
October 3 – 4, Thurs. – Fri.	Board of Regents meetings on campus
October 5, Friday	Installation of CSP Pastor Rev. Tom Gundermann (10:30 am GMC) Re-Dedication of Concordia Art Building (3:00 pm)
October 7, Monday	Aaron Likens – <i>Building a Foundation/Tour of Hope</i> (7:00 pm BMCA)
October 10, Thursday	Dedication of Student Life Center (3:00 pm)
October 10 – 13, Thurs. – Sun.	Fall Break for Traditional Students; No classes
October 15, Tuesday	Katherine Boo speaks at the University of Minnesota in the Coffman Memorial Union (free and open to the public; 7:30 pm)
October 16, Wednesday	Convocation: Annual Bartling Lecture Series – Voting Rights and Equality in America – Dr. Josie R. Johnson (10:30 am BEC)
October 17 – 18, Thurs.–Fri.	<i>A Celebration of the Humanities</i>
October 21, Monday	Midterm and end of first half semester courses
October 23, Wednesday	Faith and Learning Conversation Lunch (11:30 – 1:00 pm in Dining Hall)
October 28, Monday	Second Session Courses begin for Undergraduate degree Completion Students and Graduate Students (through December 20 with no classes during Thanksgiving Week)
October 29, Tuesday	Last day to add or drop a second half semester course without record
November 11, Monday	Last day to withdraw from a full semester course (W)
November 18 – 21, Mon.-Thurs.	Registration for spring semester
November 26, Tuesday	Last day to withdraw from a second half semester course (W)
November 27 – Dec 1, Wed.–Sun.	Thanksgiving Break, No classes

Homecoming Events for 2013

Friday, October 4

- 10:30 am Installation of CSP Pastor Rev. Tom Gundermann (Graebner Memorial Chapel)
3:00 pm Art Building Re-Dedication (Concordia Art Building)
5:30 pm Alumni Distinguished Service Award Banquet (Buenger Education Center)
Honorees include: *Gretchen Beecroft, Eugene Bunkowske, Sally Cordes, Jim Vehling and Rebecca Thomley*
7:00 pm Women's Soccer vs. University of Mary (SeaFoam Stadium)

Saturday, October 5

- 11:00 am Tour of the Newly Renovated Dining Hall
11:25 am Pep Band Rehearsal (SeaFoam Stadium – north side of home stands)
12:00 pm Football vs. Minnesota State – Mankato (SeaFoam Stadium)
2:00 – 5:00 pm Comet's Carnival (SeaFoam Plaza)
3:00 – 5:00 pm Alumni-Faculty Art Show (Concordia Art Building)
5:00 pm Tour of the Newly Renovated Dining Hall
5:30 pm 1953 Academy 60th Anniversary Dinner (Library Technology Center)

Sunday, October 7

- 1 pm Soccer vs. Augustana (SeaFoam Stadium)

Let's Talk About It: Muslim Journeys – Points of View

Events will be held in Concordia University's Buenger Education Center

This reading and discussion series presented by the National Endowment for the Humanities and the American Library Association has made its way to Concordia University – Saint Paul. It focuses on the reading of five books and a series of interactions about each book. The books are intended to “offer a corrective to some of the misunderstandings that confront the Muslim community in America” and are designed to “demonstrate the rich diversity of experience, the variety of Muslim opinions, and confirm our shared values.”

October 2: 10:30 am (during Convocation): *In the Country of Men*, by Hisham Matar

November 12: 7:00 pm: *Persepolis: The Story of a Childhood*, by Marjane Satrapi

February 11: 7:00 pm: *House of Stone: A Memoir of Home, Family, and a Lost Middle East*, by Anthony Shadid

March 5: 10:30 am (during Convocation): *Broken Verses*, by Kamila Shamsie

April 8: 7:00 pm: *Dreams of Trespass: Tales of a Harem Girlhood*, by Fatima Mernissi

Join the Concordia Community at a Farewell Reception for Dr. Phil Johnson

Dr. Phil Johnson has accepted a call to the Minnesota South District to be the Assistant to the President for Mission Formation. We sincerely thank Phil for his service to Concordia, the Department of Theology and Ministry, and the Hoffmann Institute. We pray for God to bless him in his new ministry with our colleagues in Minnesota South District. Phil's last day will be Friday, October 4. **You are invited to a farewell reception for Phil on Thursday, October 3, 3:30 – 5:00 pm in the Hoffmann Institute.**

Craig Witthaus to Move from Fulltime Faculty to Consulting

After 10 years as a fulltime faculty member, Craig Witthaus, College of Business and Organizational Leadership, will become a consultant and teach as an adjunct at CSP. This is effective November 1. A farewell reception for Craig will be announced at a later date. We thank Craig for his dedicated service to the students at CSP over these years.

