

Lincoln University Board of Curators

September 8, 2022

OPEN SESSION - Part I

1. Call To Order:

The Lincoln University Board of Curators Open Session was officially called to order by Board President Victor B. Pasley at 8:30 a.m., on Thursday, September 8, 2022, in the Board Room, 201 Young Hall, on the Lincoln University campus, Jefferson City, Missouri.

1. A. Roll Call: Curators present were: Vernon V. Bracy, Stacia R. Bradley Brown, Everidge Cade, Richard G. Callahan, Victor B. Pasley, Terry Rackers, and Tina R. Shannon. Curator Richard R. Popp was absent. Rose Ann Ortmeier recorded the minutes.

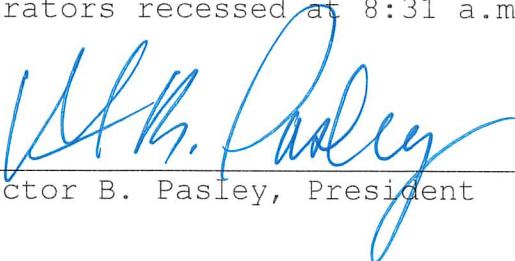
2. Motion for Closed Session:

Curator President Pasley asked that the Board be given the authority to commence a closed meeting, possible closed vote, and possible closed record as follows: (1) "Legal actions, causes of action or litigation involving a public governmental body;" (3) "Hiring, firing, disciplining or promoting of particular employees;" (13) "Individually identifiable personnel records, performance ratings or records pertaining to employees or applicants for employment;" (14) "Records which are protected from disclosure by law;" and other matters for which a closed meeting is authorized pursuant to Section 610.021 RSMo.

Curator Callahan so moved. Curator Cade seconded the motion. Motion carried as follows:

Curator Bracy	Yes	Curator Bradley Brown	Yes
Curator Cade	Yes	Curator Callahan	Yes
Curator Pasley	Yes	Curator Rackers	Yes
Curator Shannon	Yes		

Part I of the Open Session of the Lincoln University Board of Curators recessed at 8:31 a.m.


Victor B. Pasley, President


Everidge Cade, Secretary

Lincoln University Board of Curators
September 8, 2022
OPEN SESSION - Part II

1. Call To Order:

The Lincoln University Board of Curators Open Session was officially called to order by Board President Victor B. Pasley at 10:00 a.m., on Thursday, September 8, 2022, in the Board Room, 201 Young Hall, on the Lincoln University campus, Jefferson City, Missouri.

1. A. Roll Call: Curators present were: Vernon V. Bracy, Stacia R. Bradley Brown, Everidge Cade, Richard G. Callahan, Victor B. Pasley, Richard R. Popp, Terry Rackers, and Tina R. Shannon. Rose Ann Ortmeyer recorded the minutes.

2. Approval of the Open Session Agenda (Enclosure 1):

Curator Popp moved for approval of the Revised Open Session Agenda as distributed. Curator Shannon seconded the motion. Motion carried.

3. Approval of the June 9, 2022, and June 16, 2022, Open Session Minutes (Enclosure 2):

Curator Shannon moved for approval of the June 9, 2022, and June 16, 2022, Open Session Minutes. Curator Cade seconded the motion. Motion carried.

4. Report from the President of the Lincoln University Board of Curators - Victor B. Pasley:

Curator President Victor Pasley reported that Homecoming activities will be held September 25 - October 2. All Curators are encouraged to attend. Curator Pasley reported that the Board is currently having their By-Laws and Rules of Procedure reviewed and revised.

5. Report from the Office of the President - Dr. John B. Moseley:

President John B. Moseley gave a brief report on recent activities. He reported that the first-year enrollment is up 20%. The report was for the Board's information only and required no action.

5. E. Progress Report from the Faculty Senate - Dr. Matthew McGraw, Chair: Dr. Matthew McGraw, Chair of the Faculty Senate, gave a brief report from the Faculty Senate. The report from the Faculty Senate was for the Board's information only and required no action.

6. Action Items:

Academic/Student Affairs Committee - Curator Stacia Bradley Brown

6. A. New Academic Minors:

6. A. 1. Communications (Enclosure 4):

Curator Stacia Bradley Brown, Chair of the Academic/Student Affairs Committee, and Dr. Michael Self, Sr., Provost and Vice President for Academic Affairs, reviewed the recommendation to add an academic minor in Communications. Curator Brown moved for approval of the attached recommendation. Curator Shannon seconded the motion. Motion carried.

