



The President's Podium

Official newsletter of the Lincoln University president

August 2011

Mahoney's Missive

From the president's pen

Dr. Carolyn R. Mahoney

Is anything as fleeting as summer? It seems just yesterday that we handed diplomas to proud LU graduates as they filed across the stage during May 2011 Commencement. I blinked, and Fall 2011 arrived. As fast as it raced by, my summer was filled with activities, events, and travel that both energized and restored me.

And now it is time to turn our attention to a new academic year. The way we do that at Lincoln University is by coming together at our annual Fall Institute. Traditionally, this is the time we gather to discuss plans—and dreams—for the upcoming semester. This year's Institute saw no lack of both. From the roll-out of Moodle, our new online course management system, to the exciting visions that have been unveiled for a possible expansion into the St. Mary's Health Center facility once the hospital moves to its new location in 2015: there is no lack of planning and dreaming. But with futuristic thinking must also come attention to present realities, and I used the occasion of my annual message to the Lincoln family to outline the challenges, both national and statewide, that are facing us and how they will impact our day-to-day operations.

Nationwide, higher education has faced the longest and steepest decline in state revenues on record. Although revenues are beginning to rebound, they are still below pre-recession levels in most cases. Three reasons for this are 1) insufficient revenue streams, 2) major spending obligations (i.e., recovery and rebuilding after natural disasters such as the Joplin tornado), and

3) loss of federal stimulus monies. Nationwide, in FY 09, state appropriations for higher education fell by 2 percent, but the decrease was offset by stabilization funds. In FY10, state funding fell another 3 percent, but stabilization funds again came to the rescue. In Missouri in FY10, public higher education was flat funded in exchange for no tuition increases; in FY11, we faced cuts of 5.2 percent (\$1 million for LU) in exchange for no tuition increase. This year, FY12, Lincoln University absorbed another round of cuts: 7 percent, or \$1.3 million. The LU Budget Committee was faced with the challenge of balancing critical needs (increased utilities costs, maintenance, health benefits, etc.) with the need to raise tuition and fees. The Board of Curators approved a 4.9 percent increase in tuition and fees, effective fall 2011. Despite this increase, there remained a significant shortfall in the FY12 budget. This has been covered by budget cuts, including a reduction of 5.5 FTE (positions) and elimination of the Share in the Arts Program. These were not accomplished lightly or without a great deal of regret. But the bleak financial outlook must be

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faced. The resulting Board-approved budget for FY12 was \$41.3 million, with \$17.4 (about 42 percent) coming from the state. I relayed all of this to the assembled faculty and staff, and I recount it here for my newsletter audience, so that we all can face the challenges with our eyes open and our minds engaged, knowing the full extent of the situation.

Given the circumstances, I propose this theme for the upcoming year: "The New Normal: Doing More with Less." How do we do this? I believe we do it by committing to four goals. Our first goal should be a laser-sharp focus on students: recruiting and supporting them through graduation. But haven't we always done this, one might ask? Yes. And now we must do even more.

One way to do more is through initiatives already in place, ones we can capitalize upon. For example, our outreach centers in Kansas City, St. Louis, and Sikeston have become adept at recruiting students through the programs they offer. I have recently received e-mails with the names of 13 new students from the Urban Impact Center in St. Louis and the Outreach Center in Sikeston who will be attending LU this semester. I'm also happy to report that the Board of Curators has approved a recommendation supporting the university's sponsorship of the St. Louis High School of Biotechnology & Agri-Science, a newly proposed charter school that will seek approval from DESE. Through this partnership, our faculty and staff will have opportunities to be involved in teaching, research and service at the high school level; this will also provide us with prospects for recruitment into our agriculture and science programs.



Students return to campus for Fall 2011

Through other initiatives, we are establishing greater numbers of internship possibilities for our students, such as ones for computer science majors through such agencies as the Information Technology Services Division for the state of Missouri. We have also increased the number of internship opportunities for business majors. These are just a few examples of our efforts to provide enhanced support and opportunities for our students.