CSP to Host Author and Speaker Aaron Likens on October 7

Aaron Likens, recipient of the prestigious Mental Health Champion award, is an accomplished public speaker, published author and avid blogger. He was diagnosed with Asperger's Syndrome – a high functioning form of autism – at age 20. Mr. Likens is currently on a national tour, and CSP is honored to be chosen as one of his locations for an evening presentation. In the world of disability awareness, Aaron is a national advocate for students "on the spectrum". This is a diagnosis that can affect an individual's social interactions and learning in a wide variety of ways. The number of students with Spectrum Disorders continues to increase both on our campus and nationally, so this is an important topic for students and educators alike.

The Student Accessibility Services Staff would appreciate your help in announcing this event to others, including passing the word on to friends or family members.

Aaron Likens -- "Building a Foundation / Tour of Hope"

*Buetow Music Auditorium on Monday, October 7 at 7:00 pm followed by a question and answer period from 8:00 to 8:30 pm. There will be a book signing / dessert before and immediately following the event. **This event is free and open to the public***

Join the College of Arts and Letters in A Celebration of the Humanities

Throughout the 120-year history of Concordia University, the humanities have held an esteemed position in the academic curriculum. At today's Concordia, the academic home of the humanities is in the College of Arts and Letters, which comprises the departments of art and design, communication studies, English and modern languages, history and political science, music, theatre and dance, and theology and ministry.

To recognize the varied contributions these disciplines make to our intellectual life together, and to showcase some of the research and teaching that professors from these departments do, the College is sponsoring "A Celebration of the Humanities" on Thursday, October 17, and Friday, October 18, 2013. We invite you to attend any number of the following sessions:

Thursday, October 17

- 3:20 to 4:10 p.m. Prof. Kim Flottesmesch, Department of Communication Studies, "Communicating Hidden Disabilities: Parental Self-Disclosure and the Use of Grave Dressing"; Library Technology Center 215
- 4:20 to 5:10 p.m. Prof. Theresa FitzPatrick, Department of English and Modern Languages, "Writing Wounded: The Convergence of Traumatic Experience and Literature in a Post-9/11 World"; Library Technology Center 215

- 6:00 to 6:50 p.m. Profs. Paul Hillmer, Thomas Saylor, and David Woodard, Department of History and Political Science, “History Professors Talk Research: An Examination of Methods, Techniques, and Current Projects”; Library Technology Center 214
- 7:00 to 7:50 p.m. Prof. Nathan Kennedy, Department of Music, “Compositional Tendencies in the Music of Robert Muczynski”; Buetow Music Auditorium
- 8:00 to 8:50 p.m. Prof. John DuFresne, Department of Art and Design, “A Graphic Design Curriculum for Concordia University”; Concordia Art Center 08

Friday, October 18, 2013

- 3:20 to 4:10 p.m. Prof. Mark Rosenwinkel, Department of Theatre and Dance, “*Stone Hearts: Using Theatre as Explication of Current Events*”; Westlund Theatre
- 4:20 to 5:10 p.m. Prof. Mark Schuler, Department of Theology and Ministry, “Microcosm of Transition: The Northeast Insula at Hippos of the Decapolis”; Westlund Theatre

News From The Library

Library Technology Center To Celebrate 10th Birthday

The Library Technology Center is celebrating its 10th birthday! Come in and check out our anniversary display. ***Please join the library staff for cake, games, and prizes from 11am – 1:00 pm on Friday, October 18.*** Students from the music department will help kick off the festivities with a rousing chorus of Happy Birthday.

Additionally, we have duplicate copies of some issues of Concordia’s yearbooks the Scribe and the Moccasin. Our Special Collections and University Archive both have a full set of yearbooks and we would like to find new homes for our extra copies!

If you have misplaced your graduation copy and are interested in replacing it, doing research about a parent or grandparent that went to CSP in the 50s, 60s, or 70s, or you are just a CSP history buff – this deal is for you!