6. A. 2. Project Management (Enclosure 5):

Curator Brown and Dr. Self reviewed the recommendation to add an academic minor in Project Management. Curator Brown moved for approval of the attached recommendation. Curator Shannon seconded the motion. Motion carried.

6. B. Revision to the Academic Probation and Suspension Policy (Enclosure 6):

Curator Brown and Dr. Self reviewed the recommendation to revise the Academic Probation and Academic Suspension policy. Curator Brown moved for approval of the attached proposed changes as recommended. Curator Shannon seconded the motion. Motion carried.

6. C. Policy - Faculty Requirements for Online Course Instruction (Enclosure 7):

Curator Brown and Dr. Self reviewed the recommended policy for Faculty Requirements for Online Course Instruction. Curator Brown moved for approval of the attached proposed policy. Curator Rackers seconded the motion. Motion carried.

Budget and Finance Committee - Curator Richard Popp

There were no action items from the Budget and Finance Committee

The Board of Curators recessed at 10:30 a.m. to attend Opening Convocation. Curator Callahan moved for recess. Curator Cade seconded the motion. Motion carried.

The Open Session resumed at 1:00 p.m.

Buildings and Grounds Committee - Curator Everidge Cade

Dawson Hall Renderings: Erik Kocher, Principal in Charge, and Lorraine Ward, Project Manager, from Hastings - Chivetta, the Architect Firm for Dawson Hall renovations, gave a presentation on the proposed project. The proposed cost is \$16.6 million, with a planned completion date of January 2024. (See attached.)

6. D. Campus Master Plan Architect Selection (Enclosure 8):

Curator Everidge Cade, Chair of the Buildings and Grounds Committee, reviewed the recommendation to award a contract to Hollis & Miller to develop the Campus Master Plan. Title III funding of \$177,380 will be used for the project. Curator Popp moved for approval of the recommendation as presented. Curator Bracy seconded the motion. Motion carried.

6. E. KJLU Relocation Architect Selection (Enclosure 9):

Curator Cade reviewed the recommendation to award a contract to Walters-Storyk Design Group (WSDG) as the design consultant for relocating the radio station (KJLU). Title III funding of \$166,750 will be used for this project. Curator Cade moved for approval of the recommendation as presented. Curator Rackers seconded the motion. Motion carried.

6. F. Facilities Management Outsource (Enclosure 10):

Curator Cade reported that this item is being tabled for further review and additional information.

6. G. Facility/Room Naming:

Curator Cade reviewed the recommendation to name the Art Gallery in Richardson Fine Arts Center the "Dorothy Steward Art Gallery." Curator Cade moved for approval of the recommendation as presented. Curator Shannon seconded the motion. Motion carried.

7. Informational Items:

Progress Report from the Staff Council - Dr. Darius Watson, Chair:
Dr. Darius Watson, Chair of the Staff Council, gave a brief report from the Staff Council. The report was for the Board's information only and required no action.

7. A-F. Informational Reports (Enclosures 11-16)

7. A. Progress Report from the Area of Academic Affairs:

Dr. Michael Self, Provost and Vice President for Academic Affairs, gave a brief update from the area of Academic Affairs.

7. B. Progress Report from the Area of Student Affairs and Enrollment Management:

Dr. Zakiya Brown, Vice President for Student Affairs & Enrollment Management, gave a brief report from this area.

7. C. Progress Report from the Area of Administration and Finance:
Mr. Jeffrey Barlow, Vice President for Administration and Finance, gave a brief report from the area of Administration and Finance.

7. D. Progress Report from the Area of Facilities and Planning/Design and Construction:
Mr. Jeffrey Barlow, Vice President for Administration and Finance, gave a brief report from this area.

7. E. Progress Report from the Area of Advancement, Athletics and Campus Recreation - Dr. Kevin Wilson, Vice President:
Mr. Justin Griffin, Director of Advancement, gave a brief report on this area on behalf of Dr. Kevin Wilson.

7. F. Progress Report from the Area of Campus Culture and Chief of Police:
Mr. Gary Hill, Chief of Police/Vice President of Campus Culture, gave a brief report on this area.


The reports from the Areas were for the Board's information only and required no action.

8. Other Business:

There was no Other Business for discussion in the Open Session

9. Motion for Adjournment:

Curator Cade moved for adjournment of the Open Session of the Lincoln University Board of Curators. Curator Rackers seconded the motion. Motion carried. Part II of the Open Session of the Lincoln University Board of Curators adjourned at 2:30 p.m.