Our second goal for this year is to improve efficiency. To this end, we will work together to reduce costs. We have begun this process by investigating the possibility of implementing a lifecycle computer replacement plan which will allow us to reduce costs by buying computers in bulk. We are also exploring the feasibility of moving to a centralized network of printers and copy centers. In another area, we plan to form an ad hoc committee to work with Buildings and Grounds to draft plans for a campus-wide energy conservation project, and we will seek input from our employees through the Faculty Senate and Staff Council.

Goal three must be to increase revenue. One way we are doing this is through grants. Our success in this arena is impressive, and I'm pleased to report that we're on course to realize even more income from grant sources. In FY07, our total grant revenue was \$5,211,205. In FY09, it was \$8,094,807. By FY11,

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we garnered \$12,360,739 in federal grant awards. Funding sources included the Thurgood Marshall College Fund, the U.S. Department of the Army, and the U.S. Department of Agriculture. I am extremely proud of and grateful to the many individuals who have participated in our grantsmanship efforts.

The fourth goal I am proposing is increased civic engagement and community involvement. We have made great strides in this area, and I believe we are on track to continue to do so. Higher education has an unprecedented opportunity to influence the democratic knowledge, dispositions, and habits of the heart that graduates carry with them into the public arena. These intangibles are a source of strength and vitality that will enrich our students' education, helping them learn to respect differences and to work together for the common good.

Our students give their time and talents to such worthy endeavors as various food banks and food drives; Head Start; Boys and Girls Club; Big Brothers, Big Sisters; March of Dimes; and the Salvation Army, to name just a few. The College of Agricultural and Natural Sciences/Cooperative Extension/Cooperative Research has formed collaborative partnerships with the Susan G. Komen Foundation; the Missouri Diabetes Prevention & Control Program Advisory Board; and the Father Support Center in St. Louis, again, to name just a few.

To recap, our four goals are the following: 1) to recruit and support students through graduation, 2) to improve efficiency, 3) to increase revenue, and 4) to increase our civic engagement and community action. As we advance our work in these areas, we will continually monitor and evaluate to bring greater coherence to our individual and collective improvement efforts.



Fall Institute 2011

As summer wanes, three things are certain: The intense Missouri heat will slowly abate; the hours of daylight will gradually shorten; and the Fall Institute will energize Lincoln University faculty and staff as they welcome new and returning students and prepare for another academic year. Such was indeed the case on Friday, Aug. 12, as Lincoln employees gathered at Richardson Fine Arts Center to share plans and dreams for the upcoming semester.

Mr. Mike Downey, chair of the Fall Institute Committee, presided over the opening session and gave a brief synopsis of pre-Institute activities that had taken place earlier in the week, including “moodles and moodles” of Moodle training. Moodle is the new online course management system that is taking the place of ANGEL, the system that had been in place for several years. Faculty took advantage of the various Moodle workshops in order to be ready to instruct students in the use of this valuable classroom-supplemental tool. Other pre-Institute sessions included a seminar in stress management sponsored by United Healthcare and training for instructors who will be piloting a redesigned Basic English class (see “Course Redesign Offers Tangible Benefits,” p. 6).

Downey then introduced the newly-elected SGA president, Jerrod Moore. In his greetings to the assembly, Moore emphasized the SGA theme for the upcoming academic year: “Ambassadors for Change.” Under this theme, they have set three specific goals: 1) to “go green” and promote environmentally friendly practices on campus; 2) to actively foster diversity; and 3) to promote enhanced lines of communication among students, faculty and staff. In his engaging and lively manner, Moore then apologized to the group, telling them that he had to leave immediately, as he was a member of the football team and was missing required practice!