We have at least one extra copy from the following years:

1949 – 1950, 1962 – 1966, 1968 – 1971, 1973 – 1982, 1989 – 1990, and 1994 – 1995

Contact Megan Johnson-Saylor if you are interested in a copy. First come, first served!

johnsonsaylor@csp.edu 651-641-8244

From the Registrar's Office

The Registrar's Office is pleased to announce online Grade Change forms. There are two forms on the Faculty tab of CSP Connect that can be submitted electronically. The only browser that is recommended is Internet Explorer. Some other browsers will not allow the document to be filled in or allow functionality with the buttons on the form.

The first is a **Grade Change for In Progress**. This form is only for changing a grade from an "I" to another grade. This form has a submit button that will open up an email with an attachment to be sent directly to the Registrar's Office. It must come from the instructor's CSP email account.

The second form is a **Grade Correction** form. This form is for changing any A-F or P-N grade to another grade. This form has a print/save button to save the document to a PDF. It will need to be attached to an email and routed from the instructor to the Department Chair to the Dean for approval and then to the Registrar's Office. All emails must be routed through CSP email accounts to be recorded by the Registrar's Office. All forms will individually be attached to the student's electronic record.

The Registrar's Office will no longer accept written emails or paper forms to change grades. Please contact the office if you are having issues with the form online. Please remember to use Internet Explorer as your browser for these forms.

Faculty Senate Update

The topics that were discussed in the September 17 Faculty Senate meeting included the continuation of the Faculty/Staff Dining Discount for the 2013-2014 academic year, *Student Accessibility Services Policies and Procedures (Appendix B)*, and *Student Accessibility Services Grievance Procedures for Students with Disabilities (Appendix C)*. The full text of the *Student Accessibility Services Policies and Procedures*, and *Grievance Procedures for Students with Disabilities* documents can be found at the end of this bulletin.

Current Searches for Faculty Positions

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

- Criminal Justice – a replacement position (budgeted and underway)
- Data Analytics and Business Intelligence – a new position (not currently budgeted; suspended)
- Information Technology – a new position (not currently budgeted; suspended)
- Psychology – a replacement position (tenure-track position; budgeted and underway)
- Dean – College of Business and Organizational Development; search will begin in Oct.

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.

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:

Magna Online Seminars (ongoing through June, 2014)

Concordia Learning Communities Re-energized.

(Contact the individual faculty member to find out how you might be able to participate.)

The following have agreed to lead a group during the 2013/14 academic year. Their topics are included:

Paul Hillmer – Title: Encouraging Faculty Research

If you are currently engaged in research, thinking about starting a project, or have questions about the role of research in the life of our faculty and the way it can energize our teaching and our learning, I invite you to join the CLC on “*Encouraging Faculty Research.*” I have some ideas about what this group could be, but would encourage you to join in and help define our identity and our goals. Possible activities might include sharing ideas about research, grant-writing, publishing, etc., and simple sharing,

facilitating, and encouraging the work our colleagues are doing. Feel free to contact me at hillmer@csp.edu if you are interested. *Paul Hillmer*

Miriam Luebke – Title: Maximizing Critical Thinking in Students

If you're looking for an informal gathering with colleagues for the sharing of resources, teaching strategies, and assessment methods for addressing our University Outcome of critical thinking, join me and others for a monthly meeting (with food) at a time we can agree on. Please email me with your interest at luebke@csp.edu. *Miriam Luebke*

Lonn Maly – Title: Learning and Teaching

Book: *Teaching Naked: How Moving Technology Out of Your College*

Classroom Will Improve Student Learning. Jose Antonio Bowen

Technology is profoundly changing education. Colleges and universities need to provide more than what can be found online and maximize face-to-face contact with faculty. This book takes the position that technology is most powerfully used *outside* the classroom and, when used, effectively, how it can ensure that students arrive to class more prepared for meaningful interaction with faculty.