Victor B. Pasley, President



Everidge Cade, Secretary



LINCOLN UNIVERSITY COMMUNICATION STUDIES

Advocate □ *Exemplify* □ *Challenge* □ *Enhance*

Department of Humanities and Communication
Proposal for a new minor in
COMMUNICATION STUDIES
Executive Summary

The Department of Humanities and Communication proposes to create a new minor in Communication Studies. This 18 credit-hour minor would require the following courses:

JOU 200: Introduction to Mass Communication¹

SPT 207: Fundamentals of Interpersonal Communication

SPT 209: Introduction to Theatre

SW 310: Intercultural Communication²

BED 312: Business Communication³

SPT 358: Gender and Communication⁴

(Listed courses are each 3 credit-hours)

¹ *JOU 200 Introduction To Mass Communication* (3, fa). A survey of the print and electronic media. Frequent written assignments, field trips, book reports.

² *SW 310 Intercultural Communication In Social Work* (3, FA). This course is designed to help students develop basic interviewing skills and techniques in the area of social work. This course will provide foundational skills in interviewing so that students can work effectively with individuals, families, and groups from diverse backgrounds. Different techniques and theoretical principles of interviewing will be investigated. This course requires service-learning hours.

³ *BED 312 Business Communications*. (3, fa, sp). Application of oral and written business communications, involving competency in effective letter writing, preparation of business reports, oral presentations, and employment related communication topics.

⁴ This is a newly proposed course planned to begin in Spring 2023, pending approval.

More information for each of these courses may be found in the supplementary material and/or university bulletin.

What is Communication Studies?

Communication Studies (CS) is an academic discipline and professional degree common in most national four-year public institutions of higher education. Once commonly known as "Speech," CS, broadly, encompasses a wide breadth of communication practices, domains, and contexts which function as distinct subfields within the discipline. These subfields include (but are not limited to): professional and business communication, interpersonal/relational communication, intercultural communication, rhetoric, public relations (PR) and marketing, mass communications and (social) media, game studies, and communication education/pedagogy. Undergraduate degrees (BS or BA) in Communication/Communication Studies consistently rank among the ten most popular among college students, with recipients earning average salaries exceeding those with degrees in general education, psychology, sociology, English, or history (Appendix A).

Those with degrees (undergraduate, Masters, or PhDs) in Communication/Studies have an exceptionally adaptable, transferable, and important skillset that proves invaluable across many professional fields. Degree holders often go on to work in the areas of media (radio, television, film, journalism), marketing, education, state/national associations, politics, various industries including technology, business (management, ownership, etc.), public communications, counseling and support services, the arts, fundraising, sales, consulting, training and development, and nonprofits. Among the most common jobs for communication majors are communications director (mid-career pay: \$80,300), social media strategist (mid-career pay: \$64,300), and digital strategist (mid-career pay: \$70,900) (Appendix B). Graduates also regularly create startup companies and/or pursue graduate education in fields such as law, business, psychology, sociology, social work, and communication.

Why is Communication Studies needed?

Given the popularity, relevance, and utility of a Communication Studies-focused program of study, it is argued that Lincoln University should institute a new minor in the field. Chapter Four of the Department of Higher Education, Division 10, titled "Submission of Academic Information," states that any proposed new program of study in an institution of higher education will be *based in part upon an assessment of the function to be served by the program and the availability of alternative sources of education in a given service area, and that availability of spaces in the same or similar programs in all institutions in the state offering postsecondary programs will be taken into account.* Moreover, the document states that three needs shall be identified to rationalize the implementation of a new program: A. Societal needs; B. Occupational needs *relative to upgrading vocational/technical skills or meeting labor market requirements*; and C. Student needs for a program.

SOCIETAL NEEDS:

Given the usefulness and transferability of an education in Communication, there are almost endless examples spotlighting the role of such skillsets in both the public and private spheres. This is especially true as we continue to construct increasingly mediated cultures and digispheres, where social activism, crowdfunding, business startups, political and economic discourse, global communications, and popular culture, among many other domains, take shape. In empirical terms, those with professional training in communication are welcomed by industries in numbers surpassing those with degrees in both science and math and social science (Appendix C), and regularly experience lower unemployment rates than those with degrees in other humanities disciplines such as sociology, history, political science, philosophy, anthropology, and English (Appendix D).

These statistics evidence the need for those with skills specific to a communication background and training. Such data also helps explain why, according to The American Academy of Arts & Sciences' Humanities Indicators project, the *overall number of bachelor's degrees in the humanities declined by 9.5 percent from 2012 to 2015*, yet the *number of bachelor's degrees awarded in Communication increased and is, in fact the only humanities discipline to experience an increase in the number of degrees awarded from 2012 to 2015, with an 8 percent increase* (Appendix E).