Next to bring greetings was Dr. Kurt Debord, newly-elected chair of the Faculty Senate. Debord referred to the Institute as “a lot of fun, catching up with those we haven’t seen through the summer.” He then reflected that he has participated in numerous Institutes, having now been at LU for 17 years. His goal for the year also centers on communication. He has already met with Staff Council officers and plans to meet soon with the interim vice president for Academic Affairs to

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discuss goals for the year. “I see Lincoln University as a big boat,” he stated. “We really get somewhere when everyone rows in the same direction.”

Terry Blank, chair of the Staff Council, followed Debord. She told those assembled how meaningful it was to be able to represent this Council. “It is thanks to Dr. Mahoney,” she said, “that we, as staff, now get to participate in the shared governance of the university through the Staff Council.” She related that, as an LU alumna and now an employee since 1993 (Blank is the LU Greenhouse manager), she has had numerous opportunities to interact with staff and to personally observe their dedication to the students and the university. Citing specific staff members, she told of a secretary who reassured and helped her on her first day as a student; of a staff member in Financial Aid who came to her assistance when the process had her frustrated; and of the Buildings and Grounds crew who did whatever it took to keep the old greenhouse heated and the leaks repaired until a new greenhouse could be constructed. Her words were surely inspiring to the many staff members in attendance.

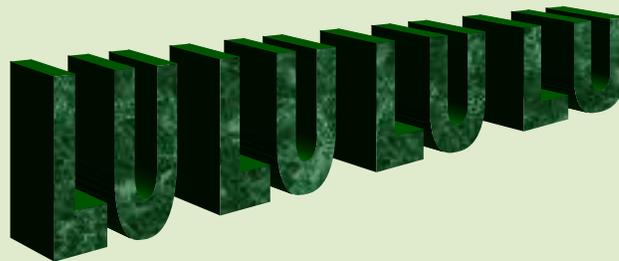
Ms. Cynthia Blosser from the LU Board of Curators also brought greetings. She extended a special welcome to new faculty members, telling them that she empathizes with them, as there are three new teachers in her own family and they all admit to having “butterflies” as they begin their first year of teaching. She then asked all those to stand who had once been students at Lincoln and are now members of the faculty and staff. A large group rose, proving the loyalty that so many feel to this institution.

Dr. Carolyn Mahoney, 18th president of Lincoln University, then took the stage. “I love the “Welcomes” that come before mine,” she began. “They remind me how much I enjoy being a member of such an impressive university family.” She then welcomed Curators, elected officials, and any university retirees who were in attendance, and thanked the SGA representatives who had come. “I know this means you are giving up some of your summer to interact with us today,” she told them. She offered a special welcome to 46 new LU employees, and then related that, if the summer orientations were any indication, there would be many new as well as returning students, all arriving filled with excitement about the coming year.

Mahoney began her address with a broad-ranging discussion of some of the national and state fiscal policy-level issues that will have a significant impact on higher education in the foreseeable future. Given these exigencies, she proposed this theme for the upcoming academic year: “The New Normal: Doing More with Less”; in keeping with the theme, she outlined four goals for the year (see “Mahoney’s Missive,” p. 1).

After a short break, attendees were treated to a “blue sky” presentation of ideas that Lincoln University is proposing for possible uses of the St. Mary’s Health Center facility, after it moves to its new location in 2015 (see “Dreaming Dreams, Exploring Possibilities,” below).

The Lincoln family then enjoyed lunch together at Scruggs Center. The afternoon featured small break-out sessions, including the campus United Way kick-off. As the day drew to a close, faculty and staff prepared for the last weekend of the summer and the start of a new school year.



Dreaming Dreams, Exploring Possibilities

The Fall Institute is a time for planning, but at the 2011 Institute, dreaming was also on the agenda. After delivering her message, Dr. Mahoney, a member of the Board of Directors of the Jefferson City Chamber of Commerce, opened the second morning session with a brief introduction to the Chamber’s new economic strategic development plan, entitled “Transformation.” The plan features nine Action Teams, each one focusing on an aspect or segment of Jefferson City that has been targeted by the Chamber for exploration of possible opportunities that could prove vital to the growth and vitality of the city and the surrounding area. Lincoln University was chosen as the focus for one of the teams. Throughout the year, the LU Action Team, which includes members of the community and the campus, has

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met, and it has dared to dream big. The dream imagines what Lincoln University could offer to the community through its use of sections of St. Mary's Health Center, once that facility moves to its new location in 2015.