Joel Schuessler – Title: Effective and Efficient Feedback

If you have a desire to be more EFFECTIVE at giving feedback that sticks and doesn't take all weekend to complete, then this Concordia Learning Community (CLC) is for you. We started with the Magna online video seminar "[Engage Online \(& face to face\) Students with Targeted Feedback](#)," then discussed shared challenges and successes. We may also consider reading & discussing Cavanaugh's (2012) book, [The Language of Blessing](#) as a stimulus for drawing out the best in our students. Questions like "How do we ... provide effective discussion board feedback/grading? handle student push back? ... involve peers and self in feedback? ... know when students know what is expected?" were among those discussed at Fall Faculty Workshop. Contact Joel Schuessler at nozo@csp.edu with questions or to be added to the calendar invite. *Joel Schuessler*

Michael Walcheski – Title: Online / Hybrid Pedagogical Strategies for Course and Program Development;

Book: *How to Design and Teach a Hybrid Course: Achieving Student-Centered Learning through Blended Classroom, Online and Experiential*

Activities. Jay Caulfield and Alan Aycok. This CLC will start with a brief review of the relevant theory – such as andragogy, inquiry-based learning, experiential learning and theories that specifically relate to distance and hybrid education. We will quickly move to a practical orientation for course development. We will set and share goals that mark specific changes we expect to see in our teaching. Plan to identify one course that you will use as a "sandbox" for practice and planning. Please contact me at walcheski@csp.edu if you are interested. *Michael Walcheski*

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)

Campus Improvements Progressing

The renovation of the campus Student Life Center, including the remodeling of the dining hall, and the renovation of the Concordia Art Center are "complete." On the afternoon of Friday, October 4 we will be celebrating the rededication of the Concordia Art Center (3:00 pm). Tours of the facilities will be available. On Thursday afternoon, October 10 (3:00 pm) we will be celebrating the Dedication of the Student Life Center. Come and tour the facility and celebrate with the donors, faculty, staff and students.

Faculty Notes

Dr. Nancy Harrower Thanks CSP Faculty and Staff

Dr. Nancy Harrower sends her thanks to the Concordia Community in the following message:

Dear Pres. Ries and Concordia faculty and staff ~

Thank you so much for the beautiful flowers. They arrived yesterday and definitely brightened up my day!

It's been a rough week - the surgery was much more complex than we had first thought it would be, but it went well. I have an amazing medical team and the surgeons say I am doing great. It will be quite a while before I am back to full strength, though every day I get a little stronger.

This has been a difficult time for my family, and the support, friendship, and prayers from all of you have made a big difference in our lives. No one faces (and beats) cancer working alone. All of you have helped me enormously on this journey. I look forward to being back on campus in the new year!

Dr. Kevin Hall Presenting at Qualitative Research Conference

Dr. Kevin Hall, assistant professor and director of the Director of Christian Education (DCE) Program at Concordia University, will present "Sailing into student learning: Advancing student learning through a balanced approach to higher education teaching" at the 19th Annual Midwest Qualitative Research Conference October 3 at the University of St. Thomas. The conference will showcase scholarly investigations that use qualitative methodologies to understand all aspects of the human experience.

Dr. Lynn Gehrke Receives Education School Professor of the Year Award

Education faculty member Dr. Lynn Gehrke was honored by the Academy of Education Arts and Sciences with the 2013 Education School Professor of the Year award at the 2013 Bammy Awards in Washington, D.C., on September 21. The Bammy award is a cross-discipline award recognizing the contributions of educators from across the education field. This past June, Dr. Gehrke was also awarded the *Educator's Voice Award*.

A Perspective on Lutheran Colleges

Chapter 15 of Tom Christenson's book, *Who Needs a Lutheran College?* is entitled "Temptations and Trees without Roots." Here is an excerpt:

I think there are three major dangers for colleges and universities like ours in the contemporary world. They are dangers because they are temptations, and they are temptations because they appeal to something deep in our nature. We fall for them over and over again:

1. There is the temptation of religious insularity, moving back toward what I called the for us/by us model of religious education and religious identity. We are clearly *us* if we can easily see how we are not like *them*.

2. There is the temptation of becoming generic institutions delivering generic courses toward generic degrees in a perfectly transferable marketplace. We want to become just like them.

3. There is the temptation of becoming elite colleges hosting elite students funded by elite parents and supported by elite alumni and federal research grants. This latter one may not be a temptation for all of us because it so far beyond our realization, but I think the danger lies not only in achieving such things but also in being tempted by the.

Christenson, Tom. (2011). *Who Needs a Lutheran College?* Minneapolis, MN: Lutheran University Press; p. 102

So what does this mean for us at Concordia University in 2013? Do these statements intrigue you or make you ask a question? 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 Wednesday, October 23 from 11:30 am to 1:00 pm in the newly-remodeled Dining Hall. After you go through the line let's meet near the stage (or in the BEC). Sack lunches are certainly welcome as well.