OCCUPATIONAL NEEDS:

In terms of the specific needs within the workplace, communication skills are most-often at the top of priority lists. Such organizational preferences include the ability to effectively communicate orally, ability to work effectively with others in teams, ability to effectively communicate in writing, ethical judgment and decision-making, critical thinking and analytical reasoning skills, and an ability to apply knowledge and skills to real-world settings (Appendix C), all of which are standard components of communication training. Moreover, according to a recent report, *data indicate that communication has been the most highly demanded competency in the workplace for decades, with 89 percent of workers employed in occupations that had a high demand for communication in 1970, and 90 percent employed in such jobs in 2019* (Appendix F).

STUDENT NEEDS:

Given both the societal demand of the degree *and* the organizational prioritization of just *some* of the skillsets affiliated with it, it is easy to deduce the value of a communication program to university students. In a social, cultural, and professional landscape increasingly characterized by its unpredictability and fluidity, a degree ranked as one of the ten most versatile (Appendix G) positions itself and its affiliated programs as a logical and powerful resource to navigate today's market.

Department of Science, Technology & Mathematics

Proposal for a new minor in

Project Management

EXECUTIVE SUMMARY

The Department of Science, Technology & Mathematics proposes to create a new minor in Project Management. This 18 credit-hour minor would require the following courses:

CS 447 - Project Management
BED 312 - Business Communication -OR- CS 443 - CIS Communication Techniques
CS 448 - Advanced Project Management Exercises
BAD 310 - Principles of Management -OR- CS 446 - Management of Information Systems
BAD 451 - Organizational Theory and Behavior
PSY/PAD 410 - Organizational Psychology

(listed courses are each 3 credit-hours)

More information for each of these courses may be found in the supplementary material and/or the University Bulletin.

What is Project Management?

Project Management is defined as the application of knowledge, skills, tools, and techniques to project activities to meet project requirements. Practically speaking, this means that project managers know how to systematically guide a project through the various phases of development (analysis, design, implementation, integration, deployment, training) to *meet the needs of clients* while working within given constraints (cost, time, human resources, business processes, existing systems, risks, etc.). The project manager is not responsible for performing these phases of development, but he/she is responsible for the management of the project as it goes through these phases.

Why is Project Management needed?

Experience and research has shown that if all phases of development --- from analysis of an idea or problem all the way to the implementation, training, and integration of a solution --- are not considered and managed appropriately, costs will rise, delivery dates will be extended, satisfaction with the project will decrease, and the degree to which projects succeed will fall. Project managers are essential to ensuring that all pieces of a project are in place, which includes a plan for incorporating stakeholders.

What will this minor provide?

The proposed minor will provide requisite knowledge and practice of skills, tools, and techniques underpinning project management. Students will be exposed to the principles of project management, with particular emphasis on organizational dynamics, communication, and leadership. The selected courses align with the recommendations of the Project Management Institute (PMI), as can be seen in the supplementary material.

For whom is this minor intended?

This minor is specifically designed to serve students in business administration and computer information systems, but projects span all disciplines and the minor would be open to students of any major.

Will this minor lead to project management certification?

No, certification as a Project Management Professional (PMP) requires a combination of education, on-the-job experience (at least 5 years), and successful completion of a certification exam. The minor provides the educational foundation for this certificate, but the exam may only be attempted after the requisite experience has been achieved.

Where will this minor be housed?

This minor will be housed in the Department of Science, Technology & Mathematics within the Computer Science area, and the listing in the University Bulletin should appear in that section. The proposed minor was developed in conjunction with the Department of Business and may be cross-referenced there.

Lincoln University Educational Policies ARC Proposal (April, 2022)

The Educational Policies Committee received a proposal from the Academic Routine Committee via Dr. Bryan Salmons (Chair). The proposal asks for modification to the rule regarding student suspension from the university, in particular duration of suspension.

Background Information from ARC chair Dr. Bryan Salmons:

It was pointed out by representatives from Financial Aid that federal money runs out for students after six years of use. The committee felt, therefore, that a certain and non-negotiable clock, as it were, is built into the system. Given two years of separate suspension, it is unlikely that a student could afford a third transgression. On the other hand, it is self-defeating for Lincoln to banish students for three years if the goal is to encourage reapplication. The advantage of a uniform, one-year suspension policy is that it is more punitive initially, when the student may well need more time for reflection and reform, yet more forgiving subsequently when a student may well still be inclined to finish.

Currently, Lincoln University suspends students for poor academic performance for one full semester (the equivalent of six months) in the first instance, then *three* years for a second instance.