Dr. Connie Hamacher, head of the Department of Nursing Science, followed the president. Using PowerPoint, she outlined the vision of the LU team members. The umbrella title for the LU entity that would inhabit the space is the Lincoln University Health Sciences & Institute for Research and Innovative Instruction. Under this umbrella, the following centers are proposed:

- Nursing and Health Science Center
- Health Informatics Center
- Community Health Resource & Children's Discovery Center
- Research Center
- Culinary Arts Center

Hamacher described what has been envisioned for the Nursing and Health Science Center and the Health Informatics Center. This vision includes classrooms, faculty offices, and a student lounge and study area for the nursing program; a Health Science Simulation Lab featuring lifelike manikins upon which students can practice techniques and skills; a Surgical Technology Center with OR suites; and a Health Informatics Center for a future degree program that would combine the CIS degree with health care information and technology.

Health Sciences Simulation Lab



Next up to the podium was Dr. Ruthi Sturdevant, dean of the College of Behavioral and Technological Sciences and interim dean of the College of Arts and Letters. Sturdevant provided an overview of the Community Health Resource & Children's Discovery Center. This center, she explained, would contain a comprehensive health library where anyone wishing to research topics in the health areas could work. It would also feature the Children's Discovery Center with rotating and permanent exhibits, a nursery, and other child-friendly venues.



Dr. Steve Meredith, dean of the College of Agricultural and Natural Sciences, undertook the task of describing the proposed Research Center, encompassing the fields of data fusion, alternative energy, behavioral health research and studies, and biomedical research. Exploration into these fields is already occurring at Lincoln University, he explained. Housing them within a designated center in an optimum setting would enhance the ongoing research and provide opportunities for more.

In seeking to serve students and the community, Lincoln University explores fields which provide immediate employment for graduates, even in tough economic times. One such field is culinary arts, explained Dr. Linda Bickel, dean of the College of Professional Studies. She described a proposed four-year degree in this area, and cited a study which shows there will be a six percent increase in jobs in the culinary arts by 2018. According to Bickel, there are

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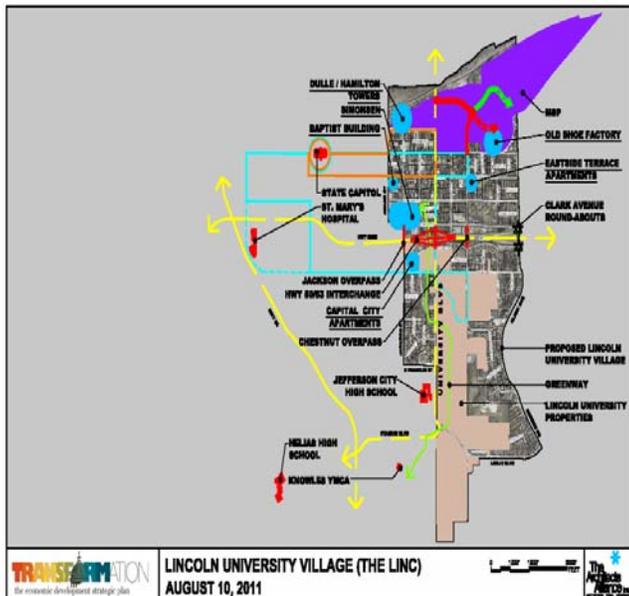
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very few baccalaureate degree programs in the culinary arts, giving LU a unique opportunity. The St. Mary's site provides the space necessary for small teaching and demonstration kitchens and classrooms. She finished her PowerPoint presentation with slides showing the first, second, third and fourth floor diagrams of St. Mary's and where the proposed LU centers could be housed.