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.

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/>

Here is some information about the recently-completed student census for the fall semester. The 10th day of the fall semester is used as the census date for students in all programs. All students registered for credit are counted. All undergraduate students are considered full-time if registered for 12 or more credits on the census day. Graduate level students are full-time if registered for 6 or more credits on census day.

University Enrollment Summary and Comparison to fall 2012

	Fall 2012	Fall 2013
University Headcount Total	2941	3632
University Standard FTE	2370	3010
Traditional Undergraduate		
Total Enrollment Headcount	1211	1344
Number of Full-time Students	910	1068
Number of Part-time Students	301	276
Standard FTE	1072	1230
Degree Completion and Continuing Studies Undergraduate		
Total Enrollment Headcount	541	827
Number of Full-time Students	73	149
Number of Part-time Students	468	678
Standard FTE	294	473
Undergraduate Totals		
Undergraduate Enrollment Headcount	1752	2171
Number of Full-time Undergraduates	983	1217
Number of Part-time undergraduates	769	954
Masters level/other PBAC		
Total Enrollment Headcount	1189	1374
Number of Full-time Students	1103	1220
Number of Part-time Students	86	154
Standard FTE	1100	1224
Ed.S program		
Total Enrollment Headcount	-	87
Number of Full-time Students	-	81
Number of Part-time Students	-	6
Standard FTE	-	83
Graduate Totals		
Graduate Enrollment Headcount	1189	1461
Number of Full-time graduates	1103	1301
Number of Part-time graduates	86	160

From the Faculty Scholarship Center...

from Joel Schuessler

Application Deadlines for 2013/14 Faculty Quasi-Endowment Professional Development Grants – Application Deadlines for the Faculty Quasi-Endowment Professional Development Grants for 2013/14 are October 18, 2013 and March 17, 2013

2013/14 Convocation Schedule, 1st and 3rd Wednesdays, 10:30 – 11:25 am

October 2: Let's Talk About it: Muslim Journeys – *In the Country of Men* by Hisham Matar. (Professors Debra Beilke, Theresa Fitzpatrick, Charlotte Knoche, Bruce Corrie)

October 16: Annual Bartling Lecture Series: Voting Rights and Equality in America (Dr. Josie R. Johnson)

Dr. Josie R. Johnson has been active in the civil rights movement since her teen years when she and her father gathered signatures for an anti-poll tax petition in her hometown. In 1963, Johnson attended the historic March on Washington. And a year later, she and a multi-racial group of women went on a secret fact-finding mission to Jackson, Mississippi. Their goal was to witness first-hand what was happening to African Americans who were trying to register to vote. Now, in an era where voting rights are again under assault in the United States, Josie Johnson remains dedicated to the struggle. Last year when the proposed Voter I.D. initiative was on the ballot in Minnesota, she helped to defeat that measure. For Johnson, the Voter I.D. movement was a cruel step backward, reminding her of the days of poll taxes and other measures denying Black people the right to vote.

(► **NOTE** - Dr. Fred Bartling will announce this year's Bartling Scholarship winner and be present afterwards for discussion)

IT Help Desk Hours

Help Desk Hours

Monday – Thursday	8:00 am – 9:00 pm
Friday-Saturday	9:00 am – 3:00 pm
Sunday	1:00 pm – 9:00 pm

Library Services / Hours

Library Hours

Monday – Thursday	7:45 a.m. – 11:00 p.m.
Friday	7:45 a.m. – 5:00 p.m.
Saturday	10:00 a.m. – 5:00 p.m.
Sunday	1:00 p.m. – 11:00 p.m.

Reference Desk Hours

Monday – Thursday	10:00 a.m. – 8:00 p.m.
Friday	10:00 a.m. – 5:00 p.m.
Saturday	12:00 p.m. – 5:00 p.m.
Sunday	4:00 p.m. – 8:00 p.m.

The Faculty Senate asked that the following information from Student Accessibility Services be included in the Faculty Bulletin.

Appendix B

Student Accessibility Services Policies and Procedures (Students with Disabilities)

Student Accessibility Services (SAS) at Concordia University is committed to providing equal opportunities to all qualified students with a documented physical, medical, psychological, or cognitive/learning disability that “**substantially limits one or more major life activity.**” SAS offers students with documented disabilities (long or short term) reasonable accommodations or services to aid in their success at the university, and consult with faculty and staff on disability related topics.