The Educational Policies Committee believes the standard should be altered as follows:

RECOMMENDATION ONE

A student whose cumulative GPA falls below a 2.0 for one full term will be sent a notification letter which warns her/him that they have been placed on academic probation. Course enrollment will be limited to no more than 13 credit hours during the probationary period.

Special academic advisement and counseling sessions will be made available to the student on probation, and she/he will be encouraged to repeat those courses in which failures may have occurred. Also, the student will be apprised of the impact which failing to make satisfactory progress can have on financial aid eligibility and her/his status as a student in good standing.

A student placed on academic probation after one full term of study must either raise her/his cumulative GPA to at least a 2.0 by the end of the probationary semester or earn at least a 2.5 GPA in that same semester.

Students who still fall below these benchmarks for a second consecutive semester will be suspended for one full year. At the point of discharge, suspended students shall be provided specific guidelines to gain readmittance.

Students who have been readmitted and again fall under the provisions of academic probation are likewise suspended for one year and special academic advisement and counseling sessions shall repeat.

Lincoln University Faculty Requirements for Online Course Instruction (April, 2022)

Any individual teaching hybrid or fully online courses at Lincoln University are required to complete professional development for teaching asynchronous or synchronous online and/or hybrid courses before their first online teaching experience to ensure implementation of best practices. Effective Fall 2023, individuals teaching online and/or hybrid courses must complete, or have previously completed relevant and up-to-date professional development.

New teaching hires will be given a one-semester grace period to complete professional development if they are assigned to teach an online and/or hybrid course during their first semester, and if they do not meet the certification requirements listed above.

Approved professional development is required and must be completed every 7 years from the date of the last completion. Individuals teaching online and/or hybrid courses may complete relevant and up-to-date professional development sooner than every seven years, and the clock will start over at that point.

The office of the Vice President of Academic Affairs will be responsible for establishing and maintaining a comprehensive and continually updated list of approved professional development for online instruction. The office of the Vice President of Academic Affairs will collaborate with the Coordinator of Online Learning in the interest of facilitating these professional development activities. This collaboration will ensure that resources are provided to support online instructional quality.

Individuals teaching online and/or hybrid courses may petition the Office of the Coordinator for Online Learning for alternative training/professional development to be approved and added to a comprehensive list of relevant and up-to-date development opportunities that strengthen online skillsets and prioritize improvements to Lincoln University online courses. Petitions must be sent no later than six months prior to the training requirement.

RECOMMENDATION ONE

Adoption and implementation of “Lincoln University Faculty Requirements for Online Course Instruction.”

Description	SF	Subtotal	General Conditions 8.00%	Overhead & Profit 6.25%	Subtotal	Design & Post Const. Contingency 15.00%	Escalation 6.00%	Total Const. Cost	Project Cost %	Project Cost	Total Project Cost	Total Project Cost Extended
Base Project Floors 2-10	62,477	\$5,081,000	\$406,480	\$342,968	\$5,830,448	\$874,567	\$402,301	\$7,107,316	20%	\$1,421,463	\$8,528,779	\$8,528,779
Options Option 1 - New Elevator	1,320	\$1,137,000	\$90,960	\$76,748	\$1,304,708	\$195,706	\$90,025	\$1,590,438	10%	\$159,044	\$1,749,482	\$10,278,261
Option 2 - Fill in Floors	1,024	\$500,500	\$40,040	\$33,784	\$574,324	\$86,149	\$39,628	\$700,101	10%	\$70,010	\$770,111	\$11,048,372
Option 3 - New Windows		\$2,020,000	\$161,600	\$136,350	\$2,317,950	\$347,693	\$159,939	\$2,825,581	10%	\$282,558	\$3,108,139	\$11,636,918
Option 4 - Entry Level	11,400	\$969,000	\$77,520	\$65,408	\$1,111,928	\$166,789	\$76,723	\$1,355,440	20%	\$271,088	\$1,626,528	\$13,263,446
Option 5 - Lower Level Lobby & Laundry	5,169	\$480,000	\$38,400	\$32,400	\$550,800	\$82,620	\$38,005	\$671,425	20%	\$134,285	\$805,710	\$14,069,156
								\$14,250,300			\$16,588,749	\$16,588,749

- + Board authorizes design to begin
- + Early bid packages (11/22)
 - + Demolition
 - + Window Replacement
 - + Elevator Tower Addition
- + Early equipment order (11/22)
 - + Switch gear
 - + Food service equipment
- + Building vacated January 2023
 - + Demolition begins immediately
- + Final bid package (2/23)
- + Building move in January 2024