Imagining possibilities for expansion into St. Mary's is not the only dream of the LU Action Team. Dr. Mahoney reclaimed the podium to talk about the "LU Village" or, as she said they now call it, "The Linc." This vision encompasses housing options adjacent to campus which could be offered to both students as well as young professionals in the community. The team envisions eating establishments and other retail outlets coming to the area as well.

None of the proposals are set in stone at this time, Mahoney cautioned. They are, for now, dreams and possibilities. They are an exciting evocation of the poet's famous words, "Ah, but a man's reach should exceed his grasp." LU's reach is indeed long.



Course Redesign Offers Tangible Benefits

Reading and writing are two of the bedrock skills upon which an education is built. Some students are able to grasp and hone these skills throughout their elementary and secondary school years. Others are not so fortunate. Many factors play a role in why students enter colleges and universities underprepared for college-level courses, factors including poorly-funded schools, lack of parental involvement and support, and even lack of basic necessities such as food and housing. Regardless of why students present with skill deficiencies, the reality is that they do. Lincoln University accepts all qualified students, and therefore accepts the obligation to help poorly prepared students improve their reading and writing skills. Developmental reading and writing courses and combinations of the two have been in existence at Lincoln ever since this need was recognized, and countless students have progressed through these courses into college-level courses and on to graduation.

Recognizing the need to continually monitor and enhance instruction in the basic skills, English faculty seized the opportunity offered last fall when Gov. Jay Nixon and a consortium of Missouri's public four-year institutions "invited participation in a new statewide initiative to redesign large-enrollment, multi-section undergraduate courses using technology-supported active learning strategies," recounts Dr. Ann Harris, LU's interim vice president for Academic Affairs. Spearheaded by Ms. Roseann Grotjan, assistant professor of developmental reading and English, a redesign was proposed for ENG 90 Basic English, a four-hour course covering the skills of inquiry, critical reading, composition, and grammar. The Lincoln team, consisting of Ms. Grotjan; Dr. Harris; Dr. Gabrielle Malfatti-Rachell, head of the Department of English, Foreign Languages and Journalism; Dr. Bryan Salmons, assistant professor of English; and Dr. Heather Fester, assistant professor of English, began work on the project, participating in two workshops facilitated by the National Center for Academic Transformation (NCAT) during the spring 2011 semester.

According to Ms. Grotjan, of concern in the course's traditional design were the following factors:

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Course Redesign Offers Tangible Benefits

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- The widely varying skill levels of entering students make it difficult if not impossible to cover all elements necessary for students to attain college-level skills
- Class time must often be devoted to teaching very basic skills such as grammar and mechanics, eroding into instructional time for engaging students in reading and writing
- Success rates are less than 47 percent annually; many students are required to repeat the course
- Due to the large numbers of students enrolled in ENG 90, the department must rely on a number of adjunct instructors every semester, leading to instructional inconsistency

At the workshops, the NCAT team outlined the various redesign models, including the Supplemental Model which retains the basic structure of the traditional course and supplements it with technology-based, out-of-class activities; the Replacement Model, which reduces the number of in-class meetings, replacing them with online, interactive learning activities and one-on-one time with an instructor; and the Emporium Model, replacing lectures with a learning resource center featuring interactive computer software and on-demand personalized assistance.

After reviewing the various models and learning what was working at other institutions, the LU team chose to redesign ENG 90 using the Replacement Model. Working through the summer, Grotjan developed a proposal, aided by input from the other team members, and submitted the final version on July 15. Harris reports that Lincoln was recently notified that this proposal was accepted “without reservation, and our proposal was one of only six of the 18 that were submitted statewide to receive that distinction.”