I. Laws Regarding Students with Disabilities

The **Americans with Disabilities Act (ADA 1991/ ADAAA amended 2010); the Rehabilitation Act of 1973; Minnesota Human Rights Act (HF II 19)** establish criteria and offer guidance regarding the provision of services to students with disabilities in post-secondary education. These laws provide the essential legal mandate for higher education in determining who has a disability and how reasonable accommodations, including physical access, are provided to students and the campus community.

II. Who is a Qualified Student with a Disability?

Any student who meets the academic and technical standards required for admission or participation in the CSP’s programs and activities *and* who has provided appropriate evidence of disability.

Common disabilities include (although this list is not exhaustive):

- Attention disorders (ADD, ADHD)
- Blindness or low vision
- Chronic illness, such as: arthritis, cancer, cardiac diseases, diabetes, multiple sclerosis, muscular dystrophy, endocrine disorders
- Communication or speech impairments
- Deaf or hard of hearing
- Drug or alcohol addiction (former users and those in recovery programs who are not currently using drugs or alcohol)
- Epilepsy or seizure disorders
- Mental illness (anxiety, depression, bipolar disorder)
- Physical impairments, such as: cerebral palsy, orthopedic injuries
- Learning and processing disabilities
- Spinal cord or traumatic brain injury
- Spectrum or neurological disorders
- Short term or temporary impairments that are substantially limiting
- Pregnancy (if impaired by pregnancy) or hormonal disorders

III. Rights and Responsibilities in the Accommodation Process:

Every qualified student with a documented disability at CSP has the *right* to:

- Equal access to courses, programs, services, jobs, activities, and access to facilities.
- An equal opportunity to learn, receive accommodations, appropriate academic adjustments, and/or auxiliary aids and services in a timely manner.
- Appropriate confidentiality of all information regarding their disability, except as allowed by applicable laws (including health and safety of the student or campus environment).
- Receive information in accessible formats.
- Evaluation of academic achievement based on ability, not disability.
- Freedom from harassment or retaliation based on disability.
- Appeal a decision concerning academic adjustments, accommodations and/or services according to CSP's grievance policy.

Every qualified individual with a documented disability at CSP has the *responsibility* to:

- Follow published policies and procedures to receive services or accommodation.
- Follow code of conduct requirements similar to other CSP students.
- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs, activities at CSP.
- Self-identify in a timely manner to SAS (not just faculty or staff) as a student with a disability.
- Provide appropriate documentation from a qualified professional as to how the disability limits participation in courses, programs, etc.

Concordia University, St. Paul (including faculty and staff) has the *right* to:

- Develop policies and procedures in accordance with laws to the provision of reasonable access.
- Identify and establish essential elements for all campus courses and evaluate individuals with disabilities on this basis.
- Request and receive documentation from a qualified professional (through Student Accessibility Services) which verifies and supports requests based on disability.
- Consult with the student in making the final determination regarding academic accommodations, adjustments, and/or services. **Student Accessibility Services and CSP reserve the right to make final decisions regarding "reasonableness" in accommodation.**
- Decline a request for accommodations if the student fails to verify information needed for requested services, or is not provided in a timely manner.
- Decline to provide any accommodation that is inappropriate or unreasonable, including any that:
 - Pose a direct threat to the health and safety of the individual requesting the accommodation or of others.
 - Constitute a fundamental change or alteration of an essential element of a course or program.

- Pose undue financial or administrative burden on the institution.

Concordia University, St. Paul has the *responsibility* to:

- Uphold and maintain the academic standards set forth in a class or program or institution.
- Determine the appropriate standards in developing, constructing, remodeling, and maintaining facilities in accordance with Department of Justice and State of Minnesota laws.
- Provide reasonable and appropriate academic accommodations, academic adjustments, and/or services for students with disabilities in a timely manner.
- Maintain and uphold confidentiality of records and communication concerning individuals with disabilities (see below).
- Ensure that courses, programs, services, activities, and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings.

IV. Confidentiality

Student Accessibility Services is committed to ensuring that all information and communication regarding students and their disabilities are maintained as confidential except where disclosure is required by law, authorized by the individual, or necessary in light of the accommodation required, **The goal of confidentiality procedures is to ensure that a student with a disability will not be discriminated against based on his/her disability.**

No one within or outside of CSP has access to a student's disability-related information, except for appropriate personnel. Students need not disclose their specific disability to faculty or staff. Faculty and staff have limited access to disability-related information on a need-to-know basis. To protect confidentiality, all disability-related diagnostic documentation must be filed with Student Accessibility Services.

A release form must be signed by student to allow access to confidential information which includes faculty, staff, administrators, and outside agencies (even parents) in accordance with FERPA and the ADA.

Information in student files will not be released except where it is legally required:

- If the student indicates an intention to harm self or others;
- If the student reports or describes any physical abuse, neglect, or sexual abuse of children or vulnerable adults within the last three years. (This includes the occurrence of abuse or neglect to the student if he/she was under the age of eighteen at the time of the abuse.)
- If the student reports the use of an illegal drug for non-medical purposes during pregnancy;
- If the student reports or describes sexual exploitation by counseling or health care professionals.

V. Accommodations, Adjustments and Auxiliary Aids and Services

Student Accessibility Services is the agency on campus assigned the responsibility for determining and coordinating accommodations (with faculty cooperation) for eligible students with disabilities.

Students are responsible for initially contacting SAS staff. The SAS staff member will review documentation and meet with the student to determine general reasonable accommodations on a case by case basis. The accommodations will depend upon his or her particular characteristics and needs, as well as the demands of the course and learning environment. The student and SAS staff has the opportunity to adjust the plan each semester or as needed based on disability status or course requirements. The student, SAS staff member and faculty member will then determine accommodations that are reasonable based on each course.

Students that make reference to having a physical, mental health, long term illness or other limiting condition that requires an adjustment to classes/programs should be referred to Student Accessibility Services.

VI. Technology and Accessibility

Section 504/508 of the Rehabilitation Act and the Americans with Disabilities Act require access to *all* educational material. As faculty are encouraged to use technology (e.g., Blackboard) as part of their course resources, these also need to be accessible to students with disabilities. Faculty who may need specific technology assistance should contact CSP Information/Technology Support.

VII. Grievances

CSP and Student Accessibility Services encourage complaints to be resolved with all parties in an informal and timely manner. However, CSP has developed a formal internal grievance procedure if concerns are not resolved. Individuals who believe they have been discriminated against and/or denied reasonable accommodations should be encouraged to access this procedure; they may also file concerns externally with the (Federal) Office of Civil Rights. Faculty/staff can be identified in external complaints, so every effort is made to resolve concerns reasonably and quickly through internal processes.

Formal grievance procedures are outlined at the end of this document and are also available through Student Accessibility Services.

Updated: September 2013

Appendix C

Student Accessibility Services
Grievance Procedures for Students with Disabilities

The mission of Student Accessibility Services (SAS) is to foster an inclusive environment in which all students have the opportunity to equally participate in the academic experience. SAS works with the university community to provide an accessible education to students with disabilities through the provision of accommodations and education regarding disability issues.

Enrolled students who have a disability that significantly limits one or more major life activities are eligible for services. Documentation of the disability is required and becomes part of the student's confidential file. Appropriate and reasonable accommodations are made on a case by case basis in accordance with the Americans with Disabilities Act (ADA/ADAAA), Section 504 of the Rehabilitation Act and the Minnesota Human Rights Act. Students who are in need of accommodations or interested in further information should contact Student Accessibility Services at 651-641-8272 (V)/ Minnesota Relay 711 (TTY).

Grievance Procedure for Students with Disabilities

Section 504 of the Rehabilitation Act requires that all services, benefits, and programs provided by the University be accessible to students with a disability. All accommodations and adjustments are provided according to the law, the facts, and the needs of a particular individual with a particular disability. The central requirement for accommodations/academic adjustments is that they are both reasonable and effective?

The law is a guide that cannot and does not contemplate all possible situations. It is essential for all parties to understand that reasonable minds may differ on what is reasonable in a given situation regarding a student with a disability. It is with this understanding that Section 504 requires Concordia University St Paul to publish a grievance procedure whereby disputes that may arise can be addressed in a fair and efficient manner. Individuals who believe they have been discriminated against and/or denied a reasonable accommodation or academic adjustment are encouraged to follow the steps for the grievance procedure as outlined below.

Students are not required to remedy complaints through internal informal or formal procedures and can contact outside agencies at any time. However, due to the fluid nature of such disputes and the need to resolve them expeditiously, students are encouraged to utilize informal procedures with the assistance of Student Accessibility Services prior to using the formal grievance procedure.