According to Grotjan, a section of the redesigned Basic English course will be piloted during the fall 2011 semester. It will incorporate online, interactive learning activities for students. “Grading is one of the traditional obstacles in developmental English,” she reports. “Often, though issues of correct use of standard English are central to the purpose of the course, there is a minimal amount of grammar and mechanics homework given, since instructors are

already overwhelmed with the labor-intensive job of responding to the various drafts produced by students as they work through the writing process.” To address this issue, the redesigned course replaces hand-graded homework and tests with online, auto-graded grammar and mechanics study. The software requires students to make choices and then provides immediate feedback. Students can therefore work at their own pace, outside of class, although assignment deadlines will still be in place. Frequent individual conferences with their instructor will allow students to ask questions and clarify concepts. Class time will be spent on reading and inquiry and on the composition process.

“We’re excited about this pilot,” Harris states. “It gives us the opportunity to improve student learning and engagement while implementing cutting-edge and proven instructional technology. And because more students can be served in a single section of this course, we will recognize a cost savings as well.” For Lincoln students and faculty, it’s a win-win situation.



Asst. Professor Grotjan provides personalized assistance to students in the developmental English computer lab

Native Plant Site Provides Oasis on Campus

Dr. Nadia Navarrete-Tindall is passionate about native plants and enjoys sharing her love of these with young and old alike. That passion, combined with her work and the work of her colleagues, has led to an outreach initiative with a goal of improving lifestyles through native plant awareness, gardening, nutrition education, and food preparation.

Navarrete-Tindall, associate professor and State Extension specialist at LU, created the Native Plants Program to accomplish part of this goal by offering seminars and workshops, organizing field days, and creating native plant outdoor laboratories across Missouri.

In 2009, Navarrete-Tindall established the Native Plant Outdoor Laboratory located between Allen and Foster halls on campus. “When I first came to Lincoln in 2008, there was not a single native plant in the gardens on the main campus,” Navarrete-Tindall says. Native plants, she explains, are not just aesthetically pleasing; they also provide a habitat for pollinators such as bees, butterflies and birds. “I knew that I needed to create a space where people could actually see and touch these plants—



Pollinators take advantage of native plants

an outdoor classroom.” The result of her work is a natural oasis where there was once only concrete, gravel, or just grass with border shrubs. A stroll through this small refuge, surrounded by the hustle and bustle of the campus community, promotes a sense of serenity that only nature can provide. The outdoor laboratory is open to faculty, staff and students and the general public. Guided tours can be provided upon request.



Navarrete-Tindall enjoys some quiet time in her Native Plants Outdoor Lab

Navarrete-Tindall is also the coordinator of the Sprouts and Roots Program. This program was created as a result of an integrated Capacity Building Grant funded by the National Institute of Food and Agriculture (NIFA), co-authored with other LU researchers and extension faculty and staff. The grant has enabled LU Cooperative Extension to establish a community garden and Farmers’ Market at the Dickinson Research Facility. A certified kitchen is being added at the Paula J. Carter Center.

“One of our objectives is to promote a connection between the generations,” Navarrete-Tindall explains. “Through the Sprouts and Roots Program, we are bringing together seniors and youth. We encourage them to work in the gardens together, and to learn from one another,” she says. Twenty-one seniors and 16 youth, ages 8-15, signed up for the program this year. Extension and research faculty monitor this group to determine the effects, both physical and psychological, that working in a garden might have on seniors and youth.

Through the Native Plants Program and the Sprouts and Roots Program, Navarrete-Tindall and colleagues are trying to connect nature, agriculture and communities in the city.

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As for Navarrete-Tindall, she is a woman on a mission: to educate as many people as possible about the value and beauty of native plants. To this end, she takes her show on the road, giving presentations to various groups such as the one she gave at the Missouri Institute on Minority Aging Conference, held Aug. 23-25, at Lake Ozark, MO. Her presentations always include plenty of samples of native plants that those attending can hold and examine.

For more information on the Native Plants Program, go to <http://www.lincolnu.edu/web/programs-and-projects/native-plants>.



Navarrete-Tindall tends plants in her outdoor lab



The space between Allen and Foster halls is now an outdoor oasis



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