Students may also pursue the formal grievance procedure if not satisfied with the resolution presented by the informal procedure. Students may file a formal or informal grievance with the Section 504 Compliance Officer (Student Accessibility Services will provide this contact) if they believes they have been discriminated against regarding a disability or disability-related issue.

A. Informal Grievance Procedure

The University encourages the use of informal grievance procedures to resolve any conflicts. The informal process allows for more flexibility and will, in most cases, result in the fastest resolution to any conflict.

The goal of the informal process is to get a satisfactory resolution as quickly as possible. This informal process is based on the good will of all parties involved and their desire to work in a cooperative atmosphere to achieve a reasonable conclusion to any dispute. The informal procedure can involve student contact with a course instructor, a Department Chair, SAS staff or any other university employee. Students who believe that they have been discriminated against on the basis of a disability may involve the University's ADA/Section 504 Compliance Officer at any time. When the ADA/Section 504 Compliance Officer coordinates an informal grievance procedure, the following steps are taken:

- The student contacts the ADA/504 Compliance Officer to make an appointment. Student Accessibility Services will provide information to the student of who is assigned this responsibility. In preparation for this appointment, the student should briefly state in writing the nature of the grievance. A copy of this statement will be given to SAS staff. At the initial appointment, the student and the ADA/Section 504 Compliance Officer will discuss the nature of the grievance and possible resolutions.
- The ADA/Section 504 Compliance Officer will then contact any individuals involved in the complaint. All necessary information will be collected in order to make a determination regarding the complaint. If necessary and/or beneficial, the Compliance Officer will meet with all parties involved to reach an appropriate resolution. In order to resolve concerns, the ADA/Section 504 Compliance Officer may also need to review the student's file in Student Accessibility Services; therefore, permission will need to be obtained from the student for disclosure of any medical information.
- Upon collection of all relevant information and discussion with the appropriate parties, the ADA/Section 504 Compliance Officer will issue a finding in an ADA/504 Memorandum. This memorandum will be issued to the all parties involved student within 15 school days* of the student's initial contact.

Upon receiving the ADA/504 Memorandum, the student may:

- Accept the findings of the ADA/Section 504 Compliance Officer, or
- Accept the finding of the ADA/Section 504 Compliance Officer in part and seek to have the findings modified through a second meeting, or
- Reject the findings of the ADA/Section 504 Compliance Officer and proceed to the formal appeal process for a review of the findings through the steps outlined below.

B. Formal Grievance Procedure

The formal grievance procedure is more involved and requires a greater level of documentation than the informal process. The student will receive in writing a request for additional documentation. A student may initiate a formal complaint from the outset or may wait until the closure of the informal process. The formal process is also an avenue a student can access if he/she wants to appeal the findings made in the informal grievance procedure. In either case, a student may begin the formal grievance procedure using the following steps:

- File a Formal Grievance with the ADA/Section 504 Compliance Officer, The formal grievance should state clearly the grounds for the grievance. It should also clearly identify the disability issues involved, including names, dates, and witnesses. An official grievance form is available on the Student Accessibility Services website to assist students in providing detailed information.
- The ADA/Section 504 Compliance Officer will then notify the involved university employee(s) that a formal grievance, based on disability discrimination, has been filed. The Vice President for Academic Affairs will also be notified that a formal complaint has been filed.
- The Vice President for Academic Affairs will schedule a hearing and notify the student of its time and place within 15 business days* of receipt of the grievance from the student. The hearing itself shall take place within 30 calendar days.
- The ADA/Section 504 Compliance Officer and all parties involved may present evidence and testimony regarding the grievance to the Vice President for Academic Affairs at the hearing.
- If it is found that the University and/or its employee(s) has engaged in discriminatory activities or failed to provide reasonable accommodations, the Vice President's decision will make directives to correct the situation.

The decisions that result from a formal grievance procedure can be appealed by using the Appeal Procedure outlined below.

C. Appeal Procedure

The student complainant will decide if the matter has been resolved by the formal grievance procedure or if he/she wishes to appeal that decision. If the matter is to be appealed, the following applies:

- The student's appeal will be heard by the University's Educational Concerns Committee. The Educational Concerns Committee is a joint committee of faculty and students. For additional information on the role of this group, please refer to the Educational Concerns Committee in the Faculty Handbook